**Lesson Plan: 10/3/2011**

**Objectives: By the end of class today, students will:**

* Begin to develop prediction skills using texts read in class
* Be able to work collaboratively in small and large group settings
* Be able to reflect back on what was read through summary of information

**Materials needed:**

* Photocopies for the entire class of: “The Adopted Son” by Guy de Maupassant; Anticipation Guide for reading
* Wordle text via wordle.com

**Activities:**

**Introduction (5 minutes)**

* Hand out Anticipation Guide to each student
* Display Wordle on projector
* Ask students to make predictions for the text based on most obvious words to them, and write down prediction on Anticipation Guide

**“The Adopted Son” Short Story (20 minutes)**

* Hand out a copy of the story to each student
* Explain reading up until the marked stopping points in the text
	+ At each stopping point, students will check previous predictions made with 4-5 group members at table.
	+ They will also formulate new predictions for the next section based on what they read.
* Ask students to flip papers over once they are done reading, so that it is known to transition to Large Group discussion.

**Large Group Discussion (10 minutes)**

* Ask a student to summarize the text as a whole, making sure that each student understands the story by asking them to raise their hands if they still have questions.
* Discuss predictions, focusing on: what was shocking, how correct students were, and how their predictions were confirmed or denied.
* Discuss what the text meant to students, drawing on textual evidence and predictions made.

**Wrap up (5 minutes)**

* Talk about how students can make predictions to help them analyze texts
* Explain how breaking the text into sections can help students recognize and grasp concepts of themes and key ideas. They can use this skill to help make reading easier.
* Tell how analyzing text in small pieces can help with the larger comprehension of the text as a whole.

**Assessment of lesson plan goals:**

* Assess student’s prediction skills by collecting Anticipation guide for credit, and checking that students were making the required number of predictions throughout the text.
* Assess collaboration of group members by monitoring discussion, making sure that all members participated equally in small discussions, and no on monopolizes conversation in large and small groups.
* Assess reflection skills by having students periodically summarize what had been read to individual teacher while working in small groups, also through large group wrap-up.