Teaching prediction strategies to low achieving Year Two students, with reading difficulties, before reading a text, improves literal comprehension.

LESSON PLANS
Introduce the strategy
I am going to teach you something that you can do that will help you to remember what you read. It is called thinking ahead or predicting. This is what you do. Before you read it is important to look at the title, front cover and pictures and then think about what the story might be about. You must do this every time. Good readers do this.

LESSON ONE
Focus: To model the prediction strategy before reading by using the title, front, front cover and pictures.
‘Read to’ Strategy
1. The teacher introduces a big book “Grumpy Bear”-Jill Eggleton
2. The teacher explains the prediction strategy “I am going to teach you something that you can do every time you are going to read a book It will help you remember what you have read. It is called thinking ahead or predicting”
3. Have the words Prediction, Title, Pictures, Front Cover written on cards.
4. The teacher models how to use the title, front cover and pictures in the book. The teacher predicts aloud in a complete sentence. “I think the story will be about.
5. Have students work with a partner and tell each other what they think the story will be about.
6. The teacher reads the story to the group and the teacher and pairs check their prediction.

LESSON TWO
Focus: To introduce how to select key words in a text.
‘Read To’ Strategy
1. Have the students recall the prediction strategy taught in the last session
2. The teacher introduces the big book “Mrs Honey’s Tree”-Pam Adams
3. Go through each page and demonstrate where the key words or important words on each page.
4. Write these words on a chart.
5. Re-reading the list of words.
6. Model how we can make a prediction in full sentences
Write up this prediction.
The big book is read to the students.
The joint group prediction is checked

LESSON THREE
Focus: To model the prediction strategy before reading by using title, front cover pictures and key words.
'Read to' Strategy
1 Have the students recall the prediction strategy taught in the last session.
2 The teacher introduces a big book “Rascal’s Trick”-Paul Jennings
3 The teacher models the prediction strategy using title, front cover, pictures and key words.
4 The teacher predicts in a complete sentence
5 The students each have an opportunity to predict.
6 The teacher reads the story to the group and the group check their prediction.

LESSON FOUR
Focus: To reinforce the prediction strategy emphasizing using the key words.
'Shared Reading' Strategy
1 Have the students recall the prediction strategy taught in the last session.
2 The teacher introduces the big book "Who’s at the Door"-Jonathon Allen
3 The group selects the key words from each page. The teacher writes them up.
4 The group constructs a joint prediction, which the teacher writes up.
5 The book is read using a shared reading strategy
6 The group prediction is checked.

LESSON FIVE
Focus: To have the students make a group prediction and check the prediction with an individual text.
Guided Reading
1 The students recall the prediction strategy
2 The students have an individual copy of the book “Snowy Gets A Wash”-Beverley Randell, which at the groups easy reading level.
3 The group make a joint prediction which is written up by the teacher
4 The students read the story individually and the teacher listens and takes a running record on some of the group.
5 The group then checks the joint prediction.
LESSON SIX

Focus: To have students make a prediction in pairs and then check by reading an instructional text.

“Guided Reading”

1. The students recall the prediction strategy
2. The students have an individual copy of the book “Joey”-Beverley Randell which is at the groups instructional reading level.
3. The students work in pairs making predictions which they share with the group
4. The group reads the story together lead by the teacher
5. The group then checks the predictions

LESSON SEVEN

Focus: The students will make an individual prediction which is checked by reading an instructional text.

“Guided Reading”

1. The students recall the prediction strategy
2. The students have an individual copy of the same book “Roly Poly, A Story Box Anthology’-Hetty Hog and Hatty Hog Pg 14 which is at the groups instructional reading level.
3. The students in the group make an individual prediction which the teacher writes up.
4. The students read the story individually and at their own pace. The teacher listens and takes a running record on some of the group members.
5. The group then check the individual predictions

LESSON EIGHT

Focus: The students will verbalise how the prediction strategy helped them read and understand the text.

“Guided Reading”

1. The students recall the prediction strategy
2. The students have an individual copy of the same book “Roly Poly A Story Anthology, Windy Day”-pg 2 which is at the groups instructional reading level.
3. The students make an individual prediction
4. Have students say what they did and how it helped them
5. Individuals check their own predictions and explain to a partner how their predictions matched up.
LESSON NINE
Focus: the students will verbalize their prediction strategy before reading independently.
“Independent Reading”

1 Students say to a partner what they do before they begin to read. "Before I read I look at the pictures, front cover, title and key words and think what the story will be about. I say this in a complete sentence’

2 Students select a story at their instructional level and make predictions they share with the group.

3 Students will read their story and then share with the group how their predictions matched up

LESSON TEN
Focus: The students will verbalize their prediction strategy on a library book.
“Independent Reading”

1 Students are to verbalise their self language and verbalise their reading strategy of prediction.

2 Students select a picture story book from the library and make a prediction to the group.

3 Students read the book silently and then check their predictions.

4 Share with the group how their predictions matched up.