

# ***Teaching Year Three students to predict before reading will improve comprehension of a text.***

## **Teaching Sessions**

Lesson One: Focus on oral language

Activity	Task Description	Time
Discussion about what good readers do	Discuss with the students what they do when they read and create a list to display during each lesson. List ideas for word, sentence and text level.	5 min
Discuss the concept of 'prediction'	What is predicting? Why should we predict when we read? When should we predict? (Write on a chart to refer to later)	5 min
Picture Prediction	Look at a picture and predict what might be happening (the plot), who the characters might be and their relationship to each other. Pictures used: pg 24 <i>Zoltan the Magnificent</i> by Bob Graham, pg 6 <i>Going Home</i> by Eve Bunting and pg 2 <i>Iva Dunit and the Big Wind</i> by Carol Purdy.	10 min
Using the story title to gain information about the text	Present titles of stories and have the children predict what the story may be about from the title. Titles used: <i>Why You'll Never Find a Lion in the Rainforest</i> and <i>Uncle Ollie's Farm</i> . Record the students' predictions to clarify or change when reading these texts in following lessons.	10 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Lesson Two: Focus on oral language, using imagination and verbalizing their thoughts

Activity	Task Description	Time
Draw pictures to show thinking	Give each student a sheet of paper with an imaginary story title on it and ask them to draw what they think the main character/s look like and the setting for the story	15 min
Share Pictures	Each child shares their picture describing their prediction of the plot using their character and setting pictures to help.	10 min
Recap 'Prediction' – What is it? How do we do it? and so on.	Revisit the chart created in first lesson. Create a new chart listing the features of a text that can be used to assist with predictions. E.g. title, front cover, pictures, blurb and so on.	5 min
Key Words	Introduce students to the concept of key words. What they are and how they can be used to assist in prediction.	5 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Lesson Three: Focus on oral language, make predictions and discuss reasons for the predictions

Activity	Task Description	Time
Recap 'Prediction' – What is it? How do we do it? and so on.	Revisit the chart listing the features of a text that can be used to assist with predictions. E.g. title, front cover, pictures, blurb and so on.	5 min
Using the features of a text to create a prediction	Using the features discussed above have children make predictions about <i>Cinderboy</i> by Laurence Anholt and Arthur Robins. List predictions on a sheet of paper to be referred to later when checking predictions.	10 min
Read the book	Read <i>Cinderboy</i> . While reading, stop at appropriate places and confirm or change predictions using new information given in the text.	15 min
Discuss why we change predictions	After reading look at predictions made at the beginning and those made while reading. Have a discussion about why some predictions were accurate and why some had to be changed.	5 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

N.B: *Cinderboy* – big book by Lauren Anholt and Arthur Robins

Lesson Four: Focus on oral language, make predictions, using text title and key words (no pictures) and discuss reasons for the predictions

Activity	Task Description	Time
Discuss what we have done so far and why we have done it.	Have a discussion about what we have done in the first three lessons (what we do when we get a book or piece of prose to read, what prediction is and how we do it, etc.) Ask students to express why they think that prediction is so important when reading. Pose the question does predicting help us understand a text better?	5 min
Prediction	Using the book title only ( <i>Lights Out!</i> ) students discuss in pairs what they think the story will be about. Then using some basic key words taken from the text they will refine their predictions.	5 min
Read the book	Read <i>Lights Out!</i> While reading, stop at appropriate places and confirm or change predictions using new information given in the text.	15 min
Comprehension	Assess student's comprehension of the text by asking some questions that are both literal and inferential. Ask them to explain their answers by referring to the text to show how they arrived at their answer.	10 min
Refer to question posed at the start	Ask the students the question again: Does predicting help us to understand a text better? Discuss their reasons and list them	5 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

N.B: *Lights Out!* – big book by Stephen Gard

Lesson Five: Focus on making individual predictions, using text title and key words (no pictures) and giving reasons for the predictions. Confirm predictions by reading text in sections.

Activity	Task Description	Time
Discuss what we have done so far and why we have done it.	Have a discussion about what we have done in the first four lessons (what we do when we get a book or piece of prose to read, what prediction is and how we do it, etc.) Ask students to express why they think that prediction is so important when reading.	5 min
Prediction	Refer back to the predictions made in lesson 1 for text <i>Uncle Ollie's Farm</i> . Ask the students to elaborate a little further on these predictions independently. Use the headings, setting, characters and plot to guide their predictions. (Show the students the first picture to help them refine their predictions)	5 min
Read the text	Read <i>Uncle Ollie's Farm</i> . Remind the students to think about their predictions as they read and to make changes or confirm as they go. (Read silently)	15 min
Comprehension	After reading assess student's comprehension of the text by asking some questions that are both literal and inferential. Ask them to explain their answers by referring to the text to show how they arrived at their answer. (Completed orally)	10 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Questions used to assess comprehension:

#### Literal

1. Who owns the farm?
2. What was Uncle Ollie doing on Tom and Becky's first day at the farm?
3. Why couldn't Becky and Tom go with him?

#### Inferential

1. Do you think Becky and Tom were pleased about being at Uncle Ollie's farm? How do you know that?
2. Who was older Becky or Tom? Why do you think that?
3. Had Tom and Becky been to Uncle Ollie's farm before? How do you know that?
4. Why did Becky and Tom climb the tree when they came to the bull?
5. Was Uncle Ollie mad at Becky and Tom for not following the correct map? How do you know?

