Predicting with *Scholastic News* Part II – Language Arts Lesson Plan

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Grade: 2nd
Content Area: English Language Arts
Date for Implementation: 12/13/13
Lesson Title: Predicting with *Scholastic News* – "Steps of a Bear Cub Checkup"
Whole Class Lesson

Goal:
Explain how specific images contribute to and clarify a text. (RI.2.7)
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text. (RI.2.3)

Content Objective:
Given the read aloud and teacher modeling, students will make predictions about what is happening in each step of the bear checkup and what will happen after the bear checkup is over, based on the pictures and the text, as measured by the graphic organizer completed by the students.

Language Objective:
Given the examples in the text and teacher modeling, students will describe the steps in a bear cub checkup, orally and in writing, using active verbs.

Assessment:

Formative Assessment Tasks:
I will observe students as they work independently by walking around the classroom and looking at their graphic organizer. I will also ask questions like:
- What do you predict is happening in this picture?
- What did you learn from reading the caption?
- What do you think will happen next?

Summative Assessment Tasks:
I will collect the students' graphic organizers as evidence of their learning. I will read through their work to evaluate if the students were making predictions and using active verbs in describing the steps of a bear checkup.

Materials Needed:
- Document Camera
- *Scholastic News: Keeping Up With Bear Cubs* (for each student and teacher)
- Predicting with Scholastic News graphic organizer (for each student and teacher)
- Pencils (for students and teacher)
- 5 sticky notes

Differentiation:

- I will connect the activity to the students' prior knowledge by asking what they already know about checkups, 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.

- While modeling the activity, I will fill out the graphic organizer under the document camera 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. Using the picture, I will point to the action that is being described in the text.

- 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. Students will also have to draw their prediction of the hypothetical sixth step during the independent work time.

- When I allow the students to work independently, I will make it clear that they can use their tablemates for support if they need help.

- After releasing students to work independently, I will personally check in with my EL's and struggling readers to make sure that they understand the instructions. If needed, I will explain the activity again in a simpler way.

- For students who finish early, I will have them explain why they think whatever they wrote in the hypothetical sixth step will happen. I will have them cite evidence from the text or their personal experience. They will write this explanation next to their picture and caption on the graphic organizer.

Instructional Sequence:

Introduction:

1. All the students will be seated at their desks. I will remind the students that we are working on our predicting skills. But before we start, we have to review what we have already learned. I will make the *Scholastic News* visible on the document camera. I will ask them what they remember from the article we read the previous day.

2. I will then say that there was a part of the magazine that we didn't read yesterday. It is the portion at the bottom called "Steps of a Checkup." I will ask them questions such as:
    a. What is a checkup?
    b. Have you ever been to a checkup?
    c. What happens when you go to a checkup?

3. I will then explain that the pictures and the captions describe what happens in a bear checkup. I will emphasize that *caption* means the words under the picture

that add more detail or explain the picture. But before we read what the words say, we will practice our predicting again. In order to remind us of that, I will cover the captions with sticky notes.

4. I will ask the students what were some things that helped us predict yesterday. I want to make sure that students note pictures, graphics, and headings/subheadings. They can refer to the chart we made the day before if necessary.

Body:
1. I will tell the students that I will model the activity first, so they have to pay close attention to what I am doing because they will eventually be doing it on their own. I will show them the graphic organizer under the document camera and I will explain the three parts: What I Predict, What I Learned, Why is this Important?. I will tell them that we will be recording our predictions for what we think is happening in *each* step. Then, after reading the caption, we will write down what we learned. After that, we will think about why that step is important in the bear cub checkup. I will remind them that they can refer to what they learned in the article from yesterday to help them.

2. I will have the helpers of the day pass out the graphic organizers to all the students. I will make sure that all the students are looking at the side with the predicting chart.

3. I will then do a Think-Aloud as I model predicting with the first picture. I will make sure that I am clearly pointing to the important parts of the picture while I speak. I will say:

   a. *In the picture, it looks like the man is climbing through a snow tunnel. I wonder if the bear cubs are inside. I remember from the article we read yesterday that the bears were in their den when the scientist showed up. I predict the scientist is getting the bear cubs from their den in Step 1.*

4. I will then write "The scientist is getting the bear cubs from their den" in the prediction box of Step 1. I will let the students know they can fill out their first box just like I did.

5. I will tell the students that since we made our prediction, we are now ready to read the caption. I will then take the sticky note off the caption of Step 1. I will read it out loud. I will then say:

   a. *It looks like I was right! The scientist is getting the bear cubs out of the den. But there is also a new piece of information I learned. The scientists give the mom a shot.*

6. I will write "Scientists get bear cubs and give mom a shot so she sleeps" in the What I Learned box of Step 1. Again, I will have the students fill out their charts the same way.

7. Finally, I will do another Think-Aloud and say:

a. *Why is this important? Why does the mom need to sleep during the bear checkup? I think it is because the mom is protective of her cubs and scientists don't want her to get upset while they are working with the bear cubs. If she is sleeping, she can't get mad.*

8. I will write "If mom is sleeping, she won't get upset" in the Why is it Important? Box. Again, students will do the same.

9. We will repeat #3-8 with Step 2, but this time, the students will help me predict, summarize the step, and come up with why the information is important. I will have the students give me a thumbs-up if they agree with the student's prediction or comment. I will then ask if someone has a different prediction and remind students that it is ok to have different predictions.

10. I will gauge the understanding of my students. If I feel they are ready, I will release them to work on Steps 3-5 independently. If I feel they need extra support, we will complete Step 3 together in the same manner we completed Step 2.

11. Before I release students to work independently, I will ask them what we do first, second, and last in the activity. I will then tell them that they are allowed to work with their tablemates if they need help. I will also let them know that they will each receive their own copy of the *Scholastic News*, but they shouldn't read the captions just yet! They should remember to predict first. I will ask if they have any questions.

12. I will also flip my worksheet over to show them the back where they will predict what they think would happen if there was a 6th step in a bear checkup. I will tell them that they will draw a picture and write a caption *after* they are done with the graphic organizer. We will do a choral response so I know that they know they will complete the back last. Again, I will ask for questions.

13. The helpers of the day will help me pass out the *Scholastic News* magazines to everyone. As students are working to complete their graphic organizer, I will walk around the classroom and monitor their work. I will start with my English Learners and students who are struggling with reading to make sure that they understand the activity. I will clarify or do a guided practice with them again, if needed. I will then check in on the rest of the students and ask them questions to explain their thinking (*see Formative Assessment section*).

14. If I notice students are finishing early, I will individually tell them to explain why they think whatever they wrote in the hypothetical sixth step will happen. I will have them cite evidence from the text or their personal experience. They will write this explanation next to their picture and caption on the graphic organizer.

Closure:

1. After everyone is finished, I will call the group together again. I will ask them:

   a. What do you know about bear checkups now, after reading through the steps?

   b. Were you usually right in your predictions? (I will emphasize that it is ok if they were wrong.)

   c. What were some things that helped you predict what was happening in the bear checkup?

2. I will then have a couple people share their pictures and captions from their Step 6 predictions.

3. Finally, I will give them positive feedback about the things I noticed they were doing well during the predicting activity and I will collect their worksheets.