**Primary Strand: Reading/Fiction 3.5**

**Integrated Strand/s:** Word Analysis Skills

**Essential Understanding:**

* understand the essential elements and characteristics of fictional text

**Essential Knowledge, Skills, and Processes:**

* use specific details to make, confirm, and revise predictions by
	+ identifying information from the text that supports or contradicts a prediction
	+ revising predictions based on new understandings

**Primary SOL:** 3.5 c Make, confirm, and revise predictions.

**Reinforced (Related Standard) SOL:**

3.5 i Identify the conflict and resolution.

3.4 e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.

3.3 The student will apply word-analysis skills when reading.

1. Use knowledge of regular and irregular vowel patterns.

b) Decode regular multisyllabic words.

**Academic Background/Language:**

## Materials

* Fiction read aloud for example, *Mr. Lincoln’s Way* by Patricia Polacco
* Predict-o-gram graphic organizer or simple story map (included at the end of the plan)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

This lesson is written specifically for *Mr. Lincoln’s Way*, but it can be adapted to work with any fiction read aloud that has strong characters and a clear conflict and resolution.

Note: This lesson will take more than one day.

Before reading the story to the students, select eight to ten words from the text you will be reading that connect to the characters, setting, and plot. Words for *Mr. Lincoln’s Way* are listed below.

Day 1

* Say, “Today, we are going to get ready to read a wonderful fiction story. What makes a story fiction? Remember it’s not about being fake or made up - fiction is about characters, setting, conflict, resolution, and plot.”
* Say, “Before reading the story, let’s study some of the words that we will find in this story.”
* Write each word on the board one at a time and discuss the attributes of the word. Say, “How many syllables are in this word? What kind of syllables do you see in this word? What vowel pattern do you notice?”
* After talking about the attributes of the word, discuss the word’s meaning. Say, “Have you ever heard of this word? This word comes from \_\_\_\_\_, and it means \_\_\_\_\_\_\_. When we see it in the story, we’ll see how this author used it, and why this author chose to use that word.”
* These are the words that would work well from *Mr. Lincoln’s Way*:
	+ bully
	+ atrium
	+ nuthatches
	+ mallard
	+ Eugene Esterhause
	+ grandpa
	+ pond
	+ Mr. Lincoln
	+ proud
* After introducing the words and discussing how to decode them and what they mean, display a simple story map or a predict-o-gram. If possible, distribute copies of the map or predict-o-gram to the students. Briefly review the components of fiction that are on the story map - characters, setting, conflict, resolution. Ask students what each element is and clear up any misconceptions.
* Go back through the words one by one and ask the students to predict where these story words would go on the story map. Do the first 3 words together, and then have the students add the other words to their maps.
* Have students share their maps or predict-o-grams with their table groups or partners. Have them explain why they placed the words where they did.

Day 2

* Refer students back to the story maps or predict-o-grams that were made on Day 1. Show students the cover of the book and remind them that they have predicted what the story will be about by placing words from the story on the map.
* Tell students that you will read the book to them, stopping many times for them to refer to their maps or predict-o-grams so that they can decide if they want to move their words to different places. They can draw arrows for where they would like to move the words or erase them and move them.
* After reading the story, discuss the story elements. Ask questions about the elements. For example: “What did we learn about the characters in this story?” “Did any of the characters change?” “Why did the author choose this setting for the story?” “What is the main conflict in this story?” “How did the conflict get resolved?” “Why do you think the author chose to use some of the words that we learned on Day 1?”

**Assessment (Diagnostic, Formative, Summative)**

* On Day 1, have students write a one sentence prediction based on the discussion. Collect their sentences.
* On Day 1, during the sharing with tables or partners, circulate and take anecdotal notes about what the students are sharing.
* On Day 2, collect the students’ maps or predict-o-grams as a formative assessment.
* For a summative assessment, repeat this lesson using a different fiction story and have the students complete the story map or predict-o-gram on their own.

**Writing Connections:**

* Have students write a letter to a character from the story sharing a connection they have with the character.
* Have students write a new ending to the story.

**Extensions and Connections (for all students)**

* Provide blank predict-o-grams and story maps in an independent learning activity and provide a variety of texts for them to choose from to practice predicting on their own.
* Make an anchor chart for the classroom with story elements and a place for titles. Every time you read a fiction story to the students, add the title to the chart, and fill in the story elements for each title.

**Strategies for Differentiation**

* Have pictures of the words you select from the story to show to the students. If you use *Mr.* *Lincoln’s Way*, find pictures of an atrium, a mallard, and nuthatches.
* Add icons or pictures to the story map, predict-o-gram, and anchor chart to illustrate character, setting, conflict, resolution.
* When the students are working on their predictions individually, call a small group that may need more assistance to work with you, and do the predictions together.
* Give sentence starters to students to help them share their predictions with their groups.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

Simple Story Map

| Characters visual of a character | SettingVisual of setting - a city  |
| --- | --- |
| Conflict visual of a character with a conflict (stick figure with their head down)  | Resolution Visual of a resolution - decorative  |

Predict-O-Gram

| Words from the story:  | Characters: |
| --- | --- |
| Setting: | Conflict: |
| Resolution: | Prediction sentence:  |

Predict-O-Gram

Mr. Lincoln’s Way

| Words from the story:  bully atrium nuthatches mallard Eugene Esterhause grandpa pondMr. Lincolnproud | Characters: |
| --- | --- |
| Setting: | Conflict: |
| Resolution: | Prediction sentence:  |