

MODUL BASIC READING

(PBI 163)

Materi 11

Making Prediction

Disusun Oleh

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Making Prediction

1. **Introduction**

This module becomes a part of Basic Reading Subject in English Education Department. Making Prediction is the eleventh topics being discussed in this subject. It discusses about how to make a prediction based on the data which you already got. The module starts with the explanation of the essence of Making Prediction in reading activities. After that, the module gives practices as well as the explanation so the student can practice by themselves. Please note that in this subject, the student will practice more than learning about the theories. The last part are strategies of how you applied the subject itself through reading a text. In the end, students can apply this technique to comprehend the text that they read.

This module can be used as reference for the students who would like to learn about Making Prediction. The students may practice to use it from reading paragraph so that make students esier to understand the text.

1. **Basic Competence**

Understanding Making Prediction strategy to comprehend the text

1. **Kemampuan Akhir yang Diharapkan**

* The students will be able to explain the characteristics of making prediction from the text.
* The students will be able to making prediction.

1. **Learning Activities 1**

**Making Prediction**

When you’re going to read a book, what is the first thing that you need to do? Read the summary? Take a look of the cover book? Read the whole page about the list of content? Or maybe you start to read it without giving much thought about it? Well, you’re not wrong but, if you want to know about the content of the book, that’s not a wise choice.

Teacher should have effective reading strategy for the students to gain better reading comprehension. According to Anderson (2008), to make students become active and get involved in reading activities, it is needed to teach them using reading strategies because reading with various strategies creates students to be creative and critical readers. Predicting by using picture is a strategy which has a high possibility in helping the students’ reading achievement. Prediction is a pre-reading activity.

According to Smith (1994), prediction is the prior elimination of unlikely alternatives. It is the core of reading. All of our prior knowledge of places and situations enable us to predict when we read and thus to comprehend and enjoy what we read.

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story (Bailey, 2015). When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.

Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text.

Making predictions is also a valuable strategy to improve reading comprehension. Students are able to make predictions about a story, based on what they have already heard, read, or seen. This in turn, will allow students to become actively involved in the reading process. To determine if their predictions are correct, students should be required to reread portions of the text to recall facts about the characters or events within the story. Picture walks can serve as a tool to organize information within a story, which can also increase a child’s comprehension. During a picture walk, students are able to activate their prior knowledge and connect the visual images in the story to their own personal experiences.

Students may initially be more comfortable making predictions about fiction than nonfiction or informational text. This may be due to the fact that fiction is more commonly used in early reading instruction. Students also tend to be more comfortable with the structure of narrative text than they are with the features and structures used in informational text. However, the strategy is important for all types of text. Teachers should make sure to include time for instruction, modeling, and practice as students read informational text. They can also help students successfully make predictions about informational text by ensuring that students have sufficient background knowledge before beginning to read the text.

Students can also use a graphic organizer to predict the outcome of a story. They can do this by identifying clues within the text to predict how characters will behave and how significant problems in the story will be solved. When using a graphic organizer, students are able to stay fully engaged in the story as they capture their thoughts in a logical way. It is important for teachers to encourage children to record clues that either support or deny their predictions. Teachers can also allow students to revise their predictions in order to reflect on the clues that are found within the text.

Predicting is also a [process skill](http://www.narst.org/publications/research/skill.cfm) used in science. In this context, a prediction is made about the outcome of a future event based upon a pattern of evidence. Students might predict that a seed will sprout based on their past experiences with plants or that it will rain tomorrow based on today’s weather. Teachers can help students develop proficiency with this skill by making connections between predicting while reading and predicting in science. Students will not necessarily make these connections independently, so teacher talk and questioning are important.

Sometimes, teachers will use the terms prediction and hypothesis interchangeably in science. While the terms are similar, there are subtle differences between the two. A hypothesis is a specific type of prediction made when designing and conducting an investigation in which a [variable](http://www.sciencebuddies.org/science-fair-projects/project_variables.shtml) is changed. For example, students might write a hypothesis about what will happen to a plant’s growth if the amount of water is increased. A hypothesis is often written as an “If…then…” statement.

