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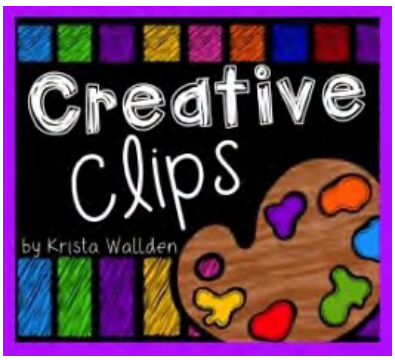
Jen Bengel

Thank you so much to these amazing artists, whose work is found in this resource!!



















See more detailed Comprehension Mini Lessons clicking the link now



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Each of the 36 comprehension skills includes 5 mini lessons

The Mini Lessons: Problem & Solution

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Define and identify problems*	Readers define what problems and solutions are in a text so they identify them during reading.
LESSON 2 *Thinking deeper about problems*	Readers identify problems in a story so they can think about possible reasons for them happening.
LESSON 3 *Predicting Solutions*	Readers identify problems in a story so they can predict possible solutions during reading.
LESSON 4 *Inferring Other Problems and Solutions*	Readers use what they know and what the text says to infer other possible problems and solutions that could be in the story.
LESSON 5 *Making Connections to Problems and Solutions*	Readers make connections to problems and solutions so they can decide how they might act in the story.

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Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

COMPLETE lessons with teacher suggested language and sample anchor charts

Readers make connections between the text and things they know about the world so they can understand their own world even better.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how important it is for readers to be making connections between the texts they've already read and the world around them. If you need help describing making connections, use this language.

   Readers are always making connections as they read. Making a connection means they are comparing a part they are reading in the text to something else. There are lots of different types of connections readers can make. Today we are going to talk about the type of connection called text-to-world. This is when readers make connections between a text they are reading and something they know that's going in the world. It can be something happening in your neighborhood, school, city, state, country, or even the whole world! Many times our brains are reminded of things from our world when we read. Our brain is making a connection without us really having to do anything! Pretty cool. Let's try a few text-to-world connections.
4. After you have established a good definition of text-to-world connections, use a mentor text you have already read to the class. Reread a part of the mentor text aloud and stop to share your thinking of a connection you made to the world. Write down that part from the text and your world connection. Think about how the connection helps you understand the world better and write that in the 3rd column.
5. Invite students to think about another text-to-world connection using either the same mentor text or another you've already read to the class. Do some more modeling if needed. Invite students to share connections and fill in the 2nd example on the anchor chart as students take notes as well.
6. Invite students to turn and talk about a 3rd text-to-world connection. This time ask students to turn and talk with a partner about a world connections. Call on students to share. Write their answers on the class anchor chart.
7. Tell students that they will be working on sharing their text-to-world connections during independent reading today. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers make connections between the text and things they know about the world so they can understand their world even better.

TEXT-TO-WORLD CONNECTIONS:	HOW I UNDERSTAND MY WORLD BETTER:
*** Complete the anchor chart by adding ideas from the class as they share during the lesson	

