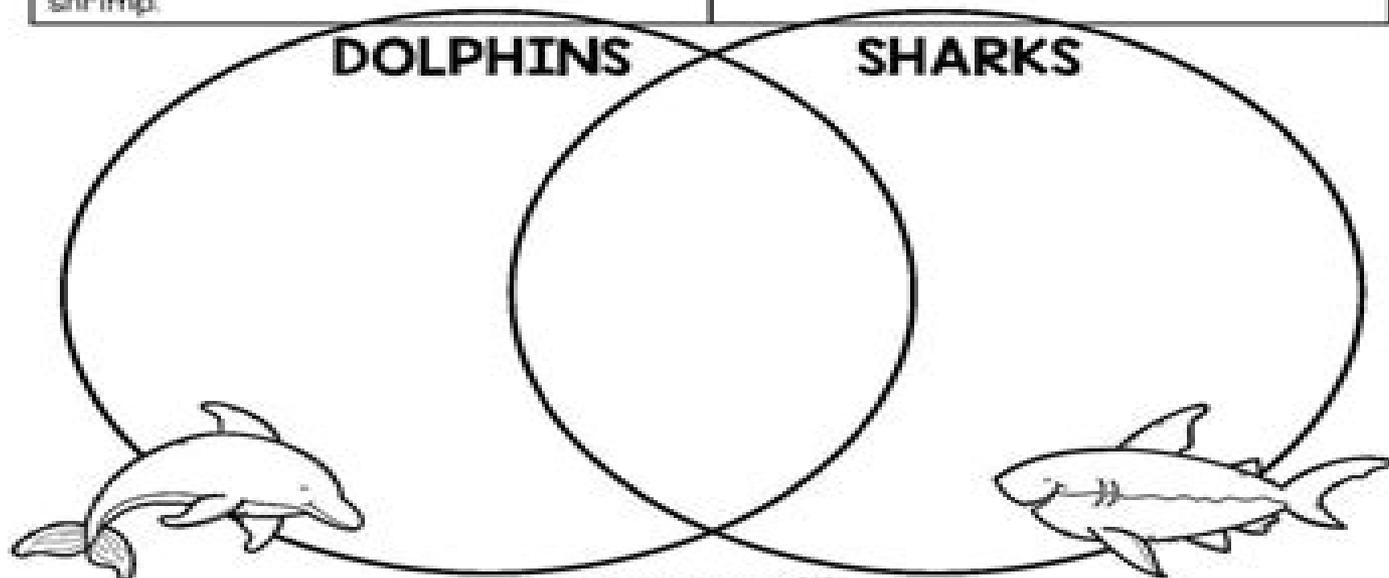


Name \_\_\_\_\_

# COMPARE & CONTRAST

Directions: Read both sections below. Compare and contrast the two animals.

<b>DOLPHINS</b>	<b>SHARKS</b>
<p>A dolphin is a warm-blooded mammal that lives in the ocean. Dolphins give birth to babies that are called calves. They also breath oxygen. A dolphin must live near the surface where it can breathe air. Dolphins are known to be vocal and social animals. They swim in pods where they come together with their mates to travel. Dolphins have a dorsal fin on their back, two fins on their side, and a tail. They also have a blowhole on top of their body. Their tail is horizontal and is used to swim in an up-and-down motion. A dolphin will eat things like fish, crustaceans, squid and shrimp.</p>	<p>Sharks are cold-blooded fish that live in the ocean. They spend their whole lives deep underwater. Like other fish, sharks have gills to remove oxygen from the environment. Sharks prefer to live and hunt alone. They do not like to socialize with other sharks. Sharks have a dorsal fin on their back, two fins on their side, and a tail. They also have gills on the side of their body. Their tail is vertical and is used to swim in a side-to-side motion. A shark will eat things like fish, crustaceans, squid, shrimp, other sharks, marine mammals, and plankton.</p>



# Reading Comprehension Compare Tutorial

**Hollie, Sharroky**



## **Reading Comprehension Compare Tutorial:**

**The Road to Independent Reading and Writing** Cathy Collier, 2021-07-30 Transform young learners into independent readers and writers This easy to use classroom resource is packed with routines lessons centers charts resources and teaching tips Break key literacy concepts and skills into manageable teachable pieces

**The Comprehensive Guide to Working with Student Teachers** Elizabeth Soslau, Monique Alexander, 2021 This guide provides a comprehensive toolkit for the complex work of field instruction including mentoring approaches conversation stems conferencing techniques lesson debriefing questions understandings of programmatic goals observation assessment and feedback methods and more Chapters are accessibly written and filled with concrete examples tips worksheets and activities

*A Literature Guide for the Middle School Classroom* Joseph P. RAMIREZ, 2006-06-13 Supplement learning with extension activities in vocabulary reading and writing that support the six strands of Bloom's Taxonomy Examples of the diverse activities include Illustrating scenes from text Knowledge Rewriting a favorite scene into a play Comprehension Designing a board game to recall vocabulary definitions Application Identifying specific events in the text that foreshadow concluding events Analysis Designing a new setting for the text Synthesis Writing a review of the text Evaluation A reproducible rubric helps the teacher assess each student's mastery of Bloom's Taxonomy Book jacket

