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| Subject/Grade: Grade Two ELALesson Title: Using the reading strategy: Predicting, while reading “Peg & Cat: The Puddle”Date: March 17th, 2021Teacher: Ms. Haley Miller | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):** [CR2.4:](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=28&oc=64282) Read and demonstrate comprehension of grade-appropriate literary ad informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why and what if questions  [**SS2.1:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=146)Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use on non-standard units, estimating, measuring, comparing and analyzing measurements | |
| **Key Understandings: (‘I Can’ statements)**  I can use the read strategy “predicting” to help me understand a text  I can recognize the non-standard unit of measurement used  I can relate this book to measurement | **Essential Questions:**  What are non-standard units of measurement?  How does predicating help me comprehend a text? |
| Prerequisite Learning:  * Before, during and after reading strategy * Understand what “measuring” means | |
| Instructional Strategies: Direct Instruction  Interactive Instruction | |
| Stage 2: Determine Evidence for Assessing Learning | |
| Questioning: throughout the predicting lesson, I will be asking many of the students questions about the text and how their predictions help with understanding the text  Assignment: I will use the “Peg & Cat: The Puddle” prediction sheet as an assessment to see what the students wrote about their predictions  Discussion: the students will have time to lead the conversation by sharing their predictions | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement): Anchor Chart: Predicting**  **Length of Time: 3 minutes**   * Display Predicting Anchor chart on the board with magnets * Ask the students if they know what predicting means: say or estimate that something specific will happen in the future or next because of something else giving you evidence * Explain to students that predicting is a type of reading strategy that good readers use often when reading. * When we use this strategy, we look for clues in the illustrations and text (the title or what is being told in the story) that the author provides us * When we look at the clues from the text we can make a good guess about what may happen next in the story * We can also connect the story to our own personal experiences or knowledge to make good, logical predictions   **Development: Read “Peg & Cat: The Puddle”**  **Time: 20 – 25 mins**   * Start by showing the book on the data projector * Tell the students to look at the illustrations and title * Get the students to raise their hands to share their predictions about what they think this book will be about   After sharing, get the students to fill in the first question on the worksheet **“**Look at the illustrations on the front and back of the book and the title. What do you think “Peg & Cat: The Puddle” will be about?”  Start reading the book, pay close attention to pictures and what the author is sharing, share your own predictions, stop if the students what to share,   * Stop on page 13 and ask the students what they think will happen next   After sharing, give them time to answer question #2: Stop on page 13… What do you predict what will happen next?  Start your sentence with “I think”, “I predict” or “I bet” … because …  After reading the book, ask the students to answer the last question: After reading “Peg & Cat: The Puddle”, was your prediction correct? If your prediction was not right, how can you change it?  **Closure: Sharing Predictions (confirming or adjusting)**  **Time: 5 mins**   * Offer the opportunity for students to share their predictions verbally to the class (if they were right or wrong). How could they change theirs? * They students can illustrate a picture of Peg and Cat having fun in the puddle if they are finished early * Teacher will collect worksheet to use as assessment | **Materials/Resources:**   * Peg & Cat: The Puddle book * Prediction Anchor Chart * Prediction worksheet * Pencil, Eraser, crayons * Data projector   **Possible Adaptations/**  **Differentiation:**   * Students can verbally tell you their predictions if they are not able to write * The students can illustrate the sheet if they finish early   **Management Strategies:**   * I will stop at each section to allow the students time to answer each question and have better time management   **Safety Considerations:**   * Pencils can be considered sharp objects |
| **Stage 4: Reflection** | |
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