Brief Focus Lesson

Comprehension: Make and Adjust Predictions: Use Text to Confirm
for Grade 3

Text: *Mr. Belinsky's Bagels* by: Ellen Schwartz

CAFE Goal	Comprehension
CAFE Strategy	Make and Adjust Predictions: Use Text to Confirm
Observe/Relate (1 – 2 min.)	Last week, I was reading a book about a famous painting that was stolen from an art museum. Trying to figure out who took the painting made me feel like a detective. I couldn't wait to find out if I was right about my prediction. I had used my background knowledge as well as the words and the pictures in the book to make my prediction. Unfortunately, as I kept reading, I learned that my prediction wasn't accurate. Then I realized that I must have missed a clue. I went back and read parts of the text again to find that clue! Next, I adjusted, or changed, my prediction. When readers make predictions, sometimes their predictions are 100% right, other times their predictions are partly right, and occasionally they are totally wrong! Reading carefully, looking for clues, and using details helps readers to be good detectives who make accurate predictions.
Teach and Reinforce (2 – 3 min.)	**Establish purpose –** Today we are going to learn about the comprehension strategy **Make and adjust predictions; use text to confirm**. **Create urgency –** We are learning to make and adjust predictions; use text to confirm because it helps us to connect to the text, think ahead, and read actively. **Explicit teacher modeling –** Please listen as I read *Mr. Belinsky's Bagels*. (*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).* As I read, I will be looking for important details to make a prediction; then I'll use the text to confirm my prediction. If the text shows that my prediction was not right, I'll adjust it. When I share my thinking with you, I'll write my ideas on chart paper (*see example on next page*). *Share your thinking with students as you read. Comment on the following pages, as you record your ideas on the chart.* This is called **Make and adjust predictions; use text to confirm.** **Pages 2-11:** Hmm…I see that Mr. Belinsky is an expert at making bagels. He doesn't want to make anything else. His son wants him to make different things even though everyone loves his bagels.

Pages 12-15: Oh, the new bakery has a grand opening… In the picture on page 15, I see Mr. Belinsky looking at all the people there. No one is coming to Mr. Belinsky's store. What will he do now? He could sell his store, but I don't think so. Mr. Belinsky loves to make things and wants his customers to be happy; I think that he will follow his son's advice to make other good things to eat.

Pages 16-21: Let me read some more to find out if my prediction is correct. *(Finish reading the suggested pages).* Hurray! I'm right! On these pages, the author tells readers that Mr. Belinsky is now making the same kinds of things that the bakery sells: cookies, tarts, pies, muffins and more! If my prediction was not right (for example, if I said that Mr. Belinsky was going to start selling pizza), I could always go back and adjust it! *(Create a chart like this to share with students.)*

Important Details
• Mr. Belinsky made only bagels at his store, but his son said that he should make other things, too. • His customers loved his bagels. • A bakery opened up across the street from Mr. Belinsky's store, and soon his store was empty.
My Prediction
• I think that Mr. Belinsky will make things that the bakery sells.
Using the Text to Confirm my Prediction
• Mr. Belinsky made things like cookies, tarts, pies, and muffins instead of bagels.

Practice

(2 – 3 min.)

Now it's time to practice--you will try the strategy **Make and adjust predictions; use text to confirm.** *Read page 22 that ends with the words "Belinsky's Bagels is closed."(You may want to have the page displayed on chart paper or an overhead projector)* Think about these questions:

- What you think will happen next based on the details?
- What will Mr. Belinsky do?

Talk with a partner about the important details and together predict what will happen. You can use your background knowledge, the words, and the pictures to make your prediction.

When I read the ending of the story, listen carefully to the text to see if your prediction was right or if you need to adjust it. *(Finish the final pages of the text. Ask volunteers to share their predictions and name the clues they used to predict. Encourage them to name what in the text confirms their prediction. Remind students to adjust their prediction if it was not correct).*

Encourage and Plan

(1 – 2 min.)

We just learned and practiced how to **Make and adjust predictions; use text to confirm**. It's fun for readers to use details to make a prediction; It's even more fun for them to use the text to see if they are 100% right or partly right. And, even when readers make predictions that are not

	accurate, they can always go back to the text, find the clues they missed, and adjust their predictions!
	Today when you are reading, I would like you to read actively and notice details in your reading. These details will help you to make predictions that you can confirm with the text.
Common Core Alignment	Most strategies are applicable to all grade levels. Make and Adjust Predictions: Use Text to Confirm aligns with Standards RL.3.6, RI.3.6 on our Grade 3 CAFE Menu or CCSS Grade Level Matrix.