

Introduction: This lesson will give you practice in understanding legends, scales and numerical data. This lesson will help you:

- ▶ Interpret weather data.
- ▶ Synthesize information.
- ▶ Write comparative statements.

1. **As a class**, turn to the weather page in today's USA TODAY. You can find it on the last page of the News section.
2. Analyze and discuss the different forms of data on the page. Refer to the temperature scale, the legend, the "extremes," "today's precipitation," "weather close-up and AQI," "the week ahead," "the national forecast," "the world forecast" and the "USA TODAY weather focus."
3. **As a class**, talk about the data. For which U.S. city is the highest temperature forecasted? For which city in the world? Compare two cities' AQI. What other data can you compare? Discuss the possibilities.

Next, you are going to make some comparisons based on weather data. To compare two things, we use **comparative forms**:

- more (adj) than
- (adj)-er than

We use "(adj)-er than" construction when the adjective is two syllables or less (i.e. hot or cool). We use the "more (adj) than" construction when the adjective is three syllables or more (i.e. intelligent). The same syllable rule applies when using superlative forms.

To compare more than two things, we use **superlative forms**:

- the most (adj)
- the (adj)+est

4. **As individuals**, write ten statements that compare data on the weather page. Try to analyze the various types of data on the page. Write comparative and superlative statements.
5. **As a class**, discuss this activity. What did you learn by analyzing the data on the weather page? What did you learn about English grammar?
6. **Extension:** Based on the information in "weather close-up and AQI," choose two U.S. cities to compare. Write five comparative statements using the data in the boxes.

Lesson 9 (A) - The weather page: Comparing data

Time Requirement:
45 minutes

Teacher edition

Page 1

Advanced

Lesson 9 (A): This lesson gives students the opportunity to analyze various forms of weather data. It also gives them practice in writing comparative statements.

Standards:

- ▶ Drawing conclusions/inferences
- ▶ Identifying details/facts
- ▶ Analyzing and/or evaluating information
- ▶ Synthesizing information from a single source
- ▶ Applying structure of English (grammar)
- ▶ Applying structure of English (usage)
- ▶ Developing academic language proficiency
- ▶ Developing viewing skills
- ▶ Reading different genres
- ▶ Using knowledge of different genres

To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.

1. Model: The weather page is the last page of the News section.


2-3. Discuss: Point out the various forms of data: temperature scale, the legend, the “extremes,” “today’s precipitation,” “weather close-up and AQI,” “the week ahead,” “the national forecast,” “the world forecast” as well as photographs and the “USA TODAY weather focus.” Allow students the opportunity to talk about the data on the weather page. Students who “rehearse” orally before writing are often more motivated to write. Allow 15 minutes.

Review: If needed, remind students how to write comparisons: To compare two things, we use comparative forms:

- more (adj) than
- (adj)-er than

Lesson 9 (A)

**The weather page:
Comparing data**



Student edition

PAGE 1

Purpose for reading: *To compare data on charts*

Introduction: This lesson will give you practice in understanding legends, scales and numerical data. This lesson will help you:

- ▶ Interpret weather data.
- ▶ Synthesize information.
- ▶ Write comparative statements.

1. **As a class**, turn to the weather page in today's USA TODAY. You can find it on the last page of the News section.

2. Analyze and discuss the different forms of data on the page. Refer to the temperature scale, the legend, the “extremes,” “today’s precipitation,” “weather close-up and AQI,” “the week ahead,” “the national forecast,” “the world forecast” and the “USA TODAY weather focus.”

3. **As a class**, talk about the data. For which U.S. city is the highest temperature forecasted? For which city in the world? Compare two cities' AQI. What other data can you compare? Discuss the possibilities.

*Next, you are going to make some comparisons based on weather data. To compare two things, we use **comparative forms**:*

- more (adj) than
- (adj)-er than

We use “(adj)-er than” construction when the adjective is two syllables or less (i.e. hot or cool). We use the “more (adj) than” construction when the adjective is three syllables or more (i.e. intelligent). The same syllable rule applies when using superlative forms.

*To compare more than two things, we use **superlative forms**:*

- the most (adj)
- the (adj)+est

4. **As individuals**, write ten statements that compare data on the weather page. Try to analyze the various types of data on the page. Write comparative and superlative statements.

5. **As a class**, discuss this activity. What did you learn by analyzing the data on the weather page? What did you learn about English grammar?

6. **Extension:** Based on the information in “weather close-up and AQI,” choose two U.S. cities to compare. Write five comparative statements using the data in the boxes.

