

NCSL UDL Unit Concept Reinforcement Activity for English Language Arts MS Lesson 1

*If the student has not had experience (or has had very little experience) with the skill of compare and contrast, it might be helpful to provide instruction using this Concept Reinforcement Activity (CRA) before the Introduction to Lesson 1. Just as with any other student, it is unlikely that he/she will learn this concept or skill after being instructed only once so you can provide this activity at other times during the unit. But do not expect or require mastery of this CRA before the student takes part in the unit. The CRA is supplemental instruction and should only be provided **in addition to** the instruction in the unit; it does not take the place of the unit.*

Key Vocabulary: The following key vocabulary terms are used in the reinforcement activities and the unit. It is important to provide these terms in the student's communication system and describe the meaning using the definitions in the unit as provided or paraphrased as needed. The purpose is to build understanding of the terms rather than teaching the student to recite the definitions. For example, when placing pictures of the character on the character card state, "This is the character. The character is one of the people in the story."

Unit Definition	Possible Paraphrased Definition
Compare: describe as similar	Compare: look at how things are the same (use "same" as symbol for AAC system)
Contrast: describe as different	Contrast: look at how things are different (use "different" as symbol for AAC system)
Setting: In literature texts, setting is the time and place where the events of the story take place. The sequence of the settings in a text provides the structure for most literature readings.	Setting: where something happens or when something happens

Exploratory Activity

Purpose: *The exploratory activity is designed to build the concept of the comparing and contrasting within and across texts.*

1. Begin building the concept of compare and contrast by using familiar objects that are familiar to the student. Use two objects that are distinctly different and place on an organizer made of two circles, squares, or rectangles and labeled

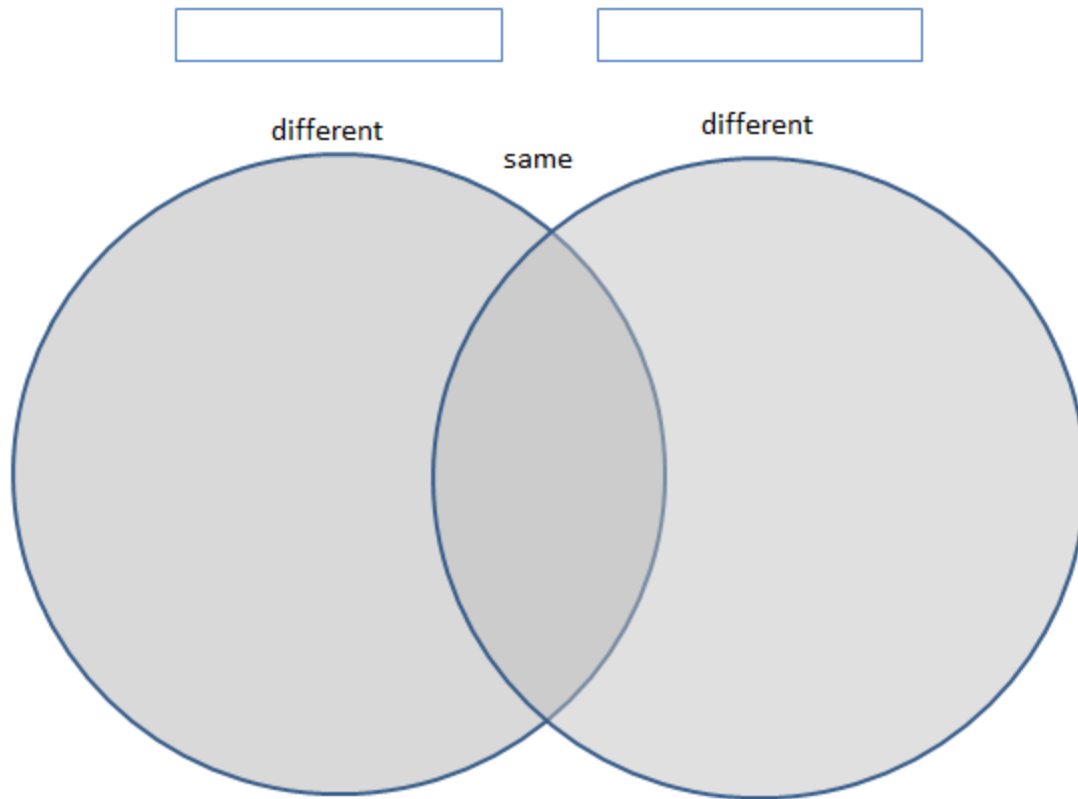
“different”. Talk about how the two objects are different. Adapt the organizer as needed for the student. Possible adaptations:

- could include making each shape a different color
- outlining each shape with contrasting color, outlining each shape with texture
- making each shape a different texture, use boxes

When planning for adapting, understand that a Venn diagram (Figure 1) will be used in upcoming steps and consider what will transition well into that format.

