

READING EXPRESS LESSON SAMPLER

Level D (Grade 4), Lesson 35—Predictions

The contents of this sampler will allow you to teach one complete lesson.

Lesson Structure

Flexible lessons can be adapted to available time frames.

- Teach a focused minilesson in as little as 10 to 20 minutes
- Provide a 30-, 60-, or 90-minute intensive skill-development block
- Split study over several days

Diagnostic Assessment

Pre and Post Tests

Four full-length tests covering all standards can be used for

- diagnosing performance gaps
- measuring progress
- assessing skill mastery

Unit Tests

Two tests per unit provide opportunities for testing following instruction as well as retesting if reteaching is necessary.

ExamView® Software

- create custom tests focused on specific standards
- format tests based on your state assessments
- administer tests in paper and pencil or electronic formats
- create performance reports by student, class, objective, and state standard

Introduce the Skill

ELL Resource—

skill-specific lessons and reproducibles to frontload vocabulary and build background knowledge for English Language Learners.

Explain—

offers a quick introduction to the standards-based skill.

Model the Skill

Expand—

a transparency minilesson is used to model each skill. The Teacher Guide supports the minilesson transparency with additional scripting for intervention and instruction on the featured skill.

Practice the Skill

Explore—

reproducible activities provide scaffolded student practice for each skill. The Teacher Guide includes suggestions for differentiated instruction. Student practice activities are offered as reproducibles and in consumable workbook format.

Assess the Skill

Exit Ticket—

an oral assessment of the featured skill in a reading conference setting. By using the suggested questions, evaluating the student work on the **Explore** activities, and using the Assessment Resource, teachers can make a formative assessment on the particular standard being studied.

Additional Practice

Re-Explore—

if students continue to perform below expectations, reproducible **Re-Explore** practice activities are available in the Grade-Level Kit.

Review/Extension

- Understanding how to use text details and prior knowledge to make predictions
- Making text predictions

Predictions

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LESSON

English Language Learners

See *ELL Resource*, Level D, for approaches to addressing the following issues.

- Preteach the concept of making predictions and the terms *context clues* and *prior knowledge*
- Model the process of verifying and supporting predictions using *I think + future tense: might and will*
- Summarize the passages in each section, and preteach difficult vocabulary
- Practice writing predictions based on clues and prior knowledge

Explain

Introduce **predictions** by creating a transparency of the reproducible pictures provided in the Appendix on page 153.

Show one picture at a time and ask the students to predict what might happen next in each scenario.

Imagine this scene. What do you think might happen next? (Accept reasonable responses.)

What makes you think so? (Accept reasonable responses.)

What is it called when we guess what will happen next? (making a prediction)

*Just as we have made predictions based on photos, good readers use details in a passage and their previous knowledge to make **predictions** about what will happen in a text.*

Expand (Overhead Transparency 35)

Use Overhead Transparency 35 as a group minilesson on **Predictions**. Begin by reviewing the examples from the introductory activity.

What is a prediction? (a guess about what will happen)

What do readers use to make a prediction? (text details and prior knowledge)

Discuss prediction by calling students’ attention to the bullet points on the transparency: A **prediction** is a guess a reader makes about what will happen in a story or text. Readers combine what they already know with *context clues* to make predictions.

Call students’ attention to the paragraph on the transparency, and read it aloud.

How do you predict that this story will end? (Hazel will play soccer wearing a dirty uniform.)

Then read the first sidebar aloud and point to the title.

What clue does the title give about what will happen in the story? (Someone learns a lesson. Hazel won’t get her uniform washed.)

*Readers make **predictions** before reading by looking at the title and previewing illustrations. Making a prediction before reading will help you set a purpose for reading.*

What previous knowledge or experiences have you had with taking something for granted that would help you make a prediction? (Accept reasonable responses.)

Share the second sidebar with the students and discuss making predictions during reading.

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LESSON

Predictions

Expand

- A **prediction** is a guess a reader makes about what will happen in a story or text.
- Readers combine what they already know with context clues to make **predictions**.

Learning the Hard Way

"Mom!" shouted Hazel as she clattered through the back door. "I need my soccer uniform. We have a game in half an hour."

"I haven't seen your uniform," answered Mom.

"But it was dirty, and you did laundry last night."

"Did you put it in the hamper to be washed?" asked Mom.

"No. But you did laundry!"

"Hazel, how many times do I have to tell you that unless clothes are in the hamper, they won't get washed? I don't have time to look everywhere for everyone's dirty clothes and go to work too."

"What can I do?" Hazel asked.

"It seems to me, you've got two choices here," answered Mom.

"But I'm the star goalie."

