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# Smartphones In The Classroom

Isaac Flynn Buggs

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# SMARTPHONES IN THE CLASSROOM

by

Isaac Flynn Buggs

A capstone project submitted in partial fulfillment of the requirements for the degree of

Masters of Arts of Teaching

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Capstone Facilitators: Shelley Orr & Mellissa Erickson

Content Expert: Jessica Wettstein

Peer Reviewers: Savannah Cespedes, Vanessa Forsman, Karry Helgestad

## Smartphone Inclusion in the iLit Curriculum

Teachers are continually trying to engage students in different ways. Cell phones are usually seen as distraction for students preventing them from focusing on the content being taught in the classroom. Instead of constantly battling students to keep their phones away and focus on school work, this project aimed to bring them into the classroom learning environment in a controlled way. My project was developed to answer the research question: *How can smartphones be brought into the classroom so students can learn to use them responsibly within and beyond the classroom?*

My school district adopted a secondary EL curriculum called iLit ELL. Pearson developed iLit ELL (Hiebert et al., 2018) to use technology with proven research methods. The iLit curriculum designed for English learners has positive aspects such as explicitly teaching grammar and teacher modeling of their reading strategies (Hiebert et al., 2018). It is used for students WIDA levels 1, 2, 3. Depending on their background of studying English, it is their first, second or third year in the United States. After using it for one year, it needs more practice activities for the students and to be more engaging.

The procedures and lessons developed are intended for any teacher using the Pearson iLit ELL curriculum. Any teacher that has used this curriculum will find these additional activities helpful. It will give them ideas of where there is space to expand and engage the students using their smartphones.

I chose to use student's preferred device of their smartphone. I incorporated pieces of the lesson into Mentimeter Presentations. Mentimeter (Mentimeter, 2018) is a presentation technology used to engage the audience using their smartphone to supplement in class

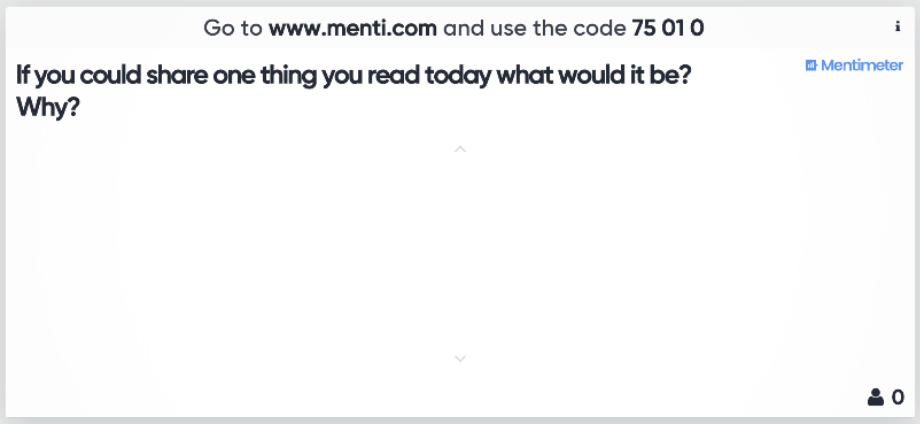
instruction. This built students' ability to use their smartphones as a tool and then put it away with self control (Mentimeter, 2018). Their submission will be immediately visible to create further class discussion. Students put their smartphones away after the Mentimeter part of the lesson. By changing only a piece of the lesson to a smartphone centric activity, instead of a complete smartphone lesson, it will help students with their self control in their personal phone habits as well outside the classroom.

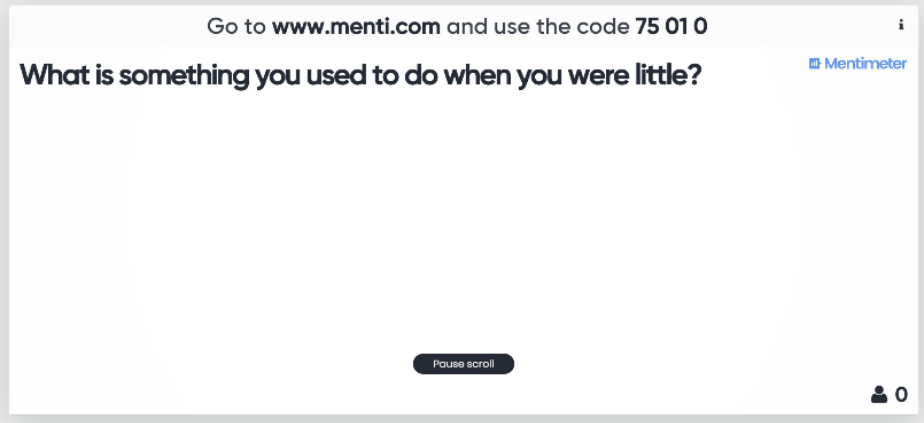
The Google Suite for Education products used are Google Classroom, Slides, and Docs. G Suite for Education (G Suite for Education, 2017) apps through students' smartphone that helped build skills beyond the classroom. G Suite is commonly used within high school classrooms, but also by higher education and businesses (G Suite for Education, 2017). The activities are meant to extend the learning of students beyond the class period. It can be accessed and completed using their smartphones.

