

Discipline: Reading, Writing, Speaking and Listening

Standard Category: Reading Independently

Lesson Focus: Using illustrations to predict storyline and discuss books

PA Standard(s):	Related TESOL Standard(s):
1.1.5D: Identify the basic ideas and facts in text using strategies such as prior knowledge, illustrations, heading and information from other sources to make predictions about text.	Goal 2: To use English to achieve academically in all areas. Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
<p>Students will be able to:</p> <ul style="list-style-type: none"> •Predict story sequence through the use of illustrations while gaining some meaning of the story. •Illustrate 3 key vocabulary words, find the word in the text and copy a phrase or sentence from the story to create a personal pictionary. •Retell one part of the story using basic English structures. •Write labels for the illustrations using story vocabulary (character names, etc.). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> •Sequence most of the illustrations, write simple predictions for one illustration based on the group's predictions. •Orally tell how the illustrations fit together to tell a story. •Explain and defend story predictions to the group based on illustrations. •Write simple subject verb patterned sentence (easiest - title page). The title is ____. The author is ____. The story is about a _____. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> •Sequence illustrations to gain meaning and write a more detailed prediction using compound sentences for one illustration. •Explain and defend story predictions to the group while creating a meaningful storyline. •Write a detailed caption for the illustrations using vocabulary from the story. •Read predictions in sequential order to create a meaningful storyline. Revise if meaning is unclear or incomprehensible. •Read actual text with some to little support.

Suggested

Level:

Intermediate

Lesson Focus:

Using illustrations to predict storyline and discuss books

Teaching

Strategies:

Whole group instruction to flex grouping

Jigsaw approach to cooperative learning

Interpretations of illustrations

Creation of pictionary

Sequencing of illustrations

Writing predictions

Assessment

Strategies:

Oral interpretations of illustrations

Written labels, simple sentences and predictions

Group participation
Sequencing of illustrations

Reading running records:

- Actual text
- Student-generated text

Materials:

1. A picture book with illustrations that represent the main idea and storyline. Suggestion - Caldecott Winners (ex. Mufaro's Beautiful Daughters, Pictures, Where the Wild Things Grow, Jumanji).
2. Copies of the individual illustrations from text (2 to 3 sets)
3. Drawing paper, writing paper, pencils, and multiple copies of the actual text

Procedures:

1. State the main objective of the lesson: To create meaningful predictions based on illustrations from text.
2. Group students homogeneously, hand out to each group a set of illustrations from the chosen text. Each student should get one picture from the set. Give the Beginners the easiest illustration to interpret.
3. Students will describe their picture to the group (without showing it) and make a prediction about its relevance to the story. Comments and responses from group members are encouraged to develop oral English vocabulary and turn-taking skills.
4. After all have described their illustrations, have them show them to the group. Encourage the group to discuss their predictions of storyline and sequence the illustrations based on their content.
5. Beginners will write 3 individual key vocabulary words to correspond to their illustration to create a pictionary (use of text is permitted). Intermediates will write their predictions in simple sentence structures. Advanced students will do the same with more complex sentence structures and vivid vocabulary as captions.
6. Students combine their predictions, as with the JIGSAW TECHNIQUE, to create a viable storyline.
7. In small flex group, text is read. Beginners read if they volunteer and are not expected to understand the complete text. Intermediates and Advanced students can volunteer to read what they can with support and are encouraged to do so.
8. After each illustrated page, students will compare their predictions to the actual storyline.

Assessments:**Beginners**

Will illustrate 3 key vocabulary words, find the word in the text and copy a phrase from the story to create a personal pictionary. Listen to group's predictions of an illustration and demonstrate understanding by sequencing the illustrations.

Intermediate

Will interpret several illustrations to gain meaning prior to reading, write a simple prediction for one illustration based on the group's predictions, orally tell how the illustrations tell a story and read easy parts of the actual text with some support.

Advanced

Will interpret most of the illustrations for meaning, sequence illustrations, write a prediction using complex sentences for one illustration, read predictions in sequential order to create a meaningful storyline, and read actual text with little support.