**PSH Lesson Plan Making Predictions using Kitten’s First Full Moon**

Name: \_\_Missy Snyder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_Kindergarten\_\_\_\_\_\_\_

Content Area/Subject: \_Reading, Analyzing, and Interpreting Text\_\_\_\_\_\_ Duration: 15 Minute Sessions

RATIONALE: This is the 4th component of the Reading, Analyzing, and Interpreting Text and will help students make predictions that are confirmed through reading the story with adult assistance.

LEARNING OBJECTIVES:

* The student will predict three words to describe what they think will happen in the story using how the kitten sees/thinks/feels.
* The student will self-evaluate if their predictions were correct about how their animal sees/thinks/feels.

\*ASSESSMENT: Using the student’s picture as an assessment tool, the teacher will ensure they understand how to use context clues to draw conclusions by asking questions to check for details and descriptions of what happened in the book.

PENNSYLVANIA STANDARDS: **1.2.K.D:** Make predictions, draw conclusions and explain whether or not predictions are

confirmed, with adult assistance.

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|  | What the teacher will do | tudents met the objective(s).)to: ical needs, including giftednesstions/modifications for:e this determination once they haveWhat the students will do | Differentiation  (Content, Process,  Product, Environment) | Materials/Technology Needed | Time Needed |
| INTRODUCTION | 1. The teacher will explain that the students need to listen carefully to my riddle in order to figure out what the teacher is trying to describe*.*  a) *I am an animal that has a trunk. What am I?*  *b) I am something you drink that comes from a cow. What am I?*  c) *I am what you wear on your feet to come to school. What am I?”* | 1. Students will try to guess the answer to the riddle. | 1. None at this time. | 1. --- | 2 minutes |
| PROCEDURE: | 1. The teacher will read the back cover of the book, *“What a Night!”.* Then show students the front cover of the book.  2. The teacher will call upon one student and write their predictions of what the cat  a) sees  b) thinks  c) feels  on chart paper.  3. The teacher will ask the student to explain their predictions to the class.  4. The teacher will then read the entire book.  5. After reading, the teacher will review the predictions of the student and discuss if any of them were correct.  6. The teacher will have prepared pictures glued onto paper that provide lines for students to write their predictions about 3 things that they think might happen in the picture. | 1. Students will think make predictions of what will happen in the story.  2. Students will say their predictions if called upon.  3. The student will explain their predictions.  4. The students will listen to the book being read.  5. The students will listen to why the student made their predictions.  6. Students will write three words to predict what is happening in their picture. | 1. None at this time.  2. The student will be called upon to say their predictions.  3. The student will explain their predictions to the teacher.  4. ---  5. ---  6. Student will write their predictions from the picture. If the student needs help, the teacher will help them. | 1. Kitten’s First Full Moon Book  2. Chart Paper  3. ---  4. ---  5. ---  6. Prepared Pictures | 11 minutes |
| CLOSURE: | 1. The teacher will ask students individually why they made these predictions. | 1. The students will tell the teacher why they made these predictions. | 1. The student will share their prediction with the students or the teacher. | 1. -- | 2 minutes |

ACCOMMODATIONS/MODIFICATIONS: ELL students who are in Kindergarten are most likely in the Entering (level 1) stage, so I would accommodate them by using the ELPS Standard 2: Language Arts, Writing; by depicting an experience or event with a drawing as modeled. Due to the fact that as part of my regular class instruction I will be modeling what I want the students to write, the student should have an understanding of the assignment. If they are in need of additional help, I will be circulating around the room to assist them.

LESSON EXTENTION: If time permits the students will share what they have concluded or predicted about their picture with the class.

PRE-ASSESSMENT: Before the lesson that day, the teacher may just refresh the students’ knowledge of the components of text organization; identify facts from information text, and identifying important information within a text. This will help ensure the success of the students using the context clues in this lesson.

CONNECTIONS BEYOND THE LESSON: As an extension to this lesson, I would send home the attached sheet that describes what the animal in the picture may see/think/feel. The student can do this at home with their parents in order to have the student explain what we did in class by using the context clues. They will only have the picture to help them to create more descriptive sentences. This will give them more options to be more imaginative in their thinking.

CITATIONS:

*Categorizing and context clues*. (2012). Retrieved from http://www.pdesas.org/module/content/resources/13123/view.ashx

Standards Aligned System. (2012). In *Pennsylvania Department of Education*. Retrieved from http://pdesas.org/