This project incorporates smartphones into the classroom to supplement lessons for Pearson's iLit ELL curriculum. The extra practice is needed for each lesson using student's preferred device of their smartphone to engage them. The two technology platforms used are Mentimeter and G Suite for Education. Mentimeter was used to engage students in class. G Suite was used to extend their learning beyond the classroom on their always close at hand personal smartphone. The combination of Mentimeter within the classroom and G Suite were specifically chosen for their ease of use with a smartphone.

1.56 iLit Lesson

**\*Added Cellphone Exercises in Bold**

<p>Time to Read</p>	<p><b>Read</b> 15mins Independent Reading</p> <ul style="list-style-type: none"><li>- Before releasing students to read independently explain that there will be an after reading prompt connected to their independent reading book.</li></ul> <p><b>Respond</b> <b>Have students get out their cellphones and answer the question using the sentence starter that appears on Mentimeter presentation.</b></p> <p><b>Question:</b> If you could share one thing you read today what would it be? Why? <b>Sentence Starter:</b> I would share _____ because _____</p>  <p><b>As the answers appear on the screen, have students read them aloud.</b> <b>When finished, ask students to put away their cell phones.</b></p>
<p>Vocabulary</p>	<p><b>Vocabulary Review</b> Review the vocabulary words from last week by projecting the table - living things, non living things, ecosystem, producer. Table #2 consumers, decomposers, food chain Project the 7 questions from the Vocabulary Review. Have students answer them in small groups.</p>
<p>Whole Group</p>	<p><b>Introduce Statements with Used to</b> Display the roller coaster picture and saying, “When I was younger, I used to ride roller coasters.”</p> <p><b>Have students get out their cellphones and answer the question</b></p>

	<p>using the sentence starter that appears on Mentimeter presentation.</p> <p><b>Question:</b> What is something you used to do when you were little?  <b>Sentence Starter:</b> When I was little, I used to _____</p>  <p>As the answers appear on the screen, have students read them aloud.  When finished, ask students to put away their cell phones.</p> <p><b>Guided Practice: Statements with Used to</b> Have students cut and paste their “Statements with used to” notes in their notebooks.</p> <p><b>Knowledge Check</b> Send the Knowledge Check survey through iLit.</p>
<p>Work Time</p>	<p>Student will work on the Grammar: Used to iPractice Activity on their computers.</p> <p><b>Review</b> Review the Affirmative and Negative responses to Yes/No questions using used to. Have students cut and paste notes into their notebook.</p> <p><b>Small Group Reteach:</b> Use the Projection tool to go through the answers to the Grammar: Used to iPractice Activity.</p> <p><b>Yes/ No Questions with Used to</b> Project the conversation. Have partners read the conversation together. Have them create their own conversation using used to questions and answers.</p>
<p>Wrap Up</p>	<p><b>Closure</b> Have students share one thing they used to do. Respond So do</p>

