

PREDICTING

Predicting

In your own words, describe what predicting is:

When I read I can predict, what might happen next, or what I might learn next based on the author's clues and my own personal knowledge.

As you read each passage in the Link & Think guide, stop often to record your predictions.

MY DIARY: CAMPING

My Predictions What do you think will happen as you read?	Text Evidence What details from the text support your predictions?	Reflection How were your predictions correct or incorrect?

GENTLE GIANTS OF THE SEA

My Predictions What do you think you will learn as you read?	Text Evidence What details from the text support your predictions?	Reflection How were your predictions correct or incorrect?

BRACE FACE

My Predictions What do you think will happen as you read?	Text Evidence What details from the text support your predictions?	Reflection How were your predictions correct or incorrect?

PRACTICE

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It's me again. I'm packing up and getting ready to go camping for a few days with my family and my friend, Joe. This is our last adventure before school starts. I can't wait!

Talk to you soon,
Chris

CLICK HERE TO KEEP READING!

PREDICTING RUBRIC

4	3	2
While reading, I can predict what I think will happen next or what I think I will learn next without assistance. My predictions are clearly stated.	While reading, I can predict what I think will happen next or what I think I will learn next with little assistance. My predictions are clearly stated.	While reading, I think I will learn next or what I think I will learn next with assistance. My predictions are clearly stated.

PREDICTING

When I read I can guess, or predict, what might happen next or what I might learn next based on the author's clues and my own personal knowledge.

BEFORE READING

I use the title and cover illustrations to predict what the story will be about or what I will learn.

DURING READING

I stop often to guess what will happen next or what I will learn next. I use information previously given in the text to help me form my predictions.

AFTER READING

I check to see if my predictions were correct or incorrect.

 **LINK** **Activity**
Interactive Learning Guides

WAIT!

Thank you for considering this LINKtivity for your classroom, but before you make a decision - you should know that you can get **access to this LINKtivity + PLUS our entire library** for about the same price as a single LINKtivity!

The results are in: **Teachers LOVE LINKtivities...** and want more! So, we've made it SUPER easy and cost effective for you to access any and ALL of our LINKtivities inside our LINKtivity Learning membership option! Instead of purchasing just ONE LINKtivity - why not get access to ALL of them... for about the SAME PRICE!



INSIDE THE MEMBERSHIP YOU'LL HAVE UNLIMITED ACCESS TO:

- ✓ The **entire growing LINKtivity® library** inside the Membership (LINKtivities for all content areas)
- ✓ ALL **future LINKtivities** to be added to the membership (new releases each month!)
- ✓ **Teacher guides** to help you set up each LINKtivity® successfully in your classroom
- ✓ **Student resources** that go along with each LINKtivity (printable OR digital)
- ✓ **Kid-friendly rubrics** and **answer keys** for each LINKtivity®



JOIN NOW



Predicting

When I read I can guess, or predict, what might happen next, or what I might learn next based on the author's clues.