"Then you have one choice."

Before reading, look at the title and any illustrations to predict what a text will be about. Someone will learn a lesson.

Use context clues and your prior knowledge to make predictions during reading. Hazel's uniform is not clean, and she has a game. Mom reminds her that she didn't put her dirty uniform in the hamper. Hazel will have to play in a dirty uniform.

Confirm or revise your predictions as you read.

Remember: Combine what you already know with details in the text to make **predictions**. As you read further, check and modify, or change, your predictions. Making predictions will focus your reading and help you check your comprehension as you read.

Which details tell you that the uniform hadn't been washed? (Mom hasn't seen Hazel's uniform, and Hazel didn't put it in the hamper.)

What evidence combines with your previous knowledge to make you predict that Hazel will wear a dirty uniform to the game? (Hazel is the goalie, so she must be at the game. Mom reminds Hazel of the laundry policy and tells her she has two choices.)

Making predictions during reading will help you monitor your comprehension and create meaning.

Share the third sidebar with the students, which reminds them to confirm or revise their predictions.

Revising and confirming your predictions makes you an active reader and will help you better understand the author's purpose and make sure you comprehend the main idea.

Conclude this lesson by reading the Remember statements at the bottom of the overhead.

Explore (pages 102–105)

Complete Explore I as a group. Begin with a review of Academic Vocabulary and Heads Up. Use this first exercise as a bridge between instruction and independent practice and to informally evaluate understanding. Encourage students to explain their thinking. Then challenge students to complete the remaining exercise(s) individually, in pairs, or in small groups.

Differentiated Instruction

Extra Support: Provide students the level of support needed to complete the remaining exercises. Suggested modifications include having students

form small groups to complete the exercises. If possible, provide a student mentor or adult volunteer to read the exercises orally. Working in a group and discussing situations should help students gather the right information to make logical predictions.

Extend: Encourage pairs of students to partner read. Ask them to stop periodically and predict what will happen next. Challenge students to revise and confirm their predictions as they read. Consider providing students with sticky notes to mark places in the text where they made and modified their predictions.

APPLY

Writing: Read aloud a story that contains a surprise ending. Stop reading the text before reaching the conclusion. Then ask students to predict how the story ends. Confirm or deny by finishing the story. Challenge students to create a new ending that also fits the clues within the story.

Mathematics: Discuss probability by predicting the likelihood of an event occurring based on statistical data. Encourage the students to practice estimation by predicting the number of times a particular colored cube will be drawn from a sack.

Exit Ticket

Use the following questions as well as student work on the Explore activities as formative assessment on **Predictions**. Discuss students' answers. Offer them an opportunity to reflect on their understanding.

What is a prediction? (It is a guess about what will happen in a story.)

What do readers use to make predictions? (Readers use their own prior knowledge and the clues they get from reading a story.)

Pause and Evaluate

Reflect on students' performances at this point. If they have demonstrated an understanding during instruction and discussion, independent practice, and the Exit Ticket conference, concentrate on implementing ideas such as those presented in Apply to transfer knowledge beyond this skill-specific lesson.

If you feel that students have not demonstrated an understanding, consider

- Reteaching the lesson using different text and examples.
- Reteaching a certain area of confusion.
- Proceeding to the Re-Explore activity for additional practice. Sidenotes are generally included to guide instruction and encourage metacognition on the part of the student.
- Adapting the lesson to fit other learning styles or modalities.
- Using current reading materials and fashioning lessons from the text.

Re-Explore

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on **Predictions**.

Answer Key

Explore (pages 102–105)

- Exercise I:** 1. *Answers will vary.* Possible answer: The girls will race to the line.; 2. Explain: *Answers will vary.* Possible answers: Both girls put on pads for protection while skating; both girls acknowledge the line on the path; both girls crouched into a Ready position as if getting ready to race.
- Exercise II:** 1. *Answers will vary.* Possible answer: Dusan will sing at the ceremony.; 2. *Answers will vary.* Possible answer: Sparky will get muddy outside.
- Exercise III:** *Answers will vary.* Possible prediction: Matt will not have the passes.; Evidence: *Answers will vary.* Possible answers: Matt wanted to go to the mall instead.; Rachael asked him to check for the passes, and he wouldn't do it.

Exercise IV: *Answers will vary.* Possible prediction: Mark will discover that children are moving in next door.; Facts: *Answers will vary.* Possible answers: 1. Bicycle crates that looked like they held children's bikes were unloaded; 2. one box was marked "Ethan's room," so Ethan might be the name of a child.