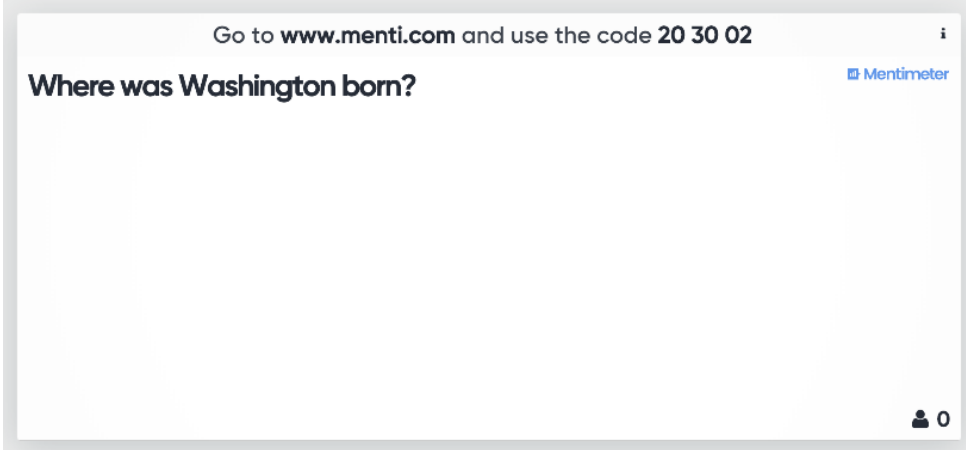
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Homework	<p><b>After class today, take a picture of something you used to use. Upload the picture using your cellphone into the Google Classroom App and attach it to your answer the posted question -</b></p> <p><b><u>Question:</u> What is something you used to do when you were little?</b></p> <p><b><u>Sentence Starter:</u> When I was little, I used to _____</b></p>
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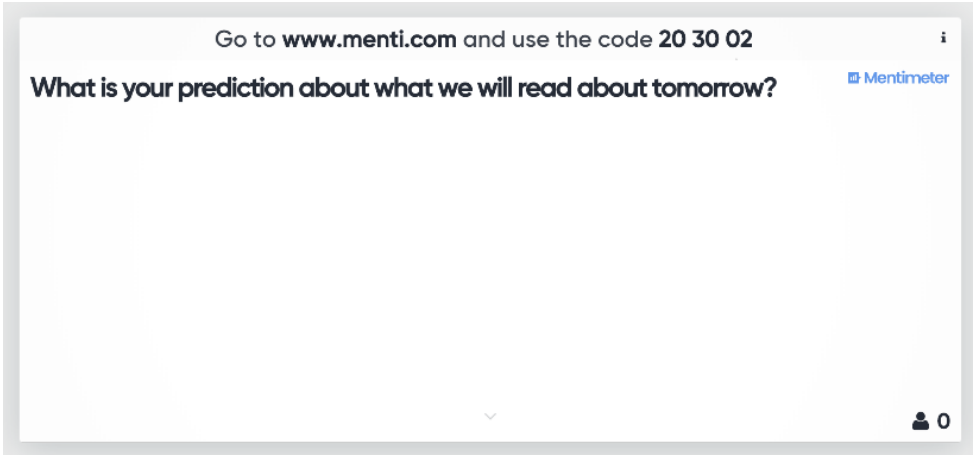
1.57 iLit Lesson

**\*Added Cellphone Exercises in Bold**

Time to Read	<p>Students read a selection from the iLit Library of their choosing. Small Group: Pre Teach “Making a Prediction” to a group of students who will need the concept explained in a smaller setting.</p>
Read Aloud, Think Aloud	<p><b>Reading Strategy: Predict</b> Looking only at the cover of George Washington: America’s First President Who is this reading about? Why is George Washington important?</p> <p><b>Read Aloud</b> Today you are going to read aloud the first 4 paragraphs of George Washington: America’s First President.</p> <p><b>Stopping Point 1: Reread</b> Stop after reading the first 2 paragraphs. Model by thinking aloud the strategy of taking notes when reading. “I notice when I am reading without taking notes, it is difficult to remember important details.” Write these four questions down and listen for the answers when I reread.</p> <ol style="list-style-type: none"> <li>1. When was Washington born?</li> <li>2. Where was he born?</li> <li>3. Whom did Washington marry?</li> <li>4. Where did they live?</li> </ol> <p>Reread the first 2 paragraphs.</p> <p>Give students time to finish answering all 4 questions.</p> <p><b>Have students get out their cellphones and answer the second question that appears on Mentimeter presentation. - Where was he born?</b></p>

	 <p><b>The answers will be put into a Word Cloud with the most repeated answer being the largest and most central with the least repeated answer being the smallest. Have students put away their cellphones. Discuss the correct answer, and repeat the sentence it was found in.</b></p> <p><b>Stopping Point 2: Predict</b> After finishing reading the first 4 paragraphs, have students look back at their predictions.</p> <ol style="list-style-type: none"> <li>1. What prediction did you make? Why did you make that prediction?</li> <li>2. Why did you think before reading George Wahsington was important?</li> <li>3. Is your prediction true?</li> <li>4. Can you find the text that makes the prediction true?</li> </ol>
<p><b>Classroom Conversation</b></p>	<p><b>Collaborative Conversation: Idea Web</b> Display the Classroom Conversation slide.</p> <p>Give students time to complete the sentences starters by looking back in the text.</p> <p>Question: Why did the Revolutionary War start?</p> <p>Sentence Starters: The Revolutionary War started because _____</p> <p>The colonists did not like _____</p> <p>Have students discuss their answers in small groups.</p>
<p><b>Work Time</b></p>	<p>Have students partner read the 4 paragraphs from today taking turns.</p> <p><b>Small Group Reteach: Read Aloud</b> Pull some students into a small group who you think will struggle with this activity. Have them take turns reading each paragraph, stopping to stress correct pronunciation.</p> <p>After you give students time to read, ask students if there was anything new they noticed when re-reading aloud with a partner that they didn't</p>





	notice when listening during the Read Aloud, Think Aloud.
Wrap Up	<p><b>Closure</b> Read Aloud the Vocabulary and Academic Vocabulary for the next days lesson: president, independence, Constitution,</p> <p><b>Using Mentimeter, have students make a prediction about what we will read about tomorrow.</b>  <b>What is your prediction about what we will read about tomorrow?</b>  <b>Have students use the sentence starter: Tomorrow we will learn about</b></p>  <p><b>Have students read their answers aloud as they appear on the screen.</b></p>