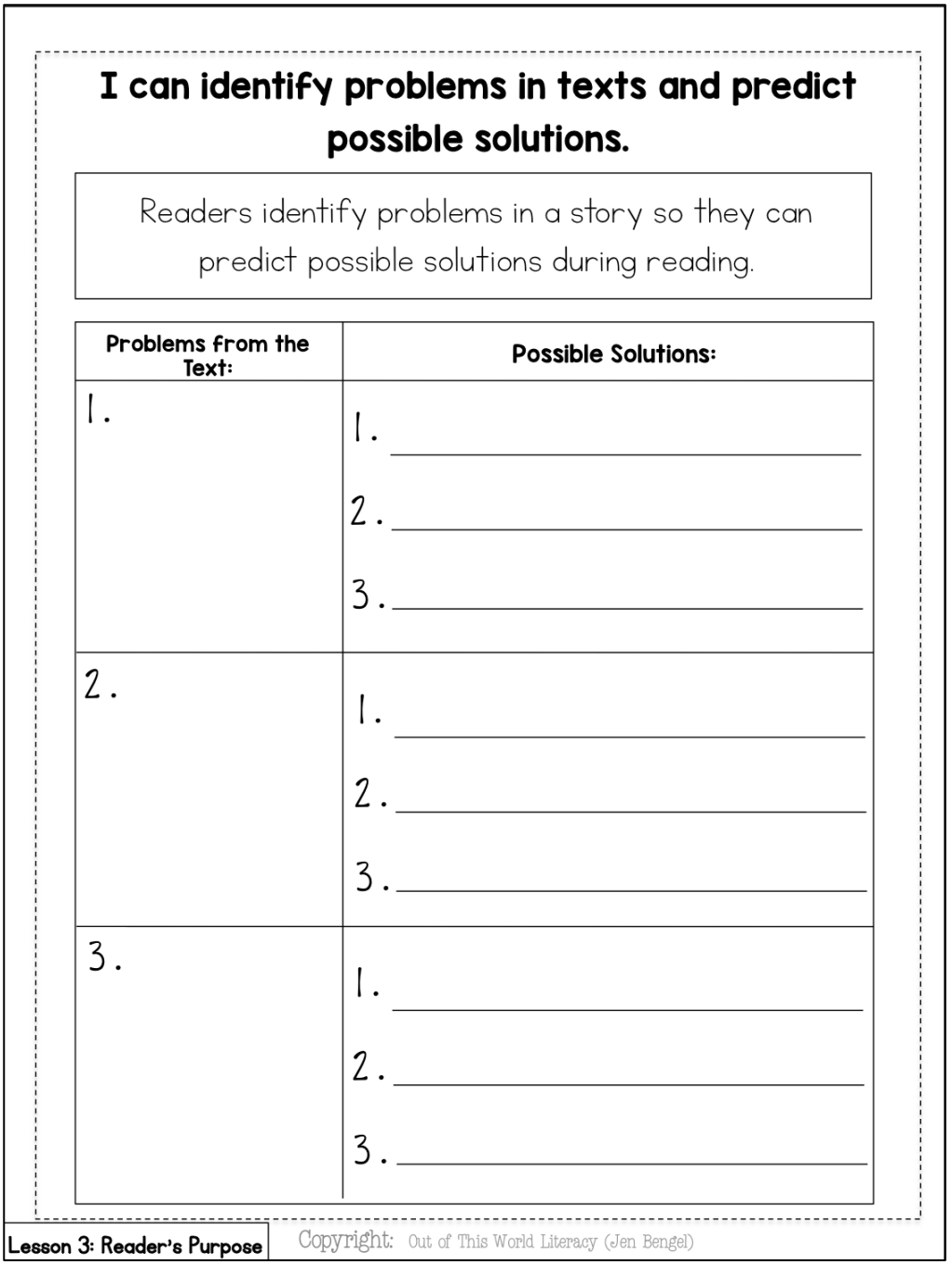
Lesson 3: Making Connections

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(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Student work pages to use with *any* book they are reading independently



I can identify problems in texts and predict possible solutions.

Readers identify problems in a story so they can predict possible solutions during reading.

Problems from the Text:	Possible Solutions:
1.	1. _____ 2. _____ 3. _____
2.	1. _____ 2. _____ 3. _____
3.	1. _____ 2. _____ 3. _____