Re-Explore

1. *Answers will vary.* Possible prediction: Sean's mom got her raise.
2. Clues: *Answers will vary.* Possible answers: The mom had been at the company for several years, and she had gotten a raise every year. Mom came into the house smiling.

Name _____

Class _____ Date _____

Pretest

Unit 4 ▪ Reading Comprehension

Directions: Read the passage and answer the question that follows.

Some United States presidents were once senators or governors. Many were also lawyers. All have been men. But actually there are only a few qualifications for being president. The candidate must be at least 35 years old. The candidate must also have been born in the United States and lived in the country for the last 14 years. Finally, the candidate cannot have served two terms as president already.

1. What is the author's purpose for writing the passage?

Author's Purpose

- Ⓐ to entertain
- Ⓑ to inform
- Ⓒ to persuade
- Ⓓ to explain how to do something

2. Read the sentences below. Then choose the author's purpose for writing the sentences.

Abraham Lincoln was the best president this country has ever had. Lincoln not only successfully led the nation through a difficult war, but he also ended slavery.

Author's Purpose

- Ⓐ to entertain
- Ⓑ to inform
- Ⓒ to persuade
- Ⓓ to explain how to do something

Directions: Read the passage and answer the question that follows.

There are many ways to feed birds. One way is to put up bird feeders filled with seeds. Blackbirds and cardinals like to eat from feeders. Other birds, such as sparrows, like to eat seeds that are scattered on the ground. Robins enjoy eating pieces of apples and oranges. Planting fruit trees is an even better way to attract birds that have a sweet tooth. If your yard has an oak tree, crows and woodpeckers may pay you a visit. A simple flower garden will attract the beautiful hummingbird.

3. What is your purpose for reading the passage?

Reader's Purpose

- Ⓐ for enjoyment
- Ⓑ to make a decision
- Ⓒ to be persuaded
- Ⓓ to learn how to do something

4. What would be a reader's purpose for reading a book with the title *The Case of the Missing Sneakers*?

Reader's Purpose

- Ⓐ to be entertained
- Ⓑ to get information
- Ⓒ to be persuaded
- Ⓓ to learn how to do something

Directions: Read the passage and answer the related question(s).

There are many folktales and legends about giants. The idea of giants probably started long ago with the Greeks. The Greeks believed that their ancestors were very tall and strong. They thought that people had become smaller and weaker as time went on. The Greeks told many stories about giants. In these stories, the giants stood for the forces of nature, such as earth, water, and air. The Greeks' stories of giants spread to other parts of the world. Soon people from other lands made up their own stories about giants.

5. What is the main idea of the passage?

Main Idea and Supporting Details

- Ⓐ The idea of giants probably started long ago with the Greeks.
- Ⓑ People become smaller and weaker as time goes on.
- Ⓒ Giants are tall people with great strength.
- Ⓓ People from many lands make up their own stories.

6. What do giants often stand for in Greek stories?

Main Idea and Supporting Details

- Ⓐ ordinary people
- Ⓑ ancestors
- Ⓒ people in other parts of the world
- Ⓓ forces of nature

Directions: Read the passage and answer the question that follows.

Interested in checking out the world's largest and most active volcanoes? Hawaii Volcanoes National Park has both of these erupting wonders. Mauna Loa stands 13,677 feet tall. Kilauea Volcano erupted violently in 1983. Since then, it has continued to burn and spit lava. Both of these volcanoes helped create the Hawaiian Islands and continue to change the land even today.

7. Choose the best summary of the passage.

Summarize

- Ⓐ If you are interested in checking out the world's largest and most active volcanoes, you should go to Hawaii Volcanoes National Park where Mauna Loa is 13,677 feet tall. The Hawaiian Islands make a great vacation spot.
- Ⓑ Mauna Loa, the world's largest volcano, and Kilauea, the most active, are located in Hawaii Volcanoes National Park. Both helped to form the islands, and Kilauea is still erupting.
- Ⓒ Kilauea volcano has been erupting violently since 1983 and helped to form Hawaii Volcanoes National Park.
- Ⓓ Both Kilauea and Mauna Loa helped to create the Hawaiian Islands.

Directions: Read the paragraph and answer the question that follows.

The Earth doesn't just move around the Sun. It also spins on its axis like a gigantic top. This movement is called Earth's *rotation*. The Earth makes one complete turn every 24 hours, or once a day.

8. Write a one-sentence summary of the paragraph.

Summarize

Directions: Read the passage. Then answer the related question(s).

Adult insects have three body parts: a head, a thorax, and an abdomen. The thorax is the middle part of an insect's body. The abdomen is the rear part of an insect's body.

Adult insects also have wings, six legs, and feelers, or antennae. Insects use their antennae to taste and smell things.

