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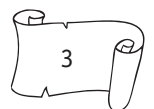
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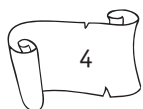
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# Picture Prediction

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## Background Information

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While many teachers work on prediction skills indirectly with students during story time, few extend the skill development during social studies instruction. It is important to guide students to closely examine and integrate information from multiple sources, including pictures, tables, or graphs, presented in different media or formats in order to formulate some expectations about what they will learn and to develop a coherent understanding of the reading. Students seem naturally drawn to the pictures in informational texts, but they need to develop inferential thinking so that they can more accurately predict the content of the reading. Teachers draw or gather images related and relevant to the reading selection to present to students. After presenting the images, the teacher asks students to predict how the pictures are related to one another and to generate a list of words and concepts associated with the pictures. Students then try to anticipate the content of the reading selection because the better they are at anticipating the content, the more effective and fluent their reading comprehension will be. As students read the selection, they check to see how the images are related to the new information, allowing them to more efficiently incorporate new knowledge into their existing schema. Moreover, students are more motivated to read when they have determined the purpose of a reading task.

### Grade Levels/Standards Addressed

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See page 109 for the standards this strategy addresses, or refer to the Digital Resource CD (standards.pdf) to read the correlating standards in their entirety.

## Activity

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After carefully examining the reading selection, create or gather three to six images directly related to and relevant to the content, and arrange them in the desired order. Either place the images on the *Picture Prediction* activity sheet (page 112, [pictureprediction.pdf](#)) and distribute them to small groups or individual students, or project the images on a large screen for the class to view. As students view the images, ask them to consider how the images are related to one another and predict the content of the reading. Place students in small groups, and ask them to generate a list of words or concepts associated with the pictures and the inferred topic of study. Have groups present their words and concepts as you write them on the board. Ask students to look over all of the words and try to generate any words that were not mentioned. As students tackle the reading selection, ask them to consider how the pictures are related to content and the new information they encounter. As an extended activity to encourage metacognitive skills, students can write reflectively about their predictions and what they learned from the reading. They should consider the process as a whole.

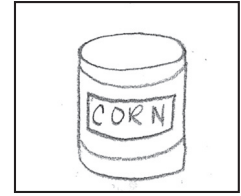
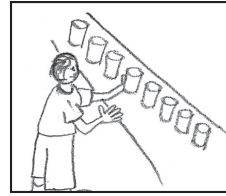
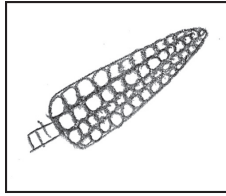
## Differentiation

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English language learners may have difficulty generating words related to the pictures, so it may help to have a list of words handy for them. To increase the challenge, the list might include words unrelated to the picture in addition to words relevant to the topic of study. Below-level students will work best in the small-group setting. Above-level students will enjoy the challenge of the activity, particularly if they have a different set of images related to the topic of study to work with.

# Picture Prediction *(cont.)*

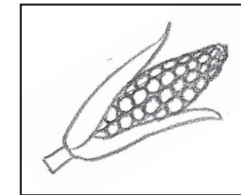
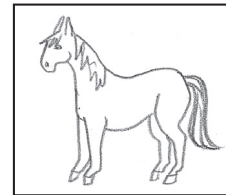
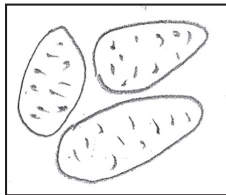
## Grades 1–2 Example



**Words:** factory, machines, workers, corn on the cob, cans, grocery store, buy

**My Prediction:** I think this section is going to be about how canned corn is made in a factory.

## Grades 3–5 Example



**Words:** potato, horses, corn, oceans, food, resources, helped, improved

**My Prediction:** I think the reading is about what things were brought to the Americas from Europe and what things were brought to Europe from the Americas.

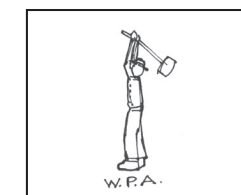
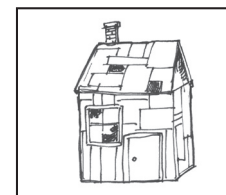
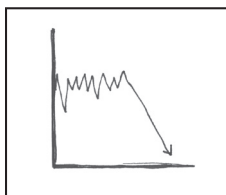
## Grades 6–8 Example



**Words:** World War I, Great War, Central Powers, Allies, trench warfare, United States, poison gas, guns, shooting, death

**My Prediction:** This section is going to be about WWI and trench warfare.

## Grades 9–12 Example



**Words:** stock market, crash, depression, shantytown, Hoover, Franklin D. Roosevelt, poverty, manual labor, workers

**Prediction:** This unit is going to be on the Great Depression. I think we are going to learn about what caused the Great Depression, its effects, and the measures taken to end it.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Picture Prediction

**Directions:** Write down any words that you think of when you look at the pictures. Think about what you will be reading, and write down what you think the reading will be about.


**Words**

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**My Prediction**

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