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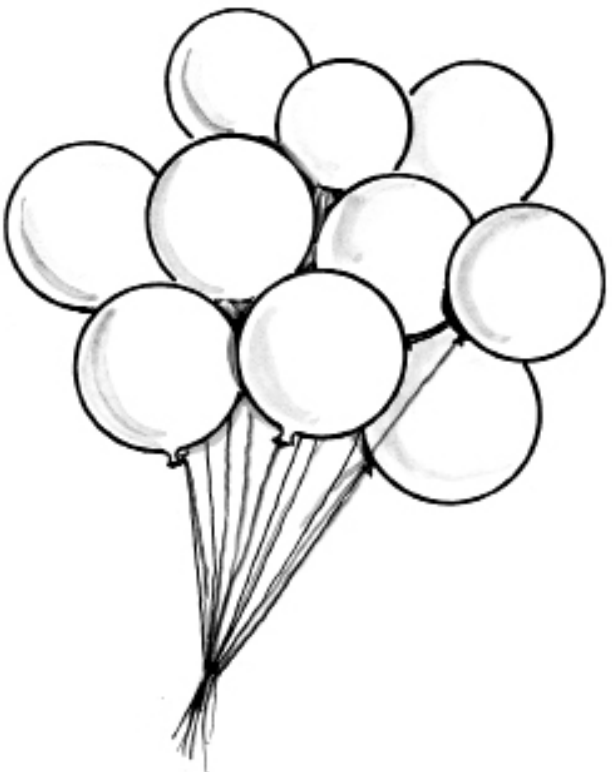
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## Making Predictions

Predicting links prior knowledge, observation, thinking, and active listening. Children use illustrations and prior knowledge to make predictions. They ask questions, make guesses, and draw conclusions. This approach to reading engages children in the story and boosts comprehension.



### Look What We're Learning

#### Comprehension

- Make a prediction about a book by looking at pictures
- Use prior knowledge to make a prediction about a story

- Listen to learn what happened in a story

### Vocabulary

comprehension  
prediction  
prior knowledge  
title

## What Will Happen?

#### Materials/Setup:

- Children's book

#### Grouping:

Small group; Whole class

#### English Language Learners:

Before you do the activity, preview the illustrations in the book. Have children repeat the names of the objects. When you do the activity, children will be more familiar with the vocabulary and story.

#### Objective

Children predict what will happen in a story.

#### Activity

**I am going to read a book. Before I read, let's predict what will happen. Predict means to tell what will happen before we really know.**

1. Show children the front cover. **Look at the cover. What do you predict will happen in this book?** Listen and ask why children made their predictions. Write down the predictions if you like.
2. Read the title. **Now that you know the title, what do you predict will happen? Did your prediction change?**
3. Begin reading aloud. Stop once or twice to take any new or updated predictions.
4. Review the children's predictions after reading. Compare them with what really happened. **What did we predict, or say would happen? What really happened?**

#### ✓ Check for Understanding

Choose another book for reading and predicting. Notice how and why the children make their predictions.

**Support:** Show Line It Up Story Card 1 from "Isabel's Birthday." Have children predict what will happen. Read the story.

### More to Learn

#### Pumpkin Life

Use "Growing Pumpkins" Story Cards from Line It Up. Show each picture and ask for predictions. Have children predict what is growing. Read the title and story after predictions have been made.

#### It's in the Name

For a challenge, have children predict what will happen after only hearing the title of the story. Have them draw pictures showing their predictions and tell about them. Then read the story. For more fun, have children dictate a new story with that title.

# Label Objects

Young children are constantly learning new words. Print with pictures around the room exposes children to new vocabulary. Words used with pictures are instrumental in helping children learn to read. Words should be associated with pictures on an everyday basis all throughout the day. Children enjoy seeing how words represent pictures and what they say.



## Look What We're Learning

### Writing

- Recognize that print can be used to label objects
- Dictate labels
- Understand that print can be read and has meaning

### Oral Language

- Share ideas in discussion
- Follow rules and use manners in conversation
- Use words linked to content being taught

## Vocabulary

### labels

# Label the Teacher

## Materials/Setup:

- Word Time cards (10 cards – head, body, arm, arm, hand, hand, leg, leg, foot, foot)

## Grouping:

Small group; Whole class

## English Language Learners:

Touch your head. **Head.** Have children touch their head and say, "head." Write the word on a Word Time card. Say and spell "head." Have children say and spell the word with you. Repeat with other body parts or objects around the classroom or school.

## Objective

Children learn that print can be used to label items.

## Activity

### Let's have fun labeling.

1. Lay down in center of circle with body part labels in a pile next to you.
2. Choose a label helper to choose a label from the pile and show it to you.
3. Read the label. Have the label helper show the label to the class.
4. Have class chorally read label.
5. Have the label helper give the label to another child.
6. Ask the child to place the label beside your body part.
7. Repeat steps 2-6 to label other body parts.

## ✓ Check for Understanding

Observe children as they say and label body parts. Do they understand where the labels go?

**Support:** Play Simon Says. **Simon says touch your head.** Hold up Word Time card with "head" written on it. Repeat for other body parts or objects around the classroom or school.

## More to Learn

### Room Label Rhyme

Prepare labels for the floor, wall and ceiling. **We can label the floor. We can label the wall. But we can't label the ceiling, we're not that tall.** Have children repeat rhyme and label the floor, wall and ceiling.

### Explore Science

Use "Growing Pumpkins" from Line It Up. Allow children to explore the outside and inside of a pumpkin. See Explore Science on the back of Card 2 to for more ideas.