

MAKING PREDICTIONS



Name: _____ Date: _____

Making Predictions

What do you think happened next in *Broken Pieces*? Write the ending of the story based on your prediction.

I think Alex's mom will walk in the door with his grandparents. His mom will be upset when she sees the broken vase. Then, Alex will explain that he let his anger get the best of him and apologize. His mom will forgive him and they will clean up the mess together.

Making Predictions
Answer the following questions. Underline.

1. Which of the following predictions would reading this story?

a. This story takes place long ago.
 b. The main character breaks something.
 c. The main character is clumsy.
 d. The main character gets into an accident.

2. What do you predict is the accident?

I think the main character's mom has Alex look at the accident.

3. How does Alex feel after the accident?

a. Angry
 b. Regretful
 c. Eager
 d. Nervous

4. PART A: How will mom feel about the accident?

a. Apologetic
 b. Disappointed
 c. Understanding
 d. Worried

PART B: What evidence helped you determine your prediction?

Making Predictions

A prediction is a guess you make, using text or picture clues to help you.

1. BEFORE
Look at the

2. DURING
STOP! Predict

3. AFTER
Confirm or

890L Making Predictions Name: _____ Date: _____

BEFORE READING: Look at the title and illustration. What do you think this story will be about? (Characters, setting, problem, solution)

Broken Pieces

Alex looked at the broken pieces spread all over the floor and knew that he would probably be in big trouble. Sighing, he bent down to carefully begin picking them up. Each one fit into the other like a puzzle.

Before leaving the house, his mom had told him to be careful and not to get into any trouble, but he had done just the opposite. It was an accident, but he had to admit that he hadn't been very careful.

DURING READING: What do you think the character's accident is?

After taking so long to clean his room this morning, he was mad that he hadn't been able to spend time outside on such a nice Saturday. His friends had planned a game of football, and he hadn't been involved in a single play. Alex had missed the whole thing. His days were busy with studying, homework, and soccer practice, and he felt like he rarely saw his friends.



Predicting Starters

- The story said..., which made me think...
- I think ... will happen because...
- When I read... it made me realize...
- When the character does... it makes me think...
- When the character says... it makes me think...
- When the character feels... it makes me think...



PREDICTING

2nd & 3rd grade

Table of Contents

1. How to Teach Predicting
2. Making Predictions Process Anchor Chart
3. Predicting Paper Fortune Telling Cookies
4. Predicting Starters Bookmarks
5. Predicting Graphic Organizer
6. Predicting Stationary
7. Brad's Birthday Box- 410L
8. Abby's Big Day- 500L
9. At the Zoo- 620L
10. Broken Pieces- 630L
11. Fall Surprise- 700L

Each story includes:

- 1 page of multiple choice and short response questions
- 1 page with a predicting writing prompt

ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



890L Making Predictions Name: _____ Date: _____

STOP BEFORE READING: Look at the title and illustration. What do you think this story will be about? (Characters, setting, problem, solution)

Broken Pieces

Alex looked at the broken pieces spread all over the floor and knew that he would probably be in big trouble. Sighing, he bent down to carefully begin picking them up. Each one fit into the other like a puzzle.

Before leaving the house, his mom had told him to be careful and not to get into any trouble, but he had done just the opposite.

370L Making Predictions Name: _____ Date: _____

STOP BEFORE READING: Look at the title and illustration. What do you think this story will be about? (Characters, setting, problem, solution)

Brad's Birthday Box



think is inside the box?

ok it out of the box. He set it on his ...
it was the perfect shape. He wanted to see
it back down again. He smiled. He went to

500L Making Predictions Name: _____ Date: _____

STOP BEFORE READING: Look at the title and illustration. What do you think this story will be about? (Characters, setting, problem, solution)

Abby's Big Day

Abby woke up feeling excited and nervous both at the same time. Today was the day she had been waiting for. She ate her breakfast and got herself ready. Her dad smiled at her as they got into the car.