Homework	<p><b>In Google Classroom, respond to a prompt in Question format. Make a prediction about something that happens outside of class.</b>  <b>Use the sentence starter: I predict _____</b>  <b>Have them follow up with picture evidence if it was correct or not.</b>  <b>Explain it using the sentence starter My prediction was (correct/ wrong) because _____</b></p>
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1.58 iLit Lesson

**\*Added Cellphone Exercises in Bold**

Vocabulary	<p>Progress through Introduce the Word, saying and having students repeat the word, Teach the Word, using context, and Knowledge Check to assess students' understanding of the word, within the iLit program for the words president and independence.</p> <p><b>Academic Language</b> Display the slide for academic vocabulary <b>constitution</b>  Display the slide giving the definition and using it in a sentence.  Use the Oral Vocabulary Routine:</p>
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	<p><b>Define:</b> Have students read aloud the definition of Constitution  <b>Expand:</b> The US Constitution is the highest law in the land.  <b>Ask:</b> Who helped write the Constitution?</p> <p><b>Academic Vocabulary: Small Group Discussion</b> Have students work in small groups to answer the academic vocabulary questions for the day -</p> <p>Why is it important for a country to have a written constitution?  What can be written in a constitution?  What is something that is included in our constitution?</p>
<p>Read Aloud  Think Aloud</p>	<p><b>Recall</b> expand the recall questions from the lesson the day before. Have students answer them.  What was George Washington’s first job?  Whom did he marry?  George Washington became the leader of the Continental Army during which war?  Why did the colonists trust George Washington?</p> <p><b>Reading Strategy: Make Predictions</b>  Were there clues about what might come next in the text?  Give students time to look back in the text for clues. Write them on the board.</p> <p><b>Have students take out their cellphones. Using Mentimeter, have students add their predictions to the presentation using the sentence starter.</b>  <b>Directions: Make a prediction about what will happen next in the text.</b>  <b>Sentence Starter: I think _____ will happen next in the text.</b></p> <div data-bbox="464 1373 1422 1822" style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Go to <a href="http://www.menti.com">www.menti.com</a> and use the code <b>45 21 78</b></p> <p style="text-align: center;"><b>Make a prediction about what will happen next in the text.</b></p> <p style="text-align: right;"></p> <p style="text-align: right;"> 0</p> </div> <p><b>Connect the predictions to the clues from looking back in the text.</b></p>


	<p><b>Have students put away their cellphones.</b></p> <p><b>Read Aloud</b> Read the second half of George Washington: America’s First President. Start with “After a long, hard war…….”</p> <p><b>Stopping Point Number 1: Vocabulary in Context</b> Project the slide. Think Aloud: “From the passage, I learned that America did not want to be ruled by England. They fought a war and defeated England. I can understand independence means the colonies in America became a new country.”</p> <p>Finish reading the passage.</p> <p><b>Without students getting out their cellphones, refer back to the Mentimeter presentation with their predictions.</b></p> <p><b>Stopping Point 2: Checking Predictions</b> Have the students answer the questions Think about your prediction. Was your prediction correct? How do you know your prediction was correct or incorrect? If your prediction was incorrect, how would you adjust it? (Look back at the clues on the board.)</p>
Whole Group	<p><b>Introduce Possessive Nouns, Adjectives, and Pronouns</b> Display the picture of the woman with a parrot. Read aloud and have students repeat. Gia’s parrot can talk. Its her parrot. It’s hers. Ask the class: Who does the parrot belong to?</p> <p>Display the Possessive Nouns slide as well as handing out the notes to glue in their notebooks. Explain the apostrophe -s shows ownership.</p> <p>Display Possessive Nouns, Adjectives, and Pronouns slide and hand out the notes to glue in their notebook. Explain a possessive adjective refers to a possessive noun. A possessive pronoun refers to an entire phrase. Remind the class possessive pronouns and adjectives have to agree in gender and number with the noun.</p> <p><b>Guided Practice: Possessive Nouns, Adjectives, and Pronouns</b></p>

