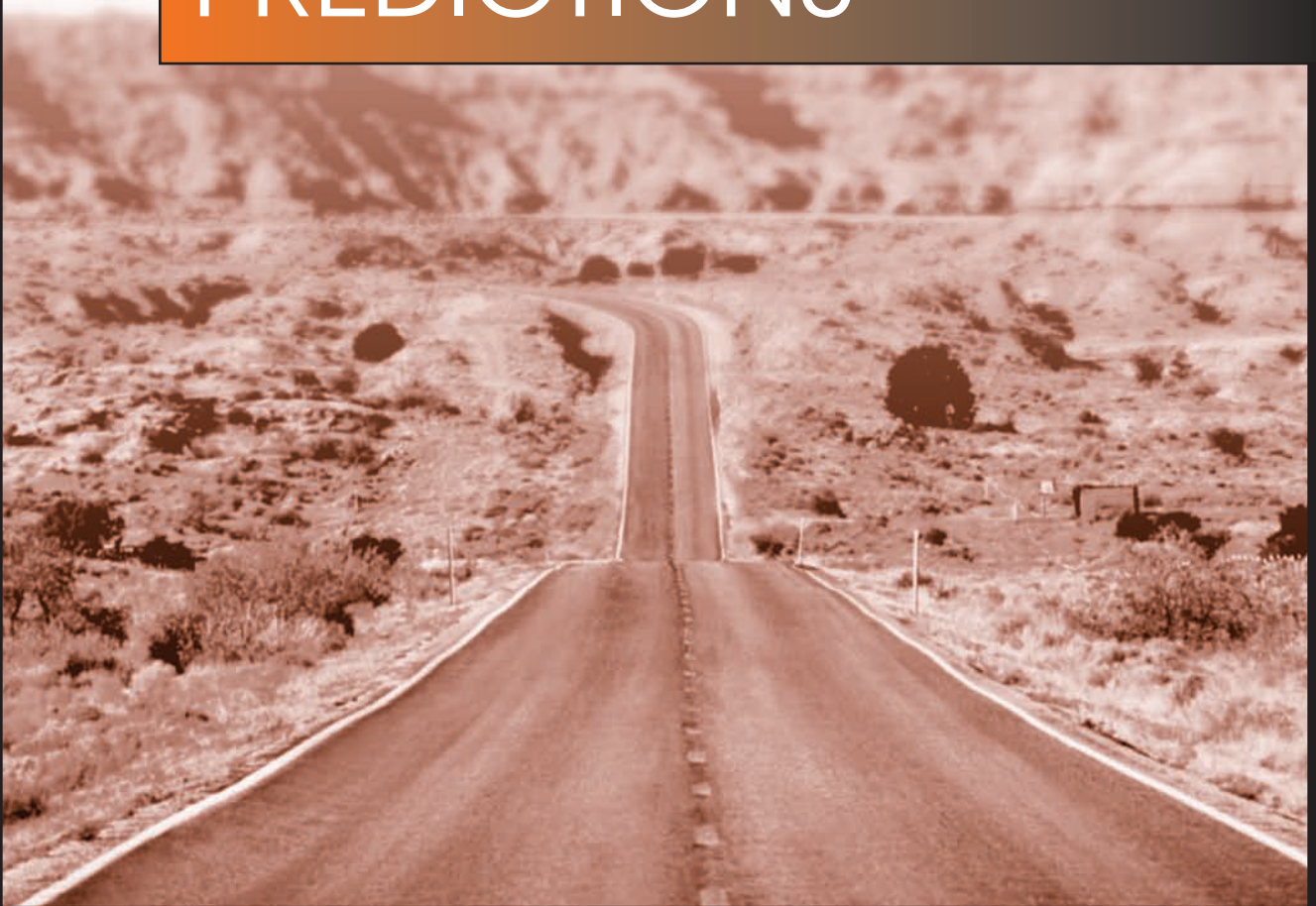


TEACHER GUIDE **F**

# **F**OCUS on

MAKING  
PREDICTIONS



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# INTRODUCTION

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## What is the **FOCUS** series?

*FOCUS* is a reading-strategy practice series. Each student book in the series provides brief instruction and concentrated practice for students in one targeted Reading Strategy. *FOCUS* also allows students the opportunity for self-assessment of their performance. It allows teachers the opportunity to identify and assess a student's level of mastery.

### 6 Reading Strategies featured in the *FOCUS* series:

- Understanding Main Idea and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Drawing Conclusions and Making Inferences

The *FOCUS* series spans 8 reading levels (1.0–8.9). The reading passages in each book are designed so that the book can be used by all students performing at that reading level. The reading passages in each book progress from low to high along that reading level range.