Driving there through a lot of traffic gave Abby time to think and prepare. She thought of how she would look and feel today during her big moment. It made her smile. Her nerves were starting to lessen, but she knew they would be back again soon.

STOP DURING READING: Where do you think Abby and her dad are going?

"How are you doing?" her dad asked, smiling at her from the front seat into the mirror.

"I'm okay," Abby said, smiling slightly back at him.

"You're going to do great!" he told her, nodding.

They passed many cars and many people walking. There were tall shiny buildings and a few trees here and there. The sidewalks were crowded as people waited at traffic lights to cross the road. Many were bundled in hats and gloves. Pretty winter decorations lined the streets.

Predicting Starters

The story said..., which made me think...

I think ... will happen because...

When I read... it made me realize...

When the character does... it makes me think...

When the character says... it makes me think...

When the character feels... it makes me think...

Please Note: Passage levels shown may vary depending on grade level purchased.

Name: _____ Date: _____

Making Predictions

What do you think happened next in *Broken Pieces*? Write the ending of the story based on your prediction.

I think Alex's mom will walk in the door with his grandparents. His mom will be upset when she sees the broken vase. Then, Alex will explain that he let his anger get the best of him and apologize. His mom will forgive him and they will clean up the mess together.

Making Predictions

Answer the following questions. Underline the correct answer.

1. Which of the following predictions would you make after reading this story?

- a. This story takes place long ago.
- b. The main character breaks something.
- c. The main character is clumsy.
- d. The main character gets into an accident.

2. What do you predict is the accident?

I think the main character's mom has Alex look at the broken pieces.

3. How does Alex feel after the accident?

- a. Angry
- b. Regretful
- c. Eager
- d. Nervous

4. PART A: How will mom feel about the accident?

- a. Apologetic
- b. Disappointed
- c. Understanding
- d. Worried

PART B: What evidence helped you determine your prediction?

Making Predictions


A prediction is a guess you make, using text or picture clues to help you.

890L Making Predictions Name: _____ Date: _____

STOP BEFORE READING: Look at the title and illustration. What do you think this story will be about? (Characters, setting, problem, solution)

Broken Pieces

Alex looked at the broken pieces spread all over the floor and knew that he would probably be in big trouble. Sighing, he bent down to carefully begin picking them up. Each one fit into the other like a puzzle.









Before leaving the house, his mom had told him to be careful and not to get into any trouble, but he had done just the opposite. It was an accident, but he had to admit that he hadn't been very careful.

STOP DURING READING: What do you think the character's accident is?

After taking so long to clean his room this morning, he was mad that he hadn't been able to spend time outside on such a nice Saturday. His friends had planned a game of football, and he hadn't been involved in a single play. Alex had missed the whole thing. His days were busy with studying, homework, and soccer practice, and he felt like he rarely saw his friends.

Predicting Starters

-  The story said..., which made me think...
-  I think ... will happen because...
-  When I read... it made me realize...
-  When the character does... it makes me think...
-  When the character says... it makes me think...
-  When the character feels... it makes me think...

Please Note: Passage levels shown may vary depending on grade level purchased.

Name: _____ Date: _____

READING: Look at the title and illustration. What do you think the story will be about?
Characters, setting, problem, solution)

Brad's Birthday Box

his birthday gift. He was so
was in the big box. He



ke it?" his mom asked.
e one you wanted?" dad asked.
I love it! Thank you. He told them.

DURING READING: What do you think is inside the box?

picked up the box. He ran upstairs.

was shiny, silver, and the right size. He took it out of the box. He set it on his
r. He bent down to look at it. It had lights. It was the perfect shape. He wanted to see
it could do. He touched the sides of it. He put it back down again. He smiled. He went to
box again to get the directions.

Name: _____ Date: _____


Making Predictions

What do you think happened next in *Brad's Birthday*? Write the ending of the story based on your prediction.

the Robot suddenly began to
Brad and his brother may
he Robot is alive

Making Predictions



A prediction is a guess you make, using text or picture clues to help you.