We use “(adj)-er than” construction when the adjective is two syllables or less (i.e. hot or cool). We use the “more (adj) than” construction when the adjective is three syllables or more (i.e. intelligent). The same syllable rule applies when using superlative forms.

- the most (adj)
- the (adj)+est

Note: Remind students of the differences between than and then – two words often confused in writing. Allow 10 minutes.

To compare more than two things, we use the superlative forms:

4. Direct instruction: Explain to students that they are to write ten com-

Lesson 9 (A) - The weather page: Comparing data

Time Requirement:
45 minutes

Teacher edition


Page 2

Advanced

parative statements about the information on the weather page. Encourage them to use data from different parts of the page. For example, they may compare forecasts of American and foreign cities: *Palm Springs will be 10°F hotter than Baghdad.* **Differentiated instruction:** Some students may benefit from working with a partner. Allow 15 minutes.

5. Reflect: Have students share their learning outcomes. Note that they may have acquired new content knowledge after working with the weather page. They may also have solidified grammar structures by focusing intently on comparative structures. **Incidental learning:** Although the activity focuses on scientific content, including the grammar lesson may help students acquire the grammatical structures without realizing it. Such an activity allows for incidental learning, which researchers say is proven practice for in-depth understanding. Allow 5 minutes.

6. Extension: As a homework or extra-credit assignment, have students choose two U.S. cities and write five comparative statements about them. Encourage students to use all the data available in the boxes to create their statements.

Lesson 9 (A)	The weather page: Comparing data	
Student edition		Purpose for reading: To compare data on charts
PAGE 1		

Introduction: This lesson will give you practice in understanding legends, scales and numerical data. This lesson will help you:

- ▶ Interpret weather data.
- ▶ Synthesize information.
- ▶ Write comparative statements.

1. **As a class**, turn to the weather page in today's USA TODAY. You can find it on the last page of the News section.

2. Analyze and discuss the different forms of data on the page. Refer to the temperature scale, the legend, the "extremes," "today's precipitation," "weather close-up and AQI," "the week ahead," "the national forecast," "the world forecast" and the "USA TODAY weather focus."

3. **As a class**, talk about the data. For which U.S. city is the highest temperature forecasted? For which city in the world? Compare two cities' AQI. What other data can you compare? Discuss the possibilities.

Next, you are going to make some comparisons based on weather data. To compare two things, we use **comparative forms**:

- more (adj) than
- (adj)-er than

We use "(adj)-er than" construction when the adjective is two syllables or less (i.e. hot or cool). We use the "more (adj) than" construction when the adjective is three syllables or more (i.e. intelligent). The same syllable rule applies when using superlative forms.

To compare more than two things, we use **superlative forms**:

- the most (adj)
- the (adj)+est

4. **As individuals**, write ten statements that compare data on the weather page. Try to analyze the various types of data on the page. Write comparative and superlative statements.

5. **As a class**, discuss this activity. What did you learn by analyzing the data on the weather page? What did you learn about English grammar?

6. **Extension:** Based on the information in "weather close-up and AQI," choose two U.S. cities to compare. Write five comparative statements using the data in the boxes.

Lesson 9 (B)

The weather page: Comparing data



Student edition

PAGE 1

Purpose for reading: To compare data on charts

Introduction: In this lesson, you will compare pieces of information from a map. This lesson will help you:

- ▶ Identify details using a map.
- ▶ Analyze the information you find.
- ▶ Compare the facts you find on a map.
- ▶ Recognize comparisons in a newspaper article.

1. **As a class**, locate the weather map on the back page of the News section of USA TODAY.

The names of the states are not included on the weather map. Can you find the state we live in? How many states are next to our state? Can you name them? The capital of each state is the city that has a star next to it.

2. Look at the graphic organizer your teacher gave you. Fill in the first row of Part 1 with your teacher.

3. **On your own**, choose two states that interest you. Write their names and capital cities on your chart. Then, find today's high and low temperatures for those cities and add this data to your chart.

4. **With a partner**, make a list of adjectives that you can use to compare temperatures and weather conditions.

*Next, you are going to make some comparisons based on weather data. To compare two things, we use **comparative forms**:*

- more (adj) than
- (adj)-er than

We use "(adj)-er than" construction when the adjective is two syllables or less (i.e. hot or cool). We use the "more (adj) than" construction when the adjective is three syllables or more (i.e. intelligent). The same syllable rule applies when using superlative forms.

*To compare more than two things, we use **superlative forms**:*

- the most (adj)
- the (adj)+est

5. Take turns forming comparative and superlative statements using any cities on the weather map. For example, "Laredo is the warmest city in the U.S. today."

