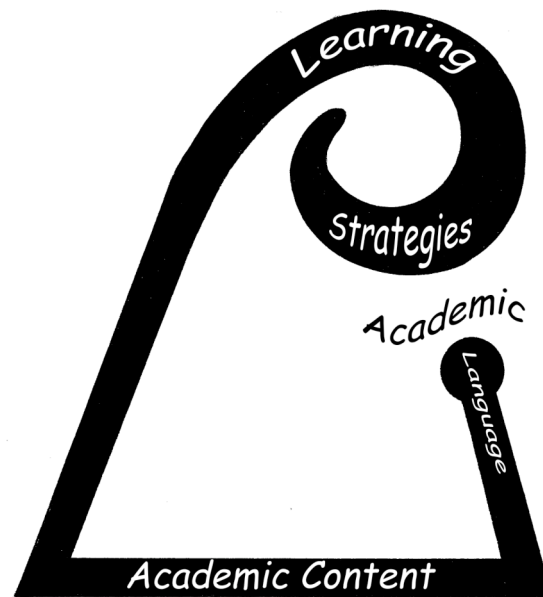


# **CALLA REVISTED: More Strategies for ELL Student Success**

**Workshop for Region 10  
New York City Board of Education  
New York, NY**



**Presented by  
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## CALLA JIGSAW REVIEW

The purpose of this activity is for teachers to review their prior knowledge about CALLA and to identify applications to their own classrooms.

Directions: Each group will work on one of the tasks described below, recording their answers on the graphic organizer provided. The task needs to be completed in 15 minutes. Then a representative from each group will present their group's completed task to all the participants.

### Task A

Identify the three components of CALLA and give at least 2 reasons why each is important. Use the T-Chart to record your answer.

### Task B

Identify and describe at least 3 learning strategies for reading and 3 learning strategies for writing. Decide which of the strategies identified would be helpful for both reading and writing. Record your answers on the Venn Diagram.

### Task C

Identify the five phases of the CALLA instructional sequence and provide an example of each from your own experience. Use the Step Chart to record your answers.

### Task D

Identify three problems that English language learning (ELL) students have in academic achievement. Suggest a solution for each problem based on CALLA. Record your answers on the Problem-Solution Chart.