- Repeat with different pairs of objects, consider moving from visual differences (sizes, colors, etc.) to function differences (pencils write/paper is written on).
 - Introduce pictures of character traits/characteristics, settings, or events from a simple text, familiar movie. Talk about how two characters (traits and characteristics), settings, or events are different (e.g., one was a boy and one a girl, one was tall and one was short, one studied and one did not). Assist the student in sorting into the two groups on the organizer.
2. Present compare/contrast graphic organizer as shown in Figure 1. Present the same character traits/characteristics, settings, or events from the text or movie and including both different and same characteristics. Talk about how two characters (traits and characteristics), settings, or events are different (e.g., one was a boy and one a girl, one was tall and one was short, one studied and one did not). Assist the student in sorting onto the two different sections of the graphic organizer.
 3. Next talk about how they are the same (e.g., the boy and girl were both young, they both liked to play ball). Assist the student in placing pictures of the things that are the same into the overlapping section of the organizer. Review each.

Figure 1 Venn diagram



Scripted Activity with Data Collection

Purpose: This activity is designed to provide extra practice to learn or refine the skill of comparing and contrasting which will be used within this unit in the context of settings between different versions of the same text. The activity also provides opportunities for extra instruction on foundational reading skills.

This activity could be used with any literary or informational text by following the same instructional script but changing the text, materials (provide whatever individualized supports your student needs to interact with the materials), and focus (common uses of compare/contrast include characters/settings/plot, authors' purpose, style, point of view, and factual information. Mastery of this skill is not expected nor required to continue working within this unit. Instead, this activity should be used solely as practice whenever it can be worked in during instruction on the unit or at other times during the school day. It does not take the place of instruction with peers on the UDL unit, but supplements that instruction.

Based upon the student and the skill, choose any one of the instructional strategies from the NCSC Instructional Resource Guide to use during instruction throughout the practice activity. Use the data to give you more information on what part of the skill the student may need more focused instruction on throughout the unit.

Materials and Directions for Teacher

Provide a text (or texts) that in which it would be helpful to use the skill of compare/contrast to better understand the content; a graphic organizer suited for compare/contrast (this might be a web, a matrix, or a Venn diagram); supports necessary for provide the most meaningful access for your student (looking at the *Additional Considerations for Emerging Readers and Emerging Communicators* in the UDL unit might be helpful in deciding what to use).

This scripted activity will use a Venn diagram as that is the graphic organizer used by all students in the UDL unit to compare the differences in settings between Mark Twain's novel The Adventures of Tom Sawyer and the graphic novel of the same name. But you could easily adapt this script to accommodate a different type of graphic organizer depending upon which one is being used in the general education class. If you want to use a Venn diagram to compare and contrast a different subject, you will, of course, need to adjust the script below to meet that need.

Instructional Cue	Student Expected Response	Date:
<p><i>Indicate the section of the Venn diagram as you read the script; provide accommodations to the Venn diagram to make it accessible for the student (add colors, textures, symbols, text, etc.).</i></p> <p><i>To help us better understand (insert subject/settings), we can compare and contrast what we know. When we compare, we look at how things are the same. When we contrast, we look at how they are different. To help us, we will use a Venn diagram. This is the Venn diagram. This circle is where we will put information about (insert one part of the subject/settings in the novel). Show me where we will put information about (insert one part of the subject/settings in the novel).</i></p>	<p>Student indicates one circle.</p>	
<p><i>Indicate the section of the Venn diagram as you read the script.</i></p> <p><i>This circle is where we will put information about (insert the other part of the subject/settings in the graphic novel). Show me where we will put information about (insert the other part of the subject/settings in the graphic novel).</i></p>	<p>Student indicates the other circle.</p>	
<p><i>Indicate the section of the Venn diagram as you read the script.</i></p> <p><i>This part where the circles overlap is where we will put information that comes from (insert both parts of the subject/settings that are in the novel and the graphic novel). Show me where we will put information that comes from (insert both parts of the subject/settings that are in the novel and the graphic novel).</i></p>	<p>Student indicates the part where the circles overlap.</p>	

