

# Making predictions A-Z: For help in defining multiple terms

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**Introduction:** This lesson will help you activate what you already know about a topic and identify key vocabulary.

**Directions:**

1. Select a passage to read.
2. Briefly preview the text, identifying headings, pictures, and other graphics.
3. Brainstorm and write down key vocabulary words in the boxes that contain the first letter of those words. (Many boxes can and should have more than one term in them.)
4. List as many words as you can generate.
5. Pair with a partner and share word lists. In sharing, provide explanations and reasoning for a word's selection to the list.
6. In pairs, use key vocabulary to generate prediction statements or problem questions about the text.
7. As you read, check your predictions and define key vocabulary words from your word lists.

**Making Predictions A->Z**

<b>A-B-C</b>	<b>D-E-F</b>	<b>G-H-I</b>
<b>J-K-L</b>	<b>M-N-O</b>	<b>P-Q-R</b>
<b>S-T-U</b>	<b>V-W-X</b>	<b>Y-Z</b>
<p><b>I predict that:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		

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## This lesson will help students practice:

- ▶ Activating background knowledge.
- ▶ Identifying key vocabulary words.
- ▶ Semantic derivatives of word families.
- ▶ Sharing what they know about vocabulary with other students.

## Teaching suggestions for initial use:

1. Before students read, ask them to identify vocabulary words that they know from their own experiences.
2. After reading, ask students to define vocabulary in the CTE context.
3. As with any strategy, remember that you will want to use the strategy with students three to four times before its use becomes comfortable for you and your students

## Teaching suggestions for repeated uses:

1. After a couple of uses, you likely will not have to copy the handout but can ask students to reproduce it on notebook paper.
2. Challenge students to write using the key vocabulary. Writing assignments might include predictions, summaries, or arguments supporting a point of view or process.
3. Provide students with different texts with related content to (a) identify the common vocabulary related to the content and (b) understand the diversity of vocabulary with which the content is explained.
4. Students may be challenged to add key vocabulary words to their word lists as they read.
5. Teachers often find that they might want to challenge students with some kind of game to encourage engagement in generating word lists. For example, extra points given for student pairs who generate (a) the most words, (b) a unique word, or (c) words found in the text.

## Student edition/example: Making Predictions A->Z: Proper Human Nutrition

<b>A-B-C</b> body mass index, balanced, consumption, adults, babies, amino acids, antioxidants	<b>D-E-F</b>	<b>G-H-I</b>
<b>J-K-L</b>	<b>M-N-O</b>	<b>P-Q-R</b> requirements, ration, quota, protein
<b>S-T-U</b>	<b>V-W-X</b> vitamins, weight, water, variables	<b>Y-Z</b>
<b>I predict that:</b> <ol style="list-style-type: none"> <li>1. Adults have different nutritional requirements than babies or children.</li> <li>2. A balanced diet (ration) is essential to maintaining weight.</li> <li>3. Proteins and amino acids are related, somehow.</li> </ol>		