

Lesson Skill: Previewing the selection

Strand Reading — fiction/nonfiction

SOL 1.9, 1.10
2.8, 2.9

Materials

- Copy of big book with detailed pictures on cover
- Sticky notes
- Variety of fiction

Lesson

1. Prior to class, hide the title and key elements on the book cover with sticky notes. Choose elements that would help students predict the characters, setting, and events of the selection.
2. Before presenting the book, ask students how they choose a book, what makes them curious about it, why they find it interesting. Incorporate their answers into talking about how good readers preview a selection before they read it. At this point, show students the cover of the book with the sticky notes hiding key pictures. Based on what they see, ask students to guess or predict what they think may happen or what the book is about. Remove sticky notes one at a time. After the removal of each sticky note, ask students to modify their predictions based on what they now are able to see. As students make predictions, ask them why they did so. If they cannot support their responses, have them refer back to the book cover to adjust their predictions. After all of the pictures are uncovered, reveal the book title, and have students modify their predictions once again. Also, draw attention to the book's author and illustrator.
3. Ask students if they can see the value of previewing a selection before they read it, and spend a few minutes talking about it. Follow up by flipping through the book, and as a class, note additional headings and illustrations that aid in comprehension. As reinforcement to the lesson, ask students the following questions:
 - What do you do when you preview a selection?
 - Why do good readers preview the selection BEFORE they begin reading?
4. Have a variety of fiction books available to students. Have students work independently or with a partner, select a book, preview it (title, cover, illustrations, and headings), and make some predictions about it. Provide time for students to share their predictions with the class and to support what they say based on their preview.

Note: This lesson may be modified for nonfiction.

Strategies for Differentiation

- To help students understand what it means to preview, explain to them that at the end of their favorite television show, a preview is shown for the next episode to get them excited or spark their interest to continue watching the program. Assign students homework to watch an appropriate TV show and preview to report to the class the next day.
- Begin the lesson by showing students different pictures and asking the questions:
 - What do you see?
 - What does the picture tell you?
- Focus on charts, graphs, and illustrations. Tell students that authors put this kind of information in books to help their audience understand what they read. Stop and examine samples of charts and illustrations. Ask students what they see and what it tells them. Be sure children understand how to read and interpret the information in the chart or illustration.