The distinction between a prediction and a hypothesis is not something that elementary students need to understand and explain. However, teachers can be cognizant of how they use these words during science instruction – using prediction for statements of what might happen based on prior knowledge or evidence and hypothesis only when an investigation calls for a variable to be changed.

Making predictions encourages readers to use critical thinking and problem solving skills.  Readers are given the opportunity to reflect and evaluate the text, thus extracting deeper meaning and comprehension skills. Students will also be more interested in the reading material when they connect their prior knowledge with the new information that is being learned.

**Why is it important?**

If you were to have your palm read, the lines on your palm would be examined to predict what will happen to you in the future. But when a reader makes predictions about a novel or textbook, specific details from the text are used. **Predicting** is a reading comprehension strategy that readers use to anticipate what comes next based on clues from the text and by using their prior knowledge.

From the second a reader sees the title of a text, looks at a picture on the cover, or reads the first line, prior knowledge from what they've learned and/or from life experiences is used to make predictions or educated guesses. Predicting is an ongoing process that keeps the reader engaged as he or she tries to figure out what is coming next by making new predictions. He or she is also revising old predictions as more information is gathered. From beginning readers to adults who've been reading the majority of their lives, predictions help keep readers focused and motivated, and it shows that they understand what they are reading

More advanced readers make predictions very naturally before and during the reading process, much like when someone watches a movie and keeps interrupting it to say what they think will happen next. This may be annoying, but it shows that the person is demonstrating a higher level of thinking versus passively reading or watching and absorbing everything without questioning or thinking about it.

Making predictions activates student’s prior knowledge about the text and helps them make connections between new information and what they already know. By making predictions about the text before, during, and after reading, students use what they already know as well as what they suppose might happen to make connections to the text.

Snow (1998) has found that throughout the early grades, reading curricula should include explicit instruction on strategies used to comprehend text either read to the students or that students read themselves. These strategies include summarizing the main idea, predicting events or information to which the text is leading, drawing inferences, and monitoring for misunderstandings.

Prediction is fundamental to comprehension. According to Duffy, predicting is the strategy most relied upon as we begin reading. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read.

As soon as a reader sees the title of a selection, looks at a picture on a cover, or even reads a first line, prior knowledge is sparked, and on the basis of that prior knowledge, predictions or hypotheses take flight.  Duffy contends that the secret to making predictions as one begins to read is to combine the clues the author provides with previous experiences to make valid guesses about what will occur.

Predicting is universal in that emergent readers of all ages make predictions as they listen to stories read to them or read on their own. More proficient readers make predictions when reading expository text. Consequently, predicting can be taught to students of all ages and is appropriate for multiple levels of both narrative as well as expository text.

Successful readers pay attention to what is happening and anticipate that there might be a need to change a prediction. Frequent monitoring and re-predicting is repeated as readers proceed through text. The “predict ~ monitor ~ re-predict” process is not accomplished in one pass-through, but is rather a cyclical process that occurs continuously as readers maneuver their way through text. Predictions can be based on three kinds of prior knowledge:

* Prior knowledge about a topic
* Prior knowledge about a type of text
* Prior knowledge about a particular purpose for reading

Students rely on previous study and experiences to make educated guesses about material to be read. As noted in Understanding Reading, (1988) Smith defined predicting as the prior elimination of unlikely alternatives. He further suggests, “Readers do not normally attend to print with their minds blank, with no prior purpose and with no expectation of what they might find in the text. The way readers look for meaning is not to consider all possibilities, nor to make reckless guesses about just one, but rather to predict within the most likely range of alternatives. Readers can derive meaning from text because they bring expectations about meaning to text.”

Predicting is related to inferring. However, readers predict outcomes, events, or actions that are confirmed or contradicted throughout the reading whereas inferential thinking is more complex.  To help your students understand the difference between predicting and inferring, encourage them to consider the outcome of an event or action each time they make a prediction and notice whether there has been a resolution. Simply put, predictions can be justified after reading commences, whereas inferences are rarely confirmed in actual text.

