# MAKING PREDICTIONS

**SASS — ELA Lesson Plan**

<table>
<thead>
<tr>
<th>Unit: Predictions</th>
<th>Text(s): Many texts can be used. Some options include: “All Summer in a Day” by Ray Bradbury, “The Frog Who Wanted to Be a Singer” by Linda Goss</th>
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## Standards

*Common Core State Standards/Maryland State Curriculum*

- **R.1** – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **R.3** – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **W.1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.1** – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- **SL.3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- **SL.4** – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **SL.6** – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## SASS Connection(s)

- □ SASS 1
- □ SASS 2
- □ SASS 3
- □ SASS 4
- □ SASS 5

## SASS Vocabulary

- argument, claim, warrant

## Big Questions

- How do I form a strong prediction using text?
- How do I create a strong argument with text?

## Objectives

Students will be able to make strong predictions by developing claims and warrants backed with text evidence.

## Timing Notes

**90 minute lesson - less than 1 day**
- Do Now (5 min)
- Mini-Lesson (15 min)
- Guided Practice (20 min)
- Individual Practice (15 min)
- Reflection (5 min)

**60 minute lesson - 1 day**
- Do Now (5 min)
- Mini-Lesson (15 min)
- Guided Practice (20 min)
- Individual Practice (15 min)
- Reflection (5 min)
**Motivation**

Do Now
Quickwrite: Meteorologists must make predictions on the weather. How do you think they make their weather predictions?

**Mini-Lesson/Direct Instruction**

First, let's review our understanding of predictions.

1. Lead students in a review of predictions. (NOTE: The following dialogue assumes prior student knowledge and practice with making predictions. If your students have not had much or any practice with predictions, teach at least one full lesson understanding predictions and how to make them prior to completing this lesson.)

2. Ask:
   - What is a prediction? (A prediction is an informed guess about what will happen in the future.)
   - In your “Do Now” quickwrite, how did you say that meteorologists made predictions? (They use maps, history, and their own expertise to figure out what the weather will be like.)
   - How do you make predictions? (I read the text and think about what might happen next based on the text. I look at the pictures and think about what might happen next, etc.)
   - How are you like a meteorologist when you make predictions? (We both are figuring out what will happen. We both need to use something besides our own brains to make predictions.)
   - When do you make predictions? (We are always making predictions as we read, however, we can stop after a key point in the text and think about what might happen next. Often, we can make the best predictions at a climax or mini-climax in the text, when something big is about to happen.)

Also, we’re going to learn three new vocabulary terms today: argument, claim and warrant. (NOTE: the following mini-lesson has an accompanying powerpoint, however, the powerpoint is not necessary to conduct this lesson. If you are using the powerpoint, following the teacher directions in the “notes” section of the slides. If you are not using the powerpoint, use the
1. Lead students in a discussion about arguments:
   - Raise your hand if you’ve ever been in an argument before.
   - What was your argument about?
   - Have you ever been in an argument where you’re trying to convince someone that you’re right? Maybe you had an argument with your friends about what movie to watch, or who the best musician is.
   - How do you make an argument so that you get your way or you convince someone? (jot ideas down on chart paper)

2. Introduce the new vocabulary term: claim.
   - We have two new vocabulary words that we’ll be using a lot this year.
   - The first word is “claim.” A claim is a controversial statement. Another person should be able to disagree with your claim. Here are some examples of claims:
     - Language Arts is the best subject at school.
     - Jay-Z is the best rapper.
     - My bedtime should be at eleven.
     - The theme of Roll of Thunder, Hear My Cry is that family supports you no matter what.

   Comprehension Check:
   - What is a claim?
   - Can you give me an example of a claim?

3. Introduce the new vocabulary term: warrant.
   - The second word is “warrant.” A warrant is a reason why the claim is true. Let’s go back to our examples from before. If my claim is that Language Arts is the best subject at school, my warrant is because there is a lot of interesting reading. Here’s another: My claim is that Jay-Z is the best rapper and my warrant is because he has sold more CDs than any other living rapper. Listen to this argument: My claim is that my bedtime should be at eleven and my warrant is because all of my friends go to bed at eleven or later.

   Comprehension Check:
   - What is a warrant?
   - Can you give me an example of a full argument using the terms “claim” and “warrant”?
   - Can you write an argument equation using the vocabulary “claim” and “warrant”? Or, how would you represent the idea of creating an argument visually?

Guided and Independent Practice

Now that we’ve reviewed predictions and learned our two new vocabulary words, let’s put these ideas to use. We’re going to read a short story today by well-known science fiction author Ray Bradbury, called “All Summer in a Day.” Occasionally, as we’re reading, we will stop and make prediction arguments using the terms claim and warrant.

