

Lesson Skill: Making, confirming, or revising predictions

Strand Reading — Fiction

SOL 3.5

4.5

5.5

Materials

- Fiction picture books
- Three-Way Sort (attached)
- Cooperative Jobs chart (attached)
- Cooperative Jobs Graphic Organizer (attached)

Lesson

1. Explain to students that they are going to focus on predicting and combining various comprehension strategies to gain understanding of the book they will be reading. Have a student volunteer stand at the front of the room and show classmates the book cover and read the title. Display several vocabulary words from the book. Have students brainstorm the meanings of the words after which you provide definitions for clarity (use a pocket chart or document camera).
2. Group students in fours or in pairs, and give them a set of the vocabulary words, asking them to think what the story may be about.
3. Have students make a three-way sort in their interactive notebook (an example of a three-way sort is attached) then label the columns with the words, characters, problem, and solution. Have students sort the words in each column in the order they may appear in the story and write the words on the three-way sort in their interactive notebook.
4. Ask students to predict what the story will be about based on what they know so far and to share the predictions with the class. Read the book aloud, and discuss student predictions.
5. Explain that students will be grouped and that each group will have a different book to read. Tell them that this time they will be using various comprehension strategies to maximize understanding.
6. Place students in cooperative groups and assign a “job” while reading: predictor, clarifier, questioner, or summarizer. Show students the Cooperative Jobs poster (attached) that illustrates what each person’s responsibility is during the reading.
7. Using the class book, select four students to come to the front of the room to present. During this process, have other students create a graphic organizer in their interactive notebook to jot down their thoughts for each “job.” (An example of the graphic organizer is attached.)

8. After the demonstration, give each group their book. Based on the cover, title, and vocabulary review, have them predict what the book is about. Follow this preliminary prediction by assigning each person a “job.” Have them read up to four pages at a time, jotting down their thoughts in their job section then sharing with their group. Continue reading three to four pages at a time. Once they finish the book, have the group refer to their original prediction in their interactive notebook to see if they were correct. If that prediction needs revising, have students write the new prediction beneath the old prediction.

Strategies for Differentiation

- Word Splash—choose five words that are in the selected text. Have students generate predictions about the story’s plot based on the vocabulary in the Word Splash.
- Present the text in a slide presentation to control the stopping point and pace the predictions.
- Provide struggling readers access to the story using available technology with audible signals to indicate the stopping points.
- Define the following words briefly, paired with a visual cue: *revise*, *justify*, *reject*, and *prediction*. This may be done on either a chart or cue cards and posted in the classroom.
- Have students use a strip of colored acetate to help them scan text and keep their place.
- Have students use highlighting tape to locate text that supports their predictions.
- Alternate lesson using a different graphic organizer in three-column format with the headers: Make: I think....; Confirm: My prediction was....; Revise: After reading, I learned....

Cooperative Jobs

 <p><u>Predictor</u></p> <p>I think... I'll bet... I wonder... I imagine... I suppose... I predict...</p>	 <p><u>Questioner</u></p> <p>Who? What? When? Where? Why? How? What if?</p>
 <p><u>Clarifier</u></p> <p>I didn't get...so I... This confused me...so I...</p> <p>Things I did to clarify Tricky words I reread I look for parts that I know I try to blend sounds together I read to find clues Confusing Ideas I reread I read on to look for clues I think about what I know I talk to a friend</p>	 <p><u>Summarizer</u></p> <p>So far... This is mostly about... What happened first, next, then... I learned... The main idea was...</p>

Cooperative Jobs Graphic Organizer

Predictor	Clarifier	Questioner	Summarizer

Three-Way Sort