Reading is not a random process, but it is rather a system of conventions used to interpret and make sense of text. In cases where students need explicit instruction about making predictions, teachers may insert explanations into other activities. For example, when reading aloud instructors may:

* Talk about predicting based on what they know about the topic as a natural part of the reading process. Teachers should draw attention to information received through the reading and allow students to make connections between clues from the text, prior knowledge, and/or experiences.
* Pause periodically while reading to explain that making new predictions as a selection unfolds is an important and natural part of the reading process and a skill in which good readers intuitively engage.
* Interview students about what they are thinking as they read or probe them to determine whether they make sound predictions about what will happen next. If students’ responses indicate that they are not anticipating meaning, an explanation may be helpful. Instructors may need to draw attention to events which have occurred in order to help students make and quantify sound predictions.
* Ask students to describe what they were saying to themselves as they read. Student responses will indicate whether they are monitoring their predictions or questioning whether the meaning makes sense. Point out that accomplished and successful readers essentially engage in a silent ‘read aloud’ with thoughts that may sound like: “I’ve had experience with this topic. Given what my experiences are, this is what I believe will happen next….”

## What are the key comprehension strategies which is needed in the process of Making Prediction?

Studies on good readers have identified a number of comprehension strategies to be highly useful. These strategies range from the simple to the complex. From the array of strategies examined by researchers, the following strategies have been shown to be especially helpful and to lend themselves particularly well to instruction:

### ***Activating and Using Background Knowledge***

This strategy requires readers to activate their background knowledge and to use that knowledge to help them understand what they are reading. Background knowledge is made up of a person's experiences with the world (including what he or she has read), along with his or her concepts for how written text works, including word identification, print concepts, word meaning, and how text is organized. Research has established that readers' existing knowledge is critical in determining their ability to comprehend what they read.

One of the most important contributions made by cognitive scientists to the understanding of how comprehension works is schema theory. This theory is based on how people organize and activate their knowledge.

According to schema theory, as people learn about the world, they develop a large network of knowledge structures, or schemas, with each schema connected to many others. These schemas grow and change as a person acquires new information through experience and reading. For example, a very young child's schema for dog might contain only her or his understanding of the family pet — something white, furry, and fun to play with. As the child gains more experiences with a variety of dogs in a variety of settings, the dog schema will expand and be refined. It may connect to other schema — types of dogs; colors of dogs; foods dogs eat; places where dogs stay when the family is on vacation; dangerous dogs; who veterinarians are; and locations of important dog shows.

When they applied schema theory to reading comprehension, cognitive scientists found that good readers constantly connect their background knowledge to the new knowledge they encounter in a text. In fact, they appear to activate a schema as soon they begin to read. The initial schema then activates others, thus directly affecting how readers understand and react to a text.

Schemas that are related to text organization are especially important to comprehension. Having knowledge of a text's organization improves students' understanding of that text.

### ***Generating and Asking Questions***

This strategy involves readers asking themselves questions throughout the reading of a text. The ability of readers to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information. Asking the right questions allows good readers to focus on the most important information in a text.

Generating good questions may also lead readers to focus on problems with comprehension and to take actions to deal with these problems.

### ***Making Inferences***

This strategy requires readers to evaluate or draw conclusions from information in a text. Authors do not always provide complete descriptions of, or explicit information about a topic, setting, character, or event. However, they often provide clues that readers can use to "read between the lines"-by making inferences that combine information in the text with their background knowledge.

It has been shown that when readers are taught how to make inferences, they improve their abilities to construct meaning. Indeed, research indicates that the ability to make inferences is crucial to successful reading.

### ***Predicting***

This strategy involves the ability of readers to get meaning from a text by making informed predictions. Good readers use predicting as a way to connect their existing knowledge to new information from a text to get meaning from what they read. Before reading, they may use what they know about an author to predict what a text will be about. The title of a text may trigger memories of texts with similar content, allowing them to predict the content of the new text.

