

**LESSON PLAN EXAMPLE**

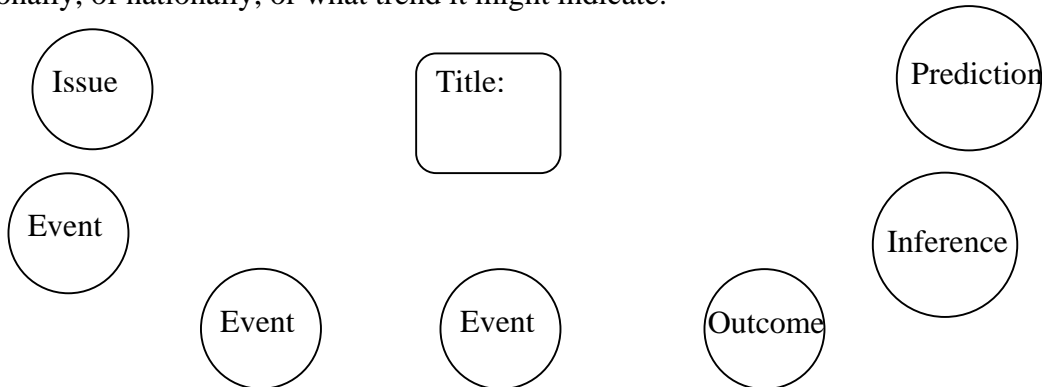
**Lesson Objective (s):** Students are to read the Wall Street Journal to develop inference and prediction skills and higher level evaluative and analytical thinking.

**Premise:** If we do not attempt what we do not completely understand, then how do we progress? Life and business is risk-management, not risk avoidance; therefore, to progress, we must attempt to control the level of risk that will inevitably arise. This can be done through observation, inference and prediction.

Title: Main Idea	Inference	Prediction
Article #1		
Article #2		
Article #3		
Article #4		

**Activity:** Students will be divided into teams and will:

- a) Students will be given a brief lesson on the definitions of inference and prediction. Examples will be given. The group will then divide the responsibility of reading and responding to articles from one Wall Street Journal issue-two students per article; two articles per pair.
- b) Students will read each article and complete a web, designed to highlight main ideas and develop logical sequence for inference and prediction chart. The students will describe the central issue of the article, list the events or main ideas, and describe the outcome, or current status of the situation. Then, students will extend analysis to infer what this might mean for that segment of business, or how it might effect other segments of business and finally predict the effect on the economy, whether locally, regionally, of nationally, or what trend it might indicate.



- c) Using the web, the pair of students will develop responses and communicate findings through the below chart.
- d) Students will share this information in a group-pair share cooperative learning method by which each pair shares information to create a group response for class discussion.
- e) After the group has discussed, each pair will share the predictions with the rest of the class so as to

investigate any trends in the economy that may be affecting other areas of business.

- f) The class will begin to formulate inferences and predictions of the economy as a whole, which the class will gauge over the next six weeks to determine if the prediction was correct. This follow-up will be done through the Wall Street Journal, news radio or other news providers, the internet, etc.

**Evaluation:** Evaluation for this lesson can range from a formal assessment like the TAAS, in which inference and prediction are tested in the reading portion, or a research paper in which the thesis is based on and inference or a prediction of the findings, to an in-class participating grade that may increase with the follow up activities. This participation is verified by each group turning in the webs and graph. The teacher may also use the discussion as a starting point for a persuasive or evaluative essay, and the group work would act as a prewriting activity.

**Extension/Modification:** This lesson can be extended to the math classroom, specifically economics. There, students would get a more comprehensive lesson in analysis of numerical data. For the student who is labeled 504, or is coded special education, prior planning should be done to ensure this student is given a placement that will best access his/her learning style. This lesson will require research on the teacher's part to collect and separate the various articles for each group. Also, the El Paso Times can be used to discuss the issues affecting this area and effects on the local economy. This modification may meet the demands of a group of struggling readers.

**SCANS Skills Incorporated:** Basic skills: reading, writing, listening and speaking

Resources: time

Thinking skills: reasoning

Interpersonal skills: teamwork, negotiates

Personal qualities: self-management, sociability

Information: acquires and develops information, interprets and communicates information.

**Cooperative Learning Ideas:** Students will be divided into groups of four, with multilevel learners in each group. They will then be divided into pairs within the quad for a more one on one concentration on the assignment. The quad will then regroup to share ideas and findings, which will be presented to the class. As with all cooperative learning, there should be an assignment of duties, like timekeeper, facilitator, recorder and presenter.

**Thematic Unit: (optional):**

**Projects:**

**Guest Speakers:** Reporter from Business Section of the El Paso Times

**Field Trips:**

**Resources: (materials, supplies, text, etc.)** Each group should have a set of four articles for evaluation. Each recorder should have a pen to record the group's findings. Each group should have a graph and two webs, one for each pair. Each pair should also have a recorder and a pen, so as to prepare web to be used for full group discussion. It would be beneficial if the teacher set time limits for each aspect of the activity and used a timer to help the groups pace the activity.