BEFORE READING

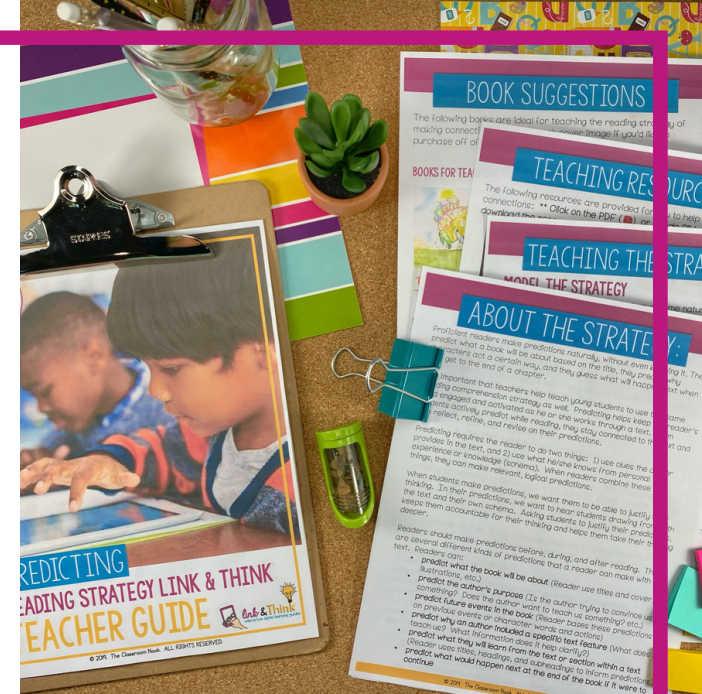
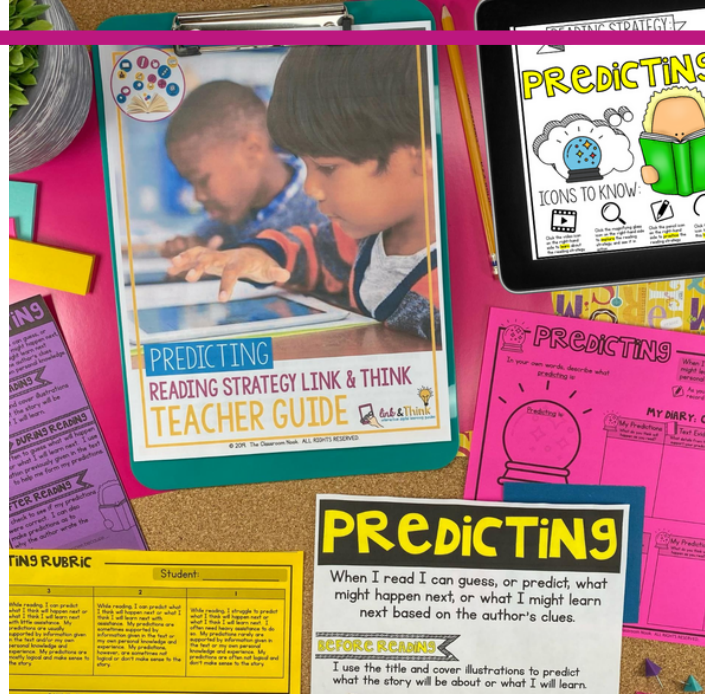
I use the title and cover illustrations to predict what the story will be about or what I will learn.

DURING READING

I stop often to guess what will happen next or what I will learn next. I use information previously given in the text to help me form my predictions.

AFTER READING

I check to see if my predictions were correct. I can also make predictions as to why the author wrote the story.



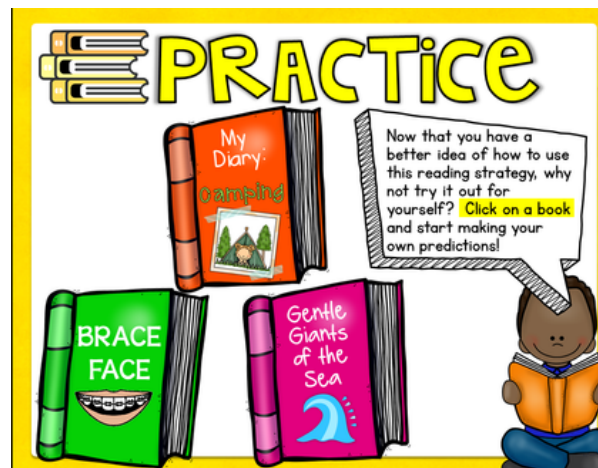
Your students are going to love this hands-on approach to learning how to make predictions while reading. Resource includes a LINKtivity digital learning guide (with audio support), a student recording sheet (printable or digital), answer key, a rubric, teacher observation sheets, classroom poster, student bookmarks, and a teacher guide with a 5-Day lesson plan guide.



More Sample Slides



Before I even start reading the story, I am already making a prediction about what the story will be about. I'm predicting that Chad is probably going to feel nervous at first because he's never been on a plane ride, but then he will end up enjoying it. I'm predicting that because I felt the same way on my first plane ride!



