READ, WRITE, THINK

Title: Teaching the Comprehension Strategy of Prediction with High Quality Literature

Grade Band: First
Estimated Lesson Time: Three 45-minute sessions

Overview:
The following three books: *Big Anthony and the Magic Ring, Milo's Hat Trick,* and *Lilly's Purple Plastic Purse* are all high quality pieces of literature that create opportunities for prediction. Each storybook can be the foundation in helping to scaffold student thinking in order to learn how to predict. In addition, these lessons can also help to engage students using literature and begin in their exploration of comprehension strategies. In these three lessons, you will be using the above books in order to guide students to make predictions while reading independently. Students explore how to predict through modeling and guided practice, using each book to build on the previous day's activity. They will learn to express their predictions through verbal and written skills.

From Theory to Practice:
In *Literacy for the 21st Century,* Gail E. Tompkins discusses the benefits of modeled reading. She states, "Teachers provide the greatest amount of support when they demonstrate or model how expert readers read while children observe. When teachers read aloud to children, they are modeling" (2003). During the course of these three sessions, you will be modeling the comprehension strategy of prediction, giving students the opportunity to observe what it looks and sounds like to predict before, during, and after reading. Tompkins further discusses that good teachers, "…talk about or reflect on their reading process as they read to show students the types of decisions they make and the strategies they use" (2003). This is a key component during session one where you will be thinking aloud in order to model the strategy of prediction. Tompkins claims that one purpose of modeling is "To demonstrate how to use reading strategies, such as predicting…(2003). She includes this technique in the five comprehension subprocesses, referring to it as the metacognitive process. During this process, "readers monitor their comprehension and use problem-solving strategies to read effectively" (2003). During all three sessions, students are going to be learning how to use the strategy of prediction in order to help monitor their comprehension of the high quality literature being read. Tompkins further discusses ways to enhance comprehension in each stage of the reading process. Within these three sessions students will touch on four of the five stages that will enhance their abilities to comprehend. During prereading they will make predictions. During reading you will read aloud to students because the text will be too difficult for them, while also modeling prediction, and having students make additional predictions. The third stage is responding in which students will discuss the text in conversation and do a quickwrite during session three. Finally, students will be exploring because you will be teaching

lessons on the reading strategy and skill of prediction. Having three sessions that allow students to move through these comprehension stages provides them with opportunities to improve their comprehension overall. With regards to teaching prediction as a skill to students, Tompkins explains that by students making these educational "guesses" about what will happen in a book they are reading prepares them to make predictions when reading information books or content-area textbooks in the future (2003). This is a tool students will use in upper grades as well as when reading various genres. These lessons provide opportunities for students to see prediction and then do prediction, supporting and guiding student comprehension, which Tompkins explains is key in producing capable readers.

Further Reading:
Tompkins, Gail E. (2003). *Literacy for the 21st century*. Upper Saddle River, NJ: Merrill Prentice Hall.

Student Objectives:
Students will –
1. Predict story elements before reading by responding to a book cover, pictures, title, and genre in a whole group setting.
2. Independently predict story elements during reading based on modeled think alouds and information presented in the text up to that point by writing predictions in their journals.
3. Predict what could possibly happen after the story has been read by writing and drawing their predictions down independently on a worksheet and using story details that explain their predictions.

Instructional Plan:

Resources:
- *Big Anthony and the Magic Ring* by Tomie DePaola
- *Milo's Hat Trick* by Jon Agee
- [Copies of fish story (1 per child)](#)
- Crayons
- [Worksheet (1 per child)](#)
- Pencil (1 per child)
- *Lilly's Purple Plastic Purse* Kevin Henkes
- Student Journals or just paper
- White board / Chalkboard and marker / chalk to record some shared predictions

Preparation:
- Have sticky notes in all three of the storybooks with prepared questions on particular pages, guiding to prediction.
  - *Big Anthony and the Magic Ring*:
    - After reading the title I might say, "hmm I'm thinking that maybe the book is going to be about this boy on the cover and I think he might have a ring that he wears that gives him some sort of power. This

is just my prediction, but I am thinking this because I read the title and it talked about a magic ring and the picture shows a boy who I think might be named Anthony because that name is in the title. Let's read and find out!"

- During the story: as I read I am going to be thinking aloud using predictions that are posted on sticky notes throughout the pages of the book. These pages include: 4, 9, 19, and 24 and examples include: hmm…I'm thinking that Strega Nona is going to find something to bring with her to the village and dances. I'm thinking it'll be something she gives to Anthony later in the story. I'm thinking that while Strega Nona is away, Anthony is going to take the ring. I'm not sure why, but I have a feeling that something bad might happen while she is away. I am predicting that Strega Nona catches Anthony with the ring on. I'm thinking that Strega Nona is going to be very mad at Anthony for taking the ring…this is my prediction."

   o *Milo's Hat Trick*
      - Oh what do you think is going on in this picture? (page 9)
      - Hmm…I wonder what this picture means? (page 5)
   o *Lilly's Purple Plastic Purse*
      - Ask students "what do you predict Lilly's note will say? Who agrees and why? Why do you predict that the note will say or look like this? What helped you to know that?" (page 13)

- Make copies of the fish story for each student
- Make copies of the worksheet that goes with the fish story
- Have an idea of how you would like to explain prediction to students
   o "Predicting means making good guesses about what something is going to be about or what we think will happen next. A good prediction uses the clues in the title, the front page picture and illustrations inside the book to make a guess about what the book is about. Good readers predict because they want to find out more by thinking hard about what they already know."

