

Brief Focus Lesson

Comprehension: Make and Adjust Predictions: Use Text to Confirm for Grade 2

Text: *The Sandwich Swap* by Queen Rania Al Abdullah and Kelly DiPucchio

CAFE Goal	Comprehension
CAFE Strategy	Make and Adjust Predictions: Use Text to Confirm
Observe/Relate (1 – 2 min.)	<p>Have you ever made a prediction? Here’s a story about a prediction I made about one of my favorite things to eat--soup! I love chicken noodle soup, vegetable soup, tortilla soup, and just about any other soup you can name. There is a restaurant near my house where the cook makes a different kind of soup almost every day. On Mondays, he often makes chicken noodle soup; on Tuesdays he usually makes bean soup; on Wednesday, he makes onion soup, on Thursdays he makes minestrone soup, and on Fridays, he makes cream of mushroom. But sometimes he changes his mind and makes a new and delicious soup. Last Monday I went to the restaurant and predicted that it was chicken noodle soup day. But I checked the menu just to be sure. The menu listed “soup of the day,” so I wondered if it was chicken noodle soup.</p> <p>When I asked the waitress, she said, “No, we are all out of chicken noodle soup. The cook decided to use up the potatoes, carrots, and beans. Can you predict what the soup is?”</p> <p>“Hmm...potatoes, carrots, and corn,” I thought for a minute and adjusted my prediction. “It must be vegetable soup.” I predicted.</p> <p>“Yes!” She answered. “It is really tasty—you’ll love it!”</p> <p>She was right. That vegetable soup was the best I ever had!</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 it helps us to connect to the text, think ahead, and read carefully.</p> <p>Explicit teacher modeling – I’m excited to share a fun book called <i>The Sandwich Swap</i> with you today. It about two friends named Salma and Lily. Please listen as I read <i>The Sandwich Swap</i>. (<i>The pages of this book are unnumbered; for easier reference, lightly number the pages with a pencil. Begin with the title page as number 1</i>).</p>

	<p>As I read, I will be looking for important details to make a prediction; if I change my mind about my prediction based on new clues in the text, I can adjust it. I'll use the text to confirm my prediction.</p> <p><i>Read to page 19 where the author describes how the two girls feel sorry for each other because of the kinds of lunches they are eating. Say, "I think that I can predict what will happen next...I bet that the girls are going to offer each other a bit of their food. I'll write this prediction on my white board." Write "The two friends will share their food." Now let me check. Read the next two pages and explain, "I was wrong...so, I will have to adjust my prediction. Based on the text and what I know about fights between friends, I think that they will not be friends much longer. I will write this prediction "The girls will not be friends anymore" on my white board. Then I will read page 22 and use the text to confirm. Yes, the text tells how the girls are not doing things together any more. Let me continue reading page 23; now the girls are sitting at separate lunch tables while the other students exchange insults. Say, "I think I know what will happen next. I am going to write my prediction on my whiteboard. Write "A fight will break out in the lunchroom on your whiteboard so that everyone can see it. Then turn to page 24 and say, Let's see if I am right or not. Continue reading and exclaim "Hurray! My prediction was right. I used my background knowledge and clues from the text to make that prediction. Continue reading to the bottom of page 25; after the line "They both felt ashamed by what they saw," and say "Let me make a prediction about what might happen next. I think that the two girls are going to try to become friends again." Write "The girls will be friends again" on the white board. After reading pages 26-27, say, "Great! The text confirms my prediction."</i></p>
<p style="text-align: center;">Practice (2 – 3 min.)</p>	<p>Now it's your turn. "What do you think will happen after the girls count to three on page 27? Write a prediction on your white board. When I give the signal, please turn and talk to your elbow buddy about your prediction." <i>After students have had the opportunity to share their prediction, keep reading. Stop and explain, "Here's your chance to check if your prediction was right—listen closely as I read the next part of the text. Then you will talk with your partner about whether your predictions were right or if you needed to adjust them."</i></p>
<p style="text-align: center;">Encourage and Plan (1 – 2 min.)</p>	<p>We just learned how important it is to make and adjust predictions and use text to confirm. It is such a valuable strategy because it makes us think carefully about what might happen and adjust our prediction as we read. My favorite part of using this strategy is when I use the text to confirm if I am right or not. Who will use this strategy when they read today?</p>
<p style="text-align: center;">Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Make and adjust predictions: Use text to confirm aligns with Standard RL.2.1 on our Grade 2 CAFE Menu and CCSS Grade Level Matrix.</p>