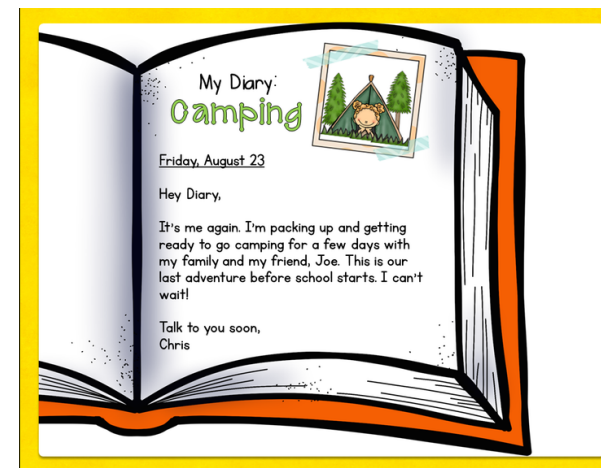
PRACTICE

Now that you have a better idea of how to use this reading strategy, why not try it out for yourself? **Click on a book** and start making your own predictions!

My Diary: Camping

BRACE FACE

Gentle Giants of the Sea



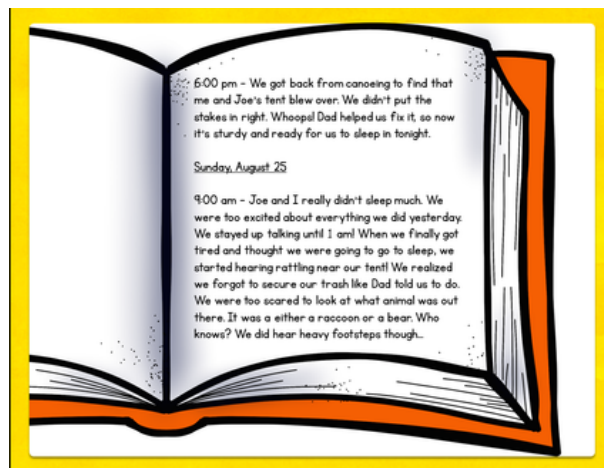
My Diary: Camping

Friday, August 23

Hey Diary,

It's me again. I'm packing up and getting ready to go camping for a few days with my family and my friend, Joe. This is our last adventure before school starts. I can't wait!

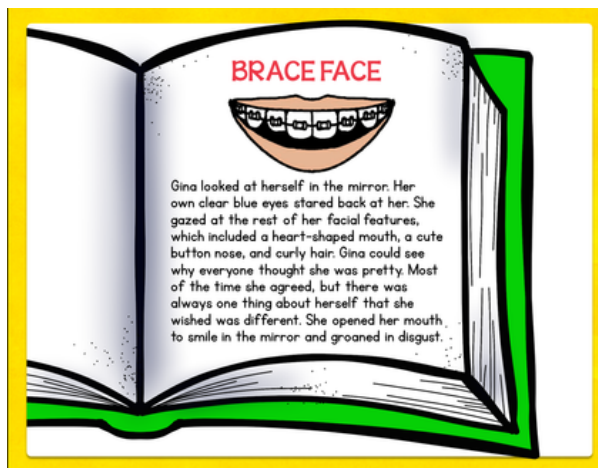
Talk to you soon,
Chris



6:00 pm - We got back from canoeing to find that me and Joe's tent blew over. We didn't put the stakes in right. Whoops! Dad helped us fix it, so now it's sturdy and ready for us to sleep in tonight.

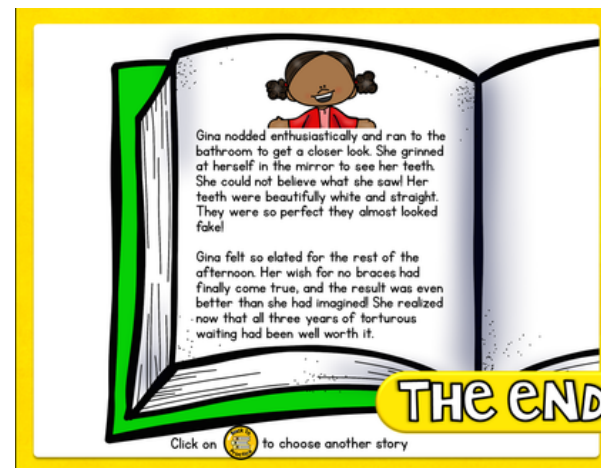
Sunday, August 25

9:00 am - Joe and I really didn't sleep much. We were too excited about everything we did yesterday. We stayed up talking until I and When we finally got tired and thought we were going to go to sleep, we started hearing rattling near our tent! We realized we forgot to secure our trash like Dad told us to do. We were too scared to look at what animal was out there. It was a either a raccoon or a bear. Who knows? We did hear heavy footsteps though.