Lesson 9 (B)

The weather page: Comparing data



Student edition

PAGE 2

***Purpose for reading:** To compare data on charts*

- 6. **On your own**, complete Part 2 of your graphic organizer.
- 7. **With a partner**, find and highlight as many comparative and superlative forms as you can in this edition of USA TODAY.
- 8. Take turns reading aloud the sentences you found.
- 9. Work together to identify the two things that are being compared.
- 10. **Extension:** Look at the “world forecast” section at the bottom of the weather page. Compare the temperature and weather for your country’s capital city (or the closest you can find) to those of the U.S. city nearest to where you are living now. Write three comparative statements using the data for these two cities.

Lesson 9 (B)

The weather page: Comparing data graphic organizer



Student edition

PAGE 3

Purpose for reading: To compare data on charts

Part 1: Identifying data

Directions: Choose three U.S. states that interest you. Then, use the USA TODAY weather map to fill in the chart.

State Name	Capital City	Today's High Temperature	Today's Low Temperature

Part 2: Comparing data

Directions: Create a picture that shows a comparison of the states you chose above. Draw one picture in each box. Below it, write a caption to describe the picture. Use at least one comparative adjective or one superlative adjective in each sentence. Remember to write your captions in complete sentences.

Picture:	Picture:	Picture:
Caption:	Caption:	Caption:

Lesson 9 (B) - The weather page: Comparing data

Time Requirement:
45 minutes

Teacher edition

Page 1

Intermediate

Lesson 9 (B): In this lesson, students analyze data by forming comparative statements. The lesson also increases students' awareness of U.S. geography and the Fahrenheit temperature scale.


Standards:

- ▶ Drawing conclusions/inferences
- ▶ Identifying details/facts
- ▶ Drawing comparisons
- ▶ Analyzing and/or evaluating information
- ▶ Synthesizing information from a single source
- ▶ Planning written and spoken communication
- ▶ Applying structure of English (grammar)
- ▶ Applying structure of English (usage)
- ▶ Developing academic language proficiency
- ▶ Reading different genres
- ▶ Using knowledge of different genres

To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.

1. Activate prior knowledge: Help students find the weather map. *Note: The weather page is the last page of the News section.* This activity will build students' confidence in preparation for working with the extensive and potentially intimidating U.S. map. Ask students to find the state they live in on the map. Have students count the states that are next to their home state. Ask students if they can identify these states as well. Allow 3 minutes.

2-3. Model: Show students how to locate capital cities and high and low temperatures. Pass out the graphic organizer. Then, complete one row in Part 1 of the graphic organizer on the board/projector. *Note: Point out the temperature scale at the top of the page. Students should use this as a reference if they are more familiar with the Celsius scale.* **Monitor** as students complete

Lesson 9 (B)	The weather page: Comparing data	
Student edition		Purpose for reading: To compare data on charts
PAGE 1		

Introduction: In this lesson, you will compare pieces of information from a map. This lesson will help you:

- ▶ Identify details using a map.
- ▶ Analyze the information you find.
- ▶ Compare the facts you find on a map.
- ▶ Recognize comparisons in a newspaper article.

1. **As a class**, locate the weather map on the back page of the News section of USA TODAY.

The names of the states are not included on the weather map. Can you find the state we live in? How many states are next to our state? Can you name them? The capital of each state is the city that has a star next to it.

2. Look at the graphic organizer your teacher gave you. Fill in the first row of Part 1 with your teacher.
3. **On your own**, choose two states that interest you. Write their names and capital cities on your chart. Then, find today's high and low temperatures for those cities and add this data to your chart.
4. **With a partner**, make a list of adjectives that you can use to compare temperatures and weather conditions.

*Next, you are going to make some comparisons based on weather data. To compare two things, we use **comparative forms**:*

- more (adj) than
- (adj)-er than

We use "(adj)-er than" construction when the adjective is two syllables or less (i.e. hot or cool). We use the "more (adj) than" construction when the adjective is three syllables or more (i.e. intelligent). The same syllable rule applies when using superlative forms.

*To compare more than two things, we use **superlative forms**:*

- the most (adj)
- the (adj)+est

5. Take turns forming comparative and superlative statements using any cities on the weather map. For example, "Laredo is the warmest city in the U.S. today."

the remaining rows on their own. Allow 5 minutes.

4. Build vocabulary: Once they have brainstormed adjectives, ask students to share their adjectives and write them on the board. Have your own list ready, to supplement. Some examples are: hot, warm, cold, cool, sunny, cloudy, comfortable, frigid and sweltering. Allow 6 minutes.

