

**Strategy: Make and Confirm Predictions**

**Book: The Amazing Bone**

**Author: William Steig**

**Setting: Whole Group Interactive Read Aloud**

<p><b>Strategy Definition:</b> (post in classroom)</p>	<p>This strategy activates student’s prior knowledge about the text and sets a purpose for reading. The questions on the Reader’s Toolkit help students begin thinking about the text and use their background knowledge to make predictions. 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><b>Standard:</b></p>	<p>The International Reading Association and the National Council of Teachers of English published Standards for the English Language Arts. 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><b>Objective:</b></p>	<p>Students will make and confirm predictions before, during, and after reading and record predictions on the pink sticky notes provided in the Reader’s Toolkit.</p>
<p><b>Materials:</b></p>	<p>The Amazing Bone by William Steig, Prediction Anchor Chart (see Teacher’s Guide), Reader’s Toolkit, sticky notes, pencil.</p>
<p><b>Connect:</b>  <b>Before Reading</b>  <b>Establish a Purpose</b></p>	<p>The purpose of this lesson is to make, clarify and confirm predictions. See mini lesson in Teacher’s Guide on predictions if needed. After the prediction mini lesson, do a picture walk with <i>The Amazing Bone</i>. Ask students to think about a prediction as to what is going to happen in the story and why (picture clues, familiar story, etc...). Have all the students write their predictions on a pink sticky note. Allow wait time for the students to think and write. Do not allow anyone to make a verbal prediction at this time while the students are thinking and writing. After appropriate wait time, invite students to share their prediction with their shoulder partner or with the class. If needed, teacher models an appropriate prediction. Post predictions on class anchor chart or allow students to hold on to their predictions for later. FIRST STOPPING POINT:Read page 1 to the students. Reread Pearl “dawdled”. Model for the students what good readers do when they come to a word they do not know. Example: I’m not sure what the word dawdled means so I am going to reread the sentence and try and figure out the word. Now I am going to “predict” what I think the word means and why. I think it means she took her time going home</p>

	because she looks relaxed and not in a big hurry. Practice predicting vocabulary words as needed in the story.
<b>Model:</b>  <b>During Reading</b>	<p>SECOND STOPPING POINT: Read to page 9. Pearl decides to take the bone home and show it to her parents. Ask the students to predict and write what her parents will say and why. Invite students to share their responses with a partner or class. Model an appropriate prediction if needed.</p> <p>THIRD STOPPING POINT: Continue reading through page 11. Robbers try to take Pearls purse. Ask the students to predict and write what they think will happen to Pearl and why. Share. Confirm predictions on the next page.</p> <p>FOURTH STOPPING POINT: Continue reading through page 21. Pearl is locked up and the fox is preparing to eat her. Ask the students to predict and write what they think will happen to Pearl. Share. Confirm predictions on the next page.</p>
<b>Check for Understanding:</b>  <b>After Reading</b>	<p>Continue reading till the end of the story. Confirm original predictions from the beginning of the story. Post all predictions on anchor chart in class. Keep anchor chart and story book available for the students to read again. Review the Make and Confirm Prediction strategy and explain how it is a helpful strategy that good readers use.</p> <p>See additional lesson for The Amazing Bone and Sylvester and the Magic Pebble for Text – to – Text Make Connections.</p>
<b>Reminder:</b>	<b><i>Strategy instruction takes time, be consistent and supportive.</i></b>