

Brief Focus Lesson

Comprehension: Make and Adjust Predictions: Use Text to Confirm
for Grade 4

Text: *Two Bad Ants* by Chris Van Allsburg

<p>CAFE Goal</p>	<p>Comprehension</p>
<p>CAFE Strategy</p>	<p>Make and Adjust Predictions: Use Text to Confirm</p>
<p>Observe/Relate (1 – 2 min.)</p>	<p>Do you remember when you first learned how to make a prediction? Here’s a story about how I learned. One day when I was very young, I dropped part of an ice cream cone on the sidewalk by my house. I was having fun playing with my friends from the neighborhood, and I forgot all about it!</p> <p>A little while later, I heard my mom call out, “Oh, no! Look at all the ants!” “I’m so sorry, Mom,” I apologized, as I looked at the black swarm of ants surrounding the ice cream cone. I dropped the cone and forgot to pick it up. What are they doing?”</p> <p>Mom said, “Aha! I have a prediction.”</p> <p>“What’s a prediction?” I asked.</p> <p>“Oh, that’s easy,” Mom responded. “A prediction tells what you think will happen. My prediction is that those ants will take that sugary ice cream cone with them wherever they are going. What do you think?”</p> <p>“Well, I think that your prediction is right, Mom!” I replied. “I see a whole parade of ants carrying tiny bits of that cone. It looks like they are marching in line.”</p> <p>“We can check our prediction by watching the ants!” Mom declared. Then we studied the ants as they made their way through a narrow crack in the sidewalk.</p> <p>I was sorry that I forgot to pick up the ice cream cone that I had dropped. But I was glad that I saw those ants in action and figured out how to make a prediction.</p>
<p>Teach and Reinforce (2 – 3 min.)</p>	<p>Establish purpose – Today we are learning to Make and Adjust Predictions: Use Text to Confirm.</p> <p>Create urgency – We are learning the comprehension strategy of Make and Adjust Predictions: Use Text to Confirm because it helps us to focus on our reading and think about what will happen next. Our excitement about what will happen next draws us into the text.</p>

	<p>Explicit teacher modeling – I would like to share part of an exciting adventure story, <i>Two Bad Ants</i>, by Chris Van Allsburg with you today. It’s the tale of a pair of ants, who go on a long journey that takes them far away from their safe home. This story gives readers the opportunity to make various predictions along the way. I can’t wait to make some predictions based on the text and what I already know.</p> <p><i>Read pages 4-5 and say:</i> “Here’s my prediction. Those ants want the queen to be happy, so I think that they will go out and get her some more delicious crystals to eat. I’ll continue reading to see if I am right.”</p> <p><i>Read pages 6-7 aloud and say,</i> “Wow! I was right. The ants are on their way to get more crystals for the queen!”</p> <p><i>Read through page 15 and then say,</i> “The two bad ants who didn’t return with the others are asleep now. I think that they will wake up and then hurry back with some crystals for the queen. I’ll turn the page to see if I am right—<i>Then say</i> “Uh-uh, I was wrong; but that’s okay. I can adjust my prediction. It looks like the ants don’t have the chance right now to go back even if they wanted to return. That huge scoop is going to plunge them into the boiling brown lake.</p> <p>Based on what I have read on pages 16-17, I predict that they will face more dangerous adventures on their journey. As I continue reading, I’ll see if the text confirms my prediction.</p>
<p>Practice (2 – 3 min.)</p>	<p>Making and adjusting predictions and using text to confirm was really interesting for me to do! I want you to have the same chance. Here’s the next part of the ants’ journey (<i>read pages 20-21</i>); Turn and talk to your partner about what you predict will happen next. It’s okay if the two of you have different predictions because readers base their ideas on their own background knowledge as well as the text clues. After you share your predictions, I will read the next part of the book, and you can use the text clues to adjust your prediction and later to confirm your answer. I’m curious about those two bad ants, aren’t you? What will happen next?</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>When readers use the strategy Make and Adjust Predictions: Use Text to Confirm, they help their comprehension of the story. When you use this strategy, you will have to think carefully about what might happen in the text, and you may have to adjust your predictions as you read. Making and adjusting predictions will keep you involved in the text. This is a great strategy to use if you want to be an active 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. 4.7 on our Grade 4 CAFÉ Menu or CCSS Grade Level Matrix.</p>