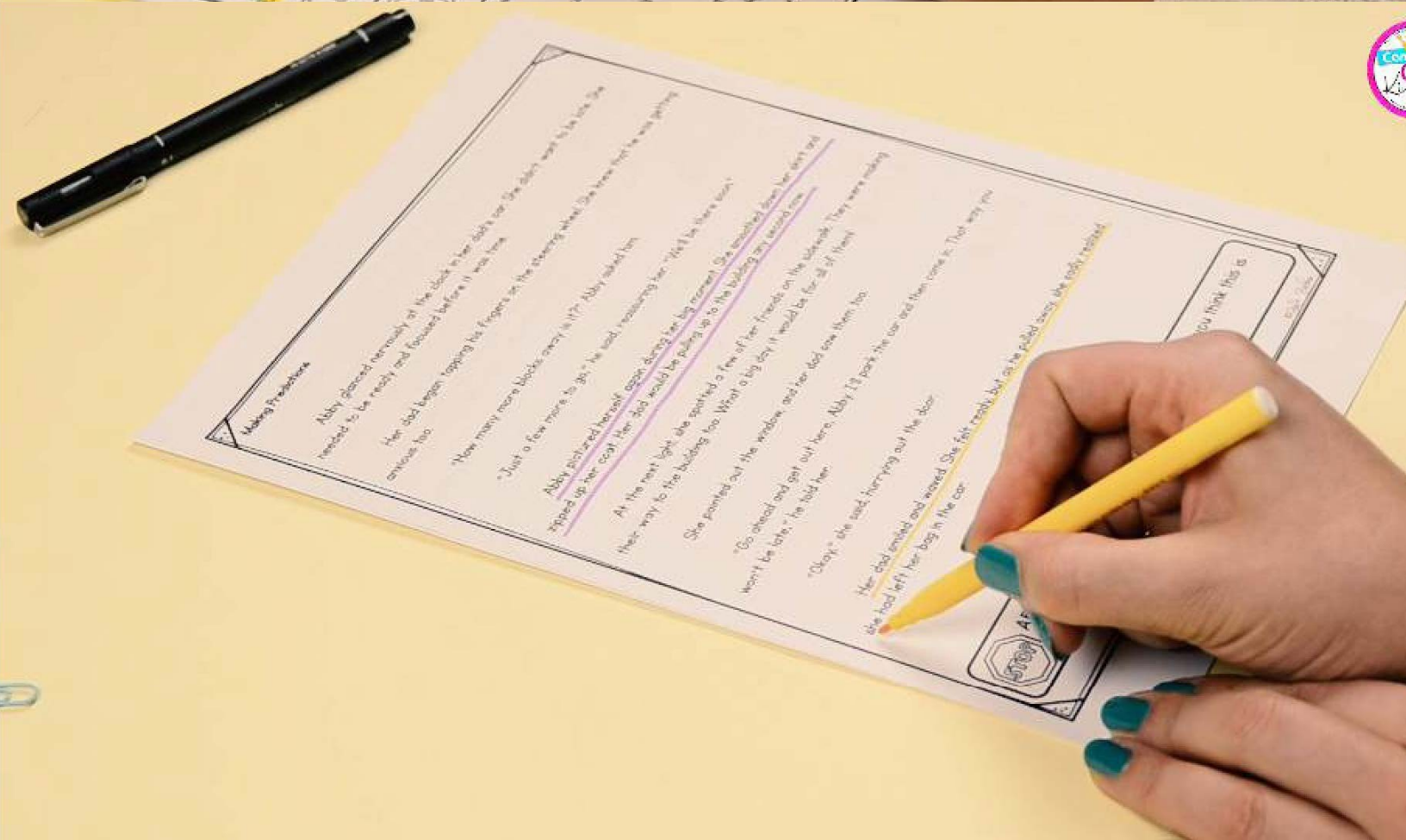
"I think _____
because _____
_____"

- BEFORE READING**
Look at the title and illustrations.
- DURING READING**
STOP! Predict what will happen next.
- AFTER READING**
Confirm or adjust your prediction.

Were you correct?

