



ACADEMIC VOCABULARY NEWSLETTER - **PREDICT**

WHAT?

Academic Vocabulary Boards are a way of ensuring all students are exposed to the same critical, high frequency vocabulary words necessary for better understanding and academic performance.

POWER VERBS!

HOW?

Effective Vocabulary Instruction looks like...

1. An interactive word-rich environment
2. Development of student's independent word learning strategies
3. Intentional and consistent instructional strategies that teach vocabulary as well as model good word-learning behaviors

- Teaching Vocabulary in All Classrooms,
Blachowicz & Fisher

WHY? *"One of the longest, most clearly articulated lines of research in literacy education describes the strong connection between the vocabulary knowledge of readers and their ability to understand what they read."*

What Does Research Tell Us about Vocabulary?

1. Reading builds vocabulary
2. The importance of connecting new to known—making meaningful word relationships
3. Learning from context— environmental, text, discussion, listening, media etc.
4. Vocabulary learning is problem solving
5. Effective instruction builds vocabulary—intentional concept development and vocabulary instruction can have a positive effect on the student's USABLE vocabulary and comprehension

- Teaching Vocabulary in All Classrooms, Blachowicz & Fisher

This week's Suggested Activities:

All Staff:

Sentence Frame: I predict _____.

Simple yet effective! This sentence stem can be applied to literally ANY subject since you would be asking the student to make an educated guess about the topic in question. Here are some examples: make a prediction about the weather next week, who will win March Madness, a scientific outcome on the current classroom experiment, the next event in a story their reading, what will they do this weekend for fun, and a player's best move in the sport being played or taught.

The conversations are limitless this week with such a potentially open-ended line of questioning for students and staff. **Remember, a good conversation starts with a smile and a question then leads to enhanced relationships all around.**



Classroom teachers , Specialists & Small Group Instructors:

Metacognitive Making Predictions Strategy:

Discuss with students about how context reveals meaning in real-life situations as well as in reading a text. Introduce them to the process of making a prediction about something. We want students to understand the thought process they should work through in creating a prediction (based on evidence, prior knowledge, context clues etc.) that makes sense. Start by using the activities that relate to real-life scenarios to get to know the process then move into curriculum related activities where they'll be asked to apply the strategy to new academic concepts. Teaching students independent strategies like this will help them in every subject, on assessments, and in their actual lives. Scaffolding instruction by following the Gradual Release Model and utilizing multi-sensory approach with these mini-lessons will help to ensure ALL students are able to accurately generate predictions and clarify any misconceptions they may have. Modeling and thinking aloud is crucial!

Suggested Timeline: *can be done during breakfast each day or other short period of time in the day.*

Day 1: Introduce the word to class, use the provided videos/song to begin the discussions, create an anchor chart or create an interactive word wall. **Introduce sentence frames (on student poster).**

Song: <https://www.youtube.com/watch?v=AKMZg039qKk>

Videos: 1. <https://www.youtube.com/watch?v=k09Q8A6Bxco> ,

2. <https://www.youtube.com/watch?v=lpil1zILW-E>

3. <https://www.youtube.com/watch?v=lqUOP5R-YGc>

Day 2: Introduce Strategy Steps: (poster included for reference or for student notes/journals)

1. **Look:** at the word, the picture, the scenario or situation
2. **Reason:** connect what they know with what the author, photographer, or source of information has produced (aka: access prior knowledge and make a connection)
3. **Predict a Possible Meaning or Outcome:** also known as make a hypothesis or guess, it must make sense as in they must apply their previous knowledge to what they think could logically be an answer. Remember, an ACCURATE PREDICTION doesn't mean they must guess the outcome correctly, it means they produced a hypothesis that is PLAUSIBLE or could happen.

(Good example: I predict the bee will sting the man violently swinging his arms about because the bee thinks he's going to hurt her. Needs help example: I predict the bee will suddenly bark like a dog and turn into a carrot. No logical basis here or anything that could possibly make sense.)

4. **Resolve or Redo:** Decide if there's enough information to make an accurate prediction or should try again, consult with someone, or research it.

Day 3: Apply strategies in a whole group practice session while watching the Making Predictions Dog video (<https://www.youtube.com/watch?v=MhqkwEdW43o>). Practice creating examples of accurate predictions and inaccurate predictions.

Day 4 & 5: Create student groupings where they're able to practice making predictions first about real-life scenarios, then later apply to curriculum related content. Use the pictures provided in this file, the extra, "Teach This ESL" activities (word doc.), or create your own.