- 9.** An ant is an insect, so you know that it—

Conclusions

- Ⓐ can fly.
- Ⓑ has six legs.
- Ⓒ can be many different colors.
- Ⓓ eats insects.

- 10.** Think about what you learned about insects. Then match the fact below with a conclusion that makes sense.

A caterpillar has many legs, so it—

Conclusions

- Ⓐ cannot fly.
- Ⓑ cannot crawl.
- Ⓒ has three body parts.
- Ⓓ cannot be an adult insect.

Directions: Read the passage and answer the question that follows.

Tony watched out the window as the small brown bird landed on the porch. It grabbed a piece of string caught on a post. Then it flew into the branches of the tree.

- 11.** What do you predict the bird will do next?

Predictions

- Ⓐ It will eat the string.
- Ⓑ It will use the string to help build its nest.
- Ⓒ It will see Tony watching it from the window.
- Ⓓ It will come back to the porch.

Directions: Read the beginning and ending of the story. Then answer the question that follows.

At the pet store, Ahmed looked at goldfish and tropical fish. The clerk told him that goldfish can live in any container of water. He said that tropical fish need an aquarium and warm water. Ahmed didn't have enough money for an aquarium with a heater.

* * *

Ahmed raced home with his fish. He filled the bowl with water. Then he opened the plastic bag and let the fish out. He watched them swim around in their new home.

12. Predict what happens in the middle of the story.

Predictions

- Ⓐ Ahmed decides to buy goldfish.
- Ⓑ Ahmed decides to buy tropical fish.
- Ⓒ Ahmed borrows some money from the clerk.
- Ⓓ The clerk gives Ahmed an aquarium for his fish.

Directions: Read the passage. Then answer the related question(s).

When Jared got home from school, he called his mom at work to tell her the good news. "I got an A on my math test!" he said.

"That's fantastic!" cheered his mom.

Later that evening, while Jared was watching television, his mom called him into the kitchen. On the table was a cake that said "Congratulations!"

13. Because Jared's mother gets a cake to celebrate, you can tell that Jared—

Inferences

- Ⓐ always gets A's in math.
- Ⓑ is having a birthday.
- Ⓒ usually doesn't get A's in math.
- Ⓓ needs something to eat.

14. From Mom's words and actions, you can tell that she is—

Inferences

- Ⓐ disappointed.
- Ⓑ proud.
- Ⓒ unhappy.
- Ⓓ lonely.

Directions: Read the passage. Then answer the related question(s).

Everyone who comes to California should visit Disneyland. This amusement park is the most thrilling spot in the state.

Disneyland was the work of Walt Disney. Disney was born in 1901 in Chicago, Illinois. As a teenager, he studied art. Later, he created Mickey Mouse and many other cartoon characters.

Disneyland was Walt Disney's finest achievement. Work on the park began in 1954 and ended one year later. It was exciting to watch Disneyland being built. Over the years, millions of people have visited Disneyland.

15. Which statement is an opinion?

Fact and Opinion

- Ⓐ Disney was born in 1901 in Chicago, Illinois.
- Ⓑ As a teenager, he studied art.
- Ⓒ Work on the park began in 1954 and ended one year later.
- Ⓓ It was exciting to watch Disneyland being built.

16. Which statement is a fact that can be proved?

Fact and Opinion

- Ⓐ Everyone who comes to California should visit Disneyland.
- Ⓑ Over the years, millions of people have visited Disneyland.
- Ⓒ This amusement park is the most thrilling spot in the state.
- Ⓓ Disneyland was Walt Disney's finest achievement.

17. Which statement is an opinion?

Fact and Opinion

- Ⓐ *Charlotte's Web* was written by E. B. White.
- Ⓑ One of the book's main characters is a pig.
- Ⓒ Every student should read this book.
- Ⓓ At the end of the book, Charlotte dies.

Directions: Read the passage. Then answer the related question(s).

Make a Simple Wind Instrument

Materials

Two Straws

Directions

1. Cut one end of one straw into a triangle shape.
2. Chew on the cut end a little bit. This will help flatten it out to make a “reed.”
3. Blow into the straw to make the reed vibrate. If you blow into it just right, you will hear a humming noise. The vibrating plastic will pass on vibrations of air inside the straw.
4. While blowing into the straw, cut the straw shorter and shorter. What happens to the sound as the straw gets shorter?
5. Pick up the other straw. Follow steps 1 and 2 above. Then cut small holes in the straw to be used as keys. But before you cut the holes, use the spacing between your fingers to measure how far apart the holes should be. You want your fingers to rest comfortably over the holes.
6. Test how the sound changes with the keys. Cover all the keys with your fingers and blow into the straw. Listen to the sound.
7. Uncover each key, one at a time. How does the sound change?

