

## Teacher Notes



# Making Movie Predictions

## Activity 1 Which Movie?

### Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Reading Strategies:  
Predicting Outcomes
- ◆ **Topic:** Making Movie Predictions
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

### Materials

- ◆ TI-83 Plus
- ◆ NoteFolio™ and LearningCheck™ Applications
- ◆ Teacher Transparency: **Etymology of the Word "Predict"**
- ◆ Student Work Sheet: **Making Predictions Project Timeline, Making Predictions Project Rubric**
- ◆ NoteFolio™ file: **Movie Predictions Project Timeline (MOVETIME.8xv)**
- ◆ LearningCheck™ file: **Movie Predictions Project Rubric.edc**

### **Activity Overview**

In this activity, students will understand the etymology of the word "predict" and learn to distinguish between the two types of information that inform reader predictions: textual clues and personal experience. They will also select a movie text with an upcoming sequel and make predictions about the sequel.

### **Tip**

This lesson could be easily modified to encompass all movies, not simply high-profile sequels. Instead of making predictions about, say, *The Lord of the Rings: Return of the King* based on what happened in *The Fellowship of the Ring* and *The Two Towers*, a student could make predictions about a non-sequel movie based on the movie's promotional campaign and past movies of the stars and/or director.

It is possible that this activity may stretch over the course of the school year. One student's movie sequel may arrive in theaters in October while another's may not come out until February.

## ***Directions***

### ***Before the Activity Begins***

Explain to the students the etymology of the word "predict." See the Teacher Transparency: **Etymology of the Word "Predict"** that is included in this activity.

Describe to students the two types of information that inform predictions. See the Student Work Sheet, **Making Predictions**, in Activity 2. Make a transparency of this work sheet before class so that you can demonstrate how it is used. See the sample predictions about the movie *Spider-Man 2* in Activity 2.

Send the students the NoteFolio™ file entitled **MOVETIME.8xv (Movie Predictions Project Timeline)**. This file will help the students remain organized during this assignment. Also send the students the LearningCheck™ file **Movie Predictions Project Rubric.edc** using the TI Connectivity Cable or the TI-Navigator™ System. (Paper-based copies of both these files are included with this activity.)

### ***During the Activity***

Ask students to pick a movie sequel about which they will make predictions. Provide a list of movies to be released during the school year. Greg Dean Schmitz's website, <http://www.upcomingmovies.com>, boasts previews of movies months (and, in some cases, years) in advance.

After each student has chosen a movie, they may begin making predictions. To better make predictions, students may want to rewatch the movie or movies preceding the upcoming sequel. Stress to students that they must be specific in the rationale for each prediction, be it one based in the text or one based in the student's personal experience.

### ***After the Activity***

During the last 5-10 minutes of class, ask a few students to each share a prediction and its rationale.

Give students a deadline for finishing their predictions. Tell them to write it in their *Movie Predictions Project Timeline*. Remind them to refer to the *Movie Predictions Project Rubric* as they work on the project.

### ***Homework***

To better make predictions, students may want to rewatch the movie or movies preceding the upcoming sequel.

***Student Work Sheet***  
***Movie Predictions Project Timeline***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of sequel: \_\_\_\_\_

Month and year of release: \_\_\_\_\_

Director: \_\_\_\_\_

Actors: \_\_\_\_\_

Prequel(s) to movie named above: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I will rewatch the prequel(s) by: \_\_\_\_\_

My *Making Predictions* graphic organizer is due: \_\_\_\_\_

My Reflective Essay is due: \_\_\_\_\_

My project display board is due: \_\_\_\_\_

My presentation will be presented on: \_\_\_\_\_

## ***Student Work Sheet***

Name: \_\_\_\_\_

## ***Movie Predictions Project Rubric***

Date: \_\_\_\_\_

For this rubric, the numbers correspond to the following statements:

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

### ***Reflective Essay***

1. The student clearly stated his/her predictions and provided logical rationales for the predictions.

1      2      3      4      5

2. The student assessed his/her predictions and clearly explained why each prediction came true or failed to come true.

1      2      3      4      5

3. The student wrote a well-organized essay.

1      2      3      4      5

4. The essay is free of distracting errors.

1      2      3      4      5

### ***Presentation***

5. The student spoke loudly and clearly.

1      2      3      4      5

6. The student maintained eye contact with the audience.

1      2      3      4      5

7. The project display board was an integral and visually interesting part of the presentation.

1      2      3      4      5

8. The project display board was constructed with care and pride.

1      2      3      4      5

***Etymology of the Word "Predict"******pre***

- ◆ One of the most common of all English prefixes
- ◆ Comes from *prae*, the Latin word meaning "before" or "in front of."

***dict***

- ◆ Comes from *dicere*, the Latin word meaning "to speak or to say."