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| Name: \_\_**Samantha Edwards**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_**October 25, 2018**\_\_\_\_\_\_\_\_\_ | |
| Lesson Focus: \_\_**Making Predictions** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Book: \_\_***Otis* By Janie Bynum** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Grade Level: \_\_\_\_\_**1st**\_\_\_\_\_\_\_\_\_\_\_\_\_  Target Words: \_**spotless, imagined, and wade. \_** | |
| **Curriculum Standards (SOL):**  **Oral Language: 1.1** The student will develop oral communication skills.  f) Follow rules for conversation using appropriate voice level in small-group settings.  j) Express ideas orally in complete sentences.  k) Work respectfully with others.  l) Increase listening and speaking vocabularies.  **Reading: 1.9** The student will read and demonstrate comprehension of a variety of fictional texts.  a) Preview the selection.  b) Set a purpose for reading.  c) Relate previous experiences to what is read.  d) Make and confirm predictions.  http://www.doe.virginia.gov/testing/sol/standards\_docs/english/index.shtml | |
| **Lesson Objectives:**   1. The students will express identification of the *magic words* spotless, imagine, and wade by putting two fingers in the air each time the *magic words* are read aloud in the book, *Otis,* with 100% participation. 2. The students will be able to apply prior knowledge, and pervious experiences to the *magic words, spotless, imagine, and wade* in the book, *Otis*, through thinking individually, talking with peers, and whole group discussion up to three times. 3. The students will make, confirm, and refute predictions before, during and after the reading of the story, *Otis,* through thinking individually, talking with peers, and whole group discussion to make at least four predictions. 4. The students will understand how the words, spotless, imagine and wade are used in the book, *Otis*, through the use of an extension activity where they put thumbs up if the word was used correctly in a sentence and thumbs down if the word was used incorrectly in a sentence with 8 correct out of 10 attempts. | |
| **Assessment of Objectives:**   1. The teacher will observe the students raise two fingers in the air when they hear the *magic words* read aloud to indicate recognition of the *magic words* within the story. 2. The teacher will explain how the *magic words* can relate to prior experiences within their own life by giving an example of a personal experience, and then observing student discussion about how they can connect the *magic word* to their own experiences. 3. The teacher will have students make predictions before during and after the story, *Otis*, is read and have students affirm or refute the predictions made. 4. The teacher will assess knowledge of the *magic words* by prompting the students to respond with thumbs or or thumbs down to indicate if a *magic word* was used correctly or incorrectly in a sentence. | |
| **BEFORE (Content, Viewing or Listening):**  ***(I will be sitting in the front of the room and the students will gather on the carpet to participate in the lesson. I will tell them to sit in their assigned carpet square because whenever they are required to sit in their assigned carpet square they each know to go to an individual square and sit quietly. I will have two anchor charts hung up, one that has my 3 “magic words” and another to write down all the students predictions. I will have my book ready to go as well as a marker to write down the predictions the students make during the lesson.)***  *Good morning class! Today we are going to have an extra special lesson, but before we begin the quietest table gets to come to the carpet first. Remember that when you and your table come to the carpet make sure you sit in your carpet square, you have your listening ears on, and you are not touching the person next to you. Thank you table* ***X*** *for being so nice and quite, you may go to the carpet first (go through the tables until they are all at the carpet.) Okay boys and girls, thank you all for coming to the carpet and being so well behaved. Remember, we are going to stay in our carpet square, keep our listening ears on, sit up straight, and not touch the person next to us. So, I know that Mrs. Drahms reads books to you guys all the time, and whenever she reads you guys are always on your best behavior and pay really close attention. So, let’s make sure that we do that same thing today because instead of Mrs. Drahms reading to you I will be reading to you all! Today we are going to be reading the book, Otis, by Janie Bynum. Janie Bynum wrote the book Otis, can someone raise their hand and tell me what we call the person who writes a book? Very good, we call someone who writes a book the author of the book.*  ***Magic Words Introduction:***  *Now, before we start reading the book, Otis, by Janie Bynum I want to introduce you all to some words I like to call, “magic words!” These words are going to be in our story and they will help us to understand the story better. So, once we start reading the story I want you guys to put two fingers in the air just like this (model two fingers in the air for students) every time you hear one of these, “magic words.” Now let’s talk about what our “magic words” mean. Okay, so here we have three “magic words” that will be seen in our story. I am going to say the magic word and what it means and then I want you all to repeat after me, okay?