Instruction and Activities:

Session One:
1. Introduction and explanation of prediction comprehension strategy
   - "Put your thumb in the air if you have heard of that word predicting" (as I write the word on chart paper in big letters). "Who thinks they know what that word means? What does it mean to predict." Give a few seconds of wait time for students to begin thinking about this word. Then begin calling on students with their hands raised. Hopefully a few students will have ideas about predicting that are correct or at least somewhat on topic. Some hopeful anticipated answers might be: "predicting is like knowing what comes next, it's like when you know what is going to happen in a book…" I will write these responses on the white board (not the chart paper quite yet). Then as responses begin to slow down I

will introduce more thoroughly what it means to predict and why good readers use this skill. "Predicting means making good guesses about what something is going to be about or what we think will happen next. A good prediction uses the clues in the title, the front page picture and illustrations inside the book to make a guess about what the book is about. Good readers predict because they want to find out more by thinking hard about what they already know." I will write some of these statements on the chart paper to be hung in the classroom for reference.

2. Before reading set clear behavioral expectations for students
   ▪ Sitting quietly and listening carefully
   ▪ Being respectful
   ▪ Not moving around

3. Begin reading the book *Big Anthony and the Magic Ring*
   ▪ Ask questions / think aloud predictions mentioned in the preparation sections above

4. After reading the book ask students, "What was one prediction that I made in that story? Were all of my predictions right? Is it okay to have a prediction that you find out later is not true?"

5. Close the lesson by asking students if they think they would like to try and predict tomorrow. "Good, because that is exactly what you are going to get a chance to do. Sometimes predicting takes practice, so we are going to practice our predicting skills tomorrow!"

Session Two:

1. Conduct whole group picture walk using the book Milo's Hat Trick by Jon Agee to help students with learning to predict before reading.
   ▪ Guide student thinking by asking the two questions about the pictures found in the preparation section above

2. Pass out fish books and read aloud with students
   ▪ Have students discuss the story and their predictions about the story after reading it. Ask questions like, "What do you think is going to happen to the baby fish? Why do you think that? What gave you clues that led you to make that kind of prediction?"

3. Have students complete the worksheet that goes along with the fish books helping them to predict. Pass out crayons and pencils so students can complete this practice sheet. Collect these sheets as a form of assessment.

Session Three:

1. Review what it means to predict. List some of these ideas on chart paper / on the board to remind students how and why we predict.

2. Read the story Lilly's Purple Plastic Purse by Kevin Henkes.
   ▪ During reading stop reading after page 13. Ask students "what do you predict Lilly's note will say? Who agrees and why? Why do you predict that the note will say or look like this? What helped you to know that?"

3. After asking these questions students will go to their desks and write down their predictions either in their journals or just on paper.

- Remind students that you cannot make wrong predictions as long as you are using some information to make them. Also remind them that this is an independent activity and you want to know what their predictions are, not their neighbors.
 4. Finish reading the story aloud to students
- When the "answer" to the questions they wrote about is revealed discuss what students wrote down. Have them exchange (pair and share) with a friend what they predicted what the note would say. Have some students orally share if their predictions were "right or wrong."
5. After finishing the story have a whole group discussion with students where they talk about how we made good predictions using what we already knew about the story.

Extensions:
1. Use other high quality books in order for students to continue practicing prediction. Have them partner read with these books, read them as read alouds, have them do picture walks with them, etc.

Web Resources:
1. Education World: Making Predictions "The King's Choice"
- More lesson plans about how to teach prediction
2. Teaching Students How to Make Predictions
- Information about how and why it is important to teach students how to predict

Student Assessment / Reflections:

1. Prediction writing (during reading) in their journals
- During the third session, students will be asked to stop in the middle of the read aloud, go to their seats and take out their journals. In their journals they are going to be asked to write a prediction based on the question presented, derived from the story. These predictions will be collected from students, making this a more formal assessment. I will be looking for students to be able to explain why they made that prediction in a whole group discussion or after the lesson as I review their predictions individually. I want my students to be able to make "good" predictions by using the 'ways we predict' information presented to them in previous lessons.
2. Prediction worksheet (after reading) based upon fish story
- During the second session students will be given a worksheet based on the fish story they read / we read together. The worksheet asks students to draw what they think happened to each of the three fish. This will be collected and it will be helpful to see how well students understand how to make thoughtful predictions after reading a story.

Reflecting:
Modeling a comprehension strategy is really effective. Finding a high-quality piece of literature allows for student engagement and in my experience often decreases the amount of behavioral problems during the lesson and minimizes the chatter. Also, it is

easier to make predictions during high quality stories because they are rich in language and curiosity. Students need repetition of a new vocabulary word (predict) in order to be able to use it and understand what it means.

NCTE / IRA Standards:

1. Students read a wide range of print and non-print texts to build an understanding of texts.

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).

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Michigan Grade Level Content Expectations:

1. R.MT.01.01 self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.

2. S.DS.01.01 engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.

3. L.RP.01.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.