YES Confirm   NO Adjust

Please Note: Passage levels shown may vary depending on grade level purchased.



How to Teach Predicting

What is predicting?

Making predictions is a strategy in which readers use information from a text (including titles and pictures) and their own personal experiences to guess what they are about to read.

Why is predicting important?

Predicting requires the reader to actively think ahead and ask questions. It also allows students to understand the story better by recalling details, making connections, and drawing conclusions.

Making predictions is also a valuable strategy to improve reading comprehension.

Visuals

- Visuals are powerful tools to help students remember a skill or strategy. The “fortune cookie” visual is a great tool to teach kids predicting because it is a fun way to remember what predicting means.
- Process anchor charts are also helpful visuals for students to refer to, and eventually internalize the steps they can use to make predictions.
- Graphic organizers help students use the process for predicting, while organizing their thoughts.
- The ultimate goal is to provide enough practice so that students can predict internally, without any visuals or prompting.

Differentiation

Use more visuals, especially graphic organizer, to model story retellings. Have students practice predicting in small groups. Students who need more support should use these visuals until they can progress to speaking or writing about their predictions.

Predicting Paper Fortune Telling Cookies

Fortune telling cookies are a great visual to help students connect to predicting.

How to Make a Predicting Fortune Telling Cookie:

1. Print the circle template on colored or printed paper.
2. Print the prediction question prompts on white paper.
3. Cut out the circle template and prompts.
4. Fold the circle template in half.
5. Place the prompt inside the fold.
6. Paste the tops of the circle template together.
7. Fold again into fortune cookie shape.
8. Pull out the prompts to ask students to predict prompts before, during, and after reading stories.





BEFORE READING: Look at the title and illustration. What do you think this story will be about?
(Characters, setting, problem, solution)

At the Zoo

They strolled along, looking thoughtfully at the faces behind the enclosures. Several giraffes had their long necks stretched high into the air. As they chewed on leaves, Miriam couldn't help but wonder what they were thinking, watching the hordes of people walk by. She saw some of the gorillas walking along the edge of the water in their habitat, most of them sitting lazily on rocks, or sleeping in the grass as the babies frolicked around.

It was her brother's birthday, and all he wanted was for the whole family to take a trip to the zoo. He was fascinated with animals and knew many things about them; Miriam was impressed with the facts he shared, especially because he was only turning four years old.

"Come on, Miriam, hurry up," he said. "The lions are right over here!"

She hustled a bit until she caught up to the rest of the family. Marcus jumped up and down excitedly, and he grabbed his mom's hand and dragged her to the edge of the glass where she could get a better look. His dad laughed boisterously as Marcus told them at least five different facts about lions, making sure they all listened to every single statement that he recited.

Chuckling, her dad said, "Marcus, how did you get to be so intelligent already?"

Marcus beamed, and checked the map he had requested that his mom print for him at home. "This way!" he shouted, pointing. "I want to see the next exhibit. It's the best part about the whole zoo!"



DURING READING: Where do you predict Marcus is going?

Making Predictions

The family followed closely behind him. When they got there, Marcus noticed a sign. Puzzled, he looked at his parents and pointed to it.

“What does that blue sign say?” he asked them.

His dad responded apologetically, “Sorry, buddy. It looks like this exhibit is closed for today.”

Marcus immediately looked disappointed. He went up to the glass and looked inside, scrutinizing the habitat. He saw the waterfall and trees, but he didn't see anything else going on in there.