**The Peoples Tutor, U. S. Government** Beverly Vaillancourt, 2001 A tutorial study guide for any U S Government course Page 4 of cover

[Strategies for Culturally and Linguistically Responsive Teaching and Learning](#) Hollie, Sharroky, 2017-03-01 Provide teachers with concrete strategies to support instruction for students with culturally and linguistically diverse backgrounds Incorporate the tools and tips in this resource into daily instruction to educate students of diverse backgrounds Educators will learn to examine all aspects of teaching practices in order to be successful in educating all students to the expectation of today's standards Use this professional resource to build an understanding of the significance of teaching practices the classroom environment and assignments in regards to the increasingly diverse student populations

**Leading Lesson Study** Jennifer Stepanek, Gary Appel, Melinda Leong, Michelle Turner Mangan, Mark Mitchell, 2006-12-20 Provides readers with a compelling rationale for the process offers experience tested tools and suggests ways to address commonly occurring challenges This book will assist teachers and those who support them in understanding and implementing all phases of lesson study from initial planning through sharing with others what was learned Dennis Sparks Executive Director National Staff Development Council A powerful teacher professional development process that focuses collaborative teams directly on the classroom and the perfect tool for teachers professional developers and team leaders Gives you everything you need to use lesson study to support teachers in thinking deeply about practice Roberta Jaffe Science Education Coordinator New Teacher Center University of California Santa Cruz Use this team centered approach to directly enhance teaching and learning in your school First introduced in Japan lesson study has gained enthusiastic advocates in US educational circles as a powerful collaborative

approach that brings teachers together as researchers into the science and craft of teaching and learning in their classrooms Teachers work as teams to develop a lesson plan teach and observe the lesson to collect data on student learning and use their observations to refine their lesson Participants build their sense of professional authority while discovering effective practices that result in improved learning outcomes for their students This how to guide provides teachers administrators and team leaders with practical strategies models and tools The book leads a beginning team through the phases of the lesson study cycle and provides an experienced team with new perspectives Using examples from U S classrooms this handbook Encourages educators to generate and share knowledge Inspires a teacher researcher stance Illustrates both the process and substance of lesson study Encourages collaboration Provides guidelines for avoiding common pitfalls Leading Lesson Study is an excellent resource for both experienced and novice lesson study teams administrators who want to start a lesson study program and lesson study team facilitators such as instructional coaches and professional development providers

*Kaleidoscope* McGraw-Hill Staff,WrightGroup/McGraw-Hill Staff,2003-04 Designed to help students who are performing two or more years below their designated grade levels develop the skills they need to read with fluency and understanding

Strategies for Culturally and Linguistically Responsive Teaching and Learning ebook Sharroky Hollie,2015-04-01 Provide teachers with concrete strategies to support instruction for students with culturally and linguistically diverse backgrounds Incorporate the tools and tips in this resource into daily instruction to educate students of diverse backgrounds

*Study Guide to Accompany Seasons of Life 4e Telecourse* Berger,Kathleen Stassen Berger,2000-12-08

**Teaching Reading in the Elementary Grades** Marvin L. Klein,Susan Peterson,Linda Simington,1991 Grade level 1 2 3 4 5 6 7 p e i t

**Scott Foresman Reading** ,2004 *SRA Open Court Reading* ,2002

Comparing Communities ,1993 Provides third grade students with a view of the geography history economy and government of communities within the United States and in other countries

**Directed Study Guides for Knowlton's Introduction to World Geography** Alma Leonhardy,Hogoboom Grace W.,Elizabeth Van Patten,1929

**Artificial Intelligence in Education. Posters and Late Breaking Results, Workshops and Tutorials, Industry and Innovation Tracks, Practitioners, Doctoral Consortium and Blue Sky** Ning Wang,Genaro Rebolledo-Mendez,Vania Dimitrova,Noboru Matsuda,Olga C. Santos,2023-06-29 This volume constitutes poster papers and late breaking results presented during the 24th International Conference on Artificial Intelligence in Education AIED 2023 Tokyo Japan July 3 7 2023 The 65 poster papers presented were carefully reviewed and selected from 311 submissions This set of posters was complemented with the other poster contributions submitted for the Poster and Late Breaking results track of the AIED 2023 conference

**Grade Teacher** ,1929 *Kaleidoscope, Level B* WrightGroup/McGraw-Hill Staff,2003-04

**Reading Objectives** Charles Joseph Anderson,Isobel Davidson,1923

Supervision and Teaching of Reading Julia May Harris,Herman Lee Donovan,Thomas Alexander,1927 This book has been prepared for supervisors and teachers of reading

The chapters are organized around typical difficulties encountered by reading teachers. The authors conducted surveys of reading teachers asking for their descriptions of the problems in reading instruction that presented the greatest difficulties. After collating the descriptions, the authors surveyed the literature and from these sources prepared answers touching on both materials and methods. **Contribution to Education**, 1929

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