

## Science: Compare & Contrast

### Lesson Objective:

After discussing the differences and similarities between animals and humans in a small group, the learners will fill out a Venn diagram that shows what humans and animals do and do not have in common.

### Standard(s) Addressed (Based on Next Generation Science Standards):

**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive

K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference (*K-LS1-1*)

**K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail (*K-ESS3-1*)

### Anticipatory Set:

“Yesterday we used a Venn Diagram to talk about the similarities and differences between cars and airplanes. We put similarities in the middle (point to that area of the Venn Diagram you are holding up) and differences on each side (point to the other two areas of the Venn Diagram). When we fill out a Venn diagram, we can see the similarities and differences between any two objects.”

### Perceived Objective and Rationale:

“Today, instead of cars and airplanes, we are going to talk about humans and animals. Once we talk about the similarities and differences between humans and animals, we will be able to fill out this Venn diagram.”

### Input:

- Have a discussion with the kids asking them about the different traits that animals and humans have and also what they have in common
- Since this is in a small group, let the kids share multiple responses if they feel like it
- Now move the discussion towards the Venn diagram
- Ask the kids what we should put in the side of the Venn diagram that represents only traits of humans and write an example (includes word and picture) on your white board so the students can see the process (modeling)
- Repeat the step above for both traits of animals, and the similarities between animals and humans
- Now tell the students to start filling out their own Venn diagram appropriately

### Modeling:

This step will be done during the input. We will do one example together for each section of the Venn diagram. Together we will come up with an example, and I will write it on my white board. The example will include a word, and a picture depicting that word (ex: under 'Humans' write 'talk' with a picture of a mouth)

Checking for Understanding:

I will ask the students if they have any more questions before they try it on their own. Once I let them start on their own, I will walk around to make sure the students are completing the activity correctly.

Independent Practice:

The students will come up with their own examples for each section of the Venn diagram. They will fill each section with words and/or pictures to represent the similarities and differences between humans and animals.

Assessment:

I will walk around and check to see if the students are completing the activity correctly.

Closure:

"Today we saw how we can use a Venn diagram to see similarities and differences between two objects or things. (Student's name) discovered that humans and animals both (insert attribute here), while (student's name) discovered that only humans (insert attribute here)." (hold up the Venn diagrams of different students to reinforce the concept while doing this step)

Differentiation:

Some students will need more help than others writing letters or coming up with examples. Since I will be working in a small group, I will have the opportunity to have a lot of one on one time with every student that needs extra help. I will be able to stimulate the students' thinking if they cannot think of examples and help students writing their letters/spelling words as needed.