Making Predictions

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Grade Level: 2nd Subject: ELAR

Rationale: The purpose of this lesson is to make predictions through different mediums (books, sentences, scenarios).

Objectives: (Statements about what the children will do, written out as “the student will.” Include objectives for your chosen content area(s). Refer to the TEKS and ELPS. The number of objectives should meet the number of TEKS and ELPS)
- TSW apply knowledge of what a prediction is to make predictions during read-alouds and scenarios

Lesson Plan:

Introduction:
The teacher will give an introduction to the lesson by saying, “This morning we are going to be learning about predictions! Predictions are educated guesses that we make every single day without even realizing it. Now we are going to turn to our friends Annie and Moby to tell us a little bit more about predictions.” Students will watch the Brain Pop Jr. video.
https://jr.brainpop.com/readingandwriting/comprehension/makepredictions/

Process:
Teacher says: “What do you think a prediction is? When do you make predictions? What do predictions sounds like? Can predictions only be made when we are reading books? Who has an example of a time that they have to make a prediction?”
The students will complete an anchor chart with the teacher on making predictions. The basic outline of the anchor chart will be prepared, and the teacher will fill it in as the students answer questions on what a prediction is and when we can make predictions.
Teacher will ask, “Who can tell the class what a prediction is? When is a great time to make a prediction?”
The teacher will combine the two anchor charts below, having the “What are predictions?” as the top portion of the chart.
Modeling: The teacher will read "The Magic Fan" with the class and make predictions while reading.

- Before: Looking at the cover of the book, "What do you think this book is going to be about just by looking at the illustrations on the cover? We are making a prediction on what we think is going to happen in the story." Do a picture walk through the story and make predictions as a class on what we think will happen in the story.
- During: While the teacher is reading the story, pause during parts of the books to ask questions on what we think will happen next and why we think that way. "What clues or evidence did you use to make that prediction?"
- After: Ask, "Were our predictions correct? (use specific information from the book that the students provided to ask the question).

Guided Practice:
The students will divide evenly into three groups and then split into the centers with each teacher. The teachers will tell the students what each center activity is and the expectations of behavior in each center.

Technology Center: The teacher will guide the students during an interactive read-aloud using EDpuzzle.com with the story "The Doorbell Rang." The story will pause frequently to ask students to make predictions about what is going to happen next. The teacher will type in 2-3 of the students predictions in the answer box when the question comes up and then continue with the read-aloud.

Literacy Group: The students will look through other fiction stories and make predictions about what they think will take place. Students will use a graphic organizer to organize their predictions.

Scenario Group: The students will divide into pairs and will be given a bag of 10 detailed scenarios. The pairs are to read each scenario, discuss and make a prediction on what is happening based on the sentence, and write in their writing journals what the prediction is. The scenarios will read:

1) Sally walked in with a cast on her leg.
2) The sky turned dark and the moon appeared.
3) The camper picked up a marshmallow and chocolate.
4) Peter went to the doctor’s office.
5) The dog barked at the door.
6) The family decorated the tree.
7) Henry kicked the ball and his team celebrated.
8) Sarah danced on the stage in front of a crowd.
9) My mom made food and we gathered at the table.
10) We ate cake and opened gifts.

Check for Understanding: The teacher will answer questions of the students who seek clarification and observe students while they are completing activities in each center.

Independent Practice: At the scenario center, after students have done the activity, students will then do a "think, pair, and share" with a partner at the group. Pairs will be asked to create scenarios and the other person is to make a prediction on what they think would happen next. After one person has thought of a scenario, the partners switch jobs. After 2 minutes, the teacher will ask groups to share what scenarios and predictions they came up with.

Closure/Culminating Activity: Review what is a prediction. Ask students to make predictions based on how the weather will be tomorrow. Describe to the students that the weather has been the same for past 2 weeks, with high temperatures around 90 degrees (a little warm in the afternoon) and around 65 degrees in the morning (a little bit chilly, maybe you had to wear a light jacket on your way to school). After students write their predictions, the students will stick them on a blank piece of chart paper labeled, "Weather Predictions."

Accommodations:
1. For a student with special needs, the teacher will provide do frequent checks and provide immediate feedback to student.
2. For an ELL student, provide curriculum that evokes the students background knowledge and experiences.

Assessment/Evaluation: (State your method of evaluating whether or not the students learned the concepts or skills listed in your objectives above. State WHAT you will assess and HOW you will assess.) Self-Assessment on how the lesson was presented by you and perceived by the students.