

Mini-Lesson #16: Prediction

Teacher Lesson Plan

Objective

Students will define *prediction* and practice making logical predictions.

Summary

In this mini-lesson the teacher will guide the students in creating a definition for *predict*. Then students will read a letter about Belize and use a prediction chart to record their predictions about what information will be included in the next letter, as well as an explanation of what helped them to make their predictions.

Materials

- chart paper (2 pieces)
- “Belize?” student activity sheets (1 copy per student, pages 49, 50)

Time: 20 minutes

Lesson

1. Introduction: Ask students what it means to *predict*. Write a definition on chart paper. (You may guide students to a definition similar to this: *Predict—to use observations or experiences to make a reasonable guess about what will happen.*) Tell students that good readers predict a lot while they read a story. Tell students that we are going to practice predicting today with a short story.
2. Write the title of today’s reading selection on the board (*Belize?*). Ask students what they can predict about the reading selection from the title. Why do they think the title has a question mark after it? Tell students that they have very little information about the reading selection but many times you can make fair predictions just by the title of a story. Ask students what would make it easier for them to make predictions (*a picture with the title, a brief introduction, etc.*). Ask students if they know what Belize (b-’IEz) is. Assure students that Belize is a country and that they will have to read the selection to find out any more information.
3. Distribute “Belize?” student activity sheet and review directions together. Explain that the information for the right side of the chart, “Reasons Why I Made the Prediction” should include information from Julia’s first letter, “Belize?” Distribute activity sheets and allow students time to work. *See possible answers below.*

Possible Answers (page 50)

I predict Julia will write about what “plantain” is.

Julia says, “Have you ever heard of plantain? Then she says she guesses we don’t, and she wants to tell us more about Belize.

I predict Julia will write about the schools.

Julia says she has visited schools in Belize, and she probably thinks we are interested in them.

Name _____

Date _____



September 22, 2003

Dear Friend,

Greetings! My name is Julia, and I am fifteen years old. Two years ago I went to Belize to visit friends with my parents. I had a blast and learned a lot! Do you know where Belize is? Have you ever heard of plantain? Do you know what a tapir is? Have you ever tasted corn ice cream? I am guessing that your answer was "no" to most of those questions, and that is why I am writing this letter to you. Belize has a lot of great things that not too many kids know about. I hope that my letters will help you learn more about this great country!

First of all, I should tell you where in the world Belize is. Belize is a country in Central America. Mexico and Guatemala are Belize's neighbors. I will try and tell you more about them later. The capital city of Belize is Belmopan, located in the center of the country. We spent most of our time in the large city of Belize City and the small town of San Ignacio.

Belize has many beautiful sights, but one of my favorite things about Belize is the people! I was able to visit several schools and churches in Belize and hang out with our old and new friends. So what do kids do for fun in Belize? Some kids probably do a lot of the same things that you do. Our friends' kids go to school on the weekdays, go to church on the weekend, help their parents with work at home, play ball with their friends, and buy sweets at the store.

There are many more things that I want to tell you about Belize and my experiences, but that will have to be kept for the next letter.

*So long,
Julia*

Name _____

Date _____

Belize? (cont.)

Directions: Carefully read “Belize?” and then complete the prediction chart below with your predictions about what Julia’s next letter will contain. Write your predictions on the left side of the chart. On the right side of the chart, write what caused you to think of the predictions.

Predictions About What Julia Will Write in Her Second Letter	Reasons Why I Made the Predictions
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Mini-Lesson #26: Main Idea

Teacher Lesson Plan

Objective

Students will identify the main idea and supporting details of a short story.

Summary

In this mini-lesson, the teacher will lead students in a discussion about supporting details. The students will complete a student activity sheet that requires them to read a short story and complete a graphic organizer with the main idea and supporting details of the story. Finally, the teacher will review the student activity sheets with the students and help them to understand that not all details in a piece of writing are supporting details.

Materials

- “The Store Manager” student activity sheets (1 copy per student, pages 79, 80)

Time: 20 minutes

Lesson

1. Introduction: Ask students if all details in a piece of writing are supporting details. Discuss with students how supporting details are only the details that support the main idea. Sometimes authors give you details to better understand something in the writing, but those details do not necessarily support the main idea of the writing.
2. Explain to students that today they will read the short story “The Store Manager” and complete a graphic organizer that asks them to identify the *main* idea and supporting details. Remind students that not all details are supporting details. Explain to students that after they have completed the activity, you will discuss their work.
3. Distribute “The Store Manager” student activity sheets and review directions together. Allow students time to work independently. *See answer key below.*
4. When students are finished, review the answers together. Ask students to underline or highlight the sentences that gave the main idea and supporting details in the story. Ask students to identify some details from the story that were not supporting details. (*e.g., Mr. Humphrey’s Uncle Ben was the store manager of a shoe store.*) Ask students to explain why these details were not supporting details. Explain to students that although these details are important in the story, they do not support the main idea in the way that the supporting details do.

Answer Key (page 80)

Main Idea: Mr. Humphreys is an excellent store manager because he has had many experiences working at stores.

Supporting Details: As a child, Mr. Humphreys swept the floor of his uncle’s shoe store. As a teenager, he worked as a stock boy at a grocery store. After graduating, Mr. Humphreys became a clerk at a department store. Mr. Humphreys was promoted to Assistant Manager.

Name _____

Date _____

Directions: Read “The Store Manager” below. Then complete the graphic organizer on page 80 with the main idea and supporting details. Write the main idea in the middle oval and the supporting details in the surrounding ovals.

The Store Manager

Mr. Humphreys is an excellent store manager because he has had many experiences of working at stores. When Mr. Humphreys was a young boy, he helped his Uncle Ben by sweeping the floor of his small shoe store. Uncle Ben was the store manager, and he would spend hours telling Mr. Humphreys stories about how to be a successful store manager. Mr. Humphreys was always intrigued by his uncle’s stories and decided that he wanted to become a store manager himself one day.

When Mr. Humphreys became a teenager, he began working as a stock boy at the local grocery store. He often worked long hours on weekends, and he learned a lot about how stores are run. He would talk with all of the workers at the grocery store to learn exactly what they had to do as a part of their job.

After graduating from school, Mr. Humphreys began working as a clerk at a large department store downtown. Mr. Humphreys was always trying to become just a little bit better at what he did. His boss noticed how hard Mr. Humphreys was working and promoted him to an assistant manager position. Mr. Humphreys was very excited, and he began to work even harder. Several years later, the store needed a new full-time store manager. Mr. Humphreys nervously applied for the position, and he was immediately promoted. Mr. Humphreys was very happy that he had finally fulfilled his dream of becoming a store manager.

Name _____

Date _____

The Store Manager