Guided Practice – Making Predictions using Claim and Warrant
1. Review pre-reading strategies with students.
   - Before you read, what do you look at to make predictions about a
2. Model pre-reading the text by reading the title aloud.
3. Then, make a prediction using “My claim is that this story will be about...”
   “My warrant is because the title...”
4. Ask students to pre-read the text and make another prediction using the vocabulary claim and warrant
5. Allow students to share out their predictions and record one or two to track for confirmation as the class reads the story.
6. Read a portion of the story.
7. Stop at a pre-designated Stop #1.
8. Allow students to stop and make a prediction on their worksheets.
9. Allow students to share out their predictions. Remind them to use the terms “claim” and “warrant” as they share out.
10. Discuss making stronger warrants with the students. (NOTE: the following mini-lesson has an accompanying powerpoint (it is a continuation of the previous powerpoint), however, the powerpoint is not necessary to conduct this lesson. If you are using the powerpoint, following the teacher directions in the “notes” section of the slides. If you are not using the powerpoint, use the notes from below).
    - To make a strong argument, we need to create a really persuasive warrant.
    - How can you make a warrant persuasive? (Allow students to generate ideas and put ideas on the board. Look for: statistics, real world connections, endorsement from an authority, text evidence, persuasive language, appeal to audience emotion, and logic).
    - Write the claim “Our school should have student vending machines” on the board.
    - How do we create a persuasive warrant for this claim?
      • STATISTICS (Some people are convinced if they see numbers as proof. Sometimes this is a poll, sometimes it is data.): 75% of students and parents support student vending machines.
      • REAL WORLD CONNECTIONS (Some people are convinced if they can see a way that it applies to their own or someone else’s life): The other day I missed lunch because I had to take a test. When I got back downstairs, the cafeteria was closed. If we had a vending machine, I could just buy myself a snack.
      • ENDORSEMENT FROM AN AUTHORITY (Some people are convinced if someone famous and with a good reputation supports it): Dr. Alonso has long been a supporter of student vending machines.
      • TEXT EVIDENCE (Some people are convinced if there is something from a reliable published text on it): In his report on school health, Dr. B. writes, “All schools should have vending machines.”
      • PERSUASIVE LANGUAGE (Some people are convinced if the person making the argument is able to use very persuasive words): Students need vending machines to get healthful snacks and provide nutrition so that they will not starve during the
• APPEALS TO THE AUDIENCE’S EMOTIONS (Some people are convinced if the person making the argument is able to figure out what they really care about): *If you care about children, you will support student vending machines.*

• LOGICAL (Some people are convinced if the argument really makes sense and it’s hard to find a reason not to agree.): *It allows students to purchased snacks if they are hungry.*

11. Connect the lesson to the argument from Stop #1 on the worksheet
   - *How can you make your argument from Stop #1 more persuasive? (use specific evidence from the text)*

12. Continue reading the text until Stop #2.

13. At Stop #2, model for students an example of creating a text-based argument for predictions.
   - *My claim is that _____ will happen next.*
   - *My warrant is that in the text it says, “…This means that ___ will happen because…*

**Small Group / Individual Practice**

14. Allow students to work in pairs or individually to create a text-based prediction argument for Stop #2.

15. Continue reading the text until Stop #3.

16. Ask students to make a text-based prediction argument at Stop #3 on the worksheet.

17. Allow students to share out some of their text-based predictions from Stop #3.

18. Finish the text.

**Closing**

**Exit Slip Assessment**

1. Distribute the exit slip and review with students.
   - *Let’s read the directions together.*
   - *Use the text that’s around the classroom as your guide. What text around the classroom may give you a clue about what we’re doing tomorrow? (The objective, the homework, announcements.)*

2. Allow students to work on the exit slip and collect.

**Reflect on the Prediction Activity**

1. Ask students to share out their thoughts on the reflection questions:
   - *A text-based argument must always have a two-part warrant. What are the two parts of the warrant? (text and analysis)*
   - *When making an argument about a literary text, how can you make your warrant very persuasive?*
   - *How can you make predictions when you read independently?*
Homework

Read a short text (independent reading book, teacher-selected short story), stopping at least three times before the end. Make a prediction argument as each stop, using a claim and text-based warrant.

Grade Modifications

6th - 7th grade

Modeling: Create a poster with the different types of warrants and examples of each.

Additional Modeling: Find a very short story and model reading the story independently and making predictions as you read.

Additional Time: Spend more time modeling predictions made from the text.

7th - 8th grade

Student Grouping: Select multiple texts based on complexity. Group students based on text complexity.