- 18.** Why do you need to chew on the end of the straw?

Following Instructions

- Ⓐ to flatten it into a “reed”
- Ⓑ to cut the end off
- Ⓒ to cause a vibration
- Ⓓ to create different sounds

- 19.** What do the instructions say to do with the second straw?

Following Instructions

- Ⓐ Keep cutting it shorter and shorter.
- Ⓑ Flatten it out.
- Ⓒ Cut small holes in it.
- Ⓓ Cut it into a triangle shape.

20. What is the first step in testing how the sound changes with the keys?

Following Instructions

- Ⓐ Cut one end of the straw off.
- Ⓑ Cover all the keys and blow into the straw.
- Ⓒ Uncover two keys at a time.
- Ⓓ Blow into one straw, then the other.

Directions: Read the passage. Then answer the related question(s).

Yellowstone is called a “steaming wonderland.” The waters of Mammoth Hot Springs spill down steep steps. Old Faithful explodes and shoots water high into the sky. White-rimmed pools are bubbling and boiling along the Fountain Paint Pots boardwalk.

Why does Yellowstone have so many incredible natural wonders? Because of its volcanic history, cracks and craters were created by prehistoric explosions. The lava rock is filled with tiny holes called *pores*. Lava rock is porous like a sponge, allowing water to leak below the earth’s surface. Because the earth’s crust is thin at Yellowstone, the intense heat of the magma rises to the surface. As a result, the underground water is heated and ready to burst into a magnificent display of nature.

21. General Washburn named the geyser “Old Faithful.” What prior knowledge would help you best connect with this idea?

Connecting Text to Text/Self/World

- Ⓐ Yellowstone was the first national park in the United States.
- Ⓑ When it erupts, Old Faithful sends water high into the air.
- Ⓒ A geyser is a type of hot spring.
- Ⓓ Old Faithful is unusual because it erupts on a fairly regular schedule.

22. What is one thing you know about Yellowstone National Park?

Connecting Text to Text/Self/World

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LESSON

Predictions

Objectives

- Preteach the concept of making predictions and the terms *context clues* and *prior knowledge*
- Model the process of verifying and supporting predictions using *I think* + future tense: *might* and *will*
- Summarize the passages in each section and preteach difficult vocabulary
- Practice writing predictions based on clues and prior knowledge
- Practice using clauses with *because*, *when*, *if*, and *since* when drawing conclusions

Before the Lesson

Preview Vocabulary

Explain, act out, or use pictures to define the challenging vocabulary your students will encounter in this lesson. Then have students complete a vocabulary card for each term. A reproducible vocabulary word card template can be found on pages 304–305.

anticipate—think about beforehand; expect. (Hold up a book and examine the cover.) *I'm looking at the cover of this book. By looking at the cover, I can anticipate what the book will be about. I anticipate that this book will be about _____.*

bicycle—two-wheeled vehicle that moves by pedaling. *I like to ride my bicycle to school. Where do you go on your bicycle?*

boss—someone who is in charge of other people and tells them what to do. (Demonstrate being the boss.) *I am the boss. I am in charge. Please turn off the lights. Please open the door. Please bring me a piece of paper.*

ceremony—special event or occasion, such as a wedding or graduation. (Show students a picture of a ceremony, such as a wedding, graduation, or presidential inauguration. Ask students to share examples of a ceremony they celebrate in their culture such as a Quinceañera.) *We thought the wedding ceremony was beautiful.*

comprehend—understand. *Do you comprehend English? Do you understand what I am saying? I can comprehend some Spanish.*

free—not costing anything. *I didn't have to pay to get into the movies. I saw the movie for free.*

goalie—soccer player who guards the goal. (Show a picture of a goalie.) *The goalie stopped the ball from going into the goal.*

hamper—basket that holds dirty clothes. *Put your dirty clothes in the hamper, not on the floor.*

laundry—clothes that need to be washed. *Who does the laundry at your house? I do my own laundry.*

lose (his/her) job—expression that means the same as to not have a job any more. *My mom was afraid she would lose her job, because the restaurant didn't have a lot of customers.*

neighbor—person who lives near another person. (Draw your house and then draw another house next to it.) *The Jones family lives next door to me. They are my neighbors. Who are your neighbors?*

passes—document, such as a ticket, that allows you to do something, such as go into a movie, an amusement park, or a swimming pool. (Show an example of a pass.) *We made sure we had our swimming passes before we left the house.*

predict/prediction—to tell what is going to happen ahead of time. *I predict that we will eat lunch today at noon. My prediction is that everyone in the class will do well on this assignment. When I read the title of a book, I can make a prediction of what the book will be about.*

uniform—special clothes worn by members of a group, such as a sports team. (Show a picture of a uniform.) *The soccer team wears uniforms. The band wears uniforms. Do you have a uniform?*

Preteach Academic Vocabulary and Concepts (making predictions, context clues, prior knowledge)

(Choose a simple book that students can understand but have not read before. Hold the book up and read the title.) *What do you think this book is about? Think about the title and the pictures.* (Write students' answers on the board.)

