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Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

Unit Title: **Narrative; Reading Comprehension; Prediction Strategy using *Wilfrid Gordon McDonald Partridge***

Annotation:

This lesson will compliment the Narrative Framework Unit. The primary focus of this lesson is to predict outcomes during the read aloud *Wilfrid Gordon McDonald Partridge*. The teacher will model recording predictions on a chart. Students will also record predictions from their leveled readers using a chart provided.

Grade, Subject, Topic, Author:

1st grade, Reading, Prediction strategy, Dana Zhun

Special Notes to Teacher:

- The teacher understands the structure of the three part lesson (opening, work time, closing).
- Each student has 2-4 books on his/her independent reading level.
- It is suggested that the teacher conduct this lesson *after* to the “Text to Self” task from the Narrative Framework Unit.
- Create class chart prior to lesson.
- Students can respond in response journal or a piece of paper.
- Each student has a copy of the chart to staple in his/her journal.
- The teacher can use this book in many ways. The first may be whole group. The teacher can read this book aloud. Another option, the students may read this book in pairs (if multiple copies are available). The last option is for teachers to use this book in small reading groups.
- This text does not have printed page numbers. Use a small post-it and number only the pages with text.
- Teacher has several literature choices that will assist a variety of reading abilities.

Standards

Focus Standard/Element(s):

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text.

b. The student makes predictions using prior knowledge.

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Complementary Standard/Element(s):

ELA1R5 The student acquires and uses grade-level words to communicate effectively.

a. The student reads and listens to a variety of texts for information and pleasure.

Learning Goals

Essential Question(s):

How do our predictions help us with comprehension?

Knowledge:

Making predications draws on our background knowledge. The background knowledge leads to personal connections which lead to further understanding. The students will understand terms: prior knowledge, prediction, connections, comprehension.

Skills:

The students will better comprehend books by making these predictions.

Balanced Assessment for Task

Assessment Method/Type:

A response on paper, post-it, or response notebook (see student response attachment)

Description/Directions for Assessment:

Teacher will check the chart for accuracy.

Depending on the student’s academic ability, a picture response may be appropriate.

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: (suggested 15 minutes)

1. Gather students for the opening lesson.
2. Share (or review) a little background information about Mem Fox (see www.memfox.com).
3. Display chart entitled ‘Predictions Help Us Comprehend’. This chart will serve as a guide for the student’s response.

Predictions Help Us Comprehend

Predict	Confirm	Adjust

Georgia Performance Standards Framework for English Language Arts – GRADE 1

4. Ask the class to share their thoughts (while you are facilitating) on these terms:
 - Prior knowledge** (*what you already know* ex. Do dogs bark?)
 - Prediction** (*educated guess of what will happen next*. Ex. What will happen next if a cat ran in front of a dog?)
 - Confirm** (Is my prediction correct?)
 - Adjust** (change my thinking if my prediction is incorrect)
 - Comprehension** (*evidence of understanding*)
5. Preview the book.
6. Record the title on the chart.
7. Ask, “Who do you think the woman on the cover is?”
8. Turn and talk to your neighbor and tell each other what you think this book is about.
9. Reserve time to share 2-3 different predictions about the story (record predictions on chart).
10. Read the first page of the text and ask the class what do they think will happen next?
11. Record 1-2 predictions in the first column.
12. See suggested chart below:

Predictions Help Us Comprehend

Wilfrid Gordon McDonald Partridge

Prediction	Confirm	Adjust
Wilfrid has to move away.	X	He never moved. He helped Miss Nancy get her memory back.
Wilfrid becomes friends with the old people.	√	

13. Continue reading pages 2-3 (pages with text) and the first sentence of page 4. Stop at the word ‘because.’
14. Ask students *why* do they think Miss Nancy Alison Delacourt Cooper is his *favourite* person? (notice U.K. and Canadian spelling of ‘favorite’)
15. Read a few more pages, confirm previous prediction(s) by recording a check or an X. If the prediction was incorrect record adjustment in third column.
16. Allow for 2 verbal responses.
17. Continue reading throughout book stopping and making predictions, confirming and adjusting when necessary.

Georgia Performance Standards Framework for English Language Arts – GRADE 1

18. Task for work time will be to choose a leveled reader or another Mem Fox book and complete prediction, confirm, adjust chart.

Work time: (suggested 20 minutes)

1. Begin to monitor students. You might quietly praise those who are on task and redirect those who are not. The teacher may set a timer.
2. As the teacher monitors the room, look for students who have demonstrated an understanding of the task and ask them to share during the closing.
3. Teacher signals (ex. timer) work time is over.
4. Gather back together for closing.

Closing: (suggested 15 minutes)

1. As the students share, remind them that this is a time for receiving feedback, getting help, or celebrating their understanding.
2. The teacher can refer to the chart modeled in the opening.
3. The teacher asks the EQ and allows student(s) to respond closing the lesson.

Resources, Materials, and Equipment:

1. 2-4 books on the student's reading level
2. Response notebooks or paper and pencils for each student
3. Chart paper/Chart stand
4. Markers
5. ***Wilfrid Gordon McDonald Partridge*** by Mem Fox
(1 copy per student pair and/or 1 copy for teacher)

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:

For those struggling readers the teacher might guide a small group when completing the chart or have them tell the teacher what would go in the chart.

Acceleration:

For those students reading at a higher level the task will be the same. Their book choice will accelerate their response entry (see accelerated book choice list).

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Name: _____

Predictions Help Us Comprehend

Title: _____

Predict	Confirm	Adjust