

Non-Fiction: Primary

Strategy: Make and Confirm Predictions

Book: What Do You Do With a Tail Like This?

Author: Steve Jenkins

Setting: Whole Group, Small Group

Strategy Definition: (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.
Standard:	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).
Objective:	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.
Materials:	Book: What Do You Do With a Tail Like This? By Steve Jenkins Reader's Toolkit, pink sticky notes, pencil, anchor chart (attached)
Connect: Before Reading Establish a Purpose	The purpose of the lesson is to predict how animals use their nose, ears, tails, eyes, mouths and feet in very different ways. Begin the lesson by modeling how you use each of these body parts. Invite students to share their ideas. Read the introductory page. Do not do a book walk because it will give away the answers to the questions. Discuss with students the unique characteristics of animals. Read the next page "What do you do with a nose like this?" Show the pictures to the students. Use the chart to organize predictions. Invite students to write their predictions and share with a partner or with the class. Model an appropriate prediction if necessary. Turn the page and show the pictures to the students. Give plenty of wait time to allow the students to enjoy the pictures. Read the description about each animal. Confirm or clarify predictions on chart.
Model: During Reading	Repeat the above directions for the ears, tails, eyes, mouths and feet. This might take more than one lesson due to the length of the story. There are also times that the students will want to "Make Connections" to their own life or something they read in a book or saw on television. Allow and encourage these connections. They may want to write these

	connections on a blue sticky note from the Reader's Toolkit.
Check for Understanding: After Reading	The back of the book has additional information about each animal. This is a good time to assign a research project relating to the book. Discuss other animals and their unique characteristics. Revisit the response chart and discuss the new facts that were learned about the animals. Model how predictions are confirmed or clarified with information from the story. Allow students to share their thoughts about predictions and how they can use predictions in other stories.
Reminder:	<i>Strategy instruction takes time, be consistent and supportive.</i>

	Predict Animal	Predict “What do you do with...?”	Confirm or Clarify Predictions
Nose	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Ears	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Tail	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Eyes	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Feet	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Mouth	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

