

Strategy: Make and Confirm Prediction

Book: Two Bad Ants

Author: Chris Van Allsburg

Setting: Whole Group Instruction – Teacher Read Aloud

<p>Strategy Definition: (post in classroom)</p>	<p>This strategy activates student’s prior knowledge about the text and sets a purpose for reading. 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.</p>
<p>Standard:</p>	<p>The International Reading Association and the National Council of Teachers of English published <i>Standards for the English Language Arts</i>. 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).</p>
<p>Objective:</p>	<p>Students will make and confirm predictions before and during reading and record predictions on the sticky notes provided in the Reader’s Toolkit.</p>
<p>Materials:</p>	<p>Teacher: Reader’s Toolkit Teacher’s Guide and Activity Book, Two Bad Ants, T-Chart or Activity Page for Predictions Student: Reader’s Toolkit, Pink Sticky Notes, Pencil, Copy of Activity Page (if needed)</p>
<p>Connect: Before Reading Establish a Purpose</p>	<p>The purpose of the lesson is to predict the adventure of the two bad ants. Discuss with the students real life predictions such as “Do you predict it will rain today?” Ask why and site evidence. Maybe there are black clouds or thunder. Use additional real life examples as needed. Book walk: Have the students read the title of the book and author. Open the book and show the students the pictures. Ask the students to take out a pink sticky note and write a prediction about what they think is going to happen in the story. It is important to encourage all the students to write a prediction. Give wait time and then ask for volunteers to share their prediction. The teacher responds with explicit praise to the students that read their prediction. Students hold on to their prediction to clarify or confirm later in the story. The teacher models an appropriate prediction if needed.</p>

<p>Model:</p> <p>During Reading</p>	<p>Begin reading <i>Two Bad Ants</i> to the students. Stop two to four times during the story and invite students to make a new prediction, or to clarify or confirm their first prediction. Suggested stopping point: pg. 5 – “What do you predict the crystal is?” “Why?” Students write their prediction on a pink sticky note. Teacher models by saying “When I read this about the crystal I predicted it was a tiny rock because of its shape.” Invite students to share their predictions and give evidence from the story. Suggested stopping point: pg. 15 – This is a good place to confirm or change their prediction “What is the crystal?” Suggested stopping point: pg. 18 – “What do you predict the brown liquid is?” “Why?” Students write their prediction on a pink sticky note. Teacher models by saying “When I read this I predicted the brown liquid was hot chocolate because the brown color in the picture. Invite students to share their predictions and give evidence from the story. At the end of the story, clarify and/or confirm predictions. Use explicit praise for appropriate predictions.</p>
<p>Check for Understanding:</p> <p>After Reading</p>	<p>Post all student responses (pink sticky notes) on the T-chart under the appropriate headings. Charting holds students thinking and makes their thinking visible and meaningful. Think aloud and share how the make and confirm prediction strategy helped you to stay focused and interested in the next sequence of events in the story. Invite students to share how this strategy helped them comprehend the story. Use authentic student responses to evaluate individual student use of the make and confirm prediction strategy. Make note on the evaluation page found in the Activity Book. Plan the next lesson based on the students needed level of support.</p>
<p>Reminder:</p>	<p><i>Strategy instruction takes time, be consistent and supportive.</i></p>