What do you already know about this topic? What does the title remind you of? As I read the story, I want you to pay attention to what happens in the story. Listen carefully. (Read part of the story and then stop at a climactic part.)

What do you think is going to happen next in the story? (Listen to student answers.) Why do you think that will happen next?

Predictions *continued*

(Reproduce the following chart on the board or an overhead transparency.)

Context Clues What do I learn from the reading?	Prior Knowledge What did I already know before I read?	Prediction What do I think will happen in the story?
		I think _____ will happen because _____.
		I think _____ might _____ because _____.

*Good readers should be thinking as they read. Good readers should **make predictions** about what will happen next in the story. How many of you have ever watched a movie and been able to predict what was going to happen right before it happened? **Making a prediction** means to tell what is going to happen before it does.*

*If we are going to make good predictions, we need to use **context clues** and **prior knowledge** to help us figure out what is going to happen next. **Context clues** are things that are going on in the story, such as what the characters do and say. (Fill in some examples of context clues from the book you are reading.)*

*We should also use **prior knowledge** to help us make predictions. Prior knowledge includes the things you knew before you started reading the story. It might be something you have experienced in your own life or something you have read before. Suppose you have read another book with a character that is like the main character in this book. You might predict that both characters will make the same choices. (Fill in the chart with some examples of the students' prior knowledge.)*

When we make predictions we say, "I think _____ will happen because _____." or "I think _____ might happen because _____."

(Model the phrases used to make predictions, and then have students repeat the phrases after you. Write their predictions in the chart.)

(Finish reading the book and help students evaluate their predictions.)

Summarize the passage in Expand

(Write the following on the board or on an overhead transparency.)

Learning the Hard Way

Hazel ran through the back door. She yelled at her mom. Hazel needed her soccer uniform because she had a game in half an hour. Hazel's mom had not seen her uniform in the laundry. Hazel had not put it in the hamper where all the dirty clothes are kept. Because it was not in the right place, Hazel's uniform had not been washed. "What am I going to do?" asked Hazel. "I am the star goalie, the best goalie on the team." "You can either play in your dirty uniform or not play at all," said Hazel's mom.

(Read the paragraph summary aloud. Review the words *hamper* and *laundry* from the Vocabulary Preview section. Explain the words *clattered* and *star goalie*.)

(Discuss the meaning of the title. Ask students if they know what it means to learn something the hard way. Explain this phrase as needed. Remind students that the title can give them important context clues and will help them make predictions.)

(Draw a new predictions chart and cover the second and third boxes on the right. Ask students to fill in the chart with some context clues. Explain that these are clues that will help them make predictions about what might/will happen to Hazel. Ask students if they know of any prior knowledge that might help them make a prediction. For example, students might conclude that Hazel will wash her uniform and wear it wet, because they did this when their soccer uniform was dirty. Hazel might wash her uniform herself next time, because they did this after they had to play in a dirty uniform.)

(Write these questions on the board.)

What will Hazel do?

What might Hazel do next time she has a game?

(Model answering the first question. Say and write on the board: Hazel will play in the soccer game because she is the star goalie. Underline *will play*.) *The word will shows us that this is something that might happen in the future. We use will to make predictions.* (Rewrite the sentence using *might* and read it aloud.) *We can also use the word might to talk about the future and make predictions.*

Predictions *continued*

(Invite students to answer the questions using the sentence frame below. Explain that the *because* part of the sentence tells what clue you used to make your prediction.)

I think Hazel (will/might) _____ because _____.

(If time allows, ask students to write out their predictions and then share them with the class.)

Assess Understanding

(Complete ELL Explore Predictions as a class. Model making a prediction using one of the sentence frames. Assist students as they fill out the chart. Invite students to make predictions about the characters using the sentence frames.)

Students should now be ready to participate in Explain and the Expand minilesson.