	<p>Point out things in the classroom.          Whose backpack is this? (It is Lee'sbackpack.)          Continue as needed.          Next Slide - Complete the sentences using possessive nouns, adjectives, and pronouns.</p> <p>GeorgeWashing was the first president. (<u>His</u>) job was to lead the country.          Ria lives near the school. That is (<u>her</u>) house.          I can't find (<u>my</u>) pencil. Can I borrow (<u>yours</u>)?</p> <p><b>Knowledge Check</b> Send the Knowledge check survey.</p>
<p><b>Work Time</b></p>	<p>Assignment in iLit - Grammar Possessive Nouns, Adjectives, and Pronouns. (Complete Assignment in small groups for students who need extra support.)</p> <p><b>Small Group Reteach Possessive Nouns, Adjectives, and Pronouns</b>          Reteach with 4 example sentences.</p> <ol style="list-style-type: none"> <li>1. Our (country/ country's / countrys') independence is celebrated on July 4th.</li> <li>2. I like to listen to the (children / children's/ childrens') band on that day.</li> <li>3. I always go to the fireworks with (my/ mine / its) family.</li> <li>4. My daughter doesn't like the noise, so she covers (his/her/its) ears.</li> </ol> <p><b>As a Class</b> Play a round robin game with students standing in a circle. Each student needs to use a possessive in a sentence. Then points to the next student. Encourage students to support each other and make corrections.</p>
<p><b>Wrap Up</b></p>	<p><b>Closure</b> Read questions aloud for students to answer orally -          Think about the vocabulary word we learned today, <i>president</i>. Who is currently the president of the United States?          Think about the other vocabulary words you learned today, independence.          What picture could you draw to represent independence?</p>

<p><b>Homework</b></p>	<p><b>Using Google Slides, make a collage of at least 8 pictures on a single Slide of what the word independence means to you.</b></p>
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iLit Lesson 2.1

**\*Added Cellphone Exercises in Bold**

Time to Read	<p><b>Read</b> Before giving students 5-10 minutes to read, preview the response prompt with them. Explain the meaning and give examples of sensory details. Have the word bank written on the board.</p> <p><b>Have students get out their cellphones and complete the Mentimeter sentence frame provided. Have students read their responses aloud as they appear in speech bubbles. Allow for discussion and further explanation if needed.</b></p>  <p><b>When finished, ask students to put away their cell phones.</b></p>
Vocabulary	<p><b>Oops! Nouns Without Plurals</b> Explain the difference between count and noncount nouns. Noncount nouns usually are an idea or something that can not be counted. You do not add an “s” Examples: fruit, literature, food, money, traffic, furniture</p> <p><b>Word Study</b> Display the table with singular and plural nouns. Note the spelling changes.</p> <p><b>Guided Practice</b> From the word list, have students identify the base word and the ending.</p>
Whole Group	<p><b>Introduce: Make Inferences</b> Display the slide. Ask the students the following questions: Where was this picture taken city, small town or country? What do you see on the left side of the picture? What do you see on the right side of the picture? How is it the same or different from the left side? What makes a reflection?</p>

	<p>Is this a window or a mirror? Project the graphic organizer. Explain that making inferences helps readers better understand the text. Trying to figure out what the author is hinting at.</p> <p><b>Guided Practice: Make Inferences</b> Read the story aloud. Have students identify 3 clues from the story. Use the clues to make an inference.</p> <p>Display the clues from the diagram. There was a car crash. We don't know how it happened. Have students write the equation form. text clue + text clue + text clue = inference.</p> <p><b>Knowledge Check</b> Send the survey.</p> <p><b>Connect to Text: Make Inferences</b> Explain that we will be starting Trino's Choice tomorrow. Read the passage. Have students identify text clues and make an inference.</p> <p><b>Introduce the Unit Theme</b> The unit theme is belonging. Make sure students understand the literal meaning of <i>belong</i>.</p> <p>What does it mean to belong to a group or community? What does it feel like to belong?</p> <p>Unit Essential Question is Where do I fit in? What does it mean to "fit in" with other people or a group? Do you have to like everyone else in a group to fit in?</p> <p>Unit 2 Book Trino's Choice will be about belonging and fitting in.</p>
Work Time	<p>Send this week's assignments. Have students complete the Regular Plurals activity.</p> <p><b>Small Group</b> is Whole Class today. Explain how to choose a book from the iLit Library.</p>
Wrap Up	<p><b>Closure</b> Have students complete the sentence: The most important thing I learned today was .....</p> <p><b>Have students get out their cellphones and complete the Mentimeter sentence frame provided. Have students read their responses aloud as they appear in speech bubbles. Allow for discussion and further explanation if needed.</b></p>



