Lesson 3: **Making Predictions**

Newspaper Focus: News Stories

Background — Anticipation and prediction are key characteristics of effective reading. Efficient readers develop ideas about what to expect next in the text. They modify their expectations as they obtain additional information while reading. When the text suddenly stops making sense, good readers go back and reread. Making predictions becomes automatic to good readers, but it is a skill that can be taught and developed. In this lesson, students will practice making predictions as a deliberate and intentional process. As they practice, predicting will become more automatic as they read.

Before Reading: Introduce the Lesson

1) Ask students to think about an activity they participate in on a regular basis, such as going to a fast-food restaurant, attending a soccer game, brushing their teeth, etc. Have a student recount an experience with such an activity. Write and number the steps of his/her experience on the board.

2) Ask students to confirm, add to or delete from the sequence. Also ask students to discuss how they go through a sequence in a familiar activity without thinking because they have a sense of what is coming next.

3) Describe how readers also make predictions about what they expect to find when they read. Explain that as they read, they confirm or modify those predictions.

During Reading: Direct Instruction

1) Distribute newspapers to students. Direct them to a story you have chosen in advance for a "think-aloud." Have students cover the story with a card or piece of paper, showing only the headline.

2) Model your thinking processes for students. Read the headline aloud and make a prediction about the story. Have students uncover the first paragraph of the story. Read it aloud and discuss whether your prediction was accurate. Then make a prediction about what you expect to find next as you read. Continue modeling the prediction process throughout the rest of the story.

3) Explain to students that each news or feature story answers the "Five Ws and the H": *who* the story is about, *what* the story is about, *where* the story takes place, *when* the story occurs, *why* the story is important and *how* the events in the story happen.

4) Select a second story to analyze with the class. Have the students go through the "think-aloud" process with you as they read the story paragraph by paragraph.

Distribute the Lesson 3 activity sheet, *Make Good Predictions.* Have students complete the activity independently.

After Reading: Reflect and Review

1) Have students share their experience making predictions.

2) Guide students in discussion about where they made good predictions and where their predictions were less accurate. For example, was the subject of the news story something they had heard or read about previously? Have they had any experiences that relate to the story?

Performance Rubric

Expectation: The student was able to …	Exceeds expectations	Meets expectations	Revisit
Make appropriate predictions from headlines			
Make appropriate predictions throughout the body of the story			
Evaluate appropriateness of his/her own predictions			

Student Activity Sheet 3: **Make Good Predictions**

Your understanding of what you read will improve as you make predictions about what you will read next in the newspaper.

☞ Pick a news story from the newspaper. First, look at just the headline. Write the headline on the line provided.
☞ Make a prediction about the newspaper "Five Ws and the H" *before* you read the story.
☞ Now read the story paragraph by paragraph. Make a prediction about what you will read about in each paragraph *before* you read it.
☞ Then write down what you learned after you read each paragraph. Also write down the "Five Ws and the H" as you find them in the story.
☞ Analyze your predictions by answering the four questions listed in the chart below.

Headline _____

Story part	Prediction: before you read	What you learned: after you read
Based on the headline, predict the who, what, where, when, why and how of the story		
Paragraph #1		
Paragraph #2		
Paragraph #3		
Paragraph #4		

How many of your predictions were correct?

Which, if any, of your predictions were not correct?

How well did you make predictions?

What do you think would have helped you to make better predictions?