N.B: *Uncle Ollie's Farm* by Kerri Lane (pgs 30 – 34 *Rigby Literacy Collections 2 Middle Primary*)

Lesson Six: Focus on making individual predictions, using text title and key words (no pictures) and giving reasons for the predictions. Confirm predictions by reading text.

Activity	Task Description	Time
Revise the purpose of predicting.	Ask students to express why they think that prediction is so important when reading. Explain how they use it and how it helps them to better understand a text.	10 min
Prediction	Write <i>Why You'll Never Find a Lion in the Rainforest</i> on the whiteboard and ask the students to record their predictions ( <i>also predict what genre the text may be</i> ). Use the headings, setting, characters and plot to guide their predictions. (Show the students the picture of the lion with the title to help them refine their predictions) <b>Give the students the following words and their meanings to help them when reading:</b> adviser, viper, poisonous, gnashed, piranha, jaguars, ocelots, sloth, <b>Characters' names:</b> Archimedes, Bernard, Marcello, Tania, Serge, Sebastian	15 min
Read the text	Read <i>Why You'll Never Find a Lion in the Rainforest</i> . Remind the students to think about their predictions as they read and to make changes or confirm as they go. (Read silently)	15 min

Lesson Seven: Focus on using information gained in text to answer literal and inferential questions.

Activity	Task Description	Time
Revisit predictions	Refer back to the predictions made in lesson six. Why did the students predict these things? Etc.	5 min
Re-read text	Re-read <i>Why You'll Never Find a Lion in the Rainforest</i> . (Read silently)	10 min
Comprehension	After reading assess student's comprehension of the text by having them answer some questions that are both literal and inferential. They write down their answers then share them with the group. Ask them to explain their answers by referring to the text to show how they arrived at their answer. (Completed orally)	15 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Questions used to assess comprehension:

Literal

1. Where did this story take place?
2. Why was Bernard bored?
3. Name three characters mentioned in the story and explain what sorts of animals they are.

Inferential

1. Is Bernard a brave lion? How do you know?
2. Do you think the animals in the rainforest wanted him to be their king? Why do you say that?
3. Do you think all lions would be scared in the rainforest or just Bernard? Why do you say that?

N.B: *Why You'll Never Find a Lion in the Rainforest* (pgs 30 – 35 *Rigby Literacy Collections 3 Middle Primary*)

Lesson Eight: Focus on making predictions, using text title and key words (no pictures) and giving reasons for the predictions prior to listening to a story that has no pictures.

Activity	Task Description	Time
Revise the purpose of predicting.	Explain how they use it and how it helps them to better understand a text. Discuss that predicting can be done even when only listening to a story.	5 min
Prediction	Write <i>Giant of the World</i> on the whiteboard and ask the students to record their predictions ( <i>also predict what genre the text may be</i> ). Use the headings, setting, characters and plot to guide their predictions. (Explain that there are now pictures for this text)	5 min
Read the text to the students	Read <i>Giant of the World</i> to the students. Remind the students to think about their predictions as you read and to make changes or confirm as they go.	15 min
Comprehension	After reading assess student's comprehension of the text by having them answer some questions that are both literal and inferential. They write down their answers then share them with the group. Ask them to explain their answers by referring to the text to show how they arrived at their answer. (Completed orally)	10 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Questions used to assess comprehension:

#### Literal

1. Where did this story take place?
2. Name three things that Derek did the night he was a giant?
3. What was Derek's dad doing the morning he woke up as a giant?

#### Inferential

1. Who was older Derek or his sister Yasmin? How do you know that?
2. Derek said his hands were as big as bath tubs? What did this mean?
3. Derek said he put his finger into the volcano's 'fierce mouth'. What does this mean?
4. Do you think what happened to Derek was real? Why do you say that?

N.B: *Giant of the World* by Dianne Bates (pgs 302 – 309 *The School Magazine* October 2002 [Vol. 87 No. 9] Countdown)

Lesson Nine: Focus on using all the skills learnt and practiced in previous lessons to read a text and retell it to the group in detail.

Activity	Task Description	Time
Revise the purpose of predicting.	Explain how they use it and how it helps them to better understand a text. Discuss when predicting is done. Explain task to be completed.	5 min
Prediction	Each student will be given a different text. They will be given a card that has the title of the text they will read written on it. Using this card they give brief predictions using the headings characters, setting and plot. Record on the white board each student's predictions to refer to later.	10 min
Read the text	Each student reads their text	15 min
Comprehension	After reading each student will retell their story in detail. From this you will determine if they have comprehended the text. Ask some inferential questions to ascertain their full level of comprehension, as a retell may only show literal comprehension.	15 min
Reflection time	Each student describes what new knowledge they have acquired during the series of lessons conducted and ask them to explain how they will use their acquired skills in class from now on.	5 min

#### TEXTS USED:

All texts were taken from *Good to Read 3* by Libby Hathorn

*Ironhead and the Ants* by Gerald Rose

*Nurse Matilda Arrives* by Christianna Brand

*Rabbit and Elephant* by Leila Berg

*Babka's House* by Edith Brill

*A Pancake Party* by Hazel Edwards

*Lisbet and the Pea* by Astrid Lindgren

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