COMPARE & CONTRAST READING CENTER

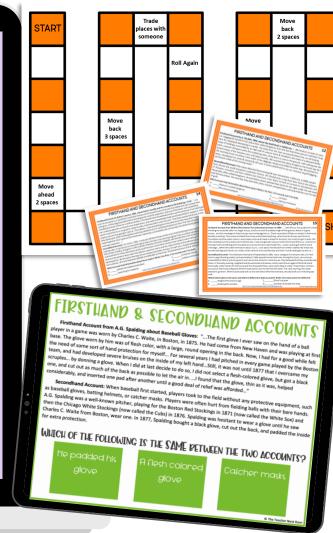
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FIRSTHAND AND SECONDHAND ACCOUNTS

Firsthand Account from A.G. Spalding about Baseball Gloves: "... The first glove I ever saw on the hand of a ball player in a game was worn by Charles C. Waite, in Boston, in 1875. He had come from New Haven and was playing at first base. The glove worn by him was of flesh color, with a large, round opening in the back. Now, I had for a good while felt the need of some sort of hand protection for myself... For several years I had pitched in every game played by the Boston team, and had developed severe bruises on the inside of my left hand... Still, it was not until 1877 that I overcame my scruples... by donning a glove. When I did at last decide to do so, I did not select a flesh-colored glove, but got a black one, and cut out as much of the back as possible to let the air in. ... I found that the glove, thin as it was, helped considerably, and inserted one pad after another until a good deal of relief was

Secondhand Account: When baseball first started, players took to the field without any protective equipment, such as baseball gloves, batting helmets, or catcher masks. Players were often hurt from fielding balls with their bare hands. A.G. Spalding was a well-known pitcher, playing for the Boston Red Stockings in 1871 (now called the White Sox) and then the Chicago White Stockings (now called the Cubs) in 1876. Spalding was hesitant to wear a glove until he saw Charles C. Waite from Boston, wear one. In 1877, Spalding bought a black glove, cut out the back, and padded the inside for extra protection.

- 5. Which of the following is the SAME between the two accounts?*
- A. He padded his glove.
- B. a flesh-colored glove
- C. catcher masks



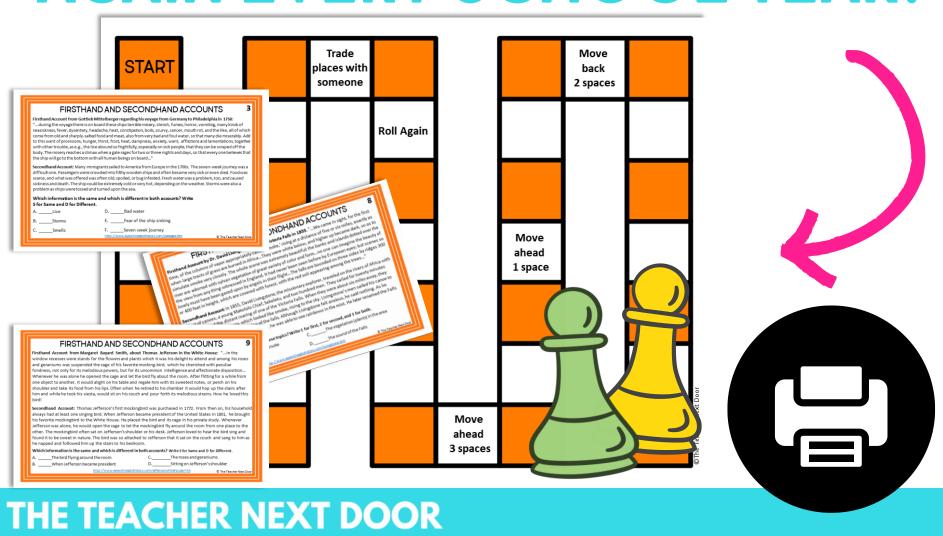
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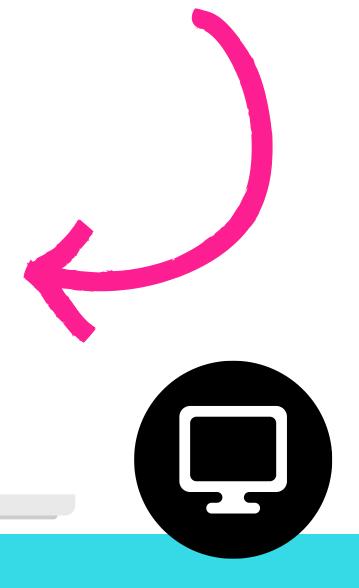
FIRSTHAND AND SECONDHAND ACCOUNTS

Firsthand Account by Samuel Pepys on September 2, 1666: "...By and by Jane comes and tells me that she hears that above 300 houses have been burned down tonight by the fire we saw, and that it was now burning down all Fish Street by London Bridge. So I made myself ready presently, and walked to the Tower and there got up upon one of the high places, Sir J. Robinson's little son going up with me; and there I did see the houses at that end of the bridge all on fire, and an infinite great fire on this and the other side of the bridge...So down, with my heart full of trouble, to the Lieutenant of the Tower, who tells me that it begun this morning in the King's baker's house in Pudding Lane, and that it hath burned down St. Magnes Church and most part of Fish Street already...It made me weep to see it..."