During the Lesson

Explore I

(Begin by reading the Academic Vocabulary and Heads Up sidebars on the left as students follow along.) *What is a prediction? What can we use to help us make predictions? Why do we make predictions?*

(Before reading the passage, show pictures, explain, or demonstrate unfamiliar terms: *chinstraps*, *elbow pads*, *helmets*, *kneepads*, *ready position*, *skates*, and *wrist braces*. As you explain or show each item, encourage students to name the items aloud.) *This is a _____. These are _____.*

(Write the following sentence frame on the board. Invite students to complete the sentence frame and make predictions about the story. List these on the board.)

I think this story might be about _____ because _____. *Let's make a prediction. What might this story be about?*

Before students read the passage, have them read each question. Explain that this will help them look for clues and think of things they already know when they are reading and to make better predictions. Assure students that they don't have to fully understand meanings of all the words in order to complete the exercise. Explain that when they fill out the answer for question 2, they are writing the *because* part of their sentence. They will write the clues or prior knowledge they used to make their prediction from question 1.)

(After completing Explore I, go back to the list of predictions students made. Reread the predictions and place a check mark next to any that were correct.)

Explore II

(Before completing Explore II, students will need to know the meanings of *ceremony*, *rainstorm*, and *bath*. Read aloud the directions for the exercise. Check comprehension by having students explain what they are supposed to do. Complete the first prediction as a group.)

Explore III

(Before students complete Explore III, review the meanings of *free* and *passes*. Use the definitions below to explain *attendant*, *butterfly stroke*, and *lifeguard*.)

attendant—person who waits on customers. *The attendant at the store helped me find the sweater in my size.*

butterfly stroke—way of swimming in which both arms come out of the water over the head as the feet kick downward. (Demonstrate the butterfly stroke for students by showing them the arm movements.) *I was learning the butterfly stroke in swimming class.*

lifeguard—special job that requires someone to watch swimmers at a beach, swimming pool, or lake and to save them if they are in danger. (Show students a picture of a lifeguard.) *The lifeguard jumped into the pool to save the swimmer.*

(Read the directions for the exercise. Check comprehension by having students explain what they are supposed to do. Write these sentence frames on the board and read them aloud: I think _____ will _____ because _____. I think _____ might _____ because _____.)

Read the story aloud as students follow along. Model making a prediction using one of the sentence frames above. Underline and read aloud the clue(s) you used to make your prediction. Write your example on the board, and then have students reread the passage silently, underline the clues, and write their predictions.)

Predictions *continued*

Explore IV

Before students complete Explore IV, review the definitions of *neighbors* and *bicycle*. Define the words *movers* and *moving van*, using the definitions below. Use the illustration on the page to help explain the words as you remind students that using the pictures will help them better understand what they are reading and might give them clues to help them make predictions.

movers—company that helps people move from one home to another by moving their furniture, clothing, etc.

The movers put all of our things in the moving van.

moving van—special truck that is used to move furniture, clothing, and other items from one home to another. *On moving day, the moving van was filled with all the things we had in our old house.*

(Read aloud the directions for the exercise. Check comprehension by asking students to explain what they are supposed to do. Complete an example as a class and then have students complete the rest on their own.)

Re-Explore

(Review the word *boss* and the expressions *lose his/her job* from the Preview Vocabulary section. Explain the following unfamiliar word and phrase.)

let (him/her) go—to tell someone he or she doesn't have his or her job anymore. *My mother was very upset when the Pizza Place Restaurant let her go.*

manager—the boss; someone who is in charge of other people at work. *The manager of the restaurant is happy because my mother is a good worker.*

(Read the directions for the exercise. Check comprehension by having students explain what they are supposed to do. Create a model for students to follow when they answer the first question: I think ____ happened next.)

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LESSON

Predictions

Directions

1. Read the following story aloud.
2. Read the chart together with your teacher.
3. Fill in the chart with your teacher.

Tom's head hurt. He felt hot. His legs and arms hurt too. When he got home from school, his mother looked at him and said, "Oh! How do you feel?"

Context Clues— What do I learn from the reading?	Prior Knowledge— What did I already know before I read?	Prediction—What do I think will happen in the story?
		<p>I think Mom will _____</p> <p>_____</p> <p>because _____</p> <p>_____.</p> <p>I think Tom will _____</p> <p>_____</p> <p>because _____</p> <p>_____.</p>

- A **prediction** is a guess a reader makes about what will happen in a story or text.
- Readers combine what they already know with context clues to make **predictions**.

Learning the Hard Way

“Mom!” shouted Hazel as she clattered through the back door. “I need my soccer uniform. We have a game in half an hour.”

“I haven’t seen your uniform,” answered Mom.

“But it was dirty, and you did laundry last night.”

“Did you put it in the hamper to be washed?” asked Mom.

“No. But you did laundry!”