During reading, good readers may make predictions about what is going to happen next, or what ideas or evidence the author will present to support an argument. They tend to evaluate these predictions continuously, and revise any prediction that is not confirmed by the reading.

### ***Summarizing***

This strategy involves the ability of readers to pull together, or synthesize information in a text so as to explain in their own words what the text is about. Summarizing is an important strategy because it can enable readers to recall text quickly. It also can make readers more aware of text organization, of what is important in a text and of how ideas are related.

Effective summarizing of expository text may involve such things as condensing the steps in a scientific process, the stages of development of an art movement, or the episodes that led to some major historical event.

Effective summarizing of narrative text can involve such things as connecting and synthesizing events in a story line or identifying the factors that motivate a character's actions and behavior.

### ***Visualizing***

This involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands a text. Some research suggests that readers who visualize as they read are better able to recall what they have read than are those who do not visualize.

Visualizing is especially valuable when it is applied to narrative texts. In reading narratives, readers often can develop a clear understanding of what is happening by visualizing the setting, characters, or actions in the plot. However, visualizing can also be applied to the reading of expository texts, with readers visualizing steps in a process or stages in an event or creating an image to help them remember some abstract concept or important name.

### ***Comprehension Monitoring***

This involves the ability of readers to know when they understand what they read, when they do not understand, and to use appropriate strategies to improve their understanding when it is blocked.Comprehension monitoring is a form of metacognition. Good readers are aware of and monitor their thought processes as they read. In contrast, poor readers "just do it."

The strategies employed by good readers to improve understanding are called "repair" or "fix-up" strategies. Specific repair strategies include rereading, reading ahead, clarifying words by looking them up in a dictionary or glossary, or asking someone for help.15

In general, good readers use a variety of strategies such as the ones just discussed to construct meaning as they read. However, not all good readers use the same strategies; good readers tend to develop and practice those strategies that are most useful to them. Further, good readers are flexible in their strategy use: they switch from strategy to strategy as they read; they use different strategies with different kinds of texts.

The point is, because good readers have conscious control of their strategy use, they are able to make decisions about which strategies to use and when to use them. Most good readers do this with little or no explicit strategy instruction. Most students, however, can benefit greatly from organized, explicit instruction that teaches them to use specific strategies for understanding text. The good news is that specific comprehension strategies can be taught and learned - and that their deliberate use by readers improves comprehension.

**Practice 1**

**Making Predictions Worksheet 1**

**Directions:** Read the following passages. Determine what event is likely to occur next. Explain your answer using textual evidence.

Vince Thunder waved to the crowd one more time before he put on his motorcycle helmet. The crowd cheered uproariously. Vince looked down the ramp and across the 17 school busses that he was about to attempt to jump. It was a difficult trick and everything would need to go right for him to nail it. His cape blew in the wind. As Vince hoped on his motorcycle and started down the ramp, he noticed something that he had not seen before. There was large oil slick at the end of the ramp. He attempted to stop the bike, but it was too late. He had already built up too much momentum...

1. What event is most likely to occur next? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What evidence from the text supports your prediction?

Rex sat at the mouth of the alley and chewed the bone that he had found by the dumpster. It was a meaty bone that had belonged to a larger animal, perhaps a state fair prize winning pig. Rex was attracted to the bone by its strong scent. Apparently, he was not the only one who could smell it. He heard the jangle of tags behind him and turned to see a larger dog. Rex released the bone and began growling at the other dog. The other dog began growling at Rex. The two dogs inched toward one another, maintaining eye contact. Each began growling louder as the other approached within striking distance...

1. What event is most likely to occur next? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What evidence from the text supports your prediction?

John sat in the classroom and drew pictures of the Tatakai Fighting Warriors in his notebook while his teacher lectured about biology or something. He didn't really know for sure. The last thing he remembered her saying was that there would be a test tomorrow. His heart jumped. He went home to study for the test, but he was soon drawn to his Game Box. He played Tatakai Fighting Warriors long into the night. When his alarm clock rang the next day, he was too tired to hit the snooze button, so he let it beep for about 20 minutes before he got up and went to school. As she had promised, the teacher has prepared a test. She reviewed the testing procedures and directions with the class and then passed out the test. John looked at his test and scratched his head...

