*English Instructional Plan – Making, Confirming, and Revising Predictions Grade 3*

**Primary Strand: 3.5 Fiction**

**Integrated Strand/s: Communication and Multimodal Literacies, Writing**

**Essential Understanding:**

* All students should understand the essential elements and characteristics of fictional text and poetry.

**Essential Knowledge, Skills, and Processes:**

* use specific details to make, confirm, and revise predictions by
  + identifying information from the text that supports or contradicts a prediction
  + revising predictions based on new understandings
* identify the main conflict and resolution
* apply knowledge of setting by
  + identifying the time and place of a story, using supporting details from the text
* apply knowledge of characterization by
  + explaining how the actions of characters contribute to the sequence of events

**Primary SOL:**

3.5c Make, confirm, and revise predictions.

**Reinforced (Related Standard)**

3.5 d) Compare and contrast settings, characters, and plot events.

i) Identify the conflict and resolution.

k) Use reading strategies to monitor comprehension throughout the reading process.

3.1 **The student will use effective communication skills in a variety of settings.**

## Materials:

* Suggested fiction picture books to use when teaching predictions
  + Sylvester and the Magic Pebble by William Steig
  + Sunflower House by Eve Bunting
  + The Day You Begin by Jaqueline Woodson
  + Wish by Barbara O’Connor
  + Mirette on the High Wire by Emily McCully
* Story Elements Vocabulary Sort graphic organizer (attached)

## Academic Background/Language

This lesson includes key ideas of story elements and predictions; therefore, it includes a lot of academic language. The teacher may want to define the following words briefly, paired with a visual cue: *characters, setting, conflict, resolution, disproves, revise, justify, reject, and prediction.* This may be done on either an anchor chart or cue cards and posted in the classroom.

Story starters:

* The key story elements include:
* I think… because…
* My prediction was (right/wrong) because…
* In the story, …. happened which confirms/disproves my prediction.
* Now I think… will happen next because…
* I have changed or revised my thinking so I think… will happen next.

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. This activity will need to start with some teacher preparation. The teacher must read a selected fiction text and identify vocabulary for the key parts/story elements) (characters, setting, conflict, resolution, story events). The teacher will want to identify at least 3 words for each story element. These vocabulary words should be printed for students along with the sorting graphic organizer.
2. Explain to students that they are going to focus on predicting and combining various comprehension strategies to gain an understanding of the book they will be reading. Have a student volunteer stand at the front of the room and show classmates the selected book cover and read the title. Display the teacher-identified prediction vocabulary words from the book. Have students brainstorm the meanings of the words after which you provide definitions for clarity of any unknown terms.
3. Group students in pairs, and give them a set of story vocabulary words, asking them to think what the story may be about.
4. Have students use the sorting page to organize the teacher-identified story words. Students will need to sort the words in each column as a prediction of each of the story elements. Students should be encouraged to explain/communicate their predictions to a partner and collaborate on placement.
5. Partner groups can share their predictions with another group and/or whole class.
6. The teacher will provide direct instruction on “confirming” and “revising” predictions. She will help students understand that as the story is read, the reader has new information. This new information helps the reader “confirm” when predictions are correct and “revise” as predictions are incorrect.
7. Next, the teacher will read the text aloud stopping periodically for students to “confirm and revise” their own predictions. Students should be encouraged to move the sorting cards to match the story. Vocabulary should be moved to reflect the characters, setting, conflict, story events, and resolution. The teacher may want to display one copy of the sort and add vocabulary into the appropriate heading as the story develops. (Students can also glue down the words to show their first prediction and then write lines to show their revisions. This provides a clear visual of confirming and revising.)
8. After reading, have students reflect on how their predictions changed as the story was read aloud. It is important for students to understand that predictions occur throughout the text not only at the beginning. Students should be able to discuss the specific text proof that leads them to confirm or revise predictions.
9. Next, explain that students will be grouped and that each group will have a different book to read. Tell them that this time they will be the prediction strategy again to help them comprehend the text.
10. Place students in cooperative groups and assign a new text to each student group. Based on the cover and title have the group predict what the book is about. Students should be encouraged to record their predictions. Remind them their predictions should focus on the story elements like the previous activity (characters, setting, conflict, resolution, story events).
11. Have students read up to four pages at a time or the text. Students can put check marks next to confirmed predictions and even jot down text evidence. Students should be encouraged to record revised predictions as well. Once they finish the book, have the students refer to their original prediction and discuss how they confirmed/revised the prediction throughout the story. The focus must be on the process of predicting and confirming not on celebrating “who guessed the best.”

**Assessment**

* Collect anecdotal notes about students’ sorting activity. Can they explain their predictions? Are they able to revise using text proof?
* Have the students record one of their prediction revisions/confirmations on an exit ticket explaining the text proof that led to their revision.

**Writing Connections:**

* Students should be encouraged to explain their predictions and or revisions in writing. It is powerful for students to write out a prediction statement and cross-out/add revisions. This will provide a visual reminder of how predictions change before, during, and after reading.

**Extensions and Connections (for all students)**

* 1.9 d Make and confirm predictions
* 2.7 Make and confirm predictions

**Strategies for Differentiation**

* Word Splash—choose five words that are in the selected text. Have students generate predictions about the story’s plot based on the vocabulary in the Word Splash.
* Present the text in a slide presentation to control the stopping point and pace the predictions.
* Provide struggling readers access to the story using available technology with audible signals to indicate the stopping points.
* Have students use a strip of colored acetate to help them scan text and keep their place.
* Have students use highlighting tape to locate text that supports their predictions.
* Alternate lesson using a different graphic organizer in three-column format with the headers: Make: I think….; Confirm: My prediction was…; Revise: After reading, I learned…. An additional column can also be added for text proof.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

Story Elements Prediction Sort

Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Characters | Setting | Conflict | Story Events | Resolution |
|  |  |  |  |  |