Subject: Reading  Grade Level: 5th

Time Estimate: 1 hour

Unit: 4 Time and Time again  Topic: Predicting and Vocabulary

Goal(s):
The student will understand how to make predictions.
The student will learn the vocabulary definitions words through context clues.

Objective(s):
TLW make predictions about what might happen next in a story based on prior knowledge and prior story events.
TLW check and change predictions based on new information.
TLW use knowledge on predictions and create a story predicting their future.

TEKS:
5.11C
5.18B
5.10A

Materials/Resources/Technology needs:
Textbook p. 370-372, Prediction worksheet, Construction paper, Computer paper, Markers & Crayons, Glue, Scissors, Large easel paper/1 transparency

Instructional Procedures
Focusing Event:
The students will use their imaginations to predict their futures by making a list of events that they believe or want to happen.

Teaching/ Learning Procedures:
• We will discuss the term prediction
• The students will then read *Why Bears Have Short Tails* on p. 370
• While reading the story, they will make predictions where it instructs in the textbook
• As they are reading, I will pass out the construction paper, computer paper, and their art supplies catties for our next activity
• I will instruct them to turn to p. 372 and look at the paragraph *Camping with Dad*
• We will go over how to make the vocabulary foldable and I will explain that they are to read the paragraph and use context clues to figure out the meanings of each word
• Following the vocabulary assignment, we will transition into our next activity by putting up all of the art supplies, their textbooks, and their vocabulary foldable, so that their desks are completely empty from all distractions
• I will place our transparency with the graphing organizer on the overhead projector so that we can discuss synonyms and antonyms using the word reckless

For Special Ed: I will provide an example of the foldable for each of them to look at as they create their own vocabulary foldable. I will also define the words for them rather than them using context clues to determine the definition.

**Formative Check (ongoing or specific):**
While the students are working on their independent assignments, I will be walking around assisting individuals that need assistance. I will answer any questions and review a few minor directions if needed. I will assist the Special Ed. students, specifically, as they work on their vocabulary foldable. I will also do the cutting for these students.

**Reteach (alternative used as needed):**
If a student does not understand, I will explain that we can all predict something, but it may not actually take place. I will give examples such as: tomorrow it is going to rain, or when I am 50 I will own a Mustang convertible. I will discuss with students how, it could possibly rain tomorrow, but we don't know for sure because it is just a prediction – we are guessing what could happen in the future.

**Closure:**
We will discuss one more time the meaning of prediction and I will ask the students to give some examples of the predictions they came up with throughout the lesson time.

**Assessment/Summative Evaluation:**
In the final assessment at the end of the week, I will include a story for the students to make predictions, as well as questions over the vocabulary definitions.

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**Modifications/Notes (GT, ELL, Special Ed):**
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Grade Level: 5th

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For GT: They will create a short story of their own that will include foreshadowing and clues in order for the reader to make predictions. In this short story, they will include 3-5 vocabulary words.

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Modifications/Notes (GT, ELL, Special Ed):
If GT students get finished with their work prior to the rest of the class, I will have them continue on reading through The Night Alone on p. 373.
ELL – if they don’t understand the words in the story completely, I will assist them in more detailed definitions
Special Ed. – rather than the students write a narrative, we will just discuss the narrative and perhaps what would be in the paper itself
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**For ELL:** Before they begin their foldable, I will read through *Camping with Dad* with these students in order to discover words that are difficult for them. I will also pair these students up with a strong reader and they will work on the foldable together. I will have the paired students discuss the words together in order for the ELL students to have better understandings of the words.

**Formative Check (ongoing or specific):**
While the students are working on their independent assignments, I will be walking around assisting individuals that need assistance. I will answer any questions and review a few minor directions if needed. I will pay close attention to ELL students and assist them if they have difficulty with any words. I will be there listening to make sure that the pairs are working well together.

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