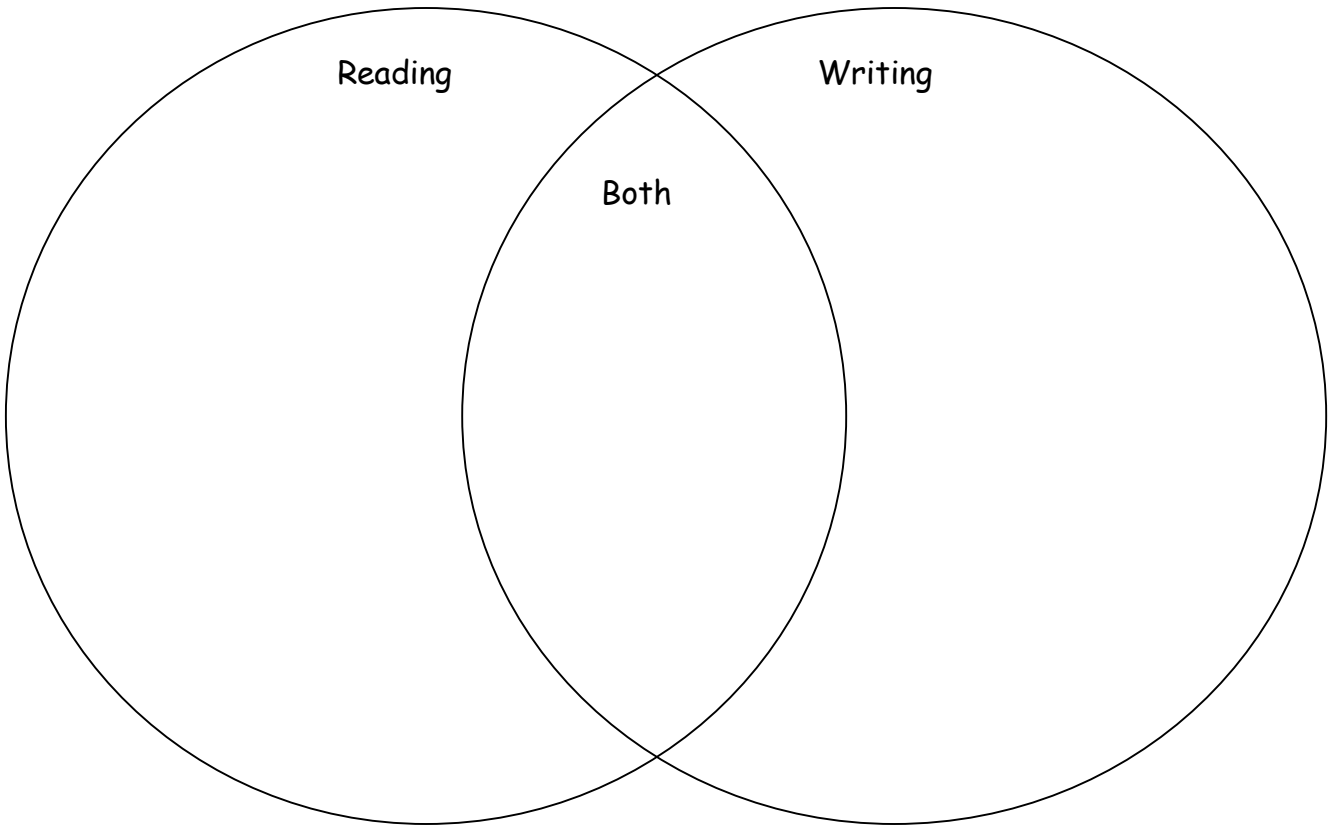
Task A

Identify the three components of *CALLA* and give at least 2 reasons why each is important. Use the T-Chart to record your answer.

Component of <i>CALLA</i>	2 reasons why this component is important
1.	
2.	
3.	

Task B

Identify and describe at least 3 learning strategies for reading and 3 learning strategies for writing. Decide which of the strategies identified would be helpful for both reading and writing. Record your answers on the Venn Diagram.



### Task C

Identify the five phases of the CALLA instructional sequence and provide an example of each from your own experience. Use the Step Chart to record your answers.

1
↓
2
↓
3
↓
4
↓
5

### Task D

Identify three problems that English language learning (ELL) students have in academic achievement. Suggest a solution for each problem based on CALLA. Record your answers on the Problem-Solution Chart.

Problem 1:

Solution:

Problem 2:

Solution:

Problem 3:

Solution:

## INSTRUCTIONS FOR EVALUATING LESSONS

We have brought some student-created lessons for you to evaluate prior to doing peer lesson evaluation.

Look at the CALLA lesson plan. Does the lesson have two or more of these types of academic language activities?

- Listening Comprehension
- Reading comprehension
- Group and/or whole class discussion
- Individual and/or group oral presentations
- Expository and creative writing
- Vocabulary Building
- Language Awareness of grammar, phonology, levels of formality, comparisons between languages

Write your comments on the lesson here:



## EVALUATION OF A CALLA LESSON

Comment on each of the following criteria and assign a score of 1-5, with 5 being the highest.

1. **OBJECTIVES** stated for content, language, and learning strategies

Comment \_\_\_\_\_ Score \_\_\_\_\_

2. **CONTENT** is essential, aligned with school curriculum.

Comment \_\_\_\_\_ Score \_\_\_\_\_

3. **LANGUAGE** activities develop vocabulary, listening, reading, speaking, writing skills.

Comment \_\_\_\_\_ Score \_\_\_\_\_

4. **LEARNING STRATEGIES** are taught explicitly (named, modeled, practiced).

Comments \_\_\_\_\_ Score \_\_\_\_\_

5. **PREPARATION PHASE** elicits students' prior knowledge, identifies objectives, teaches vocabulary.

Comment \_\_\_\_\_ Score \_\_\_\_\_

6. **PRESENTATION PHASE** provides context through visuals, graphic organizers, realia, etc.

Comment \_\_\_\_\_ Score \_\_\_\_\_

7. **PRACTICE PHASE** includes cooperative learning and practice with learning strategies.

Comment \_\_\_\_\_ Score \_\_\_\_\_

8. **SELF-EVALUATION PHASE** includes student self-evaluation activity.

Comment \_\_\_\_\_ Score \_\_\_\_\_

9. **EXPANSION PHASE** provides real-life applications/connections to students' background.

Comment \_\_\_\_\_ Score \_\_\_\_\_

10. **ASSESSMENT** of lesson is based on objectives.

Comment \_\_\_\_\_ Score \_\_\_\_\_

**TOTAL SCORE** \_\_\_\_\_

Additional Comments:

## IDENTIFY YOUR STUDENTS' LEARNING STRATEGIES

In the previous workshop, we asked you to find out what learning strategies your students are already using. Please write your answers to the questions that are appropriate for your level and content, and then hand them to us. We will discuss these during the workshop.

How did you find out your students' learning strategies?

### 1. Learning new vocabulary (all subjects)

What special techniques do your students have for learning the meanings and uses of new words?

### 2. Listening for information (all subjects)

What do your students do to help them understand information that is presented orally?

