

Brief Focus Lesson

Comprehension: Make and Adjust Predictions: Use Text to Confirm for Grade 1

Text: *If You Give a Dog a Donut* by Laura Numeroff

CAFE Goal	Comprehension
CAFE Strategy	Make and adjust predictions: Use text to confirm
Observe/Relate (1 – 2 min.)	<p>What do you know about making predictions? Let me explain how I learned to make them. When I was little, my dad used to read a story to my brother and me every night. Sometimes he would stop what he was reading and say, “What do you think will happen next?” and “Why do you think that?”</p> <p>Often my brother would make one prediction, and I would make a different one. At first, a few of our predictions were silly. They couldn’t really happen. Then our dad explained that predictions should make sense. Slowly, we learned to use clues from the text and what we already knew when we made predictions. But each of us had different ideas. “How can we tell who is right?” I used to ask.</p> <p>My dad would always say, “Let’s keep reading to find out. We can always change our prediction as we read, too. The text will help us know if we are right or not.”</p> <p>It was fun making predictions and checking the text to see who was right! The more often we made predictions, the better we got at telling what would happen next.</p>
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – Today we are learning to make and adjust predictions and use text to confirm.</p> <p>Create urgency – We are learning to make and adjust predictions and use text to confirm because we want to think about what will happen next and see if we are right! This strategy helps us to understand what we read better as well.</p>

Explicit teacher modeling – Today I have a fun book called *If You Give a Dog a Donut* by Laura Numeroff to share with you. (You may want to display it on a document camera so that children can follow along with the text. Since the pages are unnumbered, you may want to insert numbers lightly with a pencil, labeling the title page as number 1). It tells about a boy and the adventures he has with his dog. As we get to know the dog, we can make predictions about what he will do. Then we can use the text and pictures to confirm if our prediction is right or not.

Read pages 5-8 and say: “Hmm, the dog just ate a donut. That little dog sure was thirsty after eating the donut. He drank all the apple juice, and he wanted more. Unfortunately, the juice bottle was empty—and there was no more juice. Since there wasn’t any juice left, the dog wanted to make some from apples. What will he do next? I predict that he will go back into the kitchen and look for apples. That is what I would do. Let me check. *Read page 9 and comment,* “No, I was wrong! The little dog is going to pick some apples outside instead. He is so excited about picking those apples. In the picture, he is riding a skateboard to go outside! I really like making predictions when I read. It’s fun to check the text and the pictures to find out if any of my predictions about the story are right or not!

Practice
(2 – 3 min.)

“Let’s continue to make some predictions. At this point in the story the dog wants to pick apples for juice.” *Read page 10 and then stop. Remind students that* “Good readers base their predictions on clues from the text and what they already know.” *Invite students to offer a prediction by asking,* “Now that the dog is thinking about baseball and has tossed the boy an apple, what will happen next?” *followed by* “Why do you think so?” Elicit a few predictions and then use the text on page 11 to confirm.

**To keep this lesson brief, you may wish to stop your reading of the text here. You can then choose to finish the book during another lesson or you may wish to leave it available for students to finish independently.*

If you continue to read the text during another lesson, stop to invite students to make a prediction. Model using the text to confirm or adjust the prediction. Possible stopping points are page 17 (*Ask students what they predict the dog will do after he hits a home run*); page 22 (*Encourage students to predict what the dog will want to do since he is pretending that he is a pirate*);

	<p>page 25 (<i>Invite children to predict what he will do after the boy gets sticks, paper and string to make a kite</i>); page 27 (<i>Ask what will happen as the kite flies higher and higher</i>); and page 29 (<i>Ask students to predict what will happen after the dog asks for some apple juice again</i>).</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>What is a good time to use this strategy of Make and Adjust Predictions: Use Text to Confirm? The answer is every time you read, of course! Every day you can make predictions as you read and use the text to confirm if you are right or not. When you do Read to Self, Read to Someone, and/or Listen to Reading, you can predict and then use the text to confirm. You will enjoy making a prediction and finding out what happens next! It is a great way to have fun as a reader!</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Make and Adjust Predictions: Use Text to Confirm aligns with Standards RL.1.1, RL.1.2 on our Grade 1 CAFE Menu or CCSS Grade Level Matrix.</p>