

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

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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: In preparation for the activity, make sure students are familiar with the various forms of data on the weather page. *Note: 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.

Lesson 9 (A)

**The weather page:
Comparing data**



Student edition

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Purpose for reading: To compare data on charts

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- 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.

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

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

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

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

Time Requirement:
45 minutes

Teacher edition

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

4. Direct instruction: Explain to students that they are to write ten comparative 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.*


Monitor: Encourage students to use different parts of the weather page for their statements. Allow 15 minutes.

Differentiated instruction: Some students may benefit from working with a partner.

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. Allow 5 minutes.

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.

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.

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