Bridget DiGioia

Lesson Plan A

TITLE
Making and Reevaluating Predictions: *In the Skin of a Lion,* "Book Three"

TIME
50 minutes

SETTING
The setting for this unit is a standard academic literature class for 10th Grade. The class consists of twenty-four students, ten girls and fourteen boys. This high school is located in a rural town, middle socioeconomic status. There are three students who receive free or reduced lunch. Most students are on track for their grade level reading, however two students read at above average and five students read two years below grade level. Twenty of the students are Caucasian and speak English. Three students are African American and speak in the African American English Vernacular. One student is fluent in Spanish but has limited English proficiency. He has difficulty writing in English but is working on it. One student has an emotional behavior disorder that makes it difficult for him to stay on task and concentrate in class. One student is diagnosed as legally blind, however still has the ability to read large print text. The district is composed of 97.6% white students, 0.6% Black students, 0% Hispanic students, 1% Asian students, and 0.4% Native American students. 7.1% of the school population is low income, the attendance rate is 94% and the high school graduation rate is 91.5%. The average ACT composite score is 21.0. The average size of a high school class is 16.6.

THEORY INTO PRACTICE BACKGROUND
I think that predicting is a very important tool to use in the classroom because it teaches students how to stay involved when they are reading. Active reading is very important to make sure students do not miss important facts or lose interest in the text. Burke states that, "Only when we encounter information in the text that does not agree with our assumptions do we stop to reevaluate our understanding," and this is important because students are not stopping to reevaluate enough if they are only stopping when they are wrong (90). It is important that students look at their predictions and alter them, even if they are not completely wrong, because things can slowly change and if readers do not assess these qualities as they read, they can eventually become lost. Students may look over important information if it agrees with their previous assumptions without considering why that information might be important. Therefore, it is very important that students are actively reading and reevaluating their thoughts about the text. By stopping students and having them write down their predictions and understandings, students will begin retaining more information.

I also incorporated the importance of reading aloud as demonstrated by Burke: "although reading aloud can help us appreciate and enjoy a good story, I include it here because it helps many students learn to read better. This is particularly the case for ESL, special education, and struggling readers who often don't know what a text is supposed to sound like" (111). Students who struggle with reading are able to listen and have a better understanding, but it is also a way to differentiate instruction. Instead of always having students read silently or listen to me talk at them from the front of the classroom, this allows students to listen and learn alongside with their peers.

Background information necessary for this lesson includes full knowledge of Books One and Two from *In the Skin of a Lion*. Students need to understand that at this point in the text, Patrick is no longer just observing and noting crimes, but that he is now in fact a criminal. They will use all the previous knowledge they have about the text to shape their predictions for what they think is going to come in the remainder of the novel.

The content material used during this lesson with be *In the Skin of a Lion* by Michael Ondaatje. Students will have already read Books One and Two and will begin reading Book Three in class. The novel takes place in Toronto and describes manual labor, the life of workers, the immigrant experience, and making a stance.

This lesson is linked to lessons that follow because students will participate in another lesson about predicting later in the unit after they have completed this novel. Students will predict what happens after the novel ends and begin reading, *The English Patient*, also by Ondaatje to see how their predictions pan out. Predicting is a useful tool for students to incorporate into their future readings so that they remain active and involved with the text.

OBJECTIVE/S
After completion of this lesson, students will:
- develop the ability to create and monitor predictions while reading a text
- enhance their ability to think both critically and creatively about and text while creating predictions
- become more active and involved readers of a text
- improve their ability to focus and remain on task while reading as a class
- think critically and creatively about the text
- understand what is and is not happening within the text

MATERIALS
- Popsicle sticks with students names to pick for participation
- Predicting worksheet, 25 copies
- Varying copies of *In the Skin of the Lion* with different covers
- Whiteboard
- 4-5 extra copies of *In the Skin of the Lion* for any student who forgot their text
- Extra sheets of notebook paper for students who forget journals
- Elmo head for displaying worksheet on board

PREPARATION
Before class, I will need to make sure I have all my materials ready on my desk for when class begins. I will have to be sure that I have the bell work question already posted on the board for students to begin upon entering the classroom or as soon as the bell rings. I will also make sure that I have a copy of the predicting worksheet to write on and display on the board, and check to make sure that the Elmo is properly working before use in class.

PROCEDURE
Bell Work (5 minutes)

- Students are to write in the journals about the following prompt: Summarize what you have learned so far from your reading of *In the Skin of the Lion.* What has stuck out as strange or important? Have you noticed anything you think may be foreshadowing?
- Display timer on board for 5 minutes so the students know when we will be starting the lesson

Introduction (5 minutes)
- Ask students to summarize the first two books of the novel that we have read so far
  - Students can use their journal entries for assistance
- Look at the different book covers for *In the Skin of a Lion.* Do we learn anymore about what is to come in the novel that we don't already know from the books jackets?

Begin reading Book Three as a class and stop to predict while reading (30 minutes)
- Students will read the story out loud as a class pausing at selected intervals.
  - Students should be filling out their personal predictions on the worksheet when we pause to make predictions. Even if the students do not share their predictions, they are expected to come up with their own ideas, not just the examples that I write on the board.
- Students are to accept, alter, or abandon their previous predictions and to create new predictions when necessary after each pause.
  - Students are to complete their personal predictions on their worksheets and also to contribute to the classroom worksheet that is projected and being filled out on the board.
  - Students must accept, alter or abandon every prediction that they make at every pause that we take.
- Pick a Popsicle stick with student's name to read after each pause for predictions.

