

Predicting

Overview:

Mirror, mirror on the wall, who is the best predictor of them all? This lesson teaches students how to make predictions about a text and will have them looking into the future in no time!

Procedure:

1. Allow students to choose a book related to the current topic of study.
2. Prior to reading the book, skim through a couple of pages in the book, showing students the pictures, and thinking out loud about what the pictures may represent or mean. Be sure to include several “predictive thoughts” in your think-aloud (“The boy is petting the dog. I wonder if the dog likes being pet?”).
3. Read the book aloud, stopping frequently to ask students what they think will happen next. Encourage students, as able, to write down their predictions.
4. After reading the next page, point out how many students correctly predicted the story’s events.

ASOL Covered in this Activity:

5E--WP 1c: The student will add more information to own drawing, dictating, or writing to strengthen the message.

Extension Idea: After students have made their predictions, and the actual event in the book has been revealed, have each student rewrite his/her prediction to match the actual event that occurred.

(Helpful Hint: **This is a great concept to teach prior to science activities that involve making and revising hypotheses.)**

5E--WP 3d: The student will revise own writing by adding more information.

HSE--WP 1e: The student will develop writing by planning and revising own writing by adding more information.

Extension Idea: After students have made their predictions, and the actual event in the book has been revealed, have the students rewrite their predictions to add more information that will make their prediction correct.

5E--WP 4a: The student will select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.

Extension Idea: Upon completion of the procedure described above, encourage students to evaluate the book as to whether or not they enjoyed it. Ask students to support their opinion with at least one reason.

5E--WE 2a: The student will spell common high-frequency words.

Extension Idea: Encourage students to use common high-frequency words while writing down their predictions throughout the book.

8E--WP 3c: The student will write routinely for a variety of tasks, purposes, and audiences.

Extension Idea: By completing the procedure listed above, the students will have written to complete the task of predicting.

8E--WP 4 c: The student will use information from literary or informational text to support writing (e.g., Recognize the difference between fictional characters and nonfictional characters.” “Delineate the specific claims in a text.”).

8E--WP 4d: The student will use information from literary or informational text to support writing by using specific claims in a text.

Extension Idea: Prior to the students making their own predictions, show them a model sentence for writing predictions such as “I think_____because_____.” Encourage students to locate information from the text that supports their prediction.

8E--WE 3a: The student will use standard English rules when writing by using ending punctuation and capitalization when writing a sentence or question.

Extension Idea: Use this activity as a way to practice starting sentences with capital letters and ending sentences with appropriate punctuation.

HSE--WE 1a: The student will use standard English rules by using correct punctuation when writing.

Extension Idea: Use this activity as a way to practice using correct punctuation.

Materials Needed:

- book(s)
- individual writing surfaces

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

- Create a book related to an upcoming community outing, detailing what events will take place during the outing. Read the book to your students prior to the outing, having students predict each event that occurs in the book.
- Challenge peers to a contest to see who can make the most correct predictions in a book.

Functional Activity/Routine:

- Create a book detailing the correct sequence of steps in a functional activity. Review the book prior to the activity and have students predict the next step listed in the book as a way to assess how much they already understand about the functional activity.

Strategies to Collect Evidence:

- student produced work samples
- anecdotal evidence

Specific Options for Differentiating this Activity:

- Some students may need to choose words for this activity from a field of choices.
- Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
- A student in any of the developmental stages of writing can complete this activity.
 - *If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.