Homework	<b>Google Classroom</b> Have students take pictures as clues to what they did after school. Post 2-3 pictures, then let classmates guess their activity. Guess on other student activities after school.
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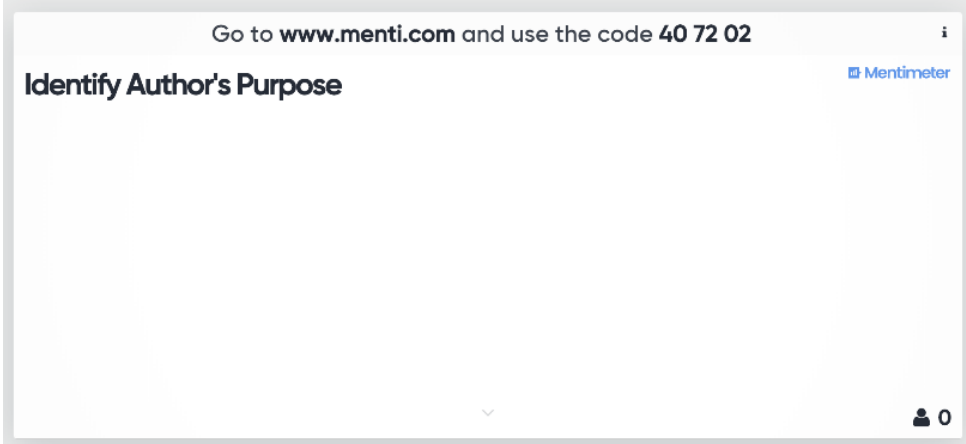
iLit Lesson 2.2

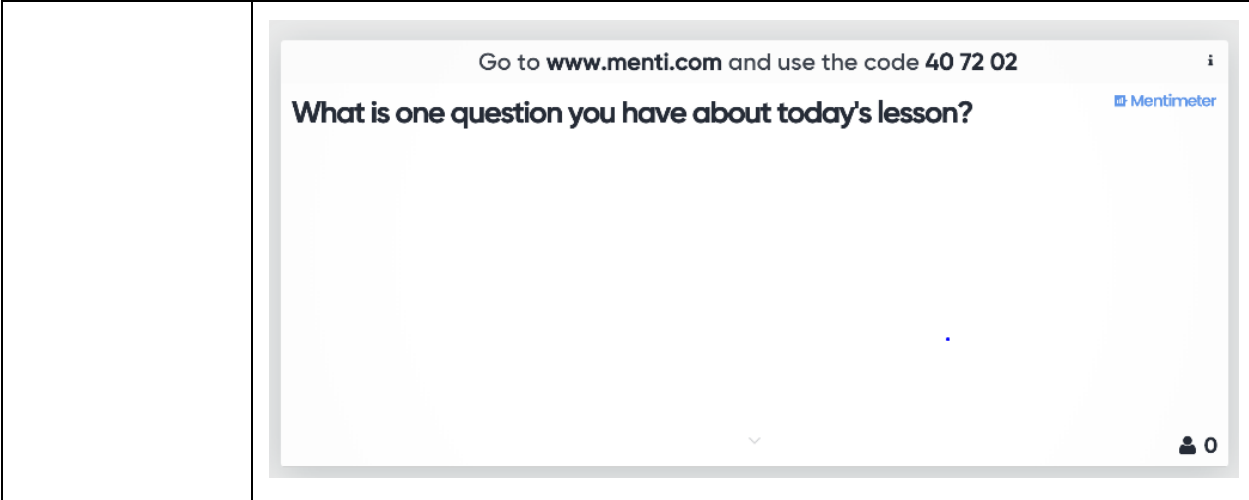
**\*Added Cellphone Exercises in Bold**

Vocabulary	<p><b>Introduce Vocabulary</b> Send the survey and read the word aloud - suspense.</p> <p><b>Teach the Word</b> Project the slide and have a student read the context sentence. Help students understand the context sentence and infer the meaning.</p> <p><b>Knowledge Check</b> Send the survey. Depending on the results reteach the word suspense.</p> <p><b>Introduce Vocabulary</b> Send the survey and read the word aloud - intense.</p> <p><b>Teach the Word</b> Watch the video clip and have a student read the context sentence. Help students understand the context sentence and infer the meaning.</p> <p><b>Knowledge Check</b> Send the survey. Depending on the results reteach the word intense.</p> <p><b>English Language Development: Academic Vocabulary</b> Display the notes and use the oral vocabulary routine. Have students glue their notes in their notebooks. Say each word and have students repeat it.</p>
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	<p><b>English Language Development: Small Group Discussion</b>          Display the questions for today’s vocabulary words. Have students work in pairs to answer all 4. Come together and review the answers as a class.</p>
<p>Read Aloud          Think Aloud</p>	<p><b>Introduce the Unit Theme</b> Remind students the unit theme is belonging.          Ask the class          What groups do you belong to?          What do other people do to help you belong?          Have you ever had to work to belong to a group?</p> <p>Remind students the Unit Essential Question: Where do I fit in?          Ask the class          Why does it feel good to fit in with a group?          Can you think of times it is better not to fit in?</p> <p>Tell the students we will beginning reading theUnit 2 book <i>Trino’s Choice</i> today.</p> <p><b>Introduce Reading Strategies: Preview and Identify Author’s Purpose</b>          Model how you are using the theme, essential question, and title to help you look for clues to understand the book and what the author wants me to learn. .</p> <p><b>Read Aloud</b> Read Chapter one of Trino’s Choice.</p> <p><b>Stopping Point 1: Identify Author’s Purpose</b>          Display Identify Author’s Purpose slide. Explain to the students how the author’s purpose is to inform and entertain the reader.Have students complete the sentences using the sentence starts and the word bank. Give them time to work with paper, pencil, and the book.</p> <p><b>Have students get out their cellphones and give an answer to Identify Author’s Purpose to put on the Mentimeter presentation. Have students read their responses aloud as they appear in speech bubbles. Allow for discussion and further explanation if needed.</b></p>