### 3. Following Directions (Science)

Do your students have strategies for carrying out a procedure such as a science experiment?

### 4. Reading for comprehension (all subjects)

What strategies do your students use to understand the main ideas, events, or points of a content subject or reading text?

### 5. Viewing (all subjects)

How do your students go about understanding and remembering information presented in a video, film, CD, Internet, or television program?

6. Writing (all subjects)

What techniques do your students use for writing mechanics? How do they plan, compose, and revise their writing?

7. Understanding Graphic Information

What strategies do your students use to get meaning from charts, maps, graphs, and images in content subjects?

8. Oral reporting (all subjects)

Do your students have special techniques for preparing and presenting an oral report such as a book report, a science demonstration, or a research project?

9. Remembering a sequence of events (History & Social Studies)

What do your students do to remember the order in which historical events occurred?

10. Remembering new information (all subjects)

What strategies have you noticed students using to recall information for future use, such as when they know it will be on a test or they will need it for summarizing or reporting on a topic?

## POWERPOINT NOTE-TAKING SHEETS

**DEVELOPING ACADEMIC LANGUAGE AND TEACHING LEARNING STRATEGIES**

*Anna Uhl Chamot  
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Second Language Learning Consultants  
New York City Board of Education  
Professional Development Providers

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**WHAT IS ACADEMIC LANGUAGE?**

- Language used during teaching and learning.
- Language of literature.
- Language in content textbooks.
- Language used to communicate new concepts.
- Language of literacy.

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**Teaching Academic Language**

1. Identify student needs
2. Provide comprehensible texts
3. Expect *authentic and appropriate* student products

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<b>1. ACADEMIC LANGUAGE NEEDS OF ENGLISH LEARNERS</b>
<ul style="list-style-type: none"><li>■ Develop academic vocabulary.</li><li>■ Understand and use correct grammatical structures and appropriate discourse.</li><li>■ Read to acquire new information.</li><li>■ Understand information presented orally.</li><li>■ Participate in classroom discussions.</li><li>■ Write to communicate their knowledge and ideas.</li></ul>

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<b>2. ACADEMIC LANGUAGE TEXTS</b>
<ul style="list-style-type: none"><li>• Literature genres: stories, novels, poetry, biography.</li><li>• Informational texts: articles, essays, textbooks.</li><li>• Oral texts: teacher, speakers, students, video, TV, film, live performance.</li><li>• Personal texts: journals, e-mails, instant messages, letters.</li></ul>

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<b>3. ACADEMIC LANGUAGE PRODUCTS</b>
<ul style="list-style-type: none"><li>○ Book reports, essays, stories, poetry, biographies.</li><li>○ Science lab reports.</li><li>○ Math problem explanations.</li><li>○ Social Studies research reports.</li><li>○ Personal experience stories.</li><li>○ Constructed answers to demonstrate comprehension.</li></ul>

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**THE TEACHER'S ROLE**

- Model academic language.
- Practice literacy across the curriculum.
- Teach language awareness.
- Develop students' metacognition.
- Teach learning strategies.

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**LANGUAGE AWARENESS AND USE**

- Focus on language forms.
- Identify language registers.
- Practice language functions.
- Differentiate between discourse styles.
- Use language for critical thinking.
- Gain insight into own L1 and L2.

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**THINKING ABOUT THINKING:  
A MODEL OF METACOGNITION**

<b>Declarative Knowledge:</b>	<b>Procedural Knowledge:</b>
◇ Self Knowledge	> Planning
◇ World Knowledge	> Monitoring/Identifying Problems
◇ Task Knowledge	> Evaluating
◇ Strategy Knowledge	

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**WHAT ARE LEARNING STRATEGIES?**

- Thoughts and actions that assist learning tasks.
- Ways to understand, remember, and recall information.
- Ways to practice skills efficiently.

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**WHAT DOES THE RESEARCH SAY?**

- All second language learners use strategies - BUT
- "Good" language learners use more varied strategies and use them more flexibly.
- Frequent use of learning strategies is correlated to higher self-efficacy.

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**MORE RESEARCH FINDINGS**

- Strategy instruction improves academic performance.
- Instruction needs to be explicit.
- Students need to develop metacognition.
- Transfer is difficult.
- Language of instruction matters.

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**LANGUAGE OF INSTRUCTION**

- Use native language if possible.
- Name strategies in English.
- Teach English vocabulary and structures needed to discuss strategies.
- Be patient! Strategies take time!

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**WHY TEACH LEARNING STRATEGIES?**

- Show students how to be better learners.
- Build students' self-efficacy.
- Increase student motivation for learning.
- Help students become reflective and critical thinkers.

