

Compare and Contrast: Not just bread... Emerging (Foundations K–2)

This graphic describes the nutritional content of three different types of popular bread products.

Core Content Areas

Health, Math

AVID Elementary Components

Student Success Skills, Partnerships, Writing, Inquiry, Collaboration, Organization

This lesson refers to strategies and resources located in the curriculum guide, *AVID Elementary Foundations: A Schoolwide Implementation Resource* (2016 edition).

Common Core Connections

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

Preparation and Differentiation

1. Access the AVID Elementary Weekly graphic, “What’s in the breadbox.” Determine whether the graphic will be provided in electronic or paper copy. The class may use the Class Login function on the AVID Elementary Weekly website for students to access the graphic electronically.
2. Determine the level of support required for all students (including General Ed, Special Ed and ELL populations) to move successfully through the levels of thinking and build academic skills.

3. Utilizing flexible grouping strategies, determine partner groups for specific components of the lesson. (Collaboration)

Flexible Grouping: provides an opportunity to differentiate instruction within whole group, small group, one-to-one, or independent learning.

Support Tools: prepare and incorporate non-linguistic representations, teacher-created notes, CLOZE activities/reading, translations, etc.

Academic Language Scripts: provide an opportunity for oral language development by creating a structured way for students to engage in academic discourse for vocabulary and language development in a scholarly environment.

Rehearsal and Revision: engage students in practice of formal register (vocabulary and language development) in which they attempt, practice, and correct their own responses.

Sentence Frames: prepare and incorporate guiding prompts for questions and responses to provide scholarly visual anchors for students to add their own ideas.

Word Banks: prepare and incorporate lists of content or academic vocabulary that students are able to choose from to integrate into a personal written or oral response.

Writing + Speaking; Speaking + Writing: incorporate writing and speaking activities that are paired together to practice oral and written responses.

Inquiry-Based Differentiation

Before (Level 1)	During (Levels 1, 2, 3)	After (Level 3)
Establishing prior knowledge	Gathering information	Reflecting on learning
Gathering information	Thinking about and comparing information	Making connections
	Applying the information	

Organization

This activity is intended to provide an opportunity for students to use a graphic organizer as a visual framework to develop concepts, organize language, and comprehend key concepts. Students develop their organization skills as they compare and contrast ideas and data from an informational graphic. Students work collaboratively to share their thoughts and organize ideas using a graphic organizer for note-taking.

1. Connect concepts and topic to grade-level-specific standards and/or frameworks.
2. Provide students with a Graphic Organizer: Compare/Contrast, Option 1 template for note-taking. (Organization 4.9d)

Process

1. Using the AVID Elementary Weekly graphic, “What’s in the breadbox,” as a springboard, work as a whole group to identify and describe the three examples of popular breads listed on the graphic. (Inquiry and Collaboration)
2. Group students into partners. Partners work collaboratively to select two types of bread to compare and contrast in their graphic organizer template. (Collaboration and Organization)
3. Using the STAR strategy (Set up notes; Take notes; Add to notes; Review notes), model for students how to set up their page for note-taking using a graphic organizer. Guide students through labeling the two types of bread at the top of the template. (Organization)
4. Partners work together to compare and contrast their two selected bread types. Responses are input into the Graphic Organizer: Compare/Contrast template. Emerging learners may use a combination of pictures, symbols, and words as a note-taking strategy. (Organization and Writing)
5. Once the template is complete, each set of dyads shares three main ideas/take-aways about the nutritional content of bread with the whole group.
6. Using a large piece of chart paper, use words or images to record these reflections in front of the whole class. (Collaboration and Organization)
7. Students complete a Process Learning Log to record evidence of their observations and learning. Have students respond to the following prompts: “What I Did,” “How I Worked and How I Learned,” and “What I Learned.” (Writing 1.7b)

Variations

1. Create an illustration of your favorite meal with a type of bread.
2. Write an acrostic poem using the word “BREAD.” Extend this activity to an “Acrostic Poem with Synonyms” by adding three synonyms next to each word in the poem.
3. Take a poll to find out about your peers’ favorite type of bread products. Create a bar graph to illustrate your findings.
4. Choose a type of bread. Conduct additional research about this bread and its nutritional content. Use the Graphic Organizer: Elaboration/Description to record what you learned. (Organization 4.9a or 4.9b)

Healthy Living

What's in the breadbox

*Nutritional content in 3.5 oz.
(100 g) of some popular breads:*



Two medium pitas

270 calories
2.6 grams of fat
10 grams of protein



One and a half medium bagels

275 calories
1.6 grams of fat
10.5 grams of protein



One and a half large croissants

410 calories
21 grams of fat
8.2 grams of protein

Source: U.S. Department of Agriculture,
TNS Photo Service