Secondhand Account: In 1666, London had a population of 500,000 people who lived in homes made of wood and pitch on narrow cobblestone streets. Many of the houses were four stories high and were poorly built, some even tilted over. All the houses were crowded together so that a single spark of fire could spread quickly. The Great Fire was started in a small bakery which made items for the King. Winds fanned the flames for three days. In the end, about four fifths of the city of London was destroyed.

The Trucket Next Door

- 3. Which of the following came from the FIRSTHAND account? *
- A. construction from the homes in London
- B. the name of the fire
- C. how a person felt to see the fire



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KEEP STUDENTS ENGAGED IN THE METACOGNITIVE PROCESS!

FIRSTHAND & SECONDHAND ACCOUNTS

Firsthand Account by Dolley Madison about the White House in 1814. "...he (President Madison) desires I should be ready at a moment's warning to enter my carriage, and leave the city; that the enemy seemed stronger than had at first been reported...I am accordingly ready; I have pressed as many Cabinet papers into trunks as to fill one carriage; our private property must be sacrificed...Our kind friend, Mr. Carroll, has come to hasten my departure, and in a very bad humor with me, because I insist on waiting until the large picture of General Washington is secured, and it requires to be unscrewed from the wall. This process was found too tedious for these perilous moments; I have ordered the frame to be broken, and the canvas taken out. It is done! and the precious portrait placed in the hands of two gentlemen of New York, for safe keeping...And now, dear sister, I must leave this house, or the retreating army will make me a prisoner in it..."

Secondhand Account: In the War of 1812, between the United States and Great Brittain, the British captured and burned much of Washington, D.C. Before they arrived, President Madison's wife, Dolley Madison, tried to save as many historical documents as possible. She placed papers in trunks, filling a whole carriage. When a friend came to help her escape, he was upset with how long it was taking her to leave. She insisted on saving the life-size portrait of George Washington before leaving. Since there was no time to unscrew it from the wall, the frame was broken and she rolled up the canvas to give it to two men from New York who would keep it safe.

WHICH OF THE FOLLOWING IS THE SAME BETWEEN THE TWO ACCOUNTS?

Placing papers on trunks

The Brilish burning Washington D.C. Dolley's sister

GIVE STUDENTS INSTANT FEEDBACK



ASK THE EXPERTS

"PERFECT FOR OUR UNIT. I LOVE THE DIFFERENT OPTIONS WE HAVE!"

- MARIBETH, 4TH GRADE TEACHER

"THIS SAVED ME A LOT TIME TRYING TO FIND TWO ACCOUNTS OF ONE TOPIC!"

- ELIZABETH, 5TH GRADE TEACHER

"PROVIDED MY STUDENTS WITH THE CHALLENGE THEY NEEDED!" - DANIELLE, 4TH GRADE TEACHER

READING CENTERS FAQ

Which classrooms would benefit from a Compare and Contrast for Nonfiction Reading Center like this?

This Compare and Contrast Reading Center is for you if your reading curriculum is lacking when it comes to focused reading skills practice. If you'd like to stop endlessly searching for reading activities that align with this reading standard and are looking for consistent, easy-to-use reading games, this resource is for you.

What age is best suited for this Reading Center?

This reading center is aligned with 4th/5th grade reading standards. It can also be used with older students in need of extra practice and support or for enrichment for younger students. Teachers, homeschool educators, and tutors have used the materials successfully.

How can this resource be used in my classroom?

This resource is extremely versatile. Many teachers will use the reading center as part of their weekly literacy stations. You can also use the reading center for whole-class games, small groups, partner practice, exit slips, or test prep. Our best recommendation is to use them for independent or partner work while you meet with small groups to differentiate.

WHO IS TTND?

At The Teacher Next Door, we know that you strive to be an effective reading teacher while maintaining a healthy work-life balance. In order to do that, you need resources that are impactful yet simple. The problem is that most reading resources and curriculums out there are far from simple. The pages upon pages of daily lesson plans are just plain overwhelming. We believe teachers should be living their lives outside the classroom and not spending hours lesson planning and searching for resources.

Now, more than ever, teachers need space to be themselves, which is why we create and support teachers with timesaving tips and standards-aligned resources.

We can't wait to help you get started.

A NOTE ABOUT OUR CEO AND FOUNDER: Jenn Larson is the creator and founder of The Teacher Next Door. With over 20 years of experience in the classroom and a Master's Degree in Curriculum and Instruction, Jenn specializes in creating resources for upper elementary students. Her goal is to support teachers by providing ready-to-use resources that target standards and help students grow in amazing ways.

THE TEACHER NEXT DOOR

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