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**TIPS ON TEACHING LEARNING STRATEGIES**

- Build on students' current learning strategies.
- Demonstrate how to use the learning strategy by modeling.
- Give the strategy a name.
- Provide ample practice opportunities.

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**Metacognitive Strategies**

**Planning**

- Understand the task
- Organize materials
- Find resources

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**Metacognitive Strategies**

**Monitoring:**  
**While working on a task:**

- ✓ Check your progress on the task.
- ✓ Check your comprehension as you use the language. Do you understand? If not, what is the problem?
- ✓ Check your production as you use the language. Are you making sense? If not, what is the problem?

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### Social Learning Strategies

Cooperation: work with others to:

- > complete tasks
- > build confidence
- > give and receive feedback



Cooperation

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### Metacognitive Strategies

Evaluation: after completing a task:

- ◆ Assess how well you have accomplished the learning task.
- ◆ Assess how well you have used learning strategies.
- ◆ Decide how effective the strategies were.
- ◆ Identify changes you will make the next time you have a similar task to do.



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### Metacognitive Strategies

Self-Management: Manage Your Own Learning

- Determine how you learn best.
- Arrange conditions that help you learn.
- Seek opportunities for practice.
- Focus your attention on the task.



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**CALLA Instruction Is...**

- > Learner-centered
- > Reflective
- > Supportive
- > Focused
- > Enthusiastic



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## THINK-ALLOUD DEMONSTRATION

Thinking aloud is the process a teacher uses to make thought processes observable. The purpose of thinking aloud is to model application of learning strategies to a language task. **Teachers** can develop the skill of thinking aloud through practice with challenging material or with material that is at student level. Thinking aloud can also be done by **students** as a way to become more aware of how they are processing language and applying strategies.

Watch as the presenters demonstrate a think-aloud. Be aware of the general approach as well as the details; pay attention to what she is doing and saying before, during, and after the task.

### DEMONSTRATION NOTES:

Before

During

After

Strategies I noticed

## THINK-ALOUD PRACTICE

Choose a partner. Decide who will be the thinker, and who will be the observer.

First think-aloud:

**THINKER:**

Pick a reading passage from the selections offered or from your own text. Pretend you are an English learner as you approach this reading. Tell your partner everything you are thinking in order to read and understand the passage. After reading, summarize the passage in 15 words or less.

*Summary:*

**OBSERVER:**

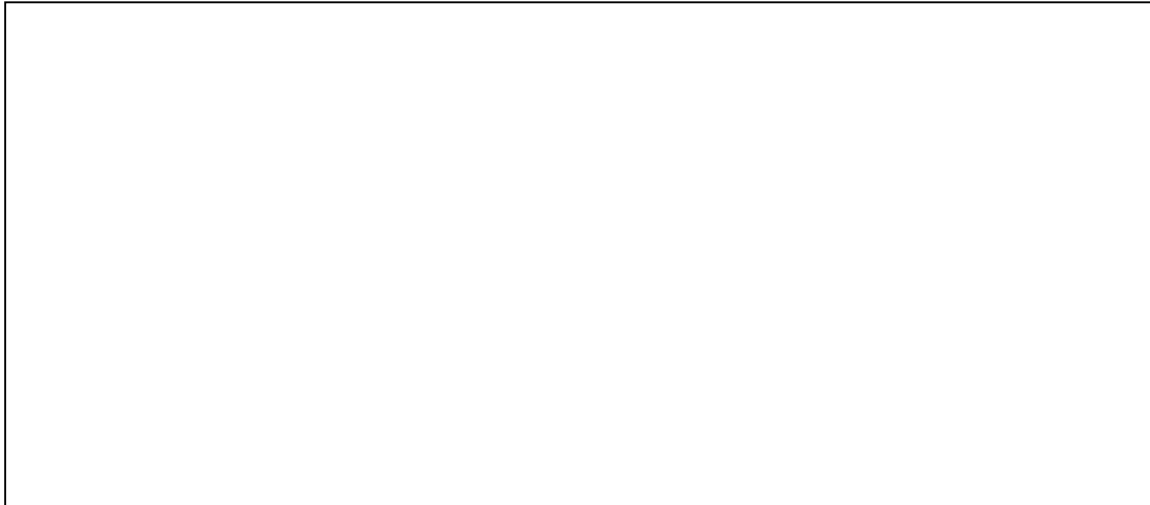
Listen and watch carefully as your partner works on the assigned reading task. If s/he is silent, use one of the prompts suggested below to stimulate expression of the thought processes your partner is going through. Take notes on what you observe during this think-aloud.