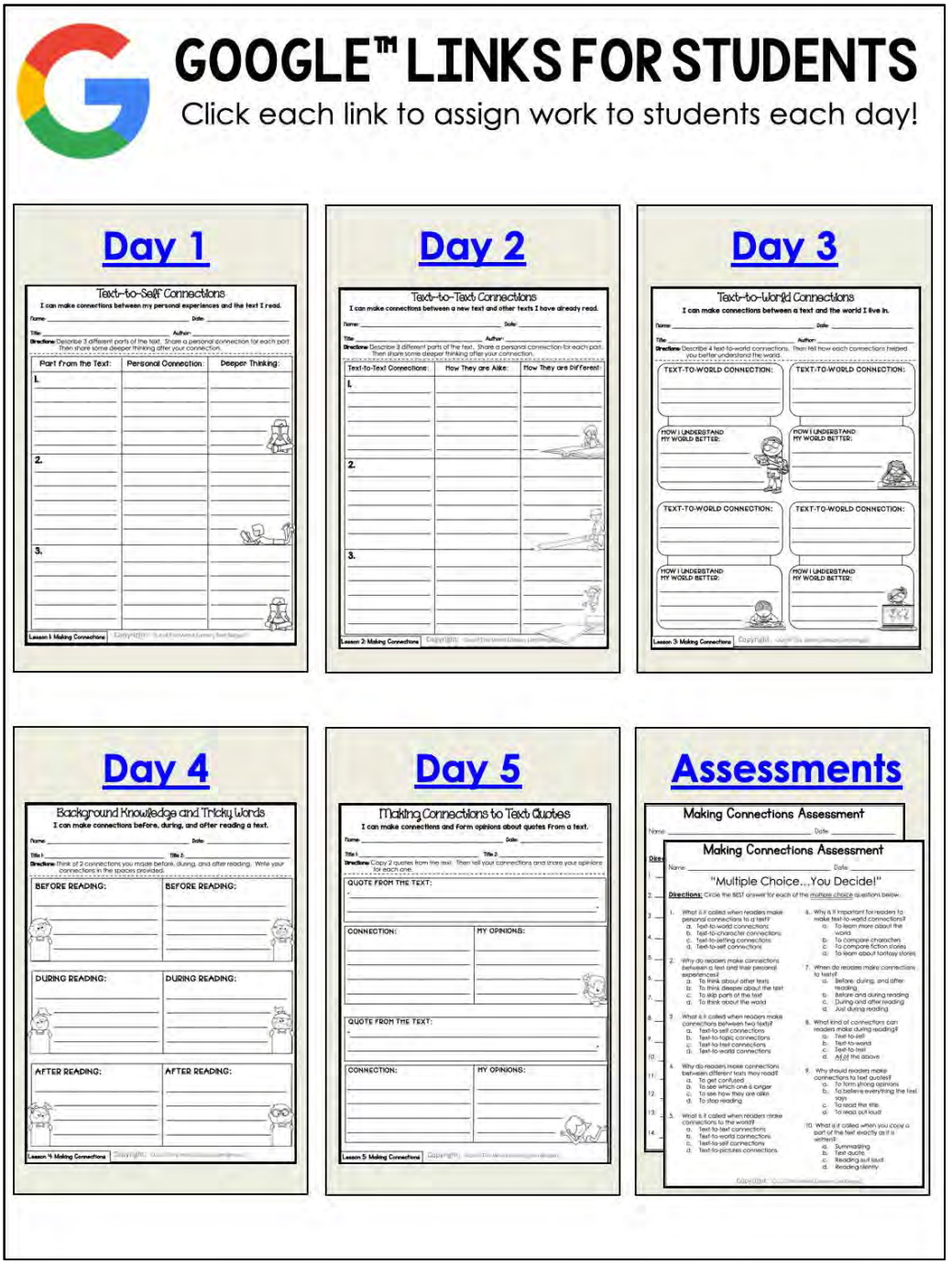
Lesson 3: Reader's Purpose

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Google digital links for all student pages, including assessments



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Small group reteaching table cards

1. What is a problem in the story? How do you know?
2. What can you predict as a solution to the problem?
3. What makes you think this is a good solution to the problem? Tell me more.
4. What might happen if readers never make predictions during reading?

Lesson 3: Reader's Purpose

This World Literacy (Jen Bengel)

I can identify problems in texts and predict possible solutions.



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

See what teachers are saying!

★★★★★ Extremely satisfied

I always felt that the resources provided for me didn't provide enough scaffolding and practice for students to really get their minds wrapped around the focused target skill. I was able to match each of these units with our weekly lessons and teach each strand to a much deeper level.

The format provided allowed for whole group and small group practice which was ideal and now I don't need to create extra practice. I am so pleased with this purchase.

★★★★★ Extremely satisfied

Thank you!! I needed lessons like these to enrich the mandatory curriculum I am required to teach. These are perfect for mentor picture books and I like that I can use them in small groups or whole group.

