



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 A 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**, fill out Part B 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

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 (B) - The weather page: Comparing data

Time Requirement:
45 minutes

Teacher edition

Page 1

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

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 A of the graphic organizer on the board/projector. Allow 5 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.

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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."

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.

Show students the legend at the top of the page and identify a few cities that have different conditions.

5. Direct instruction: Before students 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 "(adj)-er than" construction when the adjective is two syl-

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

Time Requirement:
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Teacher edition

Page 2

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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 or show them an example of cartoon drawing from the Forum page located in the News section of the newspaper. 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	
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PAGE 2		

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