BRACE FACE


Gina looked at herself in the mirror. Her own clear blue eyes stared back at her. She gazed at the rest of her facial features, which included a heart-shaped mouth, a cute button nose, and curly hair. Gina could see why everyone thought she was pretty. Most of the time she agreed, but there was always one thing about herself that she wished was different. She opened her mouth, to smile in the mirror and groaned in disgust.

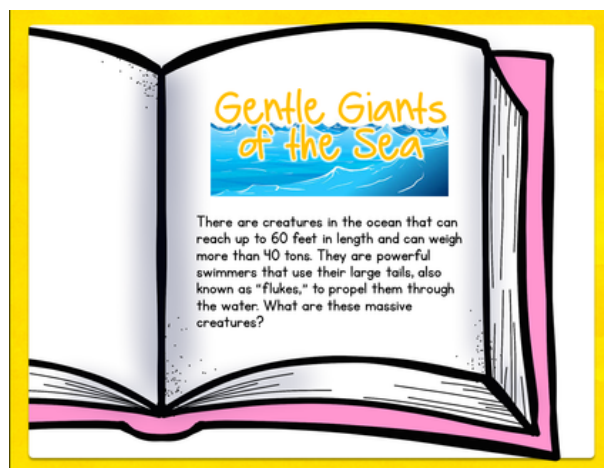


Gina nodded enthusiastically and ran to the bathroom to get a closer look. She grinned at herself in the mirror to see her teeth. She could not believe what she saw! Her teeth were beautifully white and straight. They were so perfect they almost looked fake!

Gina felt so elated for the rest of the afternoon. Her wish for no braces had finally come true, and the result was even better than she had imagined! She realized now that all three years of torturous waiting had been well worth it.

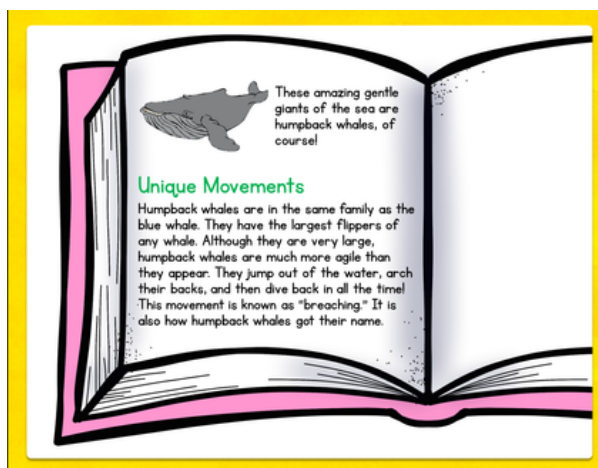
THE END

Click on  to choose another story



Gentle Giants of the Sea

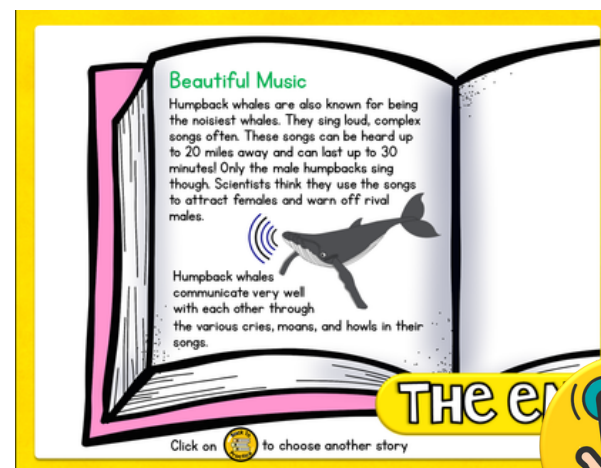
There are creatures in the ocean that can reach up to 60 feet in length and can weigh more than 40 tons. They are powerful swimmers that use their large tails, also known as "flukes," to propel them through the water. What are these massive creatures?



These amazing gentle giants of the sea are humpback whales, of course!