★★★★★ 5.0

So amazingly helpful! I am so grateful for your webinars and the way you are so methodical in teaching step-by-step. I am a second year 5th grade teacher and I struggle knowing how to word breaking down different comprehension skills. This takes all the guesswork out of it and I'm left with solid, effective comprehension instruction that I can tailor to the needs and interests of my students. Thank you so much for what you do! I have learned so much from your teaching.

Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1


Learning About Making Predictions

I can define making predictions and practice making predictions as I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Define what making predictions means. Share 5 reasons why readers should make predictions as they read. Describe 2 pieces of information from the book and what you already knew. Use that to make predictions.

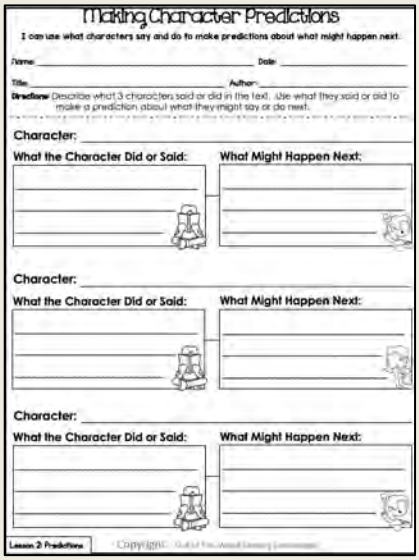
What Does Making Predictions Mean?:	Reasons to Make Predictions:
	1. _____
	2. _____
	3. _____
	4. _____
	5. _____

Information From the Text:	My Prediction:	What I Already Know:

Information From the Text:	My Prediction:	What I Already Know:

Lesson 1 Predictions Copyright

Day 2


Making Character Predictions

I can use what characters say and do to make predictions about what might happen next.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe what 3 characters said or did in the text. Use what they said or did to make a prediction about what they might say or do next.

Character: _____

What the Character Did or Said:	What Might Happen Next:

Character: _____

What the Character Did or Said:	What Might Happen Next:

Character: _____

What the Character Did or Said:	What Might Happen Next:

Lesson 2 Predictions Copyright

Day 3


Making Event Predictions

I can identify events in a story to help me predict what might happen next.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 4 events from the text. Use what you know to make a prediction about what might happen next after each event.

Event:	What Might Happen Next:
Event:	What Might Happen Next:
Event:	What Might Happen Next:
Event:	What Might Happen Next:

Lesson 3 Predictions Copyright

Day 4


Analyzing Predictions

I can think carefully about whether or not my predictions actually happened in the text.

Name: _____ Date: _____

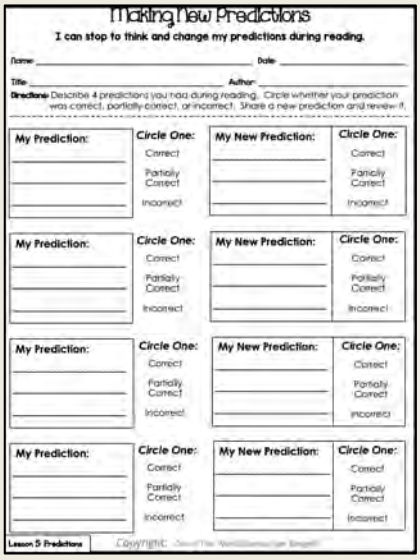
Title: _____ Author: _____

Directions: Describe 4 predictions you had during reading. Circle whether your prediction was correct, partially correct, or incorrect. Then share your thinking about each one.

My Prediction:	Circle One:	My Thinking:
	Correct Partially Correct Incorrect	
My Prediction:	Circle One:	My Thinking:
	Correct Partially Correct Incorrect	
My Prediction:	Circle One:	My Thinking:
	Correct Partially Correct Incorrect	
My Prediction:	Circle One:	My Thinking:
	Correct Partially Correct Incorrect	

Lesson 4 Predictions Copyright

Day 5


Making New Predictions

I can stop to think and change my predictions during reading.