1. What event is most likely to occur next? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What evidence from the text supports your prediction?

Angela threw the bedspread over the bed and fussed with it until it was free of wrinkles. She dusted her dresser and straightened the knickknacks. As she was leaving the room, she noticed that a picture frame on the nightstand was slightly crooked. She went back into the room and straightened the picture frame. She examined her bedroom one more time and gave it a satisfied nod, and then she went to vacuum the living room. As she was running the vacuum, her three-year-old son Jason walked into Angela's bedroom. He was drinking a glass of grape juice and playing with his cars. Angela's bedspread fell as he raced his cars off the bed. While hitting an imaginary jump with his cars, he bumped into the nightstand and knocked over Angela's picture frame. Then, while he lined his cars up at the starting line of a pretend race, he kicked over the grape juice and it spilled all over Angela's white carpet. Jason didn't notice. After Angela finished vacuuming the living room, she tied the cord around the vacuum and went to return it to her bedroom...

1. What event is most likely to occur next? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What evidence from the text supports your prediction?

Lance didn't cook much but he wanted to do something nice for his wife's birthday, so he decided to make her dinner. He was preparing a meal of steak and potatoes by following a recipe that he had found on the Internet. He put the steaks on the grill on low heat and quartered the potatoes. Then he threw the potatoes in a skillet with a little bit of oil and cooked them over medium heat. After browning the potatoes, he grabbed the skillet by the metal handle and put it into the oven at 400 degrees. Twenty minutes later he grabbed the steaks off of the grill and began preparing the plates. The last thing that he needed to do was take the potatoes out of the oven. He thought about using a potholder to remove the pan, but didn't want to bother with getting one out of the drawer. He reached into the hot oven, his hand nearing the metal handle of the skillet. He wrapped his hand around the handle and clenched tightly...

1. What event is most likely to occur next? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What evidence from the text supports your prediction?

**Key Answer**

**Suggested Answer (1-2)**

Vince is likely to fall off his bike or otherwise fail in his attempt.

Explanation

I believe this because in the text it mentions that everything must go right for him to land the trick.  There is an oil slick at the end of the ramp.  He also hesitates. It is too late to reverse his course.  The combination of these factors makes it likely that he will not succeed in his attempt.

Rex sat at the mouth of the alley and chewed the bone that he had found by the dumpster.  It was a meaty bone that had belonged to a larger animal, perhaps a state fair prize-winning pig.  Rex was attracted to the bone by its strong scent.  Apparently, he was not the only one who could smell it.  He heard the jangle of tags behind him and turned to see a larger dog.  Rex released the bone and began growling at the other dog.  The other dog began growling at Rex.  The two dogs inched toward one another, maintaining eye contact.  Each began growing louder as the other approached within striking distance...

**Suggested Answer (3-4)**

The two dogs are probably going to fight.

Explanation

I believe this because they are growling at one another.  Neither dog is backing down and they are getting closer. They are probably going to fight over the bone.

John sat in the classroom and drew pictures of the Tatakai Fighting Warriors in his notebook while his teacher lectured about biology or something.  He didn't really know for sure.  The last thing he remembered her saying was that there would be a test tomorrow.  His heart jumped.  He went home to study for the test, but he was soon drawn to his Game Box.  He played Tatakai Fighting Warriors long into the night.  When his alarm clock rang the next day, he was too tired to hit the snooze button, so he let it beep for about 20 minutes before he got up and went to school.  As she had promised, the teacher has prepared a test.  She reviewed the testing procedures and directions with the class and then passed out the test.  John looked at his test and scratched his head...

**Suggested Answer (5-6)**

John is probably going to fail his test.

Explanation

John did not pay attention to the lecture. He did not study, and he did not get proper rest; therefore, he is likely to fail the test.