5. Direct instruction: Before stu-

dents begin forming comparative and superlative statements, explain how to compose structures such as "Concord is cooler than Atlanta." Remind students how to write comparisons: To compare two things, we use comparative forms:

- more (adj) than
- (adj)-er than

We use the "(adj)-er than" construction when the adjective is two syllables or less (i.e. hot or

Lesson 9 (B) - The weather page: Comparing data

Time Requirement:
45 minutes

Teacher edition

Page 2

Intermediate

cool). We use the “more (adj) than” construction when the adjective is three syllables or more (i.e. intelligent). The same syllable rule applies when using superlative forms.

To compare more than two things, we use the superlative forms:

- the most (adj)
- the (adj)+est

Note: Remind students of the differences between than and then – two words often confused in writing. Allow 7 minutes.

6. Monitor: Circulate and guide students through details such as spelling (e.g. sunnier) and using the definite article (the) with the superlative form. If students are unsure what to draw, model a picture on the board. Have a few students share their pictures and captions with the class. Allow 15 minutes.

7-9. Apply: Recognizing the grammatical forms in context will help students see the frequency and value of what they are learning. Review the clues to look for (-er, -est, more, most). If desired, make this activity a contest and see which pair of students can find the most comparative and superlative forms. Allow 9 minutes.

10. Extension: Students may complete this activity for homework or extra credit. Encourage students to use the Internet to access their home country newspapers to find weather data for their hometowns. Have students share the information they find and compare their data with one another.

Lesson 9 (B)

The weather page:
Comparing data



Student edition

PAGE 2

Purpose for reading: To compare data on charts

- 6. **On your own,** complete Part 2 of your graphic organizer.
- 7. **With a partner,** find and highlight as many comparative and superlative forms as you can in this edition of USA TODAY.
- 8. Take turns reading aloud the sentences you found.
- 9. Work together to identify the two things that are being compared.
- 10. **Extension:** Look at the “world forecast” section at the bottom of the weather page. Compare the temperature and weather for your country’s capital city (or the closest you can find) to those of the U.S. city nearest to where you are living now. Write three comparative statements using the data for these two cities.



Purpose for reading: To analyze
and compare data

Introduction: In this lesson, you will compare pieces of information from a map. This lesson will help you:

- ▶ Identify details using a map.
- ▶ Analyze information in a newspaper.
- ▶ Compare facts using descriptive words.

1. **As a class**, locate the weather map in USA TODAY.

The names of the states are not included on the weather map. Which state names do you know?

2. **With a partner**, point to the states whose names you know. Briefly explain what you know about that state. For example, “This (put your finger on the state) is Massachusetts. My cousin lives there.”
3. Choose one of the ideas your partner shared and share it with the class. Make sure you know where that state is located.

The capital of each state is the city that has a star next to it.

4. Look at the graphic organizer your teacher gave you. Fill in the first row of Part 1 with your teacher.
5. **On your own**, choose two states that interest you. Write their names and capital cities on the chart. Then, find today’s high and low temperatures for those cities. Add this data to the chart.

Next, you will review some vocabulary that will help you talk about the weather.

To compare two things, we use **comparative forms**:

- *more (adj) than = (for words with three syllables or more)*
- *(adj)-er than = (for words with two syllables or less)*

To compare more than two things, we use **superlative forms**:

- *the most (adj) = (for words with three syllables or more)*
- *the (adj)+est = (for words with two syllables or less)*



***Purpose for reading:** To analyze
and compare data*

- 6. **With a partner**, take turns forming comparative and superlative statements. You may talk about any cities on the weather map. For example, “Bangor is the coldest city today.”
- 7. **On your own**, fill out Part 2 of your graphic organizer.
- 8. **Extension:** Look at the “world forecast” section at the bottom of the weather page. Compare your country’s capital city (or the closest you can find) to the U.S. city nearest to where you live now. Compare the weather conditions in these two cities. Write three sentences. Use comparative and superlative adjectives.



***Purpose for reading:** To analyze and compare data*

Part 1: Identifying data

Directions: Choose three U.S. states that interest you. Then, use the USA TODAY weather map to fill in the chart.

State Name	Capital City	Today's High Temperature	Today's Low Temperature

Part 2: Comparing data

Directions: Create a picture that shows a comparison of the states you chose above. Draw one picture in each box and below it, write a caption to describe the picture. Use at least one comparative adjective or one superlative adjective in each sentence. Remember to write your captions in complete sentences.

