

## Predicting with Scholastic News Part I – Language Arts Lesson Plan

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Grade: 2<sup>nd</sup>

Content Area: English Language Arts

Date for Implementation: 12/12/13

Lesson Title: Predicting with *Scholastic News – Visits With Bears*

Whole Class Lesson

### **Goal:**

Explain how specific images contribute to and clarify a text. (RI.2.7)

### **Content Objective:**

Given the read aloud and teacher modeling, students will make predictions about what the article is about based on the pictures, as measured by the graphic organizer completed as a class.

### **Language Objective:**

Given teacher modeling and sentence stems, students will predict what the article is about and describe what they learned, orally, using complete sentences.

### **Assessment:**

#### ***Formative Assessment Tasks:***

I will gauge the students' understanding through their responses during the class discussion. I will also listen in on their partner talks to see how well they are predicting.

#### ***Summative Assessment Tasks:***

I will record the students' thinking on the co-constructed graphic organizer as evidence of their learning. I will then read through it to evaluate if the students were making predictions using complete sentences and if they were relying on the pictures to make their predictions.

### **Materials Needed:**

- Poster-sized version of *Scholastic News: Keeping Up With Bear Cubs*
- Poster-sized version of Predicting with *Scholastic News* graphic organizer
- Markers
- Picture of hibernating bears with sentence "The bears are hibernating in a den."

### **Differentiation:**

- I will connect the activity to the students' prior knowledge by asking what they already know about bears and prediction.

- I will engage the students in Gradual Release of Responsibility by modeling the activity and providing guided practice before letting the students work independently. This activity is mainly modeling and guided practice. Independent practice will be in Part II of Predicting with *Scholastic News* (next lesson).
- While modeling the activity, I will fill out the large graphic organizer so that all students can see my writing. During guided practice I will write down the students' thinking in the graphic organizer.
- I will emphasize the pictures in the text as a basis for predicting or clarifying the text. I will reinforce meanings of words using the pictures, if possible.
- During the read aloud, I will stop and clarify the meanings of important words such as *hibernating, den, measure, weight, and Maine*. First I will ask the students to define the words. If they need help, I will give an explanation using simple words and pictures. I will show them the extra picture of hibernating bears and emphasize the vocabulary words and their corresponding parts in the picture. I will point to the words as I read the caption on the picture. I will point out the map of the US in the magazine and show that the state in red is Maine.
- I will encourage non-verbal participation during the guided practice by having students show a thumbs-up sign if they agree with a student's prediction.
- I will engage the students in a partner talk to create a safe environment for all students, including ELs, to practice their language, but also to prepare their answers before the class discussion.
- I will encourage students to use the sentence stems "I predict \_\_\_\_" and "I learned \_\_\_\_" when sharing their ideas during the whole class discussion and during partner talks.

### **Instructional Sequence:**

#### ***Introduction:***

1. All students will gather on the rug. I will tell them that today we are going to be learning about bears and predicting, but before we start, everyone is going to be assigned a partner. I will explain to the students that they will be paired with the same person during the whole activity. Each pair will have person A and person B. Both will get time to share so it doesn't matter who is A and who is B. I will then assign pairs based on next to whom they are seated, and I will tell each student if they are student A or student B. After everyone has been assigned a partner, I will ask the students to look at their partner and quietly say "Hi." I will make sure that everyone is paired. Then I will have all the A's raise their hand, then all the B's will raise their hand, so all students know what their assignment is.
2. Next, I will ask students what they already know about bears. I will have a couple people share. Then I will ask what they know about prediction. Again, students will share. I will explain that predicting is making a guess about what

the reading is going to be about. Some things that help us predict are the pictures.

3. I will then show the students the *Scholastic News* magazine: “Keeping Up With Bear Cubs.” I will then point to our graphic organizer and tell them that we will be recording our predictions in one column. This is done before we read. Then, after we read the article, we will fill out the second column “What We Learned.”
4. I will tell them that I will model first, so that they know what to do. Then it will be their turn. I will ask the students to give me a thumbs-up if they are ready.

**Body:**

1. First I will tell the students that when we predict, we want to look at all the pictures to help us make a guess. I will tell the students to be thinking about their predictions while they are looking at the magazine. I will then slowly flip through the magazine so that all students have been able to preview the magazine.
2. I will then point to my graphic organizer and do a Think-Aloud. I will say:
  - a. *I noticed that there is a lot of snow in the picture on the cover (pointing to the picture). I predict the article takes place in the winter.*
3. I will then write “I predict the article takes place in the winter” in the graphic organizer. I will tell my students that when we make a prediction, we start our sentence with “I predict.”
4. Next, I will tell the students it is their turn to make a prediction. I will show them the magazine again and I want them to think of a prediction.
5. Then, I will tell them that they will have a chance to share with their partner. I will tell them that A’s will share first, and then B’s will share. I will remind them to start their sentences with “I predict.” When both partners are done sharing, I want them to give me a thumbs-up so I know they are done. I will once again have all the A’s, then all the B’s, raise their hands so that everyone knows how is going first and who is going second. I will then tell them to turn to their partner and share.
6. After they are done sharing, I will call them together. I will ask students to raise their hands to share their prediction. As each child shares, I will write their prediction on the graphic organizer. Once again, I will encourage them to start their sentences with “I predict.”
7. After each student shares, I will ask the class to give me a thumbs-up if they agree with the student’s prediction. I will emphasize that it is ok if they don’t agree.
8. After we have filled out our prediction column I will read aloud the magazine article. I will tell the students that we still have to fill out the “What We Learned” column so they should be paying attention during the read aloud.

9. As I read aloud the article, I will stop when I encounter the word *den*. I will ask the students if they know what it means. I will then show them my picture of the den with the bears inside. I will read the caption and ask the students if they know what *hibernating* means. I will make sure that they understand it means sleeping through the winter.
10. I will continue reading. When I get to the word *Maine* I will ask the students if they know where Maine is or if they have ever been to Maine. I will point to the picture of the map and show them that the red state is Maine.
11. I will continue reading. After I finish, I will model telling the students what I learned. I will say
  - a. *I learned that a bear's heartbeat is slow while it is hibernating.*
12. I will write the same sentence in my graphic organizer. I will then tell the students it is their turn to share what they learned with their partner. This time, B's go first, and then A's. I will have them raise their hands again to remind them of which role they are. I will also remind them to start their sentences "I learned" and to give me a thumbs up when both partners have had a turn to share.
13. After students have shared, I will ask students to raise their hand to share with the class what they learned. Once again, I will record their thinking on the graphic organizer. I will ask the students to give me a thumbs up if they also learned the same thing.
14. I will then read through all the predictions we made and everything we learned. I will tell the students to think about if our predictions were correct. I will have some students share what we got right.

**Closure:**

1. I will compliment the students on their great predicting and learning. I will ask them to think about what were some things that helped them make good predictions.
2. I will record their answers on the bottom of the graphic organizer.
3. I will then have the students turn to their partners and share their favorite thing they learned about bears. A's will go first.
4. Finally, I will end the activity by telling the students that they should remember what they learned about bears and predicting because we will be doing another activity tomorrow where they will have to use what they learned today.