Brief Focus Lesson
Comprehension: Make and Adjust Predictions: Use Text to Confirm
for Grade 5
Text: *Jumanji* by Chris Van Allsburg

CAFE Goal	Comprehension
CAFE Strategy	Make and Adjust Predictions: Use Text to Confirm
Observe/Relate (1 – 2 min.)	How often do you make predictions in your daily life? I make them all the time. As I am watching a sports game, I will predict who is going to win. I base my prediction on the team's history and how well the players usually score. In other words, I have a reason for my prediction. But, if the team that I picked as the winner starts to make mistakes, then I adjust, or change, my prediction. At the end of the game, I'll know if my prediction was right or not based on who wins! When I read, I make predictions, too. I use what I know about the characters and or events in a fiction book plus evidence from the text to make predictions about what they will do. If the characters start to act differently or if the events change, I may have to adjust my prediction. It's the same with nonfiction; I'll use what I know about a topic and information from the text to make predictions. I adjust my prediction based on what I read. Making predictions, adjusting them, and checking if they are right is a fun process!
Teach and Reinforce (2 – 3 min.)	**Establish purpose –** Today we are learning to make and adjust predictions: use text to confirm. **Create urgency –** We are learning to make and adjust predictions: use text to confirm because this strategy helps us to read actively and find text evidence to check out our predictions. **Explicit teacher modeling –** Today I want to share a very imaginative book called *Jumanji* by Chris Van Allsburg with you. It is the story of a brother and sister who are having a very long, boring afternoon. Then they find a game that changes their entire day. As I read, I make predictions based on my background knowledge and use clues in the text. After finding new clues, I can adjust the predictions and use the text to confirm my predictions. *Read up to page 6 and then say:* "Hmm…Peter and Judy just found a free game called JUMANJI-A Jungle Adventure Game…Most kids would probably like a free game, but it comes with a strange note that says, 'Free game, fun for some but not for all. P.S. Read instructions carefully.' I wouldn't take the game if I read a note like that. I think that the game will end up causing a lot of trouble. I will keep reading and find out if I need to change my prediction.

	Read to the bottom of the page and say, "Well, Peter and Judy are not like me—they *did* take the game. *Keep reading until the end of page 8, and then comment,* "At the end of the directions, it says that the game won't be over until a player gets to the GOLDEN CITY. Those words are written in capital letters. That's another clue. I predict that Judy and her brother will want to end the game before then. The game directions have clues like the words 'dangers of the jungle' That's scary! Plus, on page 10, after Peter lands on the game square about a lion, Judy gets a terrified look on her face…I predict that something bad, *really bad*, will happen. *Read to the bottom of the page and show the picture on page 11*. According to the text, my prediction is correct. I don't think that it can get much worse than having a lion sitting on your piano. The text says that the lion is 'licking his lips.' He looks really hungry, too. I'm afraid what will happen next, aren't you?"
Practice (2 – 3 min.)	I've had a lot of fun making predictions, adjusting them, and using text to confirm them. Now you will have the same opportunity. Here is a sentence frame that you can use when you have a conversation about this reading strategy with a partner. Write the sentence frame on the board or on chart paper. **Based on my background knowledge and clues in the text, I predict that…** "We just learned that a lion suddenly appeared in the children's house after Peter landed on the game square. What will happen next? Use clues from the text and your background knowledge to make your prediction. Have a conversation with your partner." *Continue reading to the bottom of page 14. Invite students to share their predictions about what will happen after the monkeys damage the room.* At the end of page 24, ask students to predict what will happen at the end of the story. Remind them that they can always change, or adjust, their prediction, based on their reading. Read to the end of the text *(or continue the lesson the next day)* and have partners confirm if their predictions were correct or not. *Say, "Here is another sentence frame that you can use. This one tells whether your prediction was right."* **According to the text, my prediction was (correct or incorrect) because…** Encourage students to share their ideas and whether or not they were correct. Remind them that they can always return to the text and look for clues they might have missed.
Encourage and Plan	Make and adjust predictions: use text to confirm is such a useful strategy! Who can explain how why it is so valuable for readers? It helps us to read actively, make predictions, adjust those predictions, and check whether

(1 – 2 min.)	we are right by using evidence from the text. Today when you are reading I want you to use this strategy. It will keep you in suspense as you are reading because you will want to find out if your predictions were correct!
Common Core Alignment	Most strategies are applicable to all grade levels. Make and Adjust Predictions: Use Text to Confirm aligns with Standard RL. 5.1 on our Grade 5 CAFÉ menu or CCSS Grade Level Matrix