“Hazel, how many times do I have to tell you that unless clothes are in the hamper, they won’t get washed? I don’t have time to look everywhere for everyone’s dirty clothes and go to work too.”

“What can I do?” Hazel asked.

“It seems to me, you’ve got two choices here,” answered Mom.

“But I’m the star goalie.”

“Then you have one choice.”

Before reading, look at the title and any illustrations to predict what a text will be about. Someone will learn a lesson.

Use context clues and your prior knowledge to make predictions **during reading**. Hazel’s uniform is not clean, and she has a game. Mom reminds her that she didn’t put her dirty uniform in the hamper. Hazel will have to play in a dirty uniform.

Confirm or revise your **predictions** as you read.

Remember: Combine what you already know with details in the text to make **predictions**. As you read further, check and modify, or change, your predictions. Making predictions will focus your reading and help you check your comprehension as you read.

Write the standard(s) _____

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Predictions

LESSON

ACADEMIC VOCABULARY

A **prediction** is a guess a reader makes about what will happen in a story.

Readers combine what they already know with context clues to make **predictions**.

HEADS UP

As you read, use your prior knowledge and evidence that you get from your reading to predict what will happen next. Then, as you read further, check your predictions to find out whether you were correct. Being an active reader by making predictions will help you gain meaning from text. Anticipating what will happen next helps you pay attention to what you read.

I Predict an Event

Read the paragraph below. Then answer the questions to make a prediction.

Jesse put on her knee and elbow pads. Then she strapped braces on her wrists. She helped Bethany with her pads and wrist braces. Next both girls slipped on their skates and tied the laces tight. They put on their helmets and fastened their chinstraps. Jesse pointed to a line drawn across the cement. She looked at Bethany, who nodded back at her. Both girls crouched in a Ready position.

1. What are the girls going to do next?

2. Explain why you think the story will end this way.

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LESSON

Predictions

II Predict What Happens in a Story

Read the sentences. Each pair of sentences is the first and last sentence in a story. Use the sentences to predict what happens in the middle of the story. Then write your predictions on the lines between the sentences.

1. “Dusan, I need you to learn the words to this song,” Mr. Walsh said as he handed a sheet of paper to Dusan.

“This ceremony to celebrate my award has been wonderful,” said Mrs. Aderes, the school principal.

2. Sparky, the Gonzales’s shaggy dog, went outside after a rainstorm.

Sparky loved water and always thought of a bath as a game.

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Predictions

LESSON

III Predict a Character's Actions

Read the passage. Write your prediction about what happens next on the lines below. Then underline words or phrases in the text that support your prediction.

Matt and Rachael rode their bikes to the pool at the end of their block. Their sister Sara was a lifeguard there. She got free passes for them to swim every day. Rachael wanted to be on the school swim team, so she insisted they go every day. Matt had planned to go with his friends to the mall today, but Rachael had stomped her foot at him and insisted they go swimming. As they left the house, Rachael asked, "Matt, did you bring our passes?"

"Yeah, I keep them in the pack on my bike. I always have them."

"Please check," said Rachael. "Team tryouts are in two weeks, and I'm working on my butterfly stroke. I'd hate to miss a day."

"Don't worry! I never take them out of my pack. You won't miss a swim."

The gate was just ahead. The brother and sister pulled up to the attendant, who said, "Passes, please."



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LESSON

Predictions

IV Support Predictions with Evidence

Read the paragraph. Write your prediction in the box under the paragraph. Then write in the boxes two facts that helped you make that prediction.

A moving van drove into the driveway of the house next door. Mark knew that their new neighbors would be moving in any day. He hoped they would have children. Mark was the only kid on his block. He wanted friends who lived close.

He watched as the movers unpacked the truck. A man and woman opened the door of the house and invited the movers inside. They came back outside and began carrying crates into the house. Mark saw crates marked *Bicycle*. They weren't large enough for grown-ups to ride. Then he saw a big box. Written on the side in green marker were the words *Ethan's room*.



Prediction	Facts
	1.
	2.

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Predictions

LESSON

Predict How a Story Ends

Read the paragraphs below. Then answer the questions.

Sean was excited and scared at the same time. His mom had decided to ask her boss for a raise in pay. Mom had worked at the company for several years. Every year the managers gave her more work to do and more money. This year, Mom had more work but no more money. Sean was afraid that she might lose her job. That's what had happened to Candace's mom. Her company couldn't afford to pay everyone, so they had let her go.

Sean heard Mom's car pull into the driveway. Then he heard the door close and Mom's footsteps coming up the stairs and into the house. Sean held his breath. He turned to look at Mom's face and saw a big smile.

1. What do you think happened next?

2. Tell which clues in the story make you feel the story will end this way.