	 <p><b>When finished, ask students to put away their cell phones.</b></p> <p><b>Stopping Point 2: Connecting Words</b> Explain how the author connects ideas with “and”</p> <p><b>Stopping Point 3: Vocabulary</b> Read the paragraph aloud. Lead students to the definition of intense meaning excitement.</p>
Classroom Conversation	<p><b>Collaborative Discussion: Quickwrite</b> Explain to the class that a Quick Write is just jotting down ideas quickly. The sentence starters from the slide are meant to get them started. Use the Collaborative Conversation Routine Card to refer to.</p>
Work Time	<p><b>Assignments</b> Make an Inference activity in Assignments. Early finishers can try an Extra Practice activity.</p> <p><b>Gather Small Group</b> Give students extra support in Regular Plurals Assignment.</p> <p><b>Vocabulary Pause</b> Have students write their own definition to words suspense and intense. Project the slide and have them answer questions about how an author creates these within a text.</p>
Wrap Up	<p><b>Closure</b> Have students write one question about today’s lesson. <b>Have students get out their cellphones and put their question on the Mentimeter presentation. Call on students to read a question and try to answer it. Allow for discussion and further explanation if needed.</b></p>



Homework	<b>Google Classroom</b> Put the questions from the Closure activity on Mentimeter into a Google Doc. Have students answer some of the remaining questions that they did not get to in class.
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iLit Lesson 2.3

**\*Added Smartphone Exercises in Bold**

Vocabulary	<p><b>Introduce Vocabulary</b> Send the survey and say the word aloud hassles  <b>Teach the Word</b> Project slide and have a student read the text aloud. Guide the students as they infer hassles means arguments, fights, trouble  <b>Knowledge Check</b> - send the survey, depending on the results, go back and reteach the word.</p> <p><b>Introduce Vocabulary</b> Send the survey and say the word aloud gaze  <b>Teach the Word</b> Project slide and have a student read the text aloud. Guide the students as they infer gaze means a fixed, steady look  <b>Knowledge Check</b> - send the survey, depending on the results, go back and reteach the word.</p> <p><b>English Language Development</b> Display the academic vocabulary slide and give students a cutout to glue in their notebooks. Say each word and have students repeat it.</p> <p><b>English Language Development: Small Group Discussion</b>  Display the questions for today’s vocabulary words. Have students work in pairs to answer all 3. Come together and review the answers as a class.</p>
Read Aloud Thank Aloud	<b>Recall</b> Display the Graphic organizer. Point out that it shows the beginning, middle and end of Chapter1. Give students a copy to cut out and glue in

their notebooks. Remind the class that Chapter 1 introduces us to Trino and gives us an idea of the problems Trino faces.

Use the following questions to lead students to fill in the empty sequence boxes.

What happens after Trino runs into the store? What does the Book Lady do? Does Trino take the food? What does Trino do after the Book Lady leaves the room?

Who does Trino think is in the store?

**Reading Strategy: Make Inferences** Display the making an inference slide. Remind students that making an inference is using clues in the text to figure out an idea the author does not state directly. “Remember the example of me walking into a room with wet shoes, an umbrella, and a raincoat. You will infer it is raining outside.


**Read Aloud** Read Aloud Chapter 2 of *Trino’s Choice*.

**Stopping Point 1: Analyzing Language Choices** Explain how the author uses informal language to describe Trino’s thoughts inside his head. Display the slide for students to complete the formal sentences for each informal example.