Complete prediction chart (5 minutes)
- Give students time to finish completion of their own worksheet and make sure that all of their predictions that were different than those on the board have been accepted, altered, or abandoned.
- Make sure that every "accepted" prediction is something that has happened, otherwise it should be altered to be true or abandoned because it was so far off that it could not be altered to fit the story.

Conclusion (5 minutes)
- Remind students of the importance of making predictions and editing those predictions as they are reading.
- This is a useful reading skill that will help students to become better readers and critical thinkers.
- Students can see their own progress and thought process by looking at their worksheet to see their predictions and changes they made to those predictions while reading.
- Explain to students that they are expected to continue making and analyzing their predictions for *In the Skin of a Lion* as they are reading the novel. We are going to have another lesson on predicting after we complete the novel for the sequel to our book.

DISCUSSION IDEAS
- What have you noticed as foreshadowing throughout the novel?

- Why are you making the predictions that you are making?
- Why do we have to change this prediction?
- What support do you have for the arguments you are making?
- What were some of your original predictions about this text before we even began reading it?

LANGUAGES ACCOMMODATIONS

The students who speak AAE should be able to read and listen to the reading with little to no problems. I will allow these students to write in AAE as they make and alter their predictions since it is supposed to be their thought process. I do not want to hinder these students' thoughts and active reading by making them convert their ideas into Standard English; I will be more focused on their thoughts than their use of Standard English. For this activity, I will provide the student who speaks Spanish both a copy of the Spanish version of the text and the English version. He can wish to follow along with the English version and the class and use the Spanish version to aid his understanding. I will have to make sure I check in with this student to be sure that he was able to keep up with the activity and provide him with extra time to complete the worksheet or reread the section if needed.

SPECIAL EDUCATION ACCOMMODATIONS

For the student with the emotional behavior disorder, I will make sure I do not call on him unless he tells me he wants to participate. I will also be sure that I presented him with a calendar and a description of this activity so he can be prepared for what we have planned for the day. I will allow this student to take home the worksheet if more time is needed to get the work accomplished. For the blind student, I will make sure that I provide him with a worksheet with enlarged text as well as a novel that is either e-book format so he can enlarge as needed or extra large font.

ASSESSMENT

At the end of the class, I will collect the students' predicting worksheets to assess student participation and understanding. Student should have completed the assignment worksheet and filled out all of the columns. I will have to read the students predictions to see if they are viable, and then also check to see if they understand how to accept, alter or abandon each prediction tat they made. Predicting is a skill that students often use without noticing it and do not apply it to their reading as much as they should, so I am looking to see if the students can figure out how to actually using their guessing and assumptions about texts to read more actively. This worksheet counts for points towards the students' grades. Points will be awarded for completion and evidence of active participation in class and reading.

EXTENSION IDEAS

We are going to complete another predicting activity later in the unit after completion of the novel. Students also could use their understandings of making predictions and assessing content to write interesting research papers about context clues or images. The discussion the class had about book covers and choosing different images could lead to very interesting student research and development on why authors use images or selected images to represent parts of a text. Students could also use predicting charts in any of their other readings during the year to assist their read and engage more actively as they read.

SOURCE OF ACTIVITY

Krista Shoemaker assisted my idea of predicting and charting those predictions from my time spent in her classroom during the class's predicting unit. I also borrowed concepts from the classrooms of

Professor Arlette Willis and Hilarie Welsh to help in reaching a variety of learners and effectively manage the classroom. My readings of Burke, Weinstein, and Novodorski also assisted my thoughts for this activity.

RESOURCES AND REFERENCES

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ILLINOIS STATE ENGLISH LANGUAGE ARTS GOALS

Performance Indicator 2C: The competent teacher engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines

My lesson plan addresses this indicator because I am increasing the students' ability to think critically about what they are reading by increasing a student's ability to predict and analyze those predictions. I will be asking students to justify their claims and explain why they had to make certain changes to their original prediction, requiring them to think critically both about the text and their own inquiries.

Knowledge Indicator 1F: The competent teacher knows strategies to maximize student attentiveness and engagement.

My lesson plan address this knowledge indicator because it requires students to actively read by making and assessing their predictions as they read. Requiring the students to fill out a predicting strategy handout as they read and listen requires that they pay attention to what is happening and actually think about the information being presented. One of the problems in the classroom when reading aloud is that students get bored and stop paying attention to what they are reading and listening to. Incorporating predicting and analyzing these predictions into the reading will help increase students' attention to and participation in what they are learning.

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

My lesson plan addresses this standard because by creating and editing predictions about a text, students are required to focus on the central ideas and constantly reevaluate their predictions as the themes develop. This lesson plan also requires students to summarize the text before we continue on with the lesson. In this activity, students must consider specific details and the how the story is shaped in order to develop, alter, accept, or abandon their predictions.

CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

This standard is met by my lesson plan because students will have to use their understanding of the plot structure, how the events have been ordered, and the story timeline in order to most effectively predict and alter their predictions. Since this novel has a combination of stories, sometimes the parallel plots get a bit confusing, using the chart to plot their predictions will help them to structure their understanding of the text. In order to make effective predictions, students are going to have to consider why the author structured the text the way they did and to analyze what this means about the story and what they think will happen as a result.