

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Application	Correlation to Framework - 04.04/04.05	Lesson Number - 08
<p>Activity Title - Why Predict?</p> <p>Goal/Objective</p> <p>To use pre-reading strategy of predicting to strengthen comprehension skills.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Predicting is an important skill within the reading process. It is the introductory skill of inferring which is a higher order thinking skill. Getting students to predict, use the information presented, strengthens comprehension and leads the way to better problem solving.</p> <p>Activity</p> <p>On an overhead place a fine art transparency for the students to observe. (Fine art transparencies may be borrowed from the public library.) Have the students carefully review the art for several minutes. Have them make notes about what they think is happening in the art. Follow with discussion of ideas generated by the students predictions. Share with students information about the particular pieces of fine art and what they were meant to convey. See if the students' predictions match the intent of each artist.</p> <p>Debriefing/Evaluation Activity</p> <p>Explain that understanding how to predict can help improve students prepare to read unfamiliar material. Explain the 3 steps in the prediction process:</p> <ol style="list-style-type: none"> 1) Generate questions they think a selection may answer 2) Group and label question 3) Read to answer question <p>Have students evaluate headlines from a newspaper to predict what will be included in the accompanying articles.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Reading selections • Pictures on transparencies (if possible from the fine arts) 	
		<p>Extension Activity</p> <p>Have students read the articles that accompany the headlines used in the evaluation activity. Provide the handout for students to chart their predictions.</p>	
		<p>ESE/ESOL Accommodations</p> <p>Use books on tape for students who have difficulty reading</p> <p>Allow student to audio-tape his/her activity</p> <p>Provide a graphic organizer</p>	
<p>Real-Life Connection</p> <p>Students are surrounded by predictions everyday. News programs predict the rise and fall of the stock market. Meteorologists predict the next day's weather. The Weather Channel provides a long-range forecast or prediction. Tape several news reports and have students identify the total number and type of predictions made during each broadcast.</p>			

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Application	Correlation to Framework - 04.04/04.05	Lesson Number - 08
Activity Title—			
Introduction			
<p><i>Ask:</i> What is a prediction? Have you heard any predictions today? If so, what kind? Where did you hear them? Did you make any predictions today? <i>Say:</i> Predicting is an important skill within the reading process. It is the introductory skill of inferring which is a higher order thinking skill. If you can make predictions, use the information presented, you will increase your reading comprehension and be a better problem solver.</p>			
Main Activity			
<p>On an overhead place a fine art transparency for the students to observe. (Pieces of fine art may be borrowed from the public library.) <i>Say:</i> I am going to give you a few minutes to study this picture. When you have had a chance to really look at it, I want you make some notes on your paper about what you think is happening in the art.</p>			
<p>Have students share the predictions they made about each piece of art they viewed. Share with students information about the particular pieces of fine art and what artist was trying to convey in his/her work. See if the students' prediction match the artist's intent.</p>			
Debriefing/Evaluation Activity			
<p>Explain that understanding how to predict can help improve students prepare to read unfamiliar material. <i>Say:</i> There are 3 steps in the prediction process:</p>			
<ol style="list-style-type: none">1) Generate questions you think a selection may answer2) Group and label question3) Read or review to answer questions			
<p>As a follow-up, have students evaluate headlines from a newspaper to predict what they believe will be included in the accompanying articles. Compare the students' predictions with the actual content of the articles.</p>			