Pre-Read 1:

#1. Heading:

Title of Novel: *The Call of the Wild*
Publishing information: (Grosset & Dunlap, New York, 1965)
Title of Strategy: Making Predictions Guide

#2. Context:

This strategy will be taught as the novel is introduced to students before the see the film adaptation of the story. Based on the background knowledge they have just learned about the Klondike Gold Rush, dog breeds, and the time period in the 1800s, students will make predictions about what themes and issues they will encounter in this story. This strategy allows students to transfer the information they have about the context of the story with what they will expect to find. They will have to use critical thinking skills as they explore what details the front and back covers offer the reader.

#3. Statement of Purpose:

The Making Predictions Guide provides a way that students can use asking questions to find meaning from a visual or written text. The thought boxes scaffold each step in this process so that students have an easy route for their thought process. This guide also frames their writing skills; building from sentence fragments and notes into complete sentences.

#4. Directions:

Time: Implemented for one 45 minute class period. Will require 15-20 minutes.

Materials Needed:

- One sheet per student
- Copy of novel per student

STEP 1: After providing sufficient background information through lecture and group discussion, students will receive this guide to assist them in transferring the facts they know to the fiction they’ll read.

STEP 2: Provide students copies of the novel along with the predictions guide. They can work individually and then in pairs, according to time restraints.
STEP 3: Students will be given time to complete the sheet, and then compare their notes and questions with other students. They ought to help each other fill each box as fully as possible. In a pair/share experience, students can share their predictions with each other and discuss why they have chosen such predictions.

STEP 4: Discussion—As a class, go over some of the observations and questions together. How does asking questions prepare for reading the novel? Why is cover art so important for a book?

#5. Assessment: (10 minutes)

This exercise is a simple assessment for the level of critical thinking and participation demonstrated by students. The prediction guide ought to be completely filled, with many ideas and questions in each box. Students ought to contribute to the class discussion as well, especially since part of the activity includes a pairing experience to gain even more ideas.
Starting the Novel: Making Predictions/Asking Questions

1. What details do you see? List all of the details you notice about the illustration on the cover of the book.

2. What questions can you ask based on the details you noticed?

3. What predictions can you make based on the details on the cover, the title of the book, and the chapter headings inside the book?