Name: _____ Date: _____

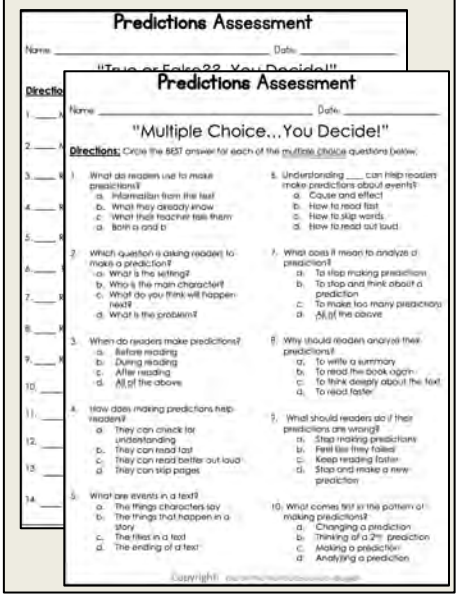
Title: _____ Author: _____

Directions: Describe 4 predictions you had during reading. Circle whether your prediction was correct, partially correct, or incorrect. Share a new prediction and review it.

My Prediction:	Circle One:	My New Prediction:	Circle One:
	Correct Partially Correct Incorrect		Correct Partially Correct Incorrect
My Prediction:	Circle One:	My New Prediction:	Circle One:
	Correct Partially Correct Incorrect		Correct Partially Correct Incorrect
My Prediction:	Circle One:	My New Prediction:	Circle One:
	Correct Partially Correct Incorrect		Correct Partially Correct Incorrect
My Prediction:	Circle One:	My New Prediction:	Circle One:
	Correct Partially Correct Incorrect		Correct Partially Correct Incorrect

Lesson 5 Predictions Copyright

Assessments


Predictions Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. What do readers use to make predictions?
   a. Information from the text
   b. What they already know
   c. What their teacher tells them
   d. Both a and b
2. Which question is asking readers to make a prediction?
   a. What is the setting?
   b. Who is the main character?
   c. What do you think will happen next?
   d. What is the problem?
3. When do readers make predictions?
   a. Before reading
   b. During reading
   c. After reading
   d. All of the above
4. How does making predictions help readers?
   a. They can check for understanding
   b. They can read fast
   c. They can read better out loud
   d. They can skip pages
5. What are events in a text?
   a. The things characters say
   b. The things that happen in a story
   c. The titles in a text
   d. The ending of a text
6. Understanding ____ can help readers make predictions about events?
   a. Cause and effect
   b. How to read fast
   c. How to skip words
   d. How to read out loud
7. What does it mean to analyze a prediction?
   a. To stop making predictions
   b. To stop and think about a prediction
   c. To make too many predictions
   d. All of the above
8. Why should readers analyze their predictions?
   a. To write a summary
   b. To read the book again
   c. To think deeply about the text
   d. To read faster
9. What should readers do if their predictions are wrong?
   a. Stop making predictions
   b. Feel like they failed
   c. Keep reading faster
   d. Stop and make a new prediction
10. What comes first in the pattern of making predictions?
    a. Changing a prediction
    b. Thinking of a 2nd prediction
    c. Making a prediction
    d. Analyzing a prediction

Copyright

Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, making predictions. The lessons are very specific and focus on 5 types of predictions to notice during reading that you will have the option to teach to your whole class, in a small group, or one-on-one in a reading conference to cover a specific skill if you notice a student struggling.

By teaching each mini lesson specifically, you can model to young readers how to think specifically about a text before, during, and after reading. You will also provide students with the opportunity to interact with the mentor texts during the lesson, sharing their thinking as they talk with partners and listen to others' ideas during the lesson.

Using this type of interactive mini lesson framework while intentionally teaching a specific comprehension skill has been researched as a best practice approach to helping young readers understand and practice the importance of reading comprehension as they read text.

