Topic:	Making Predictions
Grades:	3-4
Content:	Students will make predictions while reading.
Learning Standards:	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text/grade-3/
Goals:	• Teaching students to make predictions in their reading • Discussing the usefulness of making predictions in everyday life • Understanding cause and effect • Connecting this skill to the scientific method and the formulation of hypotheses
Introduction:	First, ask students to think of the last time they watched a movie. Ask, "Did you know what was going to happen to the characters before it happened?" Explain that they were **making predictions** while they watched. To **predict** something is to know and tell about it before it happens. Ask students to think about a time they made a prediction in real life. Was the prediction accurate? Ask them to make some predictions about real life now, based on their prior knowledge of the world around them. Here are some examples to get the class discussion started: • *There will be a fire drill at school before summer vacation begins.* • *Someone will get up to sharpen a pencil before the end of the day.* • *If the teacher says there will be a quiz, some students will groan.* Explain that good predictions are based on understanding **cause and effect.** A cause is something that makes something else happen. It happens first. An effect is what happens due to the cause. It happens second. Here are some examples: *Cause: Keenan practiced layups every day.* *Effect: Keenan made the basketball team.* *Cause: The weather turned colder and the days shorter.*

	Effect: Birds began their migration south.

Explain that it is useful to make predictions based on cause and effect in real life *and* while reading stories and articles. Making predictions helps us to better understand the world around us, and it helps us get more information out of our reading.

Scientists make predictions about the world around us. A scientific **hypothesis** is an educated guess or prediction about how things work. A hypothesis can be tested by an experiment.

Examples of hypotheses:

If I set my basil plant in the sun, it will grow bigger than a basil plant in the shade.
If I increase the temperature of a cup of water, a sugar cube will dissolve faster than a sugar cube placed in a cup of very cold water.

By repeating this process over and over, scientists learn more about the world around us. **It all starts with predictions!** Let's practice making predictions. |
| **Activities:** | **Nature Photo**
Break the class into pairs or small groups of three. Have each group take out blank paper and a pencil. Give each group a nature photo cut out of a magazine such as *National Geographic.* Ask each group to make 2-3 predictions about the insects, animals, or people in the photo. Challenge them to notice details in the photos to make predictions that are as accurate as possible. After each group has had the chance to share their predictions with the whole class, have the groups switch photos. Now challenge the small groups to come up with the most funny, outlandish, or creative predictions that they can. Explain that making strange guesses about what might occur in the world is useful, too. Scientists have to be creative thinkers to have breakthroughs.

Cause and Effect
Divide the class into two halves. One half will get an index card with a "cause" written on it. The other half will get an "effect" card. To complete the activity, the students will have to find their pair. Here are some sample causes:

A teacher noticed his students were talking too much in class.
Townsville got hardly any rain this spring.
The boy ate candy before bed and didn't brush his teeth.

Here are some sample effects:

A teacher gave his class a pop quiz. |

	The grass in Townsville was very brown this year. *The boy had five cavities in his teeth when he went to the dentist.* Challenge the students by including some causes that could also be considered effects. Encourage them to form a chain of cause and effect (with three or more students) and to explain how an effect can turn into a cause. Talk about how the stories they read for fun can be described as a long chain of causes and effects. **Making Predictions** Give students 10-15 minutes of quiet reading time alone. They can read a book or magazine of their choice. They must fill in a flow chart graphic organizer to make predictions. Ask each student to record 2-3 predictions made during reading time. (See graphic organizer below). Model filling out the organizer after reading a page aloud from a short story or magazine article.
Practice:	When students have quiet reading time, remind them to make predictions as they are reading. Model making predictions while reading nonfiction text aloud, such as a magazine article. At the beginning of the day, ask students to make some predictions about the day. Revisit the predictions at the end of the day to see if they were accurate.
Checking:	**Cause and Effect Exercise** Have students use their creativity and skills at making predictions to fill in an effect for each of the following causes. 1. Cause: Jonas stayed up past his bedtime all week to play his favorite video game. Effect: _____ 2. Cause: Penelope rode the Tilt-A-Whirl 11 times at the county fair. Effect: _____ 3. Cause: Winds reached speeds of 50 miles-per-hour last night. Effect: _____ 4. Cause: Wendy played with her neighbor's dog, even though she was allergic. Effect: _____ 5. Cause: Teegan always helped her elderly neighbor carry her groceries. Effect: _____

Making Predictions Graphic Organizer

Information in the story	• Ramona, the cat, is hiding in the closet. • She usually likes to be around people.
Information I already know	• Cats who are normally social hide when they are hurt.
Prediction about what will happen next	• Ramona's owner will take her to the vet to get checked out.