MAKING OBSERVATIONS AND PREDICTIONS

LEARNING GOALS

- Use adjectives to make observation
- Ask questions about observation
- Use the word "I think" and "will" to make prediction

Approximate time: 30 minutes

MATERIALS

pictures of lettuce plants at different growth stages (pages 3-4); index cards, markers; a set of leaves from the same plant, enough to have one leaf for every pair of students; different types of leaves from the school community, scratch paper for drawing

SEQUENCE

Activating Prior Knowledge	5 minutes	Show students one picture of lettuce plants. Ask: - What is this? - What does it look like? Show students another picture of lettuce plants. Ask the same questions again. Explain today we are going to learn how to observe
Building Background/Key Vocabulary (Word Wall)	10 minutes	Introduce the following word: observe Go over meaning (to see and notice something) and model making meaningful sentence (e.g., We observe the lettuce grow in the garden) Ask students: what else can we observe? Can we observe a baby grow? Can we observe a fish move? Can we observe food being made? Have students explain how they make the above observations. Add the word "observe" to the word wall. Ask students for ideas for a picture to go with the word (e.g., eyes), and add to word wall
Interactive Activity	50 minutes	Introduction - Create a word bank on board/chart paper with the following columns: color, shape, size. - Give each pair of students a leaf from the same plant. Introduce the word "leaf" and add to word wall. - Model for students how to describe the leaf using the three categories from the word bank, and record examples. Clarify with terms in local language if needed and add next to the English words.

- Ask students for more examples and record onto word bank. Students can give their examples in the local language first, and teacher can teach the corresponding English words.
- Model for students how to use the descriptive words to describe the leaf:

  _____ *looks* _____.
  _____ *is* _____.

Practice

- Show students another leaf. Ask students questions about the leaf, e.g., "Is the leaf green?" "Does the leaf look round?" Teach students how to convert the descriptive statements into questions:

  Does _____ look _____?
  Is _____ _____?
- Have a student volunteer come up and show him/her a different leaf. Have the student observe the leaf carefully.
- With support from teacher, have student volunteer describe observation to rest of class, using sentence frames and word bank. Teacher records the observation on board/chart paper.
- Rest of class can ask student volunteer additional questions about the leaf.
- Using the information they are given, the rest of class draws draw the leaf from the description within a time limit (no more than 5 minutes)
- When time is up, have student volunteer show the leaf and rest of class show their drawing.
- Have another student volunteer come up and repeat.

Making Prediction

- Refer to lettuce observation done earlier. Show student an example illustration for observation. Use the word bank to describe the observation (e.g., "The lettuce is very small."), and write onto board/chart paper.
- Explain to students it is helpful to make prediction to guess what will happen next.
- Refer to the example lettuce observation. Model for students how to make prediction:

  I think the lettuce will look _____.

Have students practice making prediction orally, using the sentence frame.

Making Observation and Prediction in English	20 minutes	Have students work independently to record their observation and prediction in English in their journal.
		Have students share their observation with a partner.
		Ask volunteer to share out.
Wrap-Up	5 minutes	Review the key vocabulary from word wall
		Ask students: how do we make observation? What words do we use to make observation and prediction?

http://rlsnyder.us/blog/2013/01/

http://sunnyfortuna.com/gardening/lettuce/dcp_8517.jpg

https://pixabay.com/en/lettuce-green-farming-field-plants-985499/