Angela threw the bedspread over the bed and fussed with it until it was free of wrinkles.  She dusted her dresser and straightened the knickknacks.  As she was leaving the room, she noticed that a picture frame on the nightstand was slightly crooked.  She went back into the room and straightened the picture frame.  She examined her bedroom one more time and gave it a satisfied nod, and then she went to vacuum the living room.  As she was running the vacuum, her three-year-old son Jason walked into Angela's bedroom.

He was drinking a glass of grape juice and playing with his cars. Angela's bedspread fell as he raced his cars off the bed.  While hitting an imaginary jump with his cars, he bumped into the nightstand and knocked over Angela's picture frame. Then, while he lined his cars up at the starting line of a pretend race, he kicked over the grape juice and it spilled all over Angela's white carpet.  Jason didn't notice. After Angela finished vacuuming the living room, she tied the cord around the vacuum and went to return it to her bedroom...

**Suggested Answer (7-8)**

Angela is probably going to be very upset or angry.  She will probably try to clean up the grape juice, realizing that this is the most serious damage that Jason has inflicted.

Explanation

I believe this because she is very orderly.  She has gone out of her way to do an exceptional job cleaning her room, even moving picture frames fractions of inches to meet her expectations. Since she is so concerned about the appearance of her room, she will probably be very mad that Jason has messed it and stained her rug with grape juice.

Lance didn't cook much but he wanted to do something nice for his wife's birthday, so he decided to make her dinner.  He was preparing a meal of steak and potatoes by following a recipe that he had found on the Internet.  He put the steaks on the grill on low heat and quartered the potatoes.  Then he threw the potatoes in a skillet with a little bit of oil and cooked them over medium heat.  After browning the potatoes, he grabbed the skillet by the metal handle and put it into the oven at 400 degrees.

Twenty minutes later he grabbed the steaks off of the grill and began preparing the plates.  The last thing that he needed to do was take the potatoes out of the oven.  He thought about using a potholder to remove the pan, but didn't want to bother with getting one out of the drawer.  He reached into the hot oven, his hand nearing the metal handle of the skillet.  He wrapped his hand around the handle and clenched tightly...

**Suggested Answer (9-10)**

Lance is going to badly burn his hand.

Explanation

I believe this because the skillet has been in the hot oven for 20 minutes.  It has a metal handle and Lance was too lazy to get a potholder.

**Practice 2**

Cameron threw the rope into the field. It landed near the creek. Doris did not wait for the rope to land.She darted out into the field and picked the rope up off the ground with her teeth. If she had been a little bit faster, she might have beaten the rope to its landing spot. She brought the rope back to Cameron, released it, and then started barking. Cameron patted Doris on the head and praised her. Then he wound up and threw the rope as hard as he could. The wind must have caught the rope too, because it just kept moving. It landed in the middle of the creek...

1. What event is most likely to occur next?

2. What evidence from the text supports your prediction?

"You have a pimple on your forehead!" Eric snooted to Katie. Katie snapped back at him, "I do not!" Eric was delighted to see that he had gotten under her skin. He laughed, "Ha ha! You do too, and now that you're turning red, it's easier to see." Katie scowled then she charged at Eric. Eric knew better than to stand still when Katie charged, so he started running. Katie caught up to him in the living room.

Mom had a beautiful antique vase on a large marble pedestal near the corner of the room. Eric took refuge behind it, knowing that as long as he could keep running around the vase faster than Katie, she would never catch him. Katie yelled at the top of her lungs, "Take it back!" As she circled around the pedestal, her foot bumped into the corner. The antique vase wobbled on the top of the pedestal. "Your pimple looks really red when you get mad!" Eric remarked snidely. He was really enjoying this. The vase continued wobbling but remained upright. Katie charged again. This time she bumped the pedestal with her elbow as she circled it...

3. What event is most likely to occur next?

4. What evidence from the text supports your prediction?

"You have to water the tomatoes in the morning, not a midday or night," Veronica told her brother A.J. He nodded, but it didn't really look like he was paying attention. "They need to aspirate water all day, so please water them in the morning," she continued. "Yeah, yeah, water the plants," A.J. said with frustration. Veronica was travelling out of the country to Spain for two weeks. She was counting on her brother A.J. to water her plants. He had been irresponsible in the past, but she was giving him another chance. She had heard that gardening was therapeutic and A.J. needed therapy.

