



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

You will use this data at the end of the class period. Next, you will review some vocabulary that will help you talk about the weather.

6. **As a class**, find the legend at the top of the page. **The legend includes nine common weather conditions. Which conditions match the weather right now?**

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)



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- 7. **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.”
- 8. **On your own**, fill out Part B of your graphic organizer.
- 9. **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.



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A. 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

B. 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.

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

Time Requirement:
45 minutes

Teacher edition

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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

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

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 A using the board/projector. Allow 6 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. Build vocabulary: Show students how to use the legend at the top of the page by identifying a few cities that have different conditions. Then discuss the present weather conditions and write examples of adjectives for comparing weather on the board. Allow 4 minutes.

Lesson 9 (C)

**The weather page:
Comparing data**



Student edition

PAGE 1

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7. 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 comparisons: 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 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 8 minutes.

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

9. 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.

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