

# LTK+ CURRICULUM: PREDICTION

## Level 1 Lesson Plan

### RATIONALE

Prediction is an important strategy to develop in order to comprehend text when reading. It has been shown to be closely related to gains in reading comprehension. Prediction allows students to retrieve stored information about story genres based on the book cover, title page, author, illustration, etc. This prediction can shift or change based on the information provided in the text.

### LINKS TO MAJOR ELEMENTS OF THE QUEBEC EDUCATION PROGRAM

ePEARL	QEP	PROGRESSION OF LEARNING	NEW EVALUATION FRAMEWORK
<p><b>Self-Regulation:</b> Analyzing the task and setting task goals in ePEARL can help students achieve and work towards the following competencies.</p> <p><b>Strategic Planning:</b> Identifying the methods which are appropriate for the task (Zimmerman, 2000).</p>	<p><b>Cross-Curricular Competencies:</b> Methodological Competencies</p> <p><b>Competency 3</b></p> <ul style="list-style-type: none"> <li>Strategies for Constructing meaning</li> </ul> <p><b>Evaluation Criterion:</b></p> <ul style="list-style-type: none"> <li>Understanding of the task to be performed.</li> <li>Completion of the task.</li> <li>Analysis of the steps in the procedure.</li> <li>Perseverance in performing the task.</li> <li>Formulation of conclusions.</li> </ul>	<p><b>Response Process:</b></p> <p>Prereading/viewing</p> <p>c. Previews the text (e.g. attends to the cover, dedication, title page and author's notes for clues that will add to understanding or enjoyment of the text).</p> <p>During reading/viewing</p> <p>b. Applies knowledge of cueing systems to construct meaning.</p> <p>c. Uses a variety of reading strategies to make meaning of different text types.</p>	<ul style="list-style-type: none"> <li>Communicating Ideas</li> <li>Constructing Meaning</li> </ul> <p>33%</p>
<p>"A record of the student's reading is maintained in an integrated ELA portfolio that may</p>	<p><b>ELA Competency</b></p> <p><b>Competency 1: To Read and Listen to Literary,</b></p>	<p><b>Writing</b></p> <p>1) Prewriting</p> <p>a. Understands the purpose</p>	<ul style="list-style-type: none"> <li>To write self-expressive, narrative and information-based texts.</li> </ul>

ePEARL	QEP	PROGRESSION OF LEARNING	NEW EVALUATION FRAMEWORK
include reading samples, responses, drawings, preferences, presentations of group work or roleplays, self-evaluations, reflections and goals." (QEP, p74)	Popular and information-based texts. <ul style="list-style-type: none"> <li>To construct meaning by applying appropriate reading strategies.</li> <li>Drawing on prior knowledge.</li> </ul>	for the writing. 2) Drafting <ol style="list-style-type: none"> <li>Writes to a specific familiar audience</li> </ol> 3) Revision <ol style="list-style-type: none"> <li>Sequences information, events</li> </ol>	<ul style="list-style-type: none"> <li>To represent her/his literacy in different media</li> </ul> 34%

## Planning

### TIME

1-3 hours (2-4 ELA blocks)

### MATERIALS

Computer, an ABRA activity, text, and ePEARL Level 1

### OBJECTIVE

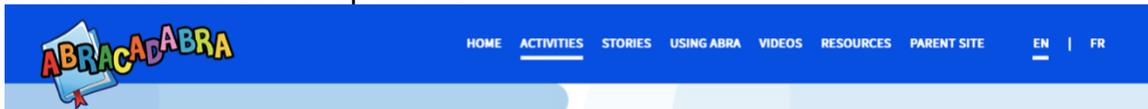
- To predict based on the book cover what the story is about.
- To retrieve and access prior knowledge.

### ABRACADABRA/ePEARL CONNECTION ACTIVITY

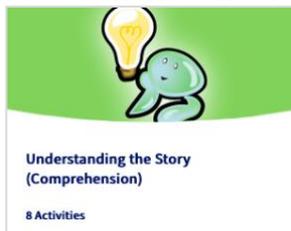
- ABRA: Prediction activity
- ePEARL: My Readings: Reflection → How and why did my prediction change?