Picture	Picture	Picture
Caption	Caption	Caption

Lesson 9 (C) - The weather page: Comparing data

Time Requirement:

45 minutes

Teacher edition

Page 1

Beginner

Lesson 9 (C): In this lesson, students analyze data by forming comparative statements. The lesson also increases students' awareness of U.S. geography and the Fahrenheit temperature scale.

Standards:

- ▶ Drawing conclusions/inferences
- ▶ Identifying details/facts
- ▶ Drawing comparisons
- ▶ Analyzing and/or evaluating information
- ▶ Synthesizing information from a single source
- ▶ Planning written and spoken communication
- ▶ Applying structure of English (grammar)
- ▶ Applying structure of English (usage)
- ▶ Using vocabulary in communicating
- ▶ Developing academic language proficiency
- ▶ Reading different genres
- ▶ Using knowledge of different genres

To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.


1. Activate prior knowledge: Help students find the weather map. *Note: The weather page is the last page of the News section.* This activity will build students' confidence in preparation for working with the extensive and potentially intimidating U.S. map. Have students call out the names of states. Point to the states on a classroom U.S. map or list the state names on the board. Allow 5 minutes.

2. Making connections: It is important for students to have a personal connection to the data they will be working with. Circulate and volunteer connections that you have to the states students discuss. Allow 5 minutes.

3. Share: Ask a few students to point to the state on an enlarged U.S. map. Allow 3 minutes.

Lesson 9 (C)

The weather page: Comparing data



Student edition

PAGE 1

Purpose for reading: To analyze and compare data

Introduction: In this lesson, you will compare pieces of information from a map. This lesson will help you:

- ▶ Identify details using a map.
- ▶ Analyze information in a newspaper.
- ▶ Compare facts using descriptive words.

1. **As a class**, locate the weather map in USA TODAY.

The names of the states are not included on the weather map. Which state names do you know?

2. **With a partner**, point to the states whose names you know. Briefly explain what you know about that state. For example, "This (put your finger on the state) is Massachusetts. My cousin lives there."

3. Choose one of the ideas your partner shared and share it with the class. Make sure you know where that state is located.

The capital of each state is the city that has a star next to it.

4. Look at the graphic organizer your teacher gave you. Fill in the first row of Part 1 with your teacher.

5. **On your own**, choose two states that interest you. Write their names and capital cities on the chart. Then, find today's high and low temperatures for those cities. Add this data to the chart.

Next, you will review some vocabulary that will help you talk about the weather.

To compare two things, we use **comparative forms**:

- more (adj) than = (for words with three syllables or more)
- (adj)-er than = (for words with two syllables or less)

To compare more than two things, we use **superlative forms**:

- the most (adj) = (for words with three syllables or more)
- the (adj)+est = (for words with two syllables or less)

4-5. Model: Show students how to locate capital cities and high and low temperatures. Pass out the graphic organizer. Then, complete one row of the chart in Part 1 using the board/projector. Allow 7 minutes. *Note: Point out the temperature scale at the top of the page. Students should use this as a reference if*

they are more familiar with the Celsius scale.

6. Direct instruction: Before students begin forming comparative and superlative statements, explain how to compose sentences such as "Concord is cooler than Atlanta." Remind students how to write com-

Lesson 9 (C) - The weather page: Comparing data

Time Requirement:
45 minutes

Teacher edition

Page 2

Beginner

parisons: To compare two things, we use comparative forms:

- more (adj) than
- (adj)-er than

We use the “(adj)–er than” construction when the adjective is two syllables or less (i.e. hot or cool). We use the “more (adj) than” construction when the adjective is three syllables or more (i.e. intelligent). The same syllable rule applies when using superlative forms.


To compare more than two things, we use the superlative forms:

- the most (adj)
- the (adj)+est

Note: Remind students of the differences between than and then – two words often confused in writing. Allow 15 minutes.

7. Monitor: If time allows, have a few students share their pictures and captions. Allow 10 minutes.

8. Extension: Students may complete this activity for homework or extra credit. If available, students can use the Internet to access their home country newspapers to find weather data for their hometowns. Have students share and compare their data.

Lesson 9 (C)	The weather page: Comparing data	
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PAGE 2		

- 6. **With a partner,** take turns forming comparative and superlative statements. You may talk about any cities on the weather map. For example, “Bangor is the coldest city today.”
- 7. **On your own,** fill out Part 2 of your graphic organizer.
- 8. **Extension:** Look at the “world forecast” section at the bottom of the weather page. Compare your country’s capital city (or the closest you can find) to the U.S. city nearest to where you live now. Compare the weather conditions in these two cities. Write three sentences. Use comparative and superlative adjectives.