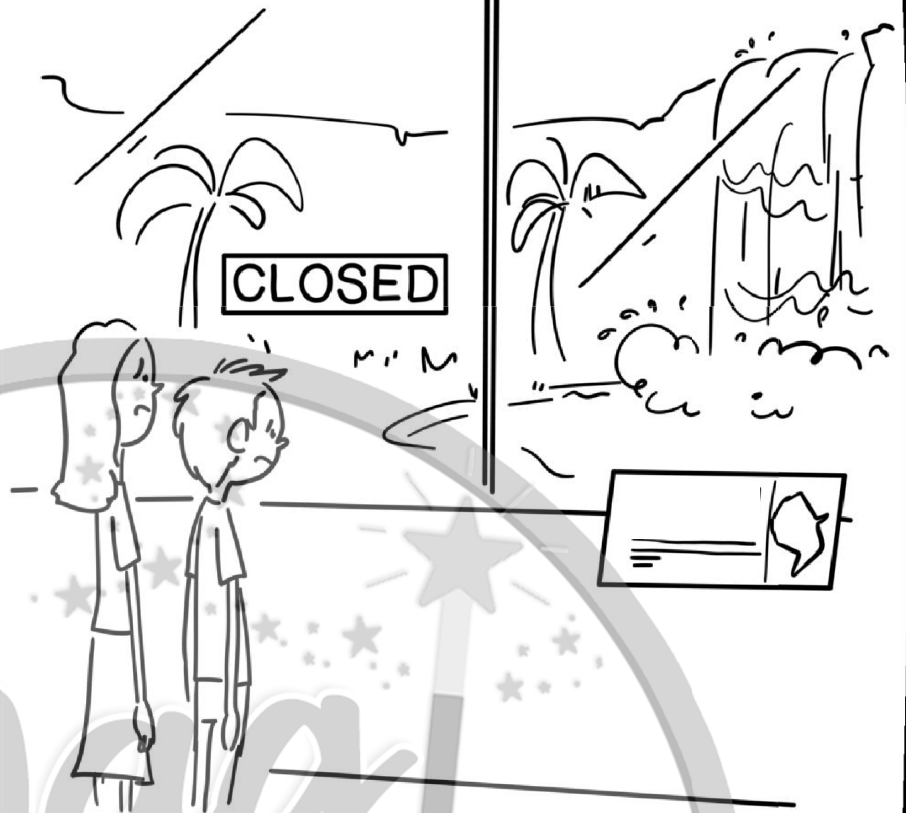
“Where are they?” he wondered aloud.

At that moment, a door to the exhibit opened, and a worker from the zoo with rain boots on and a nametag emerged.

“It must be your birthday,” she said as she pointed to the birthday pin on his shirt.

Marcus nodded, “We came to the zoo to see the animals. This exhibit is always my favorite one, but it is closed!”

Smiling again, she cheerfully pointed at the door. Opening it, she nodded and gestured to them, “You're right, it is, but why don't you all come with me?”



AFTER READING: Where do you think the zookeeper is taking Marcus?

Making Predictions

Answer the following questions. Underline the text evidence in the color shown.

1. Which of the following predictions would be reasonable for a reader to make before reading this story? (Choose all that apply.)



- a. This story takes place in the present.
- b. This story takes place in the jungle.
- c. A family is taking a trip to the zoo.
- d. Kids are disappointed at the zoo because they can't see animals.

2. What do you think is Marcus' favorite exhibit? Why?

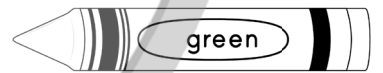


3. Which prediction about where the animals are is reasonable?



- a. The animals are inside.
- b. The animals escaped.
- c. The animals were taken by another zoo.
- d. The animals were released into the wild.