Unique Movements

Humpback whales are in the same family as the blue whale. They have the largest flippers of any whale. Although they are very large, humpback whales are much more agile than they appear. They jump out of the water, arch their backs, and then dive back in all the time! This movement is known as "breaching." It is also how humpback whales got their name.




Beautiful Music

Humpback whales are also known for being the noisiest whales. They sing loud, complex songs often. These songs can be heard up to 20 miles away and can last up to 30 minutes! Only the male humpbacks sing though. Scientists think they use the songs to attract females and warn off rival males.

Humpback whales communicate very well with each other through the various cries, moans, and howls in their songs.

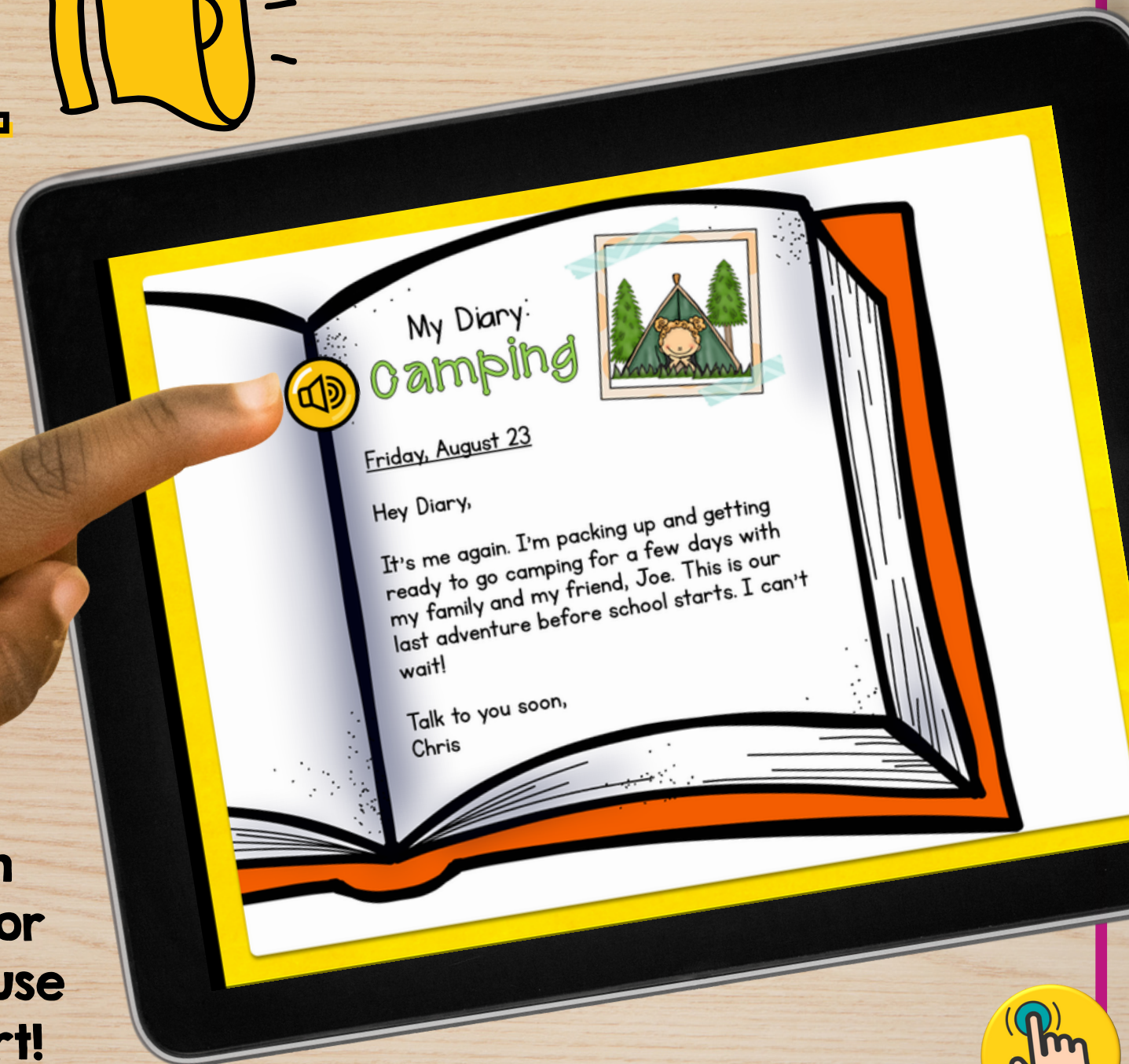
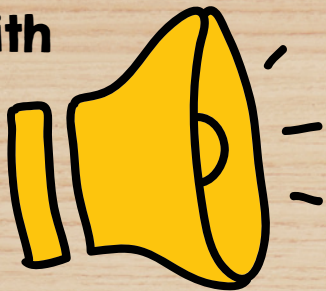
THE END