Notes:

Second think-aloud:

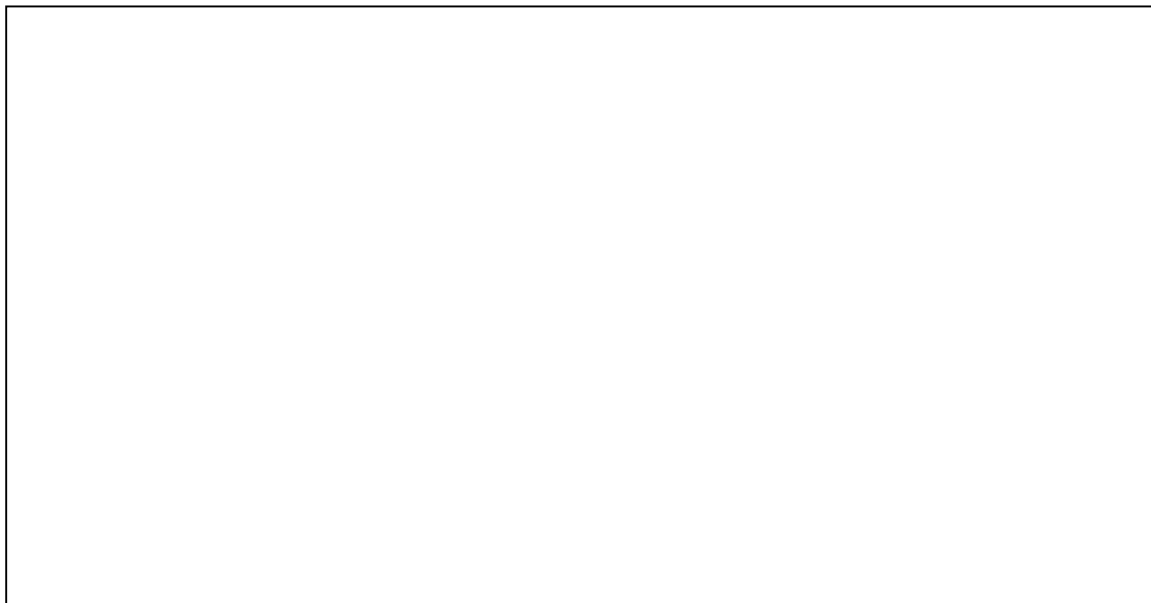
**THINKER:**

Write a paragraph about the teacher you most admire. This could be a teacher you knew when you were a student, or a fellow teacher you have met as an adult. Before you touch your pen to paper, tell your partner what you are thinking. As you write, think aloud to let your partner know who you are writing about and decisions you make about how to describe that person.



**OBSERVER:**

Ask your partner to tell you their thoughts before they begin to write. As s/he writes, gently prompt your partner with questions such as those suggested below. Take notes on what you observe during this think-aloud.



## PROMPTS FOR STIMULATING THINK ALOUDS

### **General Prompts**

What are you thinking? What's going through your mind right now?  
How are you doing this? How Are you figuring this out?  
What are you looking at? Why?  
How did you know that?

### **Prompts to get more information**

Is there anything else you are thinking?  
Can you tell me more?  
What were you thinking when you were silent a moment ago?

### **Prompts responding to what your partner has said or done**

How did you figure that out?  
Why do you say that? How do you know? How does that help?  
Why did you change your mind?  
Why did you decide to speak or write about this? (for think aloud 2)  
How did you come up with that?  
Is that working for you?

### **Prompts for when a partner faces problems**

What are you going to do about that?  
How will you figure it out?

### **Prompts at the end of the task**

Were you able to tell me out loud what was going through your mind?  
Is there anything you would like to add about what you were thinking as you worked?  
How would you change the way you do this task the next time?

(Adapted from The Learning Strategies Handbook, p. 70 - 71)

## VIDEO LESSON ANALYSIS

### Video segment 1

Are the teacher and students using academic language?

How is it being modeled?

What strategy is the teacher teaching?

Is the strategies instruction explicit?

### Video segment 2

Are the teacher and students using academic language?

How is it being modeled?

What strategy is the teacher teaching?

Is the strategies instruction explicit?

### Video segment 3

Are the teacher and students using academic language?

How is it being modeled?

What strategy is the teacher teaching?

Is the strategies instruction explicit?



## SELF-EVALUATION OF CALLA LESSON

Look at the CALLA lesson you or your group created. Does the lesson have two or more of these types of academic language activities?

- Listening Comprehension
- Reading comprehension
- Group and/or whole class discussion
- Individual and/or group oral presentations
- Expository and creative writing
- Vocabulary Building
- Language Awareness of grammar, phonology, levels of formality, comparisons between languages

If your lesson does not have two or more of the above, add them into your plan. Then, ask a colleague to review your plan.