<p><i>Have the student read along with you using whatever accommodations are necessary.</i></p> <p><i>Let's read a section of the (insert text/novel) and think about the (insert subject/settings). Read a section of the novel that has a setting which is not in the graphic novel. What is the setting in this section?</i></p>	<p>Student indicates the setting.</p>	
<p><i>Demonstrate where to place the information in the Venn diagram as you read the text; use the accommodation which provides the most meaningful access to represent the setting(s).</i></p> <p><i>The (insert information/setting) is only in the novel so it is different from the (insert text/graphic novel). I will put that contrasting or different information here. Now you do it.</i></p>	<p>Student places the information in the correct circle.</p>	
<p><i>Have the student read along with you using whatever accommodations are necessary.</i></p> <p><i>Let's read a section of the (insert text/graphic novel) and think about the (insert subject/settings). Read a section of the graphic novel that has a setting which is not in the novel. What is the setting in this section?</i></p>	<p>Student indicates the setting.</p>	
<p><i>Demonstrate where to place the information in the Venn diagram as you read the text; use the accommodation which provides the most meaningful access to represent the setting(s).</i></p> <p><i>The (insert information/setting) is only in the graphic novel so it is different from the (insert text/novel). I will put that contrasting or different information here. Now you do it.</i></p>	<p>Student places the information in the correct circle.</p>	
<p><i>Have the student read along with you using whatever accommodations are</i></p>	<p>Student indicates the setting.</p>	

<p>necessary.</p> <p>Let's read a section of the (insert text/novel and graphic novel) and think about the (insert subject/settings). Read a section of the novel and the graphic novel that has a setting which is both. What is the setting in these sections?</p>		
<p>Demonstrate where to place the information in the Venn diagram as you read the text; use the accommodation which provides the most meaningful access to represent the setting(s).</p> <p>This (insert information/setting) is in the novel and the graphic novel so it is same for both. I will put that comparison or same information here. Now you do it.</p>	<p>Student places the information in the part where the circles overlap.</p>	
<p>The next three steps are opportunities to see how the student can do by him/herself. You will not model the response before asking the student to do it. Use this data formatively to see how you might change the instruction to help your student perform at a higher level.</p>		
<p>Have the student read along with you using whatever accommodations are necessary.</p> <p>Let's read another section of the (insert text/novel) and think about the (insert subject/settings). Read a section of the novel that has a setting which is not in the graphic novel. What is the setting in this section?</p>	<p>Student indicates the setting.</p>	
<p>Indicate the sections of the graphic organizer as you read the script.</p> <p>If this (insert information/setting) is only in the (insert text/novel), put it here. If this (insert information/setting) is in the (insert texts/novel and graphic novel), put it here. Now you do it.</p>	<p>Student places the information in the section of the Venn diagram.</p>	

<p><i>Have the student read along with you using whatever accommodations are necessary.</i></p> <p><i>Let's read another section of the (insert text/graphic novel) and think about the (insert subject/settings). Read a section of the graphic novel that has a setting which is not in the novel. What is the setting in this section?</i></p>	<p>Student indicates the setting.</p>	
<p><i>Indicate the sections of the graphic organizer as you read the script.</i></p> <p><i>If this (insert information/setting) is only in the (insert text/graphic novel), put it here. If this (insert information/setting) is in the (insert texts/novel and graphic novel), put it here. Now you do it.</i></p>	<p>Student places the information in the section of the Venn diagram.</p>	
<p><i>Have the student read along with you using whatever accommodations are necessary.</i></p> <p><i>Let's read another section of the (insert text/novel) and think about the (insert subject/settings). Read a section of the novel that has a setting which is also in the graphic novel. What is the setting in this section?</i></p>	<p>Student indicates the setting.</p>	
<p><i>Indicate the sections of the graphic organizer as you read the script.</i></p> <p><i>If this (insert information/setting) is only in the (insert text/novel), put it here. If this (insert information/setting) is in the (insert texts/novel and graphic novel), put it here. Now you do it.</i></p>	<p>Student places the information in the section of the Venn diagram.</p>	
<p><i>Have the student read along with you using whatever accommodations are necessary.</i></p> <p><i>Let's read another section of the (insert text/graphic novel) and think about the (insert subject/settings). Read a section of the graphic novel that has a</i></p>	<p>Student indicates the setting.</p>	

<i>setting which is also in the novel. What is the setting in this section?</i>		
<i>Indicate the sections of the graphic organizer as you read the script.</i> <i>If this (insert information/setting) is only in the graphic novel, put it here.</i> <i>If this (insert information/setting) is in the (insert texts/novel and graphic novel), put it here. Now you do it.</i>	Student places the information in the section of the Venn diagram.	

Transition Activity: Back to the UDL Lesson

After providing the instruction provided in the CRA, help the student transition back to the UDL Lesson (*Introduction of Lesson 1*) by reviewing how things about objects, characters, settings, and events can be different and how other things can be the same. Use the characters (characteristics/traits), settings, and plots with the texts used in *Introduction of Lesson 1*. Consider providing an adapted version of the graphic organizer used in the *Body of Lesson 1*. Use strategies from the Instructional Resource Guide as needed to move the student towards skill acquisition.