

"Stretch, Swallow & Stare"
Two lessons by
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Lesson Plan: Grade3 – Predicting, Lesson 1

	<p>Grade: 3 Subject: Making Predictions- Prediction Party, Introduction Duration: 45 minutes</p>
Materials	<p>Teacher:</p> <ul style="list-style-type: none"> • Bell • Pieces of paper with group numbers on them • Pieces of paper with text from the story, “Stretch, Swallow, and Stare” • We think... statements • Pencils • Plastic bags, labeled with group numbers for storing predictions and phrases
Important Terminology	Prediction, evidence
Introduction	<p>Introduction to Author Visit (10 mins)</p> <ul style="list-style-type: none"> • On carpet – introduce the author to group. • Discuss the details of the visit with the students. • Briefly show them some of the author’s work.
Lesson Sequence	<p>Prediction Party</p> <p><i>Preparation (5-10 minutes)</i></p> <ul style="list-style-type: none"> - Divide students into groups - Students each pick a phrase from a bag - First stage instructions for prediction party are given <p><i>Sharing (5-10 minutes)</i></p> <ul style="list-style-type: none"> - Bell rings, students move around the room, bell rings again, they share their excerpt from “Stretch, Swallow, and Stare” with others and discuss what the story might be about <p><i>Discussion/Recording Prediction (15 minutes)</i></p> <ul style="list-style-type: none"> - Each group member will have a different role: Manager, Communicator, and Recorder - Students return to their seats and move into small groups and discuss their predictions - Students record their ideas by writing a “We think...” statement ex. “We think the book is about a girl that runs away from home.”
Assessment	We think statements will be collected as evidence of the group’s ability to make predictions.

Lesson Plan: Grade3 – Predicting, Lesson 1
Phrases for Grab Bag

Now, one night, some children vanished from their homes. No explanation, no clues, they simply disappeared.

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“Can you help me find Kate?” Ira asked.

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“Other children are missing too,” Stretch told her. “Would you like to come with us and help find them?”

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“I ... I ... came for my sister,” said Ira, trying to remain calm. “What have you done to these children?”

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Phrases for Grab Bag

“I ... I ... came for my sister,” said Ira, trying to remain calm. “What have you done to these children?”

The four friends entered cautiously. But as soon as they were inside, the gate behind them slammed shut with a loud clang.

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People were frightened. And who did they blame? One look at Stretch and they decided she had something to do with it.

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Discussion Recording Sheets

We think the book is about ...

We think the book is about ...

We think the book is about ...

Lesson Plan: Grade3 – Predicting, Lesson 2

	<p>Grade: 3 Subject: Making Predictions- Prediction Party, Conclusion Duration: 45 minutes</p>
Materials	<p>Teacher:</p> <ul style="list-style-type: none"> • We think... statements from previous day • “Stretch, Swallow & Stare” by Veronika Charles
Important Terminology	Prediction, evidence
Introduction	<p>Sharing and Assessing Predictions (15 mins)</p> <ul style="list-style-type: none"> - The “Communicators” in the group share their group’s statement with the class. - Ask them how they developed that prediction.
Lesson Sequence	<p>Read the Text Aloud (20 mins) Read “Stretch, Swallow and Stare” to the class.</p> <p>Questions to accompany read aloud:</p> <ul style="list-style-type: none"> - Why do you think the villagers blamed Stretch for the children’s disappearances? - How might Stretch, Swallow, and Stare help Ira find his sister? - Who or what might have taken the children? - Why would someone want to kidnap a child? - This text reminded me of another story (journey, three people who help, an encounter with a wizard). - Do you think the villagers might treat Stretch, Swallow, and Stare differently now? Why or why not? <p>Synthesizing Predictions (10 mins)</p> <ul style="list-style-type: none"> - Ask the students to rejoin their group (time permitting) <ul style="list-style-type: none"> - Discuss how their predictions differed from the text. - Which phrases led them away from the main idea? - Which phrases kept them on target? - What words/ideas might have helped you make more accurate predictions?
Assessment	<p>Optional – In class, the students can document/analyze how their prediction differed from the content of the story.</p>