## PEER EVALUATION OF CALLA LESSON

Comment on each of the following criteria and assign a score of 1-5, with 5 being the highest.

1. **OBJECTIVES** stated for content, language, and learning strategies

Comment \_\_\_\_\_ Score \_\_\_\_\_

2. **CONTENT** is essential, aligned with school curriculum.

Comment \_\_\_\_\_ Score \_\_\_\_\_

3. **LANGUAGE** activities develop vocabulary, listening, reading, speaking, writing skills.

Comment \_\_\_\_\_ Score \_\_\_\_\_

4. **LEARNING STRATEGIES** are taught explicitly (named, modeled, practiced).

Comments \_\_\_\_\_ Score \_\_\_\_\_

5. **PREPARATION PHASE** elicits students' prior knowledge, identifies objectives, teaches vocabulary.

Comment \_\_\_\_\_ Score \_\_\_\_\_

6. **PRESENTATION PHASE** provides context through visuals, graphic organizers, realia, etc.

Comment \_\_\_\_\_ Score \_\_\_\_\_

7. **PRACTICE PHASE** includes cooperative learning and practice with learning strategies.

Comment \_\_\_\_\_ Score \_\_\_\_\_

8. **SELF-EVALUATION PHASE** includes student self-evaluation activity.

Comment \_\_\_\_\_ Score \_\_\_\_\_

9. **EXPANSION PHASE** provides real-life applications/connections to students' background.

Comment \_\_\_\_\_ Score \_\_\_\_\_

10. **ASSESSMENT** of lesson is based on objectives.

Comment \_\_\_\_\_ Score \_\_\_\_\_

**TOTAL SCORE** \_\_\_\_\_

Additional Comments:

## ONLINE RESOURCES

**The World of CALLA:** <http://calla.ws>

You will find resources, handouts, a mailing list, message forum, and contact information on our site.

**Strategic Learning Unlimited:** <http://jillrobbins.com>

Jill's site has more learning strategies resources and presentations.

**National Capital Foreign Language Resource Center:** <http://nclrc.org>

NCLRC's site has teacher guides for learning strategies and foreign language teaching resources.

**TESOL:** <http://tesol.org>

TESOL's site has many resources for teachers' professional development and information on the Teaching of English to Speakers of Other Languages

Contact for workshop information: [jrobbins@calla.ws](mailto:jrobbins@calla.ws)

*CALLA Workshop Evaluation*

Date of workshop \_\_\_\_\_

Your position/title \_\_\_\_\_

Grade level(s) you work with \_\_\_\_\_

Content subject(s) you teach: \_\_\_\_\_

1. Were the objectives for the workshop clear?	Clear	5	4	3	2	1	Vague
2. How helpful were the activities in reaching the objectives?	Very Much	5	4	3	2	1	Very Little
3. How useful were the handouts, overheads, PowerPoint?	Very Useful	5	4	3	2	1	Not Useful
4. Was the workshop well-paced?	Well Paced	5	4	3	2	1	Poorly Paced
5. Did you understand the main concepts?	Fully	5	4	3	2	1	Little
6. Did the workshop provide ideas you can adapt and use in your classroom?	A lot	5	4	3	2	1	A little

7. What I found most useful:

8. What I found least useful:

9. What I would change in this workshop:

10. Overall, this workshop was (circle one):

Excellent

Very Good

Fair

Poor

Awful

## **APPENDIX: Grade level lessons**

Sample lesson using a game to teach a strategy:

Reading Comprehension - Making Inferences

Level: Grades 1 2

### **Materials:**

A cloth or paper bag, small identifiable objects to put in the bag, and an attractive, interesting book at students' instructional level

### **1. Preparation:**

Students work in pairs. Each pair has a bag. Each student has a selection of small objects - unknown to the other student. They take turns with one student putting an object in the bag and the other student guessing what it is, only by feeling the bag. Teacher asks students how they are able to identify the objects, and helps students articulate idea that they are using "clues" even though they cannot see the objects.

Teacher shows students the book to be read and asks if they know all the words. (If the book is at the instructional level the answer should be "no.") The teacher then asks the students how they might read the book anyway and understand the story. Lead students to make the connection that one way is related to how they identified objects in the bag - guessing from clues.

### **2. Presentation:**

Teacher models - or asks a student to model - using clues picture, word, title, or text clues - to make guesses about the story and/or the meaning of vocabulary words. When students understand the process, explain that this strategy is called "making inferences" (you might want to call it a shorter name like "guessing") and compare again to the mystery bag game. Explain that we make inferences all the time. Elicit examples of when we make inferences in normal life and in play (if someone is wearing a heavy coat we assume it is cold, if your friend has a big smile, you assume he is happy.)

