## Strategy: Directed Reading-Thinking Activity

<table>
<thead>
<tr>
<th>Reading Dimension(s): Comprehension, Metacognition</th>
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<tbody>
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<td>Objective/Essential Question: Is the student able to make predictions and read to confirm predictions?</td>
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<td>SOL(s): K.8, 1.11, 2.8, 3.5, 4.5, 5.6</td>
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### Prerequisite Skills:
1. Ability to orally sequence stories.
2. Ability to compare and contrast ideas.
3. Ability to orally define prediction and understands concept of future.

### Materials:
- Reading passage

### Procedure:
1. Introduce the story before beginning to read.
2. Show students the cover of the book and ask them to make a prediction about the story using these questions:
   a. What do you think a story with a title like this might be about?
   b. What do you think might happen in this story?
   c. Does this picture give you any ideas about what might happen in this story?
   If necessary, the teacher reads the first paragraph or two to provide more information for students to use in making their predictions. After a brief discussion in which all students commit themselves to one or another of the alternatives presented, the teacher asks these questions.
   a. Which of these ideas do you think would be the likely one?
   b. Why do you think that idea is a good one?
3. Have students read the beginning of the story or listen to the beginning of the story read aloud. Then the teacher asks students to confirm or reject their predictions by responding to questions such as:
   a. What do you think now?
   b. What do you think will happen next?
   c. Why do you think that idea is a good one?
   Students continue reading or the teacher continues reading aloud, stopping at several key points to repeat this step.
4. Have students reflect on their predictions. Students talk about the story, expressing their feelings and making connections to their own lives and experiences with literature. Then students reflect on the predictions they made as they read or listened to the story read aloud, and they provide reasons to support their predictions.
   Teachers ask these questions to help students think about their predictions:
   a. What predictions did you make?
   b. What in the story made you think of that prediction?
   c. What in the story supports that idea?

### Reference(s):