

Look Around You

Purpose

Students will begin to make and confirm predictions about text by using prior knowledge and ideas presented in the text itself.

Materials

For the teacher: chalk, chalkboard

For the students: 5-6 copies of the same book for each reading group (books for different reading groups should be of varying genres, should have an interesting illustration on the front cover, and a paragraph telling something about the story on the back cover), paper, pencils, copies of Black Line Master (BLM) *Foreshadowing*

Activity

A. Pre-Activity Preparation

1. Choose a selection of possible texts for students to read.
2. Form reading groups of five or six students.

B. Choosing a Book

1. Spread the books out on a table.
2. Have students come up to the table and look at the books, in order to choose which books interest them. Encourage them to look at the cover, read the passage on the back, or read a paragraph of the text.
3. Have students write down their first three choices in order, together with reasons why they would want to read each book.
4. Collect the voting papers.

C. Make Predictions

1. Ask students how they made their choices about which book to read.
2. Pick a book and write the title on the chalkboard.
3. Read the paragraph on the back of the book that describes the story. Ask students what kind of book they think this will be. Ask: "Will it be happy? Funny? Tragic? Spooky?"
4. Write students' predictions on the chalkboard.
5. Pick another book and display the cover. Write the title on the chalkboard.
6. Pass this book around the class, letting students take a thorough look at the cover.

(continued)

EXTENDING THE ACTIVITY



As students read, have them keep a literature journal of observations, predictions, and thoughts about the text to discuss in their reading group meetings. Have them look back at their predictions and discuss them when they are finished with the text.

MEETING INDIVIDUAL NEEDS



Give students who are having difficulty with this activity a series of scenarios from popular movies or real life. Have them predict what will follow based upon the details you have given them.

Standards Links
4.1.6, 4.2.4

Activity (continued)

7. Ask students what they can tell from the cover about the main character and what might happen in the story. (If students need help or motivation, share a few of the details that you can spot on the cover and have them analyze the details.)
8. Explain that the information they just found foreshadows what is going to happen. Explain how details that foreshadow events in the text help you to predict what might happen. Tell them that in the same way, the words of the text provide clues like this that can add to their enjoyment of the book if they notice them.

D. Apply What Students Have Learned

1. Decide which books the reading groups will discuss.
2. Have them use the BLM *Foreshadowing* to take notes on the first chapter.

Questions for Review

Basic Concepts and Processes

To assess what students have learned, ask students the following questions:



[*Insert scenario*] is happening. What do you think will happen next and why?



What is *foreshadowing*?



Why would an author use foreshadowing?



Name: _____

FORESHADOWING

Directions: Look at the cover of your reading group book. Read the first three paragraphs. Fill in the chart below with what you know. Fill in the rest as you read the book.

<p>Character: What are descriptive adjectives and examples? (page numbers)</p>	<p>Tone: What specific words are used to set the mood? (page numbers)</p>	<p>Main events: What happened? What happened after that? (page numbers)</p>
<p>Prediction: How will this character react to problems?</p>	<p>Prediction: What type of book do you expect this to be?</p>	<p>Prediction: What do you think will happen later?</p>

FORESHADOWING

Teacher Directions

When reading groups meet for the first time, give each member a copy of the BLM *Foreshadowing*.

Explain to students that they should keep the BLM and use it to take notes on character, tone, and events as they read their books. Have students write short descriptions in the boxes, together with a page number to support each observation.

Answer Key

Not applicable.