*  *Our first “magic word”* is **imagined**, (class responds, imagined) very good! Imagined means to think about, (class responds, to think about) very good! *Something that you imagine may or may not happen. As you can see in this picture this little boy is imagining or thinking about himself playing soccer, but based off what he is wearing right now does he look like is ready to play soccer? No, he looks like he is in clothes to go to school. So maybe right now he is not playing soccer, but later on he hopes to be. Or maybe this boy is imagining what he wants to be when he grows up, maybe he wants to be a famous soccer player. I know when I was in first grade just like you guys I imagined I would become a doctor. Can you think about what you imagine you will be when you grow up? Let’s have five people share out.* ***“When someone imagines they think about something that could or could not happen.”***  *Give me paw! Okay, now we are going to move on to our next magic word and that word is* ***wade****, (class responds, wade) very good! Wade means to walk in water or mud, (class responds, to walk in water or mud) very good! As you can see in the picture, this lady is wading in some water to collect something probably for a science experiment. I can relate to the lady in this picture because during the hurricane we recently had the parking lot where my car became filled with water, or in other words it got flooded. To get to my car I had to wade, or walk in the water to get to my car. Can you guys raise your hand and tell me of a time you had to wade through water or maybe even mud.* ***Student friendly definition: “If you have ever seen something or someone wade that means they are walking through mud or water.”***  *Give me paw! Alright now we are going to talk about our last “magic word” which is* ***spotless****, (class responds spotless) very good! Spotless means very clean, (class responds, very clean)* very good! *I know that when I wash my dishes after I eat I want them to be spotless because I would not want to eat off a dirty plate. As you can also see from this picture these students have cleaned up their classroom so it is spotless. Similar to this classroom I like to keep things very clean, so if I were to go home right now and walk into my bedroom it would be spotless. Can you think of a room in your house that is spotless or how about if you went in your bedroom at home right now? Would it be spotless, why or why not? Turn and talk to your partner.* ***S*tudent friendly definition: “Someone or something that is spotless is very clean, there is no mess.”**  Give me paw! Alright, I heard a lot of great discussions, let’s have three people raise their hands to share what they talked about with their partner. Very good, we just had a really great discussion. So, remember, every time we hear one of these magic words in the story we are going to raise two fingers in the air! So now we are going to talk about making predictions and a prediction is really just a guess. Good readers make predictions to better understand the story. We don’t have to think of predictions as necessarily right or wrong, predictions are really just a guess of what will happen and it’s okay if what we guessed does or does or does not actually happen in the story. So now let’s take a look at our book, Otis, by Janie Bynum, and see if we can make a few predictions.  ***Book Walk***  **Front cover** Alright, so let’s start with the front cover of the book, just by looking at the cover of the book does anyone think they can make a prediction, or a guess, of what they think the story is going to be about? (Students will respond and write down two of student predictions on anchor chart).  **Page 3:** Wow! This pig looks very clean, what word do we know that means very clean? Yes, spotless means really clean, good job!  **Pages 4/5** What do you see when you look at this picture, turn and talk to your neighbor? Yes, it looks like this room is super messy, who do we think these pigs are? Could we say that a messy family lives here? (write down student response on anchor chart.)  **Pages 10/11:** Can someone count how many pigs are in the mud and raise their hand and tell me the answer? Very good yes, it looks like there are four pigs in the mud? Can someone raise their hand and tell me how many pigs are not in the mud? Yeah, it looks like only one pig is not in the mud. Do you all think this pig likes mud since he is not playing in the mud with the other pigs? Let’s take a look at this pig who is not in the mud? How do you think he is feeling, turn and talk to a neighbor. Give me paw! Okay, I heard some great conversations. Do you guys think maybe he feels sad because he does not have many friends? Do you think we can make a prediction about that? (write student response on the anchor chart.)  **Page 15** Oh wow! It looks like this pig has mud all over him, does he look happy about that? No, he does not look very happy, what predictions do you think we can make by looking at this picture of the pig? (write student predictions).  Alright, great predictions guys! I am so proud of you all, now let’s get to the really fun part where we actually read the story together! Remember to keep your listening ears on, sit up straight and not to touch the person next to you. | |