Click on  to choose another story



This LINKtivity is provided with

AUDIO SUPPORT



My Diary: Camping



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Talk to you soon,
Chris

Perfect for English
language learners or
students who could use
a little extra support!



Printable & Digital Student Recording Sheet

Printable Recording Sheet for LINKtivity

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Digital Recording Sheet for LINKtivity in Google Slides

Rubric

PREDICTING RUBRIC

Student: _____

4	3	2	1
While reading, I can predict what I think will happen next or what I think I will learn next without assistance. My predictions are clearly supported by information given in the text as well as my own personal knowledge and experience. My predictions are completely logical and make sense to the story.	While reading, I can predict what I think will happen next or what I think I will learn next with little assistance. My predictions are usually supported by information given in the text and/or my own personal knowledge and experience. My predictions are mostly logical and make sense to the story.	While reading, I can predict what I think will happen next or what I think I will learn next with assistance. My predictions are sometimes supported by information given in the text or my own personal knowledge and experience. My predictions, however, are sometimes not logical or don't make sense to the story.	While reading, I struggle to predict what I think will happen next or what I think I will learn next. I often need heavy assistance to do so. My predictions rarely are supported by information given in the text or my own personal knowledge and experience. My predictions are often not logical and don't make sense to the story.

PREDICTING RUBRIC

Student: _____

4	3	2	1
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PLUS: a recording sheet to use with ANY text! (printable or digital)



Additional Resources

Teacher Observation Sheets (3 Different Formats)

PREDICTING

When I read, I can guess, or predict, what might happen next, or what I might learn next based on the author's clues and my own personal knowledge.

BEFORE READING

I use the title and cover illustrations to predict what the story will be about or what I will learn.

DURING READING

I stop often to guess what will happen next or what I will learn next. I use information previously given in the text to help me form my predictions.

AFTER READING

I check to see if my predictions were correct. I can also make predictions as to why the author wrote the story.

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AFTER READING

I check to see if my predictions were correct. I can also make predictions as to why the author wrote the story.

- I think... will happen because...
- I bet...
- I'm guessing...
- Since... happened, I think that...
- I think the character will... because...
- I think I will learn... because...

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Student Poster & Bookmark

PREDICTING

TEACHER OBSERVATION SHEET

Date: _____ Reading Group: _____ Text: _____

Record up to 3 predictions made by each student in one observation time period.

Student: _____	Date: _____	Text: _____
Notes:		
Logical prediction? <input type="checkbox"/> YES <input type="checkbox"/> NO Does text evidence? <input type="checkbox"/> YES <input type="checkbox"/> NO	Logical prediction? <input type="checkbox"/> YES <input type="checkbox"/> NO Does text evidence? <input type="checkbox"/> YES <input type="checkbox"/> NO	Logical prediction? <input type="checkbox"/> YES <input type="checkbox"/> NO Does text evidence? <input type="checkbox"/> YES <input type="checkbox"/> NO
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PREDICTING

TEACHER OBSERVATION SHEET

Student: _____ Date: _____ Text: _____

Record up to 3 predictions made by the student in one observation time period.

Student: _____	Date: _____	Text: _____
Notes:		
Logical prediction? <input type="checkbox"/> YES <input type="checkbox"/> NO Does text evidence? <input type="checkbox"/> YES <input type="checkbox"/> NO	Logical prediction? <input type="checkbox"/> YES <input type="checkbox"/> NO Does text evidence? <input type="checkbox"/> YES <input type="checkbox"/> NO	Logical prediction? <input type="checkbox"/> YES <input type="checkbox"/> NO Does text evidence? <input type="checkbox"/> YES <input type="checkbox"/> NO
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