Title: Predicting Outcomes

Subject Matter Emphasis and Level: Reading 2nd Grade

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Brief Description of the Lesson/Unit:

Make predictions based on personal knowledge and story details.

SD Content Standards:

2.R.1.2 Students are able to apply strategies to read and understand different types of texts.

- I can use different ways (such as reread, retell, phrase) to read and understand different kinds of text (stories, poems, directions, class books, recipes, etc.).

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

Students will use clues from the story, as well as what they already know, to make predictions and inferences.
2. What essential questions will guide this unit and focus teaching/learning?
   How can making predictions when we read help us better enjoy and understand a story?

3. What key knowledge and skills will students acquire as a result of this unit?
   Students will make predictions based on personal knowledge and story details.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
   It may be difficult for some students to make reasonable predictions.

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Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:
   Complete the graphic organizer: Prediction Chart

   Other Evidence:
   Quizzes, Tests, Prompts, Work Samples (summarized):
   Prediction Chart:
   What happens in the story?
   What would happen if…?
   Tell what happens.
   What would happen if….
   Tell what happens.
Unprompted Evidence: (observations, dialogues, etc.)
Teacher observations
Discussion with the class and individual students
Questioning

Student Self-Assessment

Children will use specific information from the story to justify their predictions.

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

Review how to make a good prediction or inference. (Use what you already know, as well as information from the story.) Model the Predict/Infer strategy. Remind children to use their other reading strategies as they read the selection.

“From the picture of the two dancing pigs and the duck on the cover, I can guess that this is a make-believe story and that the animals are ready for fun. From the words: Everything changed just last Saturday, I predict that as soon as Mrs. Brown leaves, something, I don’t know what, is going to happen.”

Suggest that as children read and look at the pictures, they make other predictions and inferences in mind and to change them or make new ones as they read the story.

Begin by having someone read aloud pages 86-86. Model how to summarize and list what happens to Mrs. Brown.

Have children turn to Practice Book page 45 and fill in the same information. Have them summarize story events as they read to complete the first part.

Materials & Resources (technology & print):
Management:

The teacher will need to monitor students for understanding. Provide extra teaching as needed and provide challenge activities for those who need the challenge.

Support Services and Special Teacher Notes:

Students who need help with reading and/or writing may need extra support services.

Extensions and Adaptation:

Reteaching and challenge activities will be provided for the students.

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**Stage 4: Plan Differentiation**

2. **What differentiated instruction strategies are being used in this lesson/unit?**

Differentiated Process:

Reteaching:
Explain to students that authors often give us clues about characters by showing the way they act or the things they do. These clues can often help us predict how the character might act or what the character might say in another situation.

Have students think about the story, *Mrs. Brown Went to Town.* Ask them how the animals behave when Mrs. Brown leaves home. Record their suggestions.

Ask, **Based on what you know about how the animals behave, how do you think they might act if they were to come to school when no one was there?**
Help the students see that based on their behaviors when Mrs. Brown leaves, the animals would probably misbehave at school. Have the students suggest things the animals might do.

**Differentiated Content:**

Predicting Outcomes

**Differentiated Product:**

**Various Assignments:**

Reteaching: Have children work in pairs and brainstorm ways in which the animals might behave at other places, such as a grocery store or a clothing store, if no one was around. The author of Mrs. Brown Went to Town helps the reader understand who the characters are and how they behave. Therefore, the readers can predict how the animals might act in another similar situation.

Challenge: Explain to children that they can often make predictions about weather because of what they know about the different seasons. Have children make a chart showing the different kinds of weather that occurs in each of the seasons. Students may use illustrations, words, or magazine pictures on their charts. When finished, have them talk in their groups about why they would not predict what it would snow in the summer or that flowers would bloom in the winter.