

**Strategy: Make and Confirm Predictions**

**Book: Sylvester and the Magic Pebble**

**Author: William Steig**

**Setting: Whole Group Read Aloud**

<b>Strategy Definition:</b> (post in classroom)	This strategy activates student's prior knowledge about the text and sets a purpose for reading. The questions on the Reader's Toolkit help students begin thinking about the text and use their background knowledge to make predictions. Good readers use this strategy to think ahead about what might happen next in the story. Throughout the text, students confirm predictions, make new predictions and learn that sometimes the story has different events than anticipated.
<b>Standard:</b>	The International Reading Association and the National Council of Teachers of English published Standards for the English Language Arts. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).
<b>Objective:</b>	Students will make and confirm predictions before, during, and after reading and record predictions on the pink sticky notes provided in the Reader's Toolkit.
<b>Materials:</b>	Sylvester and the Magic Pebble, Reader's Toolkit, Make and Confirm Prediction sticky notes, pencil, anchor chart (see Teacher's Guide for suggestions).
<b>Connect:</b>  <b>Before Reading</b>  <b>Establish a Purpose</b>	The purpose of the lesson is to use the strategy Make and Confirm Predictions throughout the story. Begin with a mini lesson on predictions. See the Teacher's Guide for suggestions. After the mini lesson, do a picture walk to introduce the story. Ask students what they think the story is going to be about and why. It is important to ask why because this focuses the student on the pictures and also requires them to use their background knowledge. Invite students to take out a Make and Confirm Prediction pink sticky note and write their prediction. Students share their predictions with a partner or with the class. They can post their predictions on the anchor chart or place the sticky note on their Reader's Toolkit card. Begin reading the story to the students. Stop after reading page 3 and ask the students to predict the meaning of the word CEASED. Invite students to write the prediction and share with a partner or class. Discuss the meaning of the word in context with the story.
<b>Model:</b>	Continue reading the story. Stop after page 7 when Sylvester turned himself into a rock and ask the students to make a prediction about what will happen next in the story. After the students write their

<b>During Reading</b>	prediction and share, model an appropriate prediction such as “I predict his parents will worry about Sylvester and look for him.” Continue reading and discussing the story. Stop after page 24 when Sylvester’s parents decide to go on a picnic. Ask the students to make a prediction about what might happen on Strawberry Hill. Students write their prediction and share with a partner or class. Again, model an appropriate prediction if needed.
<b>Check for Understanding:</b>  <b>After Reading</b>	Finish reading the story to the students. Ask students to return to their original prediction and confirm if their prediction was correct. Post all predictions on the anchor chart. Suggestion: After reading Sylvester and the Magic Pebble, read The Amazing Bone and do the Make Connection strategy. (see posted lesson). Next, reread Sylvester and the Magic Pebble and make connections to the Amazing Bone. Great for Text to Text Connections.
<b>Reminder:</b>	<b><i>Strategy instruction takes time, be consistent and supportive.</i></b>