Book	Reading Level
Book A	1.0–1.9
Book B	2.0–2.9
Book C	3.0–3.9
Book D	4.0–4.9
Book E	5.0–5.9
Book F	6.0–6.9
Book G	7.0–7.9
Book H	8.0–8.9

## What is Making Predictions, the Reading Strategy featured in this *FOCUS* book?

Making a prediction is making a good guess about something that has not yet happened but will probably happen next or in the future. To make a prediction, use clues in the passage along with what you already know from your own experience about the clues and other things in the passage. Clues to what will probably happen are found in the details of the passage, which tell who, what, when, where, why or how. Clues may also be found in the title or in the pictures in the passage. Predictions are usually about events or situations or about characters' actions, thoughts or feelings.

## What is in each student book?

There are 48 student books in the *FOCUS* series. There is one student book for each of the 6 Reading Strategies, at each of the 8 reading levels. Each student book contains:

- *To the Student*  
This introduces the program and should be read and discussed with students to make sure they understand what they are to do in the book.
- *Table of Contents*
- *Learn About (Modelled Practice)*  
These two pages provide basic instruction and modelling in the understanding and application of the Reading Strategy. The Learn About should be read and discussed with students to make sure they understand the Reading Strategy. Additional tips for helping students understand and use the Reading Strategy are included in the Reading Strategy Tips for the Teacher on pages 12–13 of this teacher guide.
- *Lesson Preview (Guided Practice)*  
These two pages include a sample reading passage and two selected-response questions with explanations of why each of the eight answer choices is correct or not correct. The Lesson Preview should be read, worked through and discussed with students to make sure they understand how to answer strategy-based questions.
- *20 Lessons (Independent Practice)*  
Each two-page lesson contains one reading passage, four strategy-based selected-response questions and one strategy-based constructed-response writing question.

**Reading Passages:** The reading passages progress across the reading level. The passage genres include:

—**Fiction:** personal narrative, realistic fiction, historical fiction, fantasy fiction, mystery, folktale, fable, legend

—**Nonfiction:** report, article, interview, letter, postcard, book report, movie review, diary entry, journal entry, biography, textbook lesson, directions, instructions, recipe, invitation, announcement, experiment

**Selected-response questions:** In each lesson, students apply the Reading Strategy to a reading passage and then choose the correct answers for four selected-response (multiple-choice) strategy-based questions. You should model how to answer these kinds of questions using information on the Lesson Preview pages.

**Constructed-response writing questions:** In each lesson, students apply the Reading Strategy to a reading passage and then write a short response to a strategy-based question. You should model how to answer these kinds of questions by using one of the sample answers provided on pages 28–29 of this teacher guide.

- *Tracking Chart*  
Students use this chart for noting their completion of and performance in each lesson.
- *Self-Assessments*  
These five forms allow students the opportunity for self-assessment of their performance.
- *Answer Form*  
Students may use this form to record their answers to the eighty selected-response questions and to indicate that they have answered each of the twenty constructed-response writing questions.

## What is in each teacher guide?

There are 48 teacher guides in the *FOCUS* series, one for each student book. Each teacher guide contains:

- suggested instructions for using the *FOCUS* series effectively in the classroom
- Reading Strategy Tips for the Teacher, a facsimile of the Learn About on pages 2–3 of the student book, with tips for additional discussion related to understanding and using the Reading Strategy
- four reproducibles: three Teacher Assessments to be used for individual student assessment in the Reading Strategy and one Class or Group Performance Graph to be used for class or group assessment in the Reading Strategy
- summary of research that supports the *FOCUS* series
- a completed Answer Form for the eighty selected-response questions in the student book
- Answers for the eighty selected-response questions, plus sample answers for the twenty constructed-response writing questions in the student book

## How should I use the Reading Strategy Tips for the Teacher?

These pages contain a facsimile of the Learn About on pages 2–3 of the student book, along with extended information about the Reading Strategy, which you can use as a basis for in-depth discussion to make sure students understand the strategy and how to use it for better reading comprehension.

## Where do students record their answers?

Students should fill in their answers to the selected-response questions on the Answer Form on page 53 of the student book. If students use the Answer Form, they may detach it from the book. Alternatively, students may fill in the correct answers directly on the student book page.

Students should write their answers to the constructed-response questions directly on the lines provided in the student book. Students who use the Answer Form for the selected-response questions should fill in the circle on the Answer Form to show that they have answered the constructed-response question, which is the fifth question in each lesson.



# READING STRATEGY TIPS FOR THE TEACHER

Making a prediction is like making an informed or educated guess about what will logically happen next or in the future.

To make predictions, you find story clues first and then you think about what you already know related to the clues. For example, when you read the Learn About passage, you think about what you already know: about training dogs to do tricks, about how small animals can get through tight spaces, and about the ability of animals to replicate tricks. The text and picture clues in the passage along with this kind of reasoning will lead you to predict that Bingo will probably go through the car window, get Mr Martin's keys, and bring them to Deanna.

Some clues are about events in the natural world. For example, if you are reading about Monarch butterflies and you learn that their habit is to migrate to warmer regions in the north every autumn, you can use this information, along with what you already know about animals and people following their habits, to predict that next autumn, Monarch butterflies will migrate north.

Some clues are about concrete things, such as a CD, a racing bike or a cricket bat. Predictions from these kinds of clues will probably have something to do with music, racing or bikes, and a game.