### PROCEDURES

- Go to your [ABRA Teacher Resources](#) page.
- Select *Activities* in the top menu.



- Press on the *Understanding the Story* button.



- 4) Press on the prediction button.



- 5) Review the activities and stories affiliated to this ABRA activity.
- 6) Select the most appropriate story for your students' current reading level.

### In ePEARL

Go to Creations. Have students make a prediction (guess) about the story based on the book cover. If this is the first time doing so, encourage them to pick a story they have read before. For Grade 2 students, choose a new and more challenging story.

For example: "I think this story is about farm animals."

Give your students some sentence starters:

- "I think..."
- "This story is about..."
- "The picture shows..."
- "They look like..."

#### Tip

Look at the [Prediction activity's Facilitation Tips](#) on the ABRA Resource page to encourage your students to discuss.

## Doing

### FIRST ACTIVITY

#### In ABRA

- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity (Prediction) and Story (you selected).



- 2) Have students in small groups (3-4) answer the questions prompted by the computer.
- 3) Print out the attached worksheet and have one student make notes about the group's predictions.

### Discussion

- Review: Talk about the book cover, illustrations, characters, and places.
- Strategy: Answer the questions prompted by Nanuq the Polar Bear while reading the story (encourage students to make notes on their worksheet).

### SECOND ACTIVITY

#### In ePEARL

- 1) Go to *My Creations* and select the story you chose for your students.
- 2) Encourage your students to type a goal if they want to and are confident doing so on their own, but it's not the objective of this activity.  
Sample goals: "I want to guess what this story is about", "I want to think about what will



happen next?”, “I want to write clearly”, “I want to make no spelling mistakes”, and “I want to make a good sentence”.

- 3) Have students select one of their predictions from their completed worksheet from the group discussion.
- 4) In the text editor, students enter their prediction. Allow them enough time to type.
- 5) Have one student type, while the other acts as an ‘editor’. The editor monitors spelling mistakes, punctuation and capitalization while the other student focuses on typing. Then they switch; don’t forget to have the first student logout and have next student login with his/her information.

### THIRD ACTIVITY

#### Discussion

As a whole class, read the selected story from the Prediction activity.

Talk about how students’ predictions changed or varied.

- Why did students have different predictions, based on what facts?
- How did you say your predictions?
- What made you to think...?

Have students talk about their predictions.

Encourage them to use facts and evidence from the story.

#### In ePEARL

- 1) Go to *My Creations* and select the story you chose for your students.
- 2) Click the ‘edit’ pencil icon next to the previously saved Creation on the Index page.
- 3) In the same text editor, have students write a sentence about their new interpretation of the story. Allow them enough time to type. Use the suggested questions above in the *Discussion* section.
- 4) Have one student type, while the other acts as an ‘editor’. The editor monitors spelling mistakes, punctuation and capitalization while the other student focuses on typing. Then they switch; don’t forget to have the first student logout and have next student login with his/her information.

## Reflecting

### FOURTH ACTIVITY

#### In ePEARL

- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity.
- 2) Open the creation that was previously saved by the student related to the Prediction activity.
- 3) Press on Edit.
- 4) Have students review their goal(s) and predictions.
- 5) Guide them to the ‘Reflection’ tab and click on it.
- 6) Have the students reflect. They can select a question from the dropdown menu, or answer a question you have asked them. For example: “How



Creation



Reflection



did your guess/prediction about the story change? Why did it change?"

Students may answer the questions by:

**The Little Red Hen**  
Date 02/28/11

**Illustration**

Illustration ?

Browse...

← Illustration

or

**Reflection**

My Reflection ?

← Typing

**Add Question** ?

Select a question from the list or write your own below.

Add

**Tip**

To help your students formulate complete sentences or to help them get started, give them sentence starters: "My prediction changed because..."



# PREDICTION WORKSHEET

Write down your ideas and answers about the story.

I think this story is about \_\_\_\_\_

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The picture shows \_\_\_\_\_,

I think this story is about \_\_\_\_\_

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Did your guesses change? Why?

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