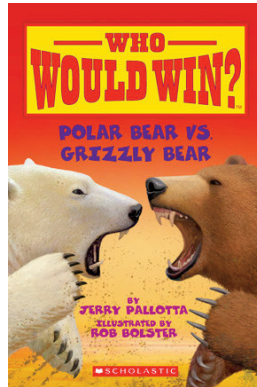


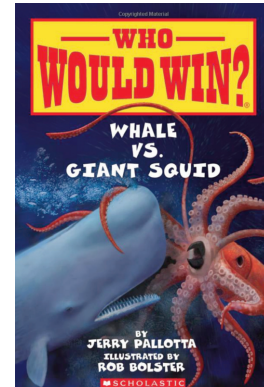
Topic: Information Text



Who would win?  
Lion vs Tiger  
(2009)



Who would win?  
Polar Bear vs Grizzly Bear  
(2010)



Who would win?  
Whale vs Giant Squid  
(2012)

Written by Gerry Pallotta, Illustrated by Rob Bolster, Scholastic Publishing

**These books are interesting in themselves** since they present lots of information on the two animals presented when competing with each other.

**The outcome is an evaluation of evidence**—some descriptive, some cause/effect, some problem/solution—that helps the reader to form an opinion as to: *Who would win if the two were opposing each other in the wild.*

**Even though the information could be presented in a science textbook**, the presentation of facts is consolidated by pictures, embedded boxes such as *Fun Facts* and *Did You Know?* Structurally, the pages referring to contrasts between the animals are opposite each other, allowing the reader, or listener, to view both animals as descriptive characteristics are presented. Use of MindWing Concepts' *List Map* and *Character Descriptive Map* would work very well with these books, allowing older students to list attributes, put them on a descriptive map, then compare/contrast the two to form an opinion as to *Who Would Win?* in a contest.

**List Map**

Topic: \_\_\_\_\_

"List" things related to a topic.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

**Key Words:**  
For example, also, but, and, besides, furthermore, in addition to, another, also, for instance, more, some

**Character Descriptive Map**

Character: \_\_\_\_\_

Describe a topic. Tell what something is and does.

Category: \_\_\_\_\_

Category: \_\_\_\_\_

Category: \_\_\_\_\_

Category: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

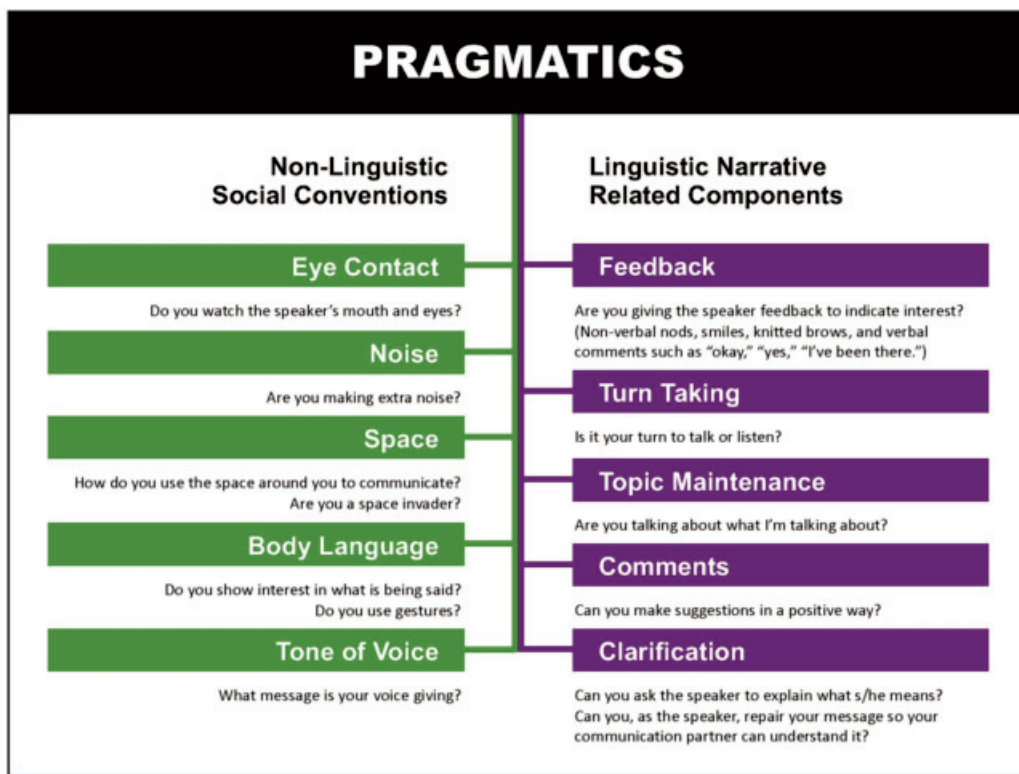
**Key Words:**  
In addition to, besides, for example, such as, for instance, also, and, moreover, specifically, who

## Group Discussion

Our present “Group Discussions” now take place online. When school is in session, students will again be grouped to discuss content of their texts, video presentations, etc.

In life and career, these discussions are very important to social and academic growth of our students. Teachers need to foster these discussions to engage students in the quest for knowledge.

The final page of each book is a list of the attributes to contrast. This list is for two or more participants to discuss. In this discussion, there may be a need to teach about **Pragmatics**. Pragmatics is defined as the Social Uses of Language and is very important for Social Emotional Growth, as well as group participation in academic discussions. The aspects of Pragmatics to be aware of are: eye gaze, quest for attention to speak, turn taking, tone of voice, space (usual vs social distancing), maintaining a topic over talking turns and of course, the **all-important facial expression** (eyes, eyebrows, mouth and tension of cheeks and lips) as well as overall **body language**.



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In this time of COVID19, the all-important **face** is partially covered with masks. Doctors and nurses note that the masks inhibit these aspects of communication when talking with patients. It is important to bolster these aspects of communication when not wearing our masks, so students are aware that the entire face communicates so much. When we cannot see part of the face, part of the intent of the speaker and the receptiveness of listeners is obscured. In such cases, it is important to choose our words well and use our tone of voice to communicate questions, surprise, distress, alarm and most importantly...calmness.