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Introduction

Reading comprehension involves numerous thinking skills. Making predictions is one such skill. A reader who can think ahead to determine what may happen next or how an event may turn out gains a richer understanding of a text. This book will help you help students learn to make reasonable predictions and anticipate probabilities. Use the pages that follow to teach this skill to students and to give them practice in employing it.

Using This Book

Pages 5-7

After introducing prediction to students (see page 4), duplicate and pass out pages 5-7. Use page 5 to help students review and practice what they have just learned about making predictions. By explaining their thinking, students are using metacognition to analyze how they made their predictions. Pages 6-7 give students a model of the practice pages to come. They also provide a model of the thinking students might use in making predictions.

Page 8

Use this page as a pre-assessment to find out how students think when they make predictions. When going over these pages with students, point out that a prediction is what is most likely to happen next. A prediction is formed using the information given and what the reader knows. A prediction makes sense.

Pages 9-43

These pages offer practice in making predictions. The first paragraph on each page is a nonfiction passage similar to one students might encounter in a social studies or science text. The second paragraph is a fictionalized passage similar to one they might find in a novel. After reading each paragraph, students should fill in the bubble in front of the correct answer for each question.

Pages 44-46

After they have completed the practice pages, use these pages to assess the way students think when they make predictions.

Page 47

You may wish to keep a record of students' progress as they complete the practice pages. Sample comments that will help you guide students toward improving their skills might include:

- reads carelessly
- misunderstands text
- fails to identify probabilities
- doesn't apply prior knowledge
- lacks background to make correct predictions

Teacher Tip

For students who need extra help, you might suggest that they keep pages 5-7 with them to use as examples when they complete the practice pages.

Mini-Lesson: Teaching About Prediction

1. Introduce the concept: Write this sentence on the chalkboard:

The weather forecast is for rain.

Ask students which of the following sentences best suggests what will happen next.

- A. Winston will take his umbrella to school.
- B. Winston will leave his umbrella at home.

2. Model thinking: After students have correctly identified A as the sentence that best suggests what will happen, explore why by modeling how they might think aloud.

Teacher Tip

Students can learn a lot if you review the finished practice pages with them on a regular basis. Encourage students to explain their thinking for each correct answer. Ask them to point out the words that helped them figure out what might happen next. Discuss why the other sentences are not correct choices.



3. Define the skill: Explain to students that often a reader can use information in a text to think about what might happen next. Sometimes a reader considers information that he or she already knows to help guess what will happen. When a reader thinks about what will probably happen, he or she is making a **prediction**.

Information in the Text
It is going to rain.

What the Reader Knows
An umbrella is useful in the rain.

4. Practice the skill: Use Practice Pages 9–43 to give students practice in making predictions.

What Is a Prediction?

You read a passage. It gives you some information. But how will you use this information? A good reader thinks about the information.

A reader might think:



As you answer these questions, you are making **predictions**.

A prediction is a good guess about what will happen next.

Read the paragraph below, and then answer the questions.

Kevin's Book

Kevin read a book he liked a lot. He was really sorry when the story ended. He thought the author had done a great job. The next day Kevin took the book back to the library.

What facts are given in this paragraph?

1. What did Kevin think about the book?

2. How did Kevin feel when he finished the book?

3. What did Kevin think about the author?

Make a prediction.

4. What author might Kevin look for when he borrows another book from the library?

5. Why do you think so?

6. Have you ever done this?

When you make a prediction, use the information that is given. Use what you know as well. Put the information together. Ask yourself whether your prediction makes sense.



Making Predictions

Study these two pages. They show how a student made predictions.

Read the paragraph. Then fill in the bubble that best answers the question.

Call 9-1-1

In an emergency people need help right away. Many towns use computer maps for emergency aid. When a 9-1-1 call comes in, the dispatcher looks at the computer map. It shows where the call is coming from. The dispatcher plots the fastest route to that place. This allows firefighters and ambulance drivers to get to a scene more quickly.

Which sentence tells what most likely happens next?