She hugged and kissed him goodbye and then went to the airport. While she was gone, A.J. stopped by the garden once or twice at the start of the first week, and then he lost interest. Veronica wanted to call her brother to remind him to water the plants, but she was having so much fun in Spain that she forgot. When Veronica finally returned, the first thing she did was check out her garden. She walked up to the patch and...

5. What event is most likely to occur next?

6. What evidence from the text supports your prediction?

*Ding!* The timer rang. Cassandra pulled the oven door open and the fragrance of hot cherry pie filled the room. Steam was emanating from the surface of the pastry. Cassandra took a deep whiff and said, "Mm..." She then put the pie on the kitchen table to cool and went off to knit a hat for her grandson. Her dog Champ must have smelled the pie too. He wandered into the kitchen, put his forelegs on the table, licked his lips...

7. What event is most likely to occur next?

8. What evidence from the text supports your prediction?

Tex opened the can of peaches with his knife and cooked them over the fire. He shared them with his buddy Dusky and they told stories of stampedes and bandits until they tired of talking. Tex took off his boots and unrolled his blanket. He didn't mind sleeping under the stars. He put his hat over his face and fell asleep with his head on his pack.

During the night a scorpion found itself next to Tex. The scorpion was very tired and, unlike Tex, the scorpion did not want to sleep under the stars. He liked small dark places, like Tex's boot. He crawled into the front of Tex's boot and fell asleep. When Tex awoke in the morning, he couldn't wait to get a jump on the day. He put on his hat, clicked on his belt and gun holsters...

9. What event is most likely to occur next?

10. What evidence from the text supports your prediction

**Exercise**

Jarod leaned back on the inflatable raft. It was too hot to paddle and he needed to conserve his energy. He had been lost at sea for the last three days. He was out of food and water, and he only had one emergency flare left. Yesterday he saw a plane pass overhead. He lit two flares, hoping to attract the attention of the pilot. The plane did not turn around. Jarod used the map he had salvaged from the wreck as a makeshift visor. He knew that continued exposure to the sun would kill him sooner than anything else. Then he saw a small blob on the horizon.

He could do nothing but wait. Twenty minutes later, the blob had grown to the shape of a yacht. It appeared to be a cruise ship of some sort. It was about five hundred yards away. While Jarod could see the yacht, it was unlikely that anyone on the cruse ship could see Jarod's tiny raft from that distance. Jarod knew he had to try anyway. He tied his sweater to his oar and began waving it in the air. He was exhausted, but he mustered the strength. As the yacht appeared to be sailing away, Jarod made one last-ditch effort and fired the emergency flare.

The small flare shot up about twenty feet in the air and popped. Jarod lowered his head in dismay. Then he heard a loud toot. The ship appeared to be turning. He heard the ship toot its horn again as it continued turning toward Jarod. He jumped up and down in the life raft and continued waving the makeshift flag he had constructed...

1. What event is most likely to occur next?
2. The sailor from the ship come to save him
3. The ship only turned around for changing the route
4. The event is only imagination
5. He’s dead because he was too exhausted

1. What evidence from the text supports your prediction?
2. He saw the ship turning towards him
3. The ship appeared to be turning
4. He heard the ship toot its horn
5. He could do nothing but waiting

Mr. Fox pointed his weapon at Mr. Rabbit, who had already drawn on Mr. Fox. They stared into one another's eyes, each measuring the other's intent. "It doesn't have to go down this way!" Mr. Fox said authoritatively to Mr. Rabbit. Mr. Rabbit smirked, "You're right, Mr. Fox. You could just runaway and let me keep the carrot patch." Now it was Mr. Fox who smirked.

"I don't think so, Rabbit, not that easily anyway." Mr. Fox coolly announced. Mr. Rabbit snapped back at him, "Well, Fox, I guess we've got a standoff." Mr. Fox squinted at him and replied,

"