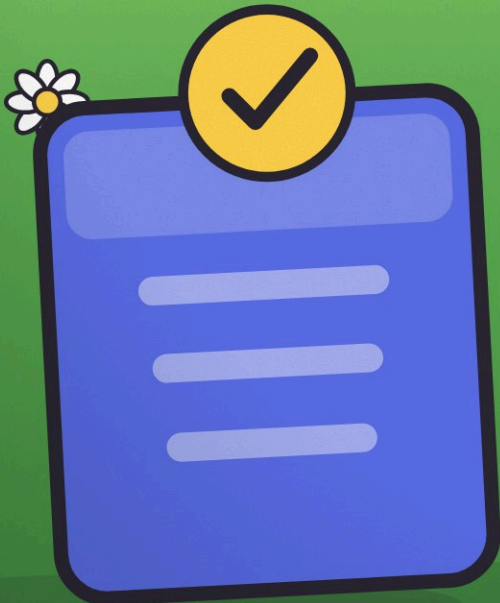


Making Predictions Worksheets

PREDICT • CHECK



24 pages • 42 predictions • 3 page types



A making-predictions kit built so a child always knows what is being asked: read a clue and judge a prediction, sort predictions into the right bin, then write one of their own and name the clue behind it.

THREE STEPS

- 1 **Look at the Helper together**
Page 6 shows what makes a prediction make sense or not make sense, side by side: a good prediction matches a clue the text already gives; a prediction that fights that clue doesn't make sense. Read the two cards with the child before the first practice page.
- 2 **Pick a page type and a set**
Three page types, easiest to hardest: Circle, then Sort, then Write Your Own. The chart says which page for which child.
- 3 **Check it, record it, send it home**
The answer keys are pages 14, 15 and 16. Date each page on the tracker (page 17), and send the home page (page 19). A filled example is on page 20.

WHICH PAGE, WHEN

WHEN...	USE...
Learning what a prediction is	Helper, page 6
Can read a clue and judge a prediction with both choices shown	Circle Makes Sense or Not, pages 7, 8, 9
Ready to sort and categorize	Sort Makes Sense or Not, pages 10 and 11
Ready to write an original prediction and name its clue	Write Your Own Prediction, pages 12 and 13

Everything inside (24 pages)

- **8 student pages** in 3 page types plus a Helper, 1 dot to 3 dots
- **18 Circle items** (9 Makes Sense, 9 Doesn't Make Sense) across 3 sets
- **24 Sort cards** (12 Makes Sense, 12 Doesn't Make Sense) across 2 cut-and-paste pages
- **3 answer keys** with every item's real answer, generated from the same banks as the pages
- **1 tracker, 1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 back page**

What makes it different

Every prediction is built from one clue word that is really in the passage and its registered opposite — so there is never a prediction a child could argue either way.



My name: _____

Date _____

**Makes Sense**

Matches a clue the text already gives

Mia sees thick, dark clouds covering the sky before recess.

Prediction: Mia will probably bring her umbrella outside.

Doesn't Make Sense

Contradicts a clue the text already gives

Mia sees thick, dark clouds covering the sky before recess.

Prediction: Mia will probably need sunglasses for the bright, sunny sky.

The difference

A good prediction uses a clue the text already gives you — a word or a detail that is really there. If the prediction goes against that clue, it doesn't make sense, even if it could happen some other day.





My name: _____

Date _____

**Read the passage and the prediction below it. Circle your answer.**

A sprinkler left on by accident sprayed across the sidewalk all morning. By recess, the pavement by the gate was still wet.

Everyone's shoes will probably stay bone dry walking through the gate.

☐ Makes Sense☐ Doesn't Make Sense

Noah stepped outside after the storm. The grass and the sidewalk were still wet from last night's storm.

Noah's shoes will probably get wet if he walks on the grass.

☐ Makes Sense☐ Doesn't Make Sense

The classroom thermometer read eighty-five degrees after lunch. Even with the window open, the room still felt hot.

The class will probably need extra blankets because the room feels so cold.

☐ Makes Sense☐ Doesn't Make Sense

Ben packed his backpack for the school picnic. On the way out the door, he saw rain clouds covering the whole sky.

The picnic might get moved inside because of the rain.

☐ Makes Sense☐ Doesn't Make Sense

Ava filled her water bottle before gym class. The thermometer on the wall showed a hot temperature for the gym that day.

Ava will probably want to drink a lot of water because it is so hot.

☐ Makes Sense☐ Doesn't Make Sense

Dark clouds rolled in fast while the class walked to the bus. By the time they got outside, light rain was already tapping on their hoods.

The kids will probably spend the whole afternoon at a sunny outdoor pool.

☐ Makes Sense☐ Doesn't Make Sense

Look for the exact word in the passage that tells you the clue — the prediction should match it, not fight against it.





My name: _____

Date _____



Cut out the cards. Glue each one in the right bin: Makes Sense or Doesn't Make Sense.

Makes Sense
Doesn't Make Sense

Cut on the dashed lines.