A. Ambulance drivers get lost.

C. People in trouble wait longer for help.

This doesn't make sense. The maps help the dispatchers plot the routes.

The paragraph says help gets there fast, so this isn't likely.

B. Injured people get to hospitals faster.

If an ambulance gets to an injured person faster, then it can get that person to a hospital faster.

I am going to fill in **B**. This sentence is the best prediction of what might happen next.





Making Predictions

Read the paragraph. Then fill in the bubble that best answers the question.

Late Laura

Laura went to bed late and forgot to set her alarm. The next day she got up late. She had to rush to get to school. In her haste she left her homework on the kitchen table. At lunchtime she had to stay in and do it all over again.

Which sentence tells what most likely happens next?

- A. Laura will set her alarm the next night.
- B. Laura will forget her homework again.
- C. Laura won't do her homework for the next day.

This makes sense to me. That's what I would do!



Nothing in the paragraph suggests that Laura won't do her homework. I don't think she is looking for trouble.

Students try not to do this two days in a row. Who wants to stay in at lunchtime?

I am going to choose **A**. This prediction makes the most sense to me.

Pre-Assessment



Name _____ Date _____

Thinking About What Will Happen

Read each sentence beginning. Choose the best sentence ending.

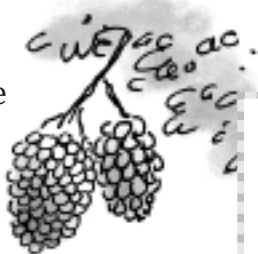
- | | |
|---|---|
| <p>1. If you step in gum, your shoe will most likely get</p> <p><input type="radio"/> A. slippery.</p> <p><input type="radio"/> B. sticky.</p> <p><input type="radio"/> C. cold.</p> | <p>5. If you bump into someone, that person will most likely be</p> <p><input type="radio"/> A. curious.</p> <p><input type="radio"/> B. honored.</p> <p><input type="radio"/> C. annoyed.</p> |
| <p>2. If you put water on a tissue, it will most likely get</p> <p><input type="radio"/> A. hard.</p> <p><input type="radio"/> B. smelly.</p> <p><input type="radio"/> C. soggy.</p> | <p>6. If you do well on a test, you will most likely feel</p> <p><input type="radio"/> A. sad.</p> <p><input type="radio"/> B. proud.</p> <p><input type="radio"/> C. welcome.</p> |
| <p>3. If you leave ice cream in the sun, it will most likely</p> <p><input type="radio"/> A. freeze.</p> <p><input type="radio"/> B. melt.</p> <p><input type="radio"/> C. harden.</p> | <p>7. If the lights in a theater dim, it most likely means</p> <p><input type="radio"/> A. a movie will begin.</p> <p><input type="radio"/> B. electricity is failing.</p> <p><input type="radio"/> C. a movie is over.</p> |
| <p>4. If you blow on a candle, the flame will most likely</p> <p><input type="radio"/> A. go out.</p> <p><input type="radio"/> B. burn brighter.</p> <p><input type="radio"/> C. burn longer.</p> | <p>8. If you get stung by a bee, you will most likely feel</p> <p><input type="radio"/> A. shy.</p> <p><input type="radio"/> B. pain.</p> <p><input type="radio"/> C. happy.</p> |

Name _____ Date _____

Read each paragraph. Then fill in the bubble that best answers each question.

A California Story

California is the raisin capital of the world. Farmers there begin by growing grapes. When the grapes are ripe, workers pick them from the vine. Then the grapes are laid out in California's dry, sunny air. The grapes begin to get wrinkled as they lose their water. They change color, too.



1. Which sentence tells what most likely happens next?

- A. The grapes get moldy and rotten.
- B. Farmers water the dry grapes.
- C. The grapes turn into brown raisins.

Frank's Bike Ride

Frank has moved to a new town. He does not know his way around the neighborhood very well. Today he went for a bike ride. He had such a good time exploring that he didn't note all the turns he made. Now Frank is lost!

2. Which sentence tells what most likely happens next?

- A. Frank will fall off his bike.
- B. Frank will ask for directions.
- C. Frank will keep on exploring.