

Introducing the Sci-fi genre with prediction and fix-up thinking strategies

Use the picture book : June 29, 1999 by David Wiesner.

To prepare for this activity identify **three stopping points in the story**. Get **three sets of 5 words**, one set from each section, chosen from the text at random, but **in the order that they appear** in the story. They should be words related to the setting, characters, problem, and solution in the plotline. Write these words on an overhead transparency. Use a cover sheet to keep them covered up except for the first set. Students will work in pairs to make predictions about the story plotline based on their background knowledge of these sets of vocabulary words that are listed in the order that they appear in the story. Don't tell them the genre you are working with.

Example:

Set I	Set II	Set III
research	backyard	ionosphere
seedlings	blue-ribbon	starcruiser
scientist	float	galley
aloft	twenty-four-hour coverage	jettisoned
extraterrestrial	rutabaga	supper

Reveal Set I on an overhead projector.

Students work in table pairs to predict what the story is about. Also see if the pairs can identify the genre of the story. What words help them do this? Share several predictions. Accept all answers.

Read to Stop 1

Pairs discuss and fix up their thinking with this new knowledge. Share new predictions. Ask : What has affected/changed their thinking and why? Guide brief discussion.

Reveal Set II

Students will work in table pairs to predict what the story is about. Share several predictions, again with discussion about clarifications to their thinking.

Read to Stop 2

Pairs fix up their thinking with this new knowledge. Share new predictions.

Reveal Set III

Students work in table pairs, and then each pair shares with another table pair, to predict what the story is about. Share several predictions.

Read to end.

Lead a final discussion on why their predictions changed and why good readers make use of this strategy "in their heads" as they read.