### **3. Practice:**

Ask students to work in pairs or small groups reading together, making and discussing inferences about the story. Move from group to group and ask them what clues are helping them understand the story and/or vocabulary. Encourage students to make inferences - and to check the inferences as they progress through the story.

### **4. Evaluation:**

Ask the students if making inferences helped them to understand the story. Discuss why and/or why not.

**5. Expansion:**

Give students an example of another situation where making inferences can be helpful in school, for example in a specific science setting. Ask the students for more examples where using inferences can help them do their current school work.

### Content-based language instruction

Age group of students: 9-11th

Proficiency Level: A3

Language: English

#### Content Objectives:

- Knowledge: India, past and present
- Processes/Skills: Accessing prior knowledge, comparing/contrasting, making connections, note-taking and brainstorming.

#### Language Objectives:

- Language Awareness: The student will create a chart to organize ideas from reading.
- Language Use: The student will practice comparing and contrasting, describing, and making connections.

#### Standards:

- LEP 2.10 The student will write to communicate ideas.
- LEP 2.11 The student will use English punctuation and spelling conventions.
- LEP 3.4 The student will read and demonstrate comprehension of familiar stories, poems, and informational text as a result of classroom instruction.
- LEP 3.6 The student will use strategies to read a variety of narrative materials, poetry, and informational text.

#### Objectives:

- Metacognitive Awareness: Peer evaluation, self-evaluation.
- Strategies to Learn/Practice: accessing prior knowledge, comparing/contrasting, using graphic organizers, making connections, note-taking and brainstorming.

#### TESOL Standards:

Goal 2, Standard 2 - To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Goal 2, Standard 3 - Students will use appropriate learning strategies to construct and apply academic knowledge.



**Materials:** Maps, pictures of India, reading about India, "The Little Brown Jay: A tale from India," traditional Princess painting (there is a picture of one at the end of this book).

**Preparation:**

Show students a map of India and explain that the folktale we read last time, "The Little Brown Jay," was a folktale from this country. Ask them if they know what country it is. If they do, continue to the next step, showing them pictures of India. If not, tell them that you're going to show them pictures from this country and they should try to guess what country it is.

**Presentation:**

Begin showing the students pictures of India, and point out some of the key subjects that connect to the plot (how India today is a mixture of new and old culture, ways in which the people demonstrate their love of beauty). Ask them to make the connections between the folktale we read and the pictures you're showing, by asking explicit questions, i.e., "Did we see this in the folktale we read? How? Can anyone find the page in the folktale where we see India's love of beauty?"

**Practice:**

Once the country is revealed, distribute the reading and pictures about India (see attached) that discusses India today and India 300 years ago, and have students work in pairs to read the information aloud to each other and create a Venn diagram in which they contrast India, past and present. (Model this for them by doing the first one with them). When students are finished, have each pair share their findings with the class and create a master list on the board.

**Presentation:**

Show students a traditional painting of an Indian Princess. Then show them the pictures from the folktale. Tell students that they will each write a paragraph in which they write about these similarities and differences and what they think these mean about India's culture today. Tell the students that before they write their paragraphs, it will be helpful to brainstorm ideas about what they think the items on the board mean about India today. Explain what brainstorming is. Model brainstorming for them by asking them to pick out things that are similar and things that are different between the two depictions, and write these on the board.

**Practice:**

Give the students 10-15 minutes to write a paragraph about these similarities and differences and tell them to use the ideas on the board that you brainstormed together to help them write their paragraphs.

**Expansion:**

When students have completed their paragraphs, have them exchange papers with a peer. For homework, the students will need to write another paragraph in response to their peer's paragraph.

**Evaluation:**

Ask students whether taking notes and brainstorming helped them to write their paragraphs, and how. Before they leave class, go around the room and ask students to say one new thing they learned about India from today's lesson.

**Reading on India:**

In "The Little Brown Jay," the pictures show how princesses and princes in India lived more than 300 years ago. Maya lives in a big white palace with tall towers and pillars. Everything is beautifully decorated, even Rama's horse. And the artist decorated the pages with borders showing repeated pictures of objects from the story, such as the magic lotus flower.

India today is a mixture of old and new. In cities, old palaces and temples stand next to modern buildings. Some men wear traditional loose-fitting clothes, and some women wear saris, fabric draped like dresses. Others wear clothes like people in North America.

India's big cities are large and crowded. The streets are full of bicycles, carts, and cars. Some people live in apartments, while others live in small houses just outside town. City children go to school, but in many villages children stay home and work with their families.