4. PART A: Where do you think the zookeeper is taking Marcus?

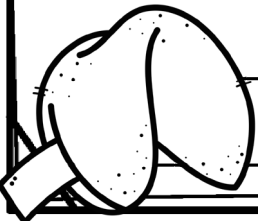
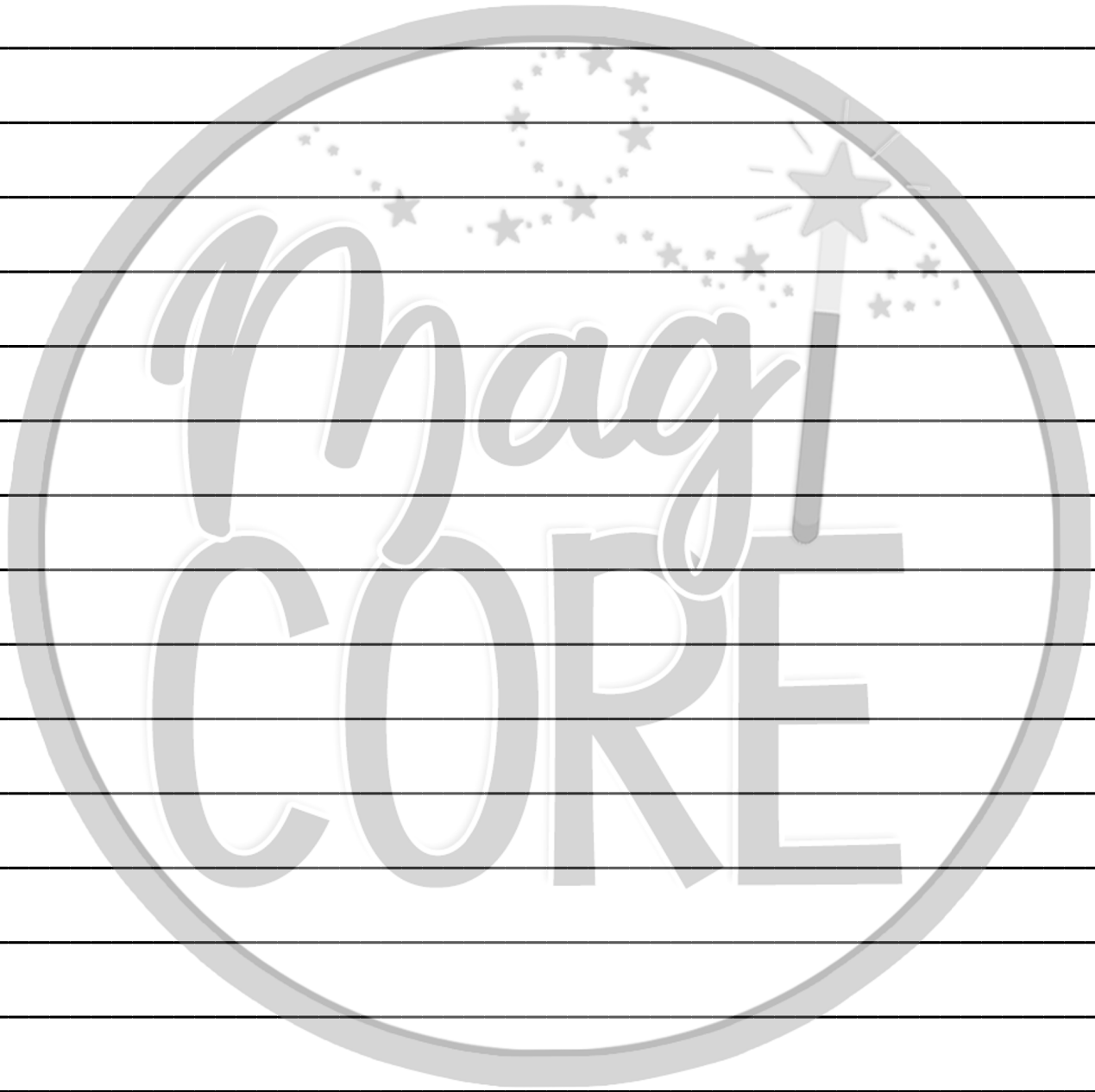


PART B: What evidence helped you determine your answer in part A?

Name: _____ Date: _____

Making Predictions

What do you think happened next in *At the Zoo*? Write the ending of the story based on your prediction.



Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2019, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/magicore>



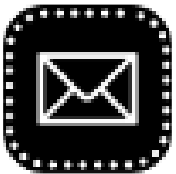
<https://www.facebook.com/MagiCoreLearning/>



<https://www.instagram.com/magicorelearning/>



https://www.pinterest.com/magicorelearning/_shop/



Julie@magicorelearning.com

Looking for more?



CREDITS

<https://www.teacherspayteachers.com/Store/Ashley-Hughes-A-Hughes-Design>

