

Lesson Skill: Making, confirming, or revising predictions

Strand Reading—nonfiction

SOL 5.6
6.6
7.6
8.6

Materials

- Copies of a recent newspaper or magazine informational article of interest to students and containing title, subtitles, sidebars, bold type, pictures, and/or captions
- Copies of the attached Making, Confirming, or Revising Predictions worksheet

Lesson

1. Review previously discussed reading strategies with the class. Focus on the reasons it is important to remember to predict, summarize, visualize, clarify, and question in order to be a “good reader.”
2. Show students the covers of two or three books that they probably have not read, and ask them what they think the books are about based on the covers. Have them explain the features of the covers that led to their responses. In addition to the words, make sure they have noticed the fonts used, the illustrations, and other graphics. Explain to students that they just made predictions. Define *prediction* as an educated guess based on something that is true, and explain why it is important to predict the subject of a written piece before reading it. Also, explain that as you read the piece and learn more about its content, it is just as important to confirm that your prediction is correct or revise your prediction, if it turns out to be incorrect.
3. Distribute copies of the worksheet listed above and a recent informational article of interest. Ask students to look over the article quickly to notice the most obvious features, such as the title, subtitles, sidebars, bold type, pictures, and captions. Have students predict the subject of the article and record on the worksheet their predictions and their reasons for making them.
4. Have students share their predictions with the class, and record some of the better predictions on the board.
5. Read the article aloud to the class (or have students take turns reading). During the reading, pause at certain predetermined points for students either to confirm the predictions listed on the board or to revise them. If revisions are necessary, ask students to make the changes, and write the revised predictions beside the original ones.

6. At this point, give students time to confirm or revise their predictions written on their worksheets. Allow them to refer to their copies of the article but only up to the point where the reading stopped.
7. Continue with the oral reading of the article, and repeat this pause-and-confirm-or-revise-predictions procedure several times during the reading.
8. When the entire article has been read and the worksheets are complete, hold a class discussion based on the following questions:
 - Why is it important to make predictions before reading a text?
 - What information does most informational text give the reader to help him/her make predictions before reading?
 - What can a reader learn from making predictions before reading?
 - Why is it important to confirm or revise predictions during reading?
 - What can a reader learn from confirming or revising predictions along the way?



Making, Confirming, or Revising Predictions

Make predictions about an informational article, as follows:

1. Before reading, make a prediction(s) based on the article's most obvious features, such as the title, subtitles, sidebars, bold type, pictures, and/or captions.
2. Explain your prediction. On what did you base your prediction?
3. During reading, confirm your original prediction(s), or revise it as necessary.

Before Reading

Prediction: _____

Why did you predict this? _____

During Reading

Prediction confirmed? Yes No

Prediction revised: _____

During Reading

Prediction confirmed? Yes No

Prediction revised: _____

During Reading

Prediction confirmed? Yes No

Prediction revised: _____

