Reading Comprehension: Predicting Using Names
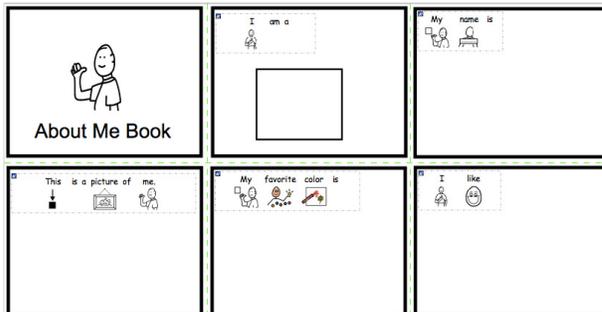
WHAT: This strategy is designed to help students make predictions using the names of students in their class. It also helps teachers think about reading comprehension lessons that focus on reading for just one purpose. In this first example, the purpose is predicting the best title of the book. This activity is a follow-up to writing an "About Me" book for each student.

Overall Goal: After **reading** or listening to the book, **choose** the best title, based on the story, pictures, and the reader's own background knowledge.

WHO IS THIS FOR: This strategy gives students a chance to practice finding their names for authentic purposes. Thus, it is ideal for students in preschool or kindergarten, or individuals who are older, but still learning to identify their names.

LOGISTICS:
Before using this activity, each student would need to write an "All About Me" book. Each page should have something the about the student that others may have in common (e.g., what school, color hair, song he/she likes, boy or girl). For this comprehension activity, the pages with the student's photo and name should be the last pages (or at least covered with a post-it).

Before Reading:
Build background knowledge – Talk with students about titles of books (and movies and TV shows), and how the "title" is like the "name" of the book. Remind them of the "All About Me" books they wrote, and talk about they all have the same title, so we need to think of new titles.

Chart Predictions:
Teacher writes names of students (possible story titles) on a chart, so they can refer to the predictions during and after reading the story.

Choosing Names for Voting:
Offer a choice, using photos, symbols, AAC devices or PostIts. Students vote by selecting their names, which are displayed:
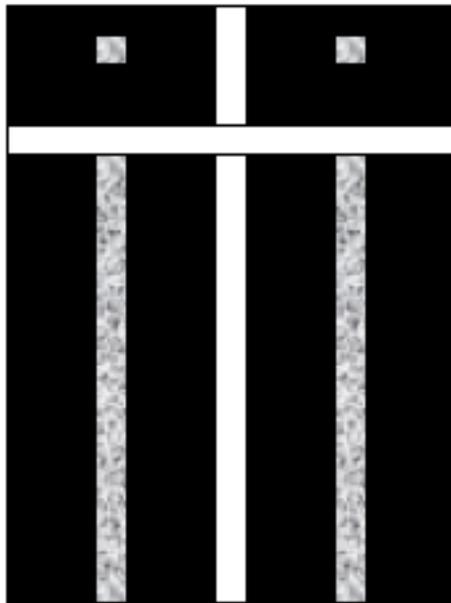
a) Write names on PostIts while students watch, so they get another model of name-writing
b) Name page or row on AAC device
c) Laminated student names on a choice board
d) Laminated student photos with names for students working on ID of photos.

Julia			Gabriela
Ethan	Katie	Dante	
Joseph	Kyla	Matt	

During Reading:
State purpose clearly. Tell the students, "Listen so that we can **choose** the best title for this book." The teacher reads the story (or a student uses a switch to step forward and read an electronic version of the story to the group). Stop no more than 2 times to remind students, "Remember, you're listening to **choose** the best title for this book."

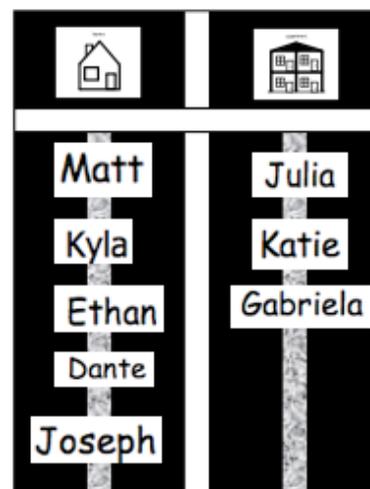**Reviewing Predictions After Reading:**

- The teacher points to and reads each title on the chart made before reading.
- Each student **votes** for the title he or she thinks is best. For some groups, you may need to limit choices to two names. Place the titles, e.g., "About Lisa" on the top of a Velcro voting chart (see Tip of the Month, **January 2010 - Insta-Charting: Voting with Names)**.
- After voting on the title, the teacher guides the students back through the book to find the words and/or pictures that helped them chose each of the titles. Describe what is correct about ALL of the choices students make (e.g., the second person should have some items in common with the selected person (e.g., same school, color hair, boy/girl, etc).
- After completing the task, the teacher reveals the name of the author and guides the students back through the book to see if they would still **vote** for the same title.

How To Extend Learning:
Use the names for voting and charting each page of the book: Who lives in a house or an

apartment? Who is a boy/girl? Who likes American Idol or Glee?

Read other books with names in them. Substitute one student for a character in the book. Have students predict which student will have the same name as one of the characters.

Remember that reading comprehension tasks involve reading the whole story and only stopping once or twice to remind students of the purpose. Ask more questions **after** reading.

Ideas for other stories:
Just My Friend And Me book by Mercer Mayer

Looking at family photo albums, yearbooks

Start to Finish Literacy Starters book: Trading Faces   www.donjohnston.com

Stories from Learning to Work by Attainment (Musselwhite & Richardson, 2009)
www.attainmentcompany.com   Samples include:
    'Good News Bad News' or 'Next' (Food Set)
    'No Problem' or 'The Coke' (Hospital Set)
    'Perfect for the Prom' or 'Growing Pains' (Garden Set)