Activities adapted from: TEACHING VOCABULARY IN ALL CLASSROOMS, Blachowicz, Fisher

PREDICT



Pre means
"before"
and **diction**
has to do with
talking.

Definitions:

1. Verb: to say that something will or might happen in the future; to forecast

// The meteorologist predicted the rainy weather.

2. Noun: a statement about what will happen; a prediction

//My prediction is that the main character will ride off into the sunset on his horse.

Synonyms: words that are similar to predict.

Forecast
Guess
Sign
Indication
Signify
Signal
Prenotion
Prediction
Indicator
Prognosis
Prophecy
Conjecture
Foresight
Foretelling
Hunch
Gut feeling
Omen
Prognostication
Of event
anticipation
Surmising
Premonition



Antonyms: words that mean the opposite of predict.

Assure
Calculate
Measure
Demonstrate
Determine
Establish
Insure
Make sure
Prove
Settle
Warrant
Wait and see
Ignore
Disbelieve
Misunderstand
Reality
Misprediction



Making Predictions

1. Look: At the word, the picture, or the situation. Look carefully, what clues did you find?



2. Reason: Make a connection to the information. What prior knowledge do you already have about this topic?



3. Predict a possible meaning or outcome: Make a prediction about what is going to happen or what something means.



Does it make sense? How do you know?

Good example: I predict the bee will sting the man flailing his arms about because the bee must defend itself.

Needs help example: I predict the bee will suddenly bark like a dog and turn into a carrot. It does NOT make sense.

4. Resolve or Redo: Decide if there's enough information to make an accurate prediction. If it is not accurate then you should try again, have a discussion, or research it to be able to make a new, more accurate prediction.



Sentence Frames:

I predict _____. I predict _____ because _____.

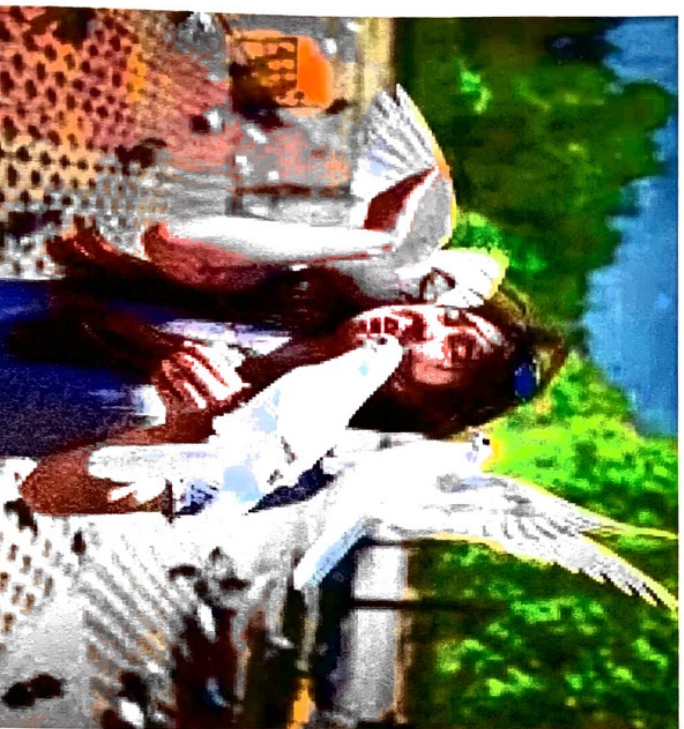
I predict

Will

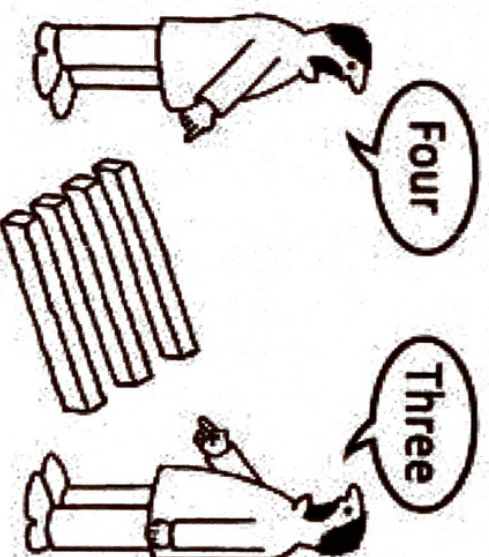
I predict

Will

Because



This is really confusing!!



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