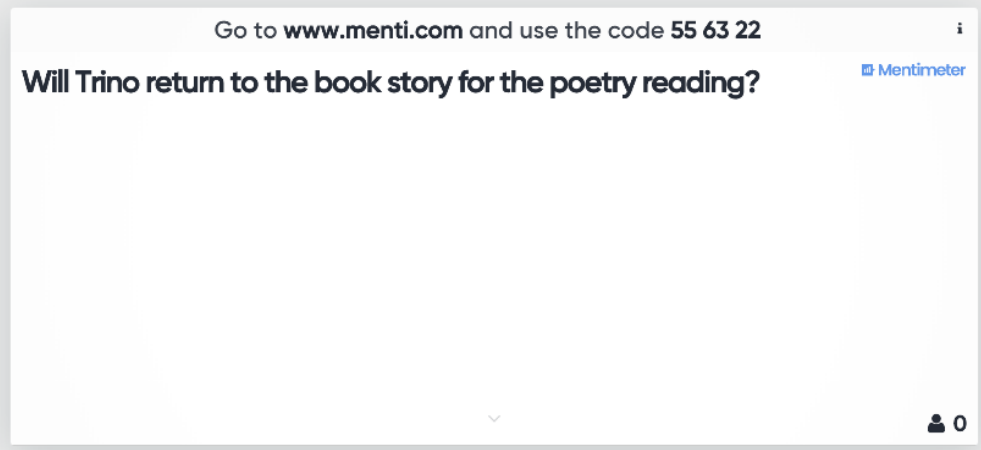
**Stopping Point 2: Vocabulary** Our vocabulary word *gaze*, a steady look. “A quick look” in the eye reminds me that this means looking. When Janie “drops her gaze” I know it means look down.

**Stopping Point 3: Making an Inference**

**Have students get out their smartphones and give an answer to What inference can you make about Trino at this point? to put on the Mentimeter presentation. Have students read their responses aloud as they appear in speech bubbles. Allow for discussion and further explanation if needed.**

	 <p>Go to <a href="http://www.menti.com">www.menti.com</a> and use the code 55 63 22</p> <p>What inference can you make about Trino at this point?</p> <p>Mentimeter</p> <p>0</p> <p><b>When finished, ask students to put away their cell phones.</b></p>
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<p>Whole Group</p>	<p><b>Introduce: Make, Review, and Modify Predictions</b>  Tell students making predictions is an educated guess like an inference except is it about what is going to happen next. Display the picture and ask the following questions:  Why might the player be alone in front of the basket?  What do you think the player will do next?  What do you think other players will do next?</p> <p>Play the video on the next slide. Explain that a good prediction is based on evidence. A good prediction can be wrong because a story can have a surprising twist or change in the story line.</p> <p>Display the Make Predictions chart and have students glue a copy of it into their notebooks. Read the headings aloud.  As you read, look for clues about what will happen next. Use those clues to make a prediction about what will happen next.  Next, keep reading and find out what happens next.  If your prediction is not correct, go back and look for clues you might have missed.</p> <p><b>Guided Practice: Make, Review, and Modify Predictions</b> Read the story about Shayna. Help students fill in the chart.</p> <p>Read the next part of the story. Display the chart. Go through the answers.</p> <p><b>Knowledge Check: Make, Review, and Modify Predictions</b>  Send the survey, depending on the results, go back and reteach the word.</p> <p><b>Connect to Text: Make, Review, and Modify Predictions</b>  Display the passage. Give students a copy of the passage. Have students</p>
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	<p>work in pairs and make a prediction about whether Trino will return to the bookstore for the poetry reading. Write down one detail that helped them make that prediction.</p> <p><b>Have students get out their smartphones and give a prediction to Will Trino return to the book story for the poetry reading? to put on the Mentimeter presentation. Have students read their responses aloud as they appear in speech bubbles and give their clue from the passage they used. Allow for discussion and further explanation if needed.</b></p>  <p><b>When finished, ask students to put away their cell phones.</b></p>
<p>Work Time</p>	<p><b>Today in Work Time</b> Student will select an interactive Reader from Assignments.</p> <p>Early finishers can try an assignment from the Extra Practice Assignments.</p> <p><b>Small Group Reteach: Make an Inference</b> For students who need extra practice, do the assignment together.</p> <p><b>Vocabulary Pause</b> Have students write definitions for <i>hassle</i> and <i>gaze</i> in their own words. Display the Vocabulary Pause slide. Have students answer the questions using the words in their answers.</p> <p><b>Oops! Nouns Without Plurals</b> Remind students what a count and non count nouns are. Send the knowledge check survey.</p>
<p>Wrap Up</p>	<p><b>Closure</b> Have students make a prediction about the upcoming weather, school or sporting events. Have students respond orally. Other students give a thumbs up or thumbs down if they agree or disagree with the prediction.</p>

Homework	<p><b>Google Classroom</b> Have students post their prediction from the closure activity. Have them respond to their own prediction with picture evidence and state whether their prediction was correct or not.</p> <p>Example: Prediction: The girl's basketball team will win their game tonight. Response: My prediction was correct. (Picture of the final score)</p>
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## REFERENCES

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