| **DURING (Content, Viewing or Listening):**  Alright, so let’s start reading the book. While we are reading the books let’s see if we can make new predictions or if the predictions we have made already were in the story or not. Also, remember that we want to raise two fingers in the air whenever we hear one of our magic words.  **Page 1:** So based off what we just read is Otis the name of the pig in this story? Yes, it looks like our prediction was in the book!  **Page 4/5:** Oh wow, so it looks like Otis is a really clean, or spotless pig, who lives with a messy family, did we predict that would be the case? Yes, we did!  **Page 10/11:** **Two fingers should be in the air because the word spotless, appears in the story, “Otis tried hard to remain a spotless pig, or we can say Otis tried very hard to remain a very clean pig.”** after reading this page, what do you guys think we can say about our prediction of, Otis? I remember earlier we talked about how we felt like Otis may be a little lonely, after reading this page do you think we can that Otis is in fact lonely? Why exactly is he so lonely?  **Page 14/15:** **Two fingers should be in the air because the word imagined appears in the story. (insert short definition of imagined into the sentence: Otis imagined (thought about) mud oozing around his hooves, making a sticky, sucking noise as he lifted one food, then the other.” “He imagined (though about) mud drying on his skin, leaving dirty patches all over his pink, pink body.”)** so it looks like here Otis is only thinking about how awful it would be if he ever got muddy. As of right now he has not actually gotten muddy, he has only imagined, or thought about, how awful it would be if he did. Raise your hand if you think as the story goes on Otis will in fact get muddy at some point in the story? Alright, let’s read and find out.  **Page 18:** Mention that another word for corn cob is ear of corn, and point to the stalks of corn. When it says Otis sorted the good ears from the bad ears, it does not mean actual ears that we use to hear. Ear is just another way of say corn.  **Page 20/21:** “Otis was lonely.” Oh my goodness! Did we predict that Otis was in fact lonely! It looks like we did, and right here in the story we can see that!  **Page 24/25:** It looks like Otis has come across a little frog who lost his ball in the mud. Do you think Otis will go in the mud and get the frog his ball? Record class response on the prediction chart (they will more than likely predict that Otis will go in the mud to help the frog get his ball).  **Page 26/27**: **Two fingers should be in the air because the word wade appears in the story (insert short definition, walk in mud, into the story: “Please wade in (walk in the mud) and get my ball.”)** Oh wow it looks like neither the frog or Otis like the mud, what do you think is going to happen next? Will someone go in the mud? who will it be? Otis or the frog? Someone’s bound to go in the mud and get the ball right?  **Final Page:** It looks neither the frog or the pig ended up going in the mud! They found another way to get the ball so that neither of them had to actually go in the mud. What is another word we just to describe when two people work together? That’s right, team work! | |
| **AFTER (Content, Viewing or Listening):**  *Wasn’t that a great story! You all did such a wonderful job making predictions, I am so proud of each one of you. So now let’s take a look at our predictions and see if they were in the story or not. Remember, that it’s okay if our predictions were or were not in the story, remember a prediction is just a guess we make about what will happen. What matters is that we tried our best! Confirm or refute predictions wit the class. Make sure to say, “was in the story, was not in the story.”*  *Then I will go over “magic words one more time.”*  ***Spotless:*** *“very clean”*  ***Imagined:*** *“think about”*  ***Wade:*** *“walk in mud”*  *Now we are going to do a fun activity with our magic words. I am going to read you some sentences that use the “magic words” and if you think the sentence uses the “magic word” correctly you will quietly put a thumbs up in the air. If you believe the sentences uses the “magic word” incorrectly you will quietly put a thumbs down in the air. (model thumbs up thumbs down for the students).*  ***Extension activity:*** *True/False sentences. I will read aloud 10 sentences to the class and they have to put a thumb up for true or a thumb down for false. This is based off if they believe the word was used correctly in the sentence.*   1. *After I cleaned my room it was* ***spotless****” (True, thumbs up)* 2. *“Jessica closed her eyes and* ***imagined*** *she was a pretty princess.” (True, thumbs up)* 3. *“I like to* ***wade*** *in the cafeteria.” (False, thumbs down)* 4. *“I spilled some juice on my white shirt, now my shirt is* ***spotless****.” (False, thumbs down)* 5. *“In the summer, I like to* ***wade*** *in the pool because it is hot outside.” (True, thumbs up)* 6. *“Ben’s shoes were* ***spotless****, they had mud all over them. (False, thumbs up)* 7. *“Most pigs like to* ***wade*** *in the mud to cool off.” (True, thumbs up)* 8. *“When I was little I used to* ***imagine*** *I would become a Firefighter one day.” (True, thumbs up)* 9. *“The little girl had papers all over her desk, it was* ***spotless.”*** *(False thumbs down)* 10. *“I jumped off the boat, and* ***waded*** *back to shore.” (True thumbs up)* | |