

Making Predictions



Anticipation Guides

Objectives:

Teach students to make predictions, anticipate text, and verify predictions.

They connect new information to prior knowledge and build curiosity about the topic.

Method:

Construct the anticipation guide for the students. Write 4-6 statements about key ideas in the text, some true and some false.

Model the process: Introduce the text as a read aloud, shared reading or guided reading model. Model the process of responding to the text and marking yes or no.

Read each statement and ask the students if they agree or disagree with it. Provide time for discussion if needed the emphasis is on sharing what they know, not right or wrong answers.

Read the text in the chosen model and slow down or stop at the key points you identified on the chart. Check how the

class responded to the prediction from the text and discuss whether the prediction was right or wrong.

Evaluation:

Observation/Marking completed anticipation guide

Name: _____

INSTRUCTIONS: Read each statement below. Use your prior knowledge to decide whether or not the statement is true. After reading, use what you've learned to reevaluate whether the statement is true.

BEFORE		Statement from the Book	AFTER	
True			True	
Yes	No		Yes	No
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

TEACHER INSTRUCTIONS: Write statements from the book in the center column. Have students indicate whether they think the statements are true before and after reading. Have students discuss how the reading changed their thinking.

Name: _____

INSTRUCTIONS: Use clues from the book and what you already know to make inferences about the events or characters in the book.

Book Title: _____

Story Clues	+	What I Know	=	Inference

Name _____ Date _____
 Title of story _____ Author _____

Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

	Agree/Disagree	Page #	Were you right?	Reflect
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Anticipation Guide

Before		Statement and Evidence	After	
Agree	Disagree		Agree	Disagree
		1. Evidence:		
		2. Evidence:		
		3. Evidence:		
		4. Evidence:		
		5. Evidence:		
		6. Evidence:		

First Lines

Objectives:

Learn to make predictions about the content of what they're about the read or what is about to be read to them.

Focuses attention on what they can tell from the first lines of a story, play or poem.

Methods:

Choose a reading and introduce the text to the students. Ask students or teacher reads only the first line of the text.

Ask students to make predictions based on the first line of text.

Record them on the board or have the students write their predictions down and submit them to the teacher.

Continue reading the original text until completion.

Go back and review predictions and see who had the closest prediction to what actually happened in the book.

Make sure the teacher is included in the predictions!

Evaluation:

Observation

Possible Sentences

Objectives:

Activates students' prior knowledge about content area vocabulary and concepts.

Sparks students' curiosity about reading.

Teaches students to guess how words may be used in text to create meaningful sentences.

Method:

Choose and display the vocabulary words from the chosen text.

Ask students to define words and pair related words together.

Ask students to write sentences using their word pairs. Remind students that sentences should be related to the text they are going to read.

Have students read the text or do teacher read-aloud and compare their sentences to the actual sentences in the text.

If the sentences are not accurate, have the students re-write them to be accurate.

Evaluation:

Observation/ Marking of possible sentences

Possible Sentences for

Name of Topic

Word Box

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ 4. _____

_____ 5. _____

Semantic Feature Analysis

Objectives:

Illustrates how words are both similar and different and emphasizes the uniqueness of each word.

Draws on students' prior knowledge and uses discussion to elicit information about word meanings

Method:

Select a category or topic for analysis based on reading that has been previously read or studied in class.

Provide students with key vocabulary words and important features related to the topic.

Vocabulary words should be listed down the left side of the chart and the features should appear as the headings in the chart.

Have the students place a + or -, happy face and sad face or a check and an X when the word aligns/does not align with a particular feature of a topic. If they are unable to determine, then leave it blank.


Evaluation

Observation/ Completion of chart

Semantic Feature Analysis Chart

Example

Using the story characteristics listed across the top, mark the characteristics that apply to each genre. When your analysis is complete, compare the different genres and note similarities and differences

	<p>The characters in the story are not humans.</p>	<p>The story explains why certain things happen.</p>	<p>The story is fiction.</p>	<p>The story includes some sort of magic.</p>	<p>The story has a message or a moral.</p>	<p>The story takes place in the past.</p>	<p>The story includes animals that talk.</p>	<p>The story begins with, "Once upon a time...."</p>
<p>The Rough-Face Girl <i>(folk tale)</i></p>								
<p>_____</p> <p><i>(myth)</i></p> <p>_____</p>								
<p>_____</p> <p><i>(fable)</i></p> <p>_____</p>								

Games	Features						
	Individual	Team	Indoors	Outdoors	Board Game	Card Game	Kid's Game
Football		X		X			
Baseball		X		X			
Marbles	X		X	X			X
Tag	X	X		X			X
Hide & Seek	X	X		X			X
Scrabble	X	X	X		X		
Candyland	X		X		X		X
Video Games	X	X	X				X
Hop Scotch	X	X		X			X
Checkers	X		X		X		X
Golf	X	X		X			
Old Maid	X		X			X	X

Learn More:

- Johnson, D. D. & Pearson, P. D. (1984). *Teaching reading vocabulary*. New York: Holt, Rinehart and Winston.
- Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.
- [Semantic Feature Analysis](#)
- [Semantic Feature Analysis](#)
- [Semantic Feature Analysis Form](#)

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