Video 4 Narrative Language, Prediction (REL Southeast)

Institute of Education Sciences

https://youtu.be/FgFw0h7Y-10?si=ZK1VnQRFGP8huV9l

Teacher: Another goal that we have today as we read this story is that we are going to make predictions. And a prediction is when you kind of make a little guess about what's going to happen next. So maybe if I looked outside and I saw really dark clouds in the sky, I might predict or guess that it's going to rain. We can also do that when we read stories. As we read stories, we can stop and think about what might happen next and make a little guess or a prediction. When I say turn and talk, you're going to say the words to your partner. "I predict that…" and then say what you think is going to happen. I predict that, turn and talk. What do you predict is going to= happen?

Student: I think the mitten is gonna turn into a tree.

Teacher: So I predict, can you say those words, I predict?

Student: I predict the mitten's gonna turn into a tree.

Teacher: Our next person is Maleya and as Maleya tells her prediction, let's make sure we're looking at the person speaking. Maleya, what do you think might happen?

Student: I think that mittens are gonna grow on the tree.

Teacher: Who agrees with her? Okay. So as we read, we'll see if our predictions are right. Sometimes we make really good guesses, and then it turns out that's what happens, but sometimes we make really good guesses and then those things don't happen. So we'll just read, and we'll see if some of our predictions really happen in this book. The Mitten Tree. "Now, each morning she opened her shutters and watched for new children to arrive." Shutters cover the windows of a house to keep the light out. "Each morning she opened her shutters and watched for new children to arrive." When you talk to your partner, you need to use the words I predict.

Student: I think she's going to make him some mittens.

Teacher: Can you use the words "I predict?"

Student: I predict she's gonna make him some mittens.

Teacher: Did you guys have the same prediction? When I was listening to James and Molly make their predictions, they had the same prediction of "I predict she's going to make him some mittens." Who agrees that that's what she might be doing? Let's keep reading.

Teacher: Can you say that again, I didn't get to hear you. So you say you Agree with Morgan. Can you say that I agree with Morgan? Do both of those make sense? Don't you think those both could happen?

Student: Yeah.

Teacher: Yeah. So even if one of them is right and one of them is wrong, were they good predictions? Yeah, what if I said, I think she's going to take all the mittens and go on an airplane ride?

Student: That doesn't make

Teacher: Why doesn't that make any sense? Is there anything that's happened in the book that makes us think there might be airplanes coming up?

Students: No.

Teacher: Has anything happened that talks about airplanes or makes us think that she's going somewhere?

Students: No.

Teacher: No so if I predict she's going on an airplane, there's nothing that helps me think that.

Student: You're going to be wrong.

Teacher: Are there things that help you think that she might put them on the tree? James, what happened so far that makes you think she might put them on the tree?

Student: Because the first one she put on the tree and the kids just kept looking for 'em.

Teacher: And Morgan, your prediction was that she's going to give them to the children. What has happened in the book that makes you think that?

Student: Because they haven't got to see or talk to her yet.

Teacher: Oh so they haven't seen her talked to her yet. So do we have some really good reasons for our predictions? So does that make them good predictions or bad predictions?

Students: Good.

Teacher: Good predictions. Was my prediction a good prediction or a bad prediction?

Students: Bad.

Teacher: So you have to have some reason that you think that. And if the book doesn't give you any reasons, that prediction doesn't make sense. Let's read on.