The people's love of beauty can be seen in their paintings, clothing, and jewelry. Even the elephants people ride at festivals are painted with designs. In villages, local artists paint stories on paper, and people gather to listen to the artists tell their stories.

## Lesson Plan for Immigration Narrative

### Content Objectives:

Knowledge: Immigrant vs. Refugee

Process/Skills: Sequence events from story

TESOL Standards: Goal 2, Standard 2: Students will use English to obtain, process, construct and provide subject matter information in spoken and written form

### Language Objectives:

**Language Awareness:** Historical/non-fiction narratives

Language Use: Ordinal numbers and sequence words (first, second, next, then, etc)

**TESOL Standards:** Goal 3, Standard 1: Students will choose a language variety, register, and genre according to audience, purpose and setting.

### Learning Strategies Objectives:

**Metacognitive Awareness:** Sequencing events in the story and reflecting on refugee story and own feelings about that experience

Strategies to Learn/Practice: Prediction, Summarizing

TESOL Standards: Goal 1, Standard 3: Students will use learning strategies to extend their communicative competence. Goal 2, Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

**Materials:** book, "How Many Days to America: A Thanksgiving Story" and copies of the sequence worksheet

### Procedures

#### **Preparation:**

*We have been learning about immigrants through interviews. Another way to learn about immigrants is to read stories. This story is about a refugee family. We will learn that a refugee is a special kind of immigrant. How would you read a story like this? Do you look at the title or the pictures? Do you try and guess what will happen? What do you do in your classes? (List what students already do to predict on chart paper, i.e. look at the title, look at the pictures, find key words, etc). Let's look at the title first, "How Many Days to America: A Thanksgiving Story." What stands out to you? Are there any key words? Let's make some predictions (List predictions on chart paper). What do we know about Thanksgiving? Why would that be important to this story? (Continue to write predictions on chart paper). Let's look at the pictures now. What do you do when you read: do you look at each page and guess what will happen or do you look at all the pictures and then guess after you have seen all of them? Students share responses. The class decided to look at all the pictures and then make some predictions about what will happen in the book. In small groups, the students fill out a graphic organizer with key information like main characters, setting (time and place), problem, and solution.*

Then as a whole group, ask the groups to share and see if there is any consequence. Write up ideas on chart paper (the same graphic from the worksheet is on chart paper)

**Presentation:**

As I read the story aloud, I refer the students back to their predictions. Since I read the story in advance, I know who the main characters are, what the problem is, etc. As I read the pages in the story that answer those questions, I refer the students back to the chart paper predictions. For example, the refugee family arrives in America on Thanksgiving Day. One group predicted that the book would end with a party on Thanksgiving (the last illustration shows that). So I ask the students if we predicted correctly. *Remember it doesn't matter if our predictions are correct, since what we are doing when we predict is getting our minds active for reading. The book does end with a party, but why is it a celebration? Why is it Thanksgiving Day and not Christmas or some other holiday? How does predicting events in the book help us read the book? Why is that something that good readers do?* I write their ideas on chart paper. *Now let's look at our predictions. Our predictions go in order from the beginning of the book to the end of the book. Are most of our predictions correct? Are there any we should change or add to? Let's write next to each prediction (in a different color) what happened. Now let's review. First, this happened. Then, this happened, etc. So our predictions help us sequence events from the story. Are all of the main events on the chart paper? Are there any important parts to the story we should add? (Add any to the chart paper that are missing).*

**Practice:**

*Now it is your turn. Events from the story are written on this piece of paper out of order. It is your job to rearrange the events. How do you think you will do this? Some students suggest looking at the chart paper we just did that has our predictions in order. Other students suggest looking back to the text. Now that everyone has finished, maybe you can help me. I have these large strips of paper, the same as your worksheet, and they are out of order. As a group, the students help me arrange the strips on poster board. Now you will write a paragraph summarizing the story. We have already talked about the summarizing strategy. Let's look over here at our summarizing words. (I have a chart with sequence words, first, next, etc). Who can remind me, what is summarizing? Why do good readers summarize? Why does the ability to summarize a story show that we understand the story? When do you use the summarizing strategy in your own lives? That's right, we summarize what happens at a soccer game or in a TV show.*

*Now let's use what we know about this story, from our predictions and this sequencing worksheet, to write a paragraph summarizing the story.*

**Self-Evaluation:**

*Did the strategies help you write the paragraph? In your journals, I want you to write about how using the strategies of prediction and summary helped you write the summary paragraph. If they didn't help, then write about why you think they didn't.*

**Expansion:**

Once all students have had a chance to reflect, they will share their thoughts with the class. *Now where else can we use the strategy of prediction? How does predicting events help us?* Write students ideas down on chart paper. We will choose one to do as a class for the follow-up assignment.