The toy robot's arm snapped clean off, so it will probably start working again.	This closet's hangers are bare, with nothing left on them, so it will probably look so full.	The gate's latch hangs loose and the path stands clear, so visitors will probably find it closed.	A sign says missing dog since Monday, so the next update says it was found.
The wagon's wheel is stuck, so it rolls along so slow.	The power is out and the hallway light won't turn on, so it stays dark.	Paint and glitter cover the whole table, so it looks so messy.	It is ninety degrees in the sun today, so everyone will probably feel so cold.
These mittens were knit for a toddler, so they feel so small on Grandpa.	Mom's alarm never went off, so the family is running late.	Jordan has a fever and a cough, so the nurse says he is sick.	Rain soaked the field all morning, so the grass will probably stay bone dry.





My name: _____

Date _____



Read each passage. Write what you think happens next, and why.

THE SCIENCE FAIR

Owen glued the last piece onto his volcano model five minutes before the bell. He forgot to let the glue dry, and the top piece was already wobbling.

What do you think happens next?

.....

.....

What clue from the passage tells you that?

.....

.....

RAINY RECESS

The class lined up by the window, watching fat raindrops splash on the playground. The teacher checked the clock, then looked out at the puddles forming on the blacktop.

What do you think happens next?

.....

.....

What clue from the passage tells you that?

.....

.....

Need a word to start? Try: **I think...** · **Probably...** · **Based on...** · **Because the passage says...**





Circle Makes Sense or Not, pages 7, 8, 9. Item numbers are the numbers printed to the left of each item, in shuffle order.

Set A

ITEM	WHAT IT'S ABOUT	ANSWER
A-1	The wet sidewalk sprinkler	Doesn't Make Sense
A-2	Noah's wet sidewalk	Makes Sense
A-3	The hot classroom	Doesn't Make Sense
A-4	Ben's rain-cloud picnic	Makes Sense
A-5	Ava's hot gym class	Makes Sense
A-6	Zara's rainy bus line	Doesn't Make Sense

Set B

ITEM	WHAT IT'S ABOUT	ANSWER
B-1	The open pool sign	Doesn't Make Sense
B-2	Nora's broken sharpener	Makes Sense
B-3	The empty snack basket	Doesn't Make Sense
B-4	Theo's open library	Makes Sense
B-5	The broken tablet cart	Doesn't Make Sense
B-6	Grace's empty fish food	Makes Sense

Set C

ITEM	WHAT IT'S ABOUT	ANSWER
C-1	Jack's tired morning	Makes Sense
C-2	Ruby's quiet library	Makes Sense
C-3	Dominic's tired reading	Doesn't Make Sense
C-4	The lost cat flyer	Doesn't Make Sense
C-5	The quiet testing sign	Doesn't Make Sense
C-6	Owen's lost sweatshirt	Makes Sense

How to use this key

Checking done — mark the tracker (page 17). A filled example is on page 20. Each set repeats one clue word twice, once supporting the prediction and once contradicting it — worth reading both before marking either wrong.



Use this page between team meetings, or to send home, without writing a note from scratch. Everything below is observable, with room for your own wording and numbers from the tracker (page 17).

CLINICIAN / TEACHER

STUDENT

MARKING PERIOD

What we worked on this week

What went well

Next focus

Anything else for the team meeting

A filled-in line, for reference

"This week we practiced Circle Makes Sense or Not, Set A and B. Correctly judged 5 of 6 in Set A and 6 of 6 in Set B. Next focus: Sort Makes Sense or Not, page 1." That is the level of detail this page is built for — every blank is a number or a word your team already uses, never a label.

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE, IF YOUR SCHOOL ASKS





Starters for a session note, a progress update, or the questions to ask before the pencil moves. Each one is an observation with a blank for the number or the word — the count comes off the tracker or the page itself, never from memory.

Describing accuracy

- Correctly identified ____ of ____ predictions as Makes Sense or Doesn't Make Sense.
- Correctly sorted ____ of ____ cards into the right bin.
- Wrote a prediction grounded in a text clue for ____ of ____ topics.
- Checked work against the answer key with ____ of ____ correct on the first try.

Describing what the student did

- Needed [a reread / a hint / a model] to find the clue in the text.
- Pointed to the exact word or phrase that supported the prediction.
- Explained why a prediction did or did not make sense in their own words.
- Re-read a passage before choosing, without being asked to.

For next steps

- Ready to move to [Sort / Write Your Own Prediction].
- Needs more practice finding a stated clue before writing an original prediction.
- Can now use this skill when reading a book or a story.
- Showed this skill outside of the lesson on ____.
- Ready for a new set (A, B or C) of the same page type.

Talk-first questions, any page

- What word or detail in the text gives this away?
- Does this prediction match what the text already told us?
- Is this a guess the text supports, or a leap with no clue?
- What do you think will happen next, and why?

For the Write Your Own page

- Wrote a prediction about ____ that matched a clue stated in the text.
- Named the exact clue (quoted or paraphrased) that supports the prediction.
- Used a sentence starter (I think..., Based on..., Because the passage says...) without being asked.
- Needed the passage read aloud again before writing a prediction.