Included in this Resource:

1. 5 mini lesson statements and detailed teaching instructions for making predictions.
2. 5 sample mini lesson anchor charts (your anchor charts will look different based on the mentor texts you choose to use and the responses from your students, but you can use the same outline as provided).
3. 'I Can' statement cards for each lesson. These are great to post in the room, at a literacy station, glued into readers' notebooks, or posted at a small group table.
4. Blank anchor chart pages for students. These can be glued into reader's notebooks in a mini lesson section. Students can complete them during the lesson and have a record of learning kept safely in their notebooks to reference anytime!
5. 5 graphic organizers for independent activities that match each of the 5 mini lessons. These can be used with any text students are reading and can be used over and over again. They are great for assessment!
6. Short comprehension quizzes on predictions to administer after the 5 lessons are completed. Answer keys are provided!
7. A certificate of mastery you can give students to build their confidence!
8. 14 different styles of brag tags for rewarding students for all their hard work and learning.

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The Mini Lessons: Predictions

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Defining Predictions*	Readers define what making predictions means in their reading so they can begin making predictions as they read.
LESSON 2 *Predicting Characters*	Readers identify what characters say and do in a text so they can make predictions about what characters might do or say next.
LESSON 3 *Predicting Events*	Readers identify certain events in a text so they can consider what might make the most sense to happen next.
LESSON 4 *Analyzing Predictions*	Readers stop and think about predictions they've made so they can decide if their predictions were correct or not.
LESSON 5 *Changing Predictions*	Readers stop and think during reading so they can change their predictions based on new things they read in a text.

Sample
Sample

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Readers stop and think about predictions they've made so they can decide if their predictions were correct or not.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining that readers review their predictions as they read. Use this language to help: "We've been talking a lot about making predictions. We've practiced making predictions about characters and events as we've read the last few days. Today we are going to take things a step furthe[r]. We are going to continue making predictions as we read parts of a book together, but then we are going to ana[lyze] our p[redictions]. Analyzing a prediction means we stop and think, 'was my prediction correct, or did something else happ[en] in th[e story]? It's important for readers to analyze their predictions so they can continue thinkin[g] about t[he] text. [Sometimes] I predict that a character is going to get upset in a situation, but instead that chara[cter] laug[hs] at ca[using] ou[r] thinking about the character. When our predictions don't actually happen [it] can make r[eaders] think more. Sometimes our predictions can partially happen, like we got it h[alf] righ[t] or [it] was pr[etty] ma[ch] so[me] [of] predictio[n]. Today, then we'll stop and ask ourselv[es] 're rig[ht] [about] our thinking [a]bout each [pre]dict[ion]. Let's get started!"
4. Use a me[dium] text you [have] not y[et] read. [Read] the [pa]ges and begin r[ead]ing a section of the text. Stop and think aloud as you m[ake] a pre[dict]ion. W[rite] y[our] prediction on the chart. Continue reading until you can say for certain if your pre[dict]ion [was] correct or not. Think aloud as you answer the 2nd column. Share your thinking about your [answer].
5. Ask students to complete their note-taking page as you think together and write on the anchor chart.
6. Continue reading. Stop and invite the students to help you make a second prediction. Invite students to work through the same steps in examples I. Complete each column on the chart.
5. Read a bit more and ask students to turn and talk with a partner about a prediction. Continue reading then have them turn and talk about the prediction, sharing their thinking and whether the class prediction was correct. After a few minutes call on students to share and write answers on the anchor chart.
6. Tell students that they will be working on making predictions from books they are currently reading, as well as evaluating their predictions and sharing their thoughts. Pass out the student page (graphic organizer). Go over directions. Ask them to bring their completed work to the share at the end [of] the readi[ng] workshop.
7. At the end of the workshop, call the class together to share what they learne[d] about [pre]dicti[ons]. Have them turn and talk with a partner about what they wrote on their stud[ent] [pa]ge. C[all] on [some]one to share with the class.

Sample An[chor] Cha[rt]

*** Teacher ideas to start the lesson are in red. [Sample] and th[ese] ideas. Add th[em] to [the] anchor chart during the lesson.