## Learn About

### Making Predictions

When you make a prediction, you make a good guess about what might happen next or in the future. To make a prediction, think about clues in the reading passage. Also think about what you already know about the clues and about other things in the passage. Then make your best guess about what might happen next.

Read this story about Deanna and her dog. As you read, think about what might happen next. Look for clues in the story and think about what you already know.

### GET THE KEYS, BINGO!

Deanna has a little dog with a big name. She calls him Bingo Fetch-N-Go or Bingo for short. She is training him to fetch and retrieve, which simply means to go get something and bring it back. Deanna and Bingo are practising fetch and retrieve with her mum's car keys.



"Fetch, Bingo," commanded Deanna. "Bring the keys". The fuzzy little brown-and-white dog trotted off and soon returned to Deanna, carrying the keys gently in his mouth. "Good dog," Deanna said as she patted his head and praised him. "Now let's go for a walk".

As they walked along the street together, they spotted Mr Martin standing by his car. "I accidentally locked my keys inside the car," complained Mr Martin, "and now I can't open the doors and get inside to get the keys".

Deanna noticed that the back window of the car was open a little bit. It was impossible to reach through to the front to get the keys or to reach in and unlock the back door. But, for a little dog who liked to fetch, it was just wide enough. "I think we can help, Mr Martin," said Deanna. "Are you ready, Bingo?"

Think about what you have read. What clues in the story gave hints that can help you make a prediction? Remember that clues may be in the title of a story. Re-read the title of this story. What does it tell you? It tells you that the story is about Bingo getting some keys. How and where will Bingo get the keys?

Clues may also be in pictures. What clues can you get from the picture in this story? The picture shows a little dog being held up by his owner. The dog is looking eagerly into a car window that is partially open. Is this a hint to where Bingo might go to get keys?

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One type of prediction clue is a cause that reasonably leads to a specific effect. *The weather is warm and sunny. So, many people will probably go to the beach today.*

Another type of prediction clue is the next logical step in a sequence of steps. *Roger put on his socks. Next, he will probably put on his shoes.*

Think about other clues that might help you make a prediction about Bingo and the keys. Clues are often in the details, which tell you who, what, when, where, why or how. In this story, think about how Deanna is training Bingo to fetch keys. These details can help you make a prediction about what will happen next in the story.

Think about what you already know. The story tells you that Deanna is training Bingo to fetch and retrieve. You probably know that dogs like to go after balls or toys and to carry things in their mouths. The story also tells you that Deanna is having Bingo practise fetching with her mother's car keys. You probably already know that most sets of car keys are somewhat alike.

Now think about all the clues in the story and what you already know. Predict what will happen next in the story.

Clues in Story	What You Already Know	Prediction
Deanna is training Bingo to fetch keys. Mr Martin has locked his keys in his car. Bingo could fit through the car window.	Most car keys look alike. If Bingo can bring Deanna's mother's keys, he can probably bring Mr Martin's keys. Bingo is small and can probably fit through the car window.	Bingo will go through the car window, get the keys and bring Mr Martin's keys to Deanna.

Based on clues in the story and what you already know, you were able to predict that Deanna will have Bingo fetch Mr Martin's car keys.

Details in nonfiction passages can also help you make predictions. These kinds of details often tell you who, what, when, where, why or how.

**remember!**

When you make a prediction, you make an educated guess about what might happen next or in the future.

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If you make a prediction while you are reading a story, you will find out whether the prediction is accurate or not. And, you may have to amend your prediction as new information becomes available. If you make a prediction about something that will happen beyond a passage, you won't necessarily know whether the prediction is accurate or not, but the thought process involved in making the prediction indicates an involvement with the material that is a key to comprehension.

A prediction is about something that will probably happen in the future. For example: *What will Nick probably do next?*

A conclusion or inference, on the other hand, is made about something that already exists or has happened but that isn't directly stated. It is "in the background" or "between the lines". For example: *What must Nick be doing right now?*

**Definitions:** "The explicitness with which teachers teach comprehension strategies makes a difference in learner outcomes, especially for low-achieving students (modeling and careful scaffolding is key)." (Abadiano & Turner, 2003, p. 76).

Abadiano, H. R., & Turner, J. (2003). The RAND report: Reading for understanding: Toward an R&D program in reading comprehension. *New England Reading Association Journal*, 39(2), 74-79.

When authors use the literary device of foreshadowing in stories, they are giving you subtle hints or clues about what might happen later in the story.

While some clues are concrete, others are about abstract concepts, such as character traits, feelings and motivations. Sometimes clues are stated directly, but sometimes you have to infer them, or figure them out. For example, a story may not say that a character is cautious, but you can figure that out from what the character does, says or thinks. You can use those clues, along with what you already know about cautiousness, to predict what the cautious character will do, say, think or feel next.

You can't make informed predictions about things for which no clues are given. For example, you can't predict where Mr Martin will go next because there are no clues given about this in the Learn About passage. You might have your own idea, but it wouldn't be a substantiated prediction.