Readers stop[ ] ab[out] [pre]dict[ions] the[y] ma[ke] so[ ] can decide if their predictions w[ere] correct or not.		
Our Predictio[n]	**[Were] We Correct:**	**Our Thinking:**
Write down predic[tions] as you read here	*Write 'yes, no' or 'partially'*	*Share your thinking about your predictions versus what actually happened in the text.*

Sample

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I can think carefully about whether or not my predictions actually happened in the text.

1. Describe a prediction you have.

2. Did your prediction happen or not? Tell me more.

3. What are your thoughts about this prediction? Tell me more.

4. How does thinking deeply about our predictions help us as readers?

Sample

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I can think carefully about whether or not my predictions actually happened in the text.

Sample

1. Describe a prediction you have.

2. Did your prediction happen or not? Tell me more.

3. What are your thoughts about this prediction? Tell me more.

4. How does thinking deeply about our predictions help us as readers?

Sample

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I can think carefully about whether or not my predictions actually happened in the text.

Readers stop and think about predictions they've made so they can decide if their predictions were correct or not.

Our Predictions:	W... Correct	O... Thinking:

Sample

Sample

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Analyzing Predictions

I can think carefully about whether or not my predictions actually happened in the text.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 4 predictions you had during reading. Circle whether your prediction was correct, partially correct, or incorrect. Then share your thinking about each one.

Sample

My Prediction:

_____

_____

_____



Circle One:

Correct

Partially Correct

Incorrect

My Thinking:

_____

_____

_____

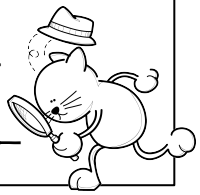


My Prediction:

_____

_____

_____



Circle One:

Correct

Partially Correct

Incorrect

My Thinking:

_____

_____

_____



Sample

My Prediction:

_____

_____

_____



Circle One:

Correct

Partially Correct

Incorrect

My Thinking:

_____

_____

_____



My Prediction:

_____

_____

_____



Circle One:

Correct

Partially Correct

Incorrect

My Thinking:

_____

_____

_____



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Predictions Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. What do readers use to make predictions?
   a. Information from the text
   b. What they already know
   c. What their teache[illegible]
   d. B[illegible]

2. Which ques[illegible] to make a predic[illegible]n?
   a. Wha[illegible] setting?
   b. Who is the main character?
   c. What do you think will happen next?
   d. What is the problem?

3. When do readers make predictions?
   a. Before reading
   b. During reading
   c. After reading
   d. All of the above

4. How does making predictions help readers?
   a. The[illegible]
   b. The[illegible]
   c. They can[illegible]
   d. They can s[illegible]

5. What are events in a text?
   a. The things characters say
   b. The things that happen in a story
   c. The titles in a text
   d. The ending of a text

6. Understa[illegible] help readers m[illegible] events?
   a. [illegible]
   b. [illegible]
   c. [illegible] skip words
   d. How to read out loud

7. What does it mean to analyze a prediction?
   a. To stop making predictions
   b. To stop and think about a prediction
   c. To make too many predictions
   d. All of the above

8. Why should readers analyze their predictions?
   a. To write a summary
   b. To [illegible] again
   c. To t[illegible]
   d. [illegible]

9. W[illegible] readers do if their [illegible]s are wrong?
   a. Stop making predictions
   b. Feel like they failed
   c. Keep reading faster
   d. Stop and make a new prediction

10. What comes first in the pattern of making predictions?
    a. Changing a prediction
    b. Thinking of a 2nd prediction
    c. Making a prediction
    d. Analyzing a prediction

Sample
Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the Art of Understanding Predictions

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample Sample

I am a **Prediction** master!



I am a **Prediction** master!



I am a **Prediction** master!



I am a **Prediction** master!



I am a **Prediction** master!



I am a **Prediction** master!



I am a **Prediction** master!



I am a **Prediction** master!



I am a **Prediction** master!



Sample

Sample

I am a
Prediction
master!



I am a
Prediction
master!



I am a
Prediction
master!



I am a
Prediction
master!



I am a
Prediction
master!



I am a
Prediction
master!



I am a
Prediction
master!



I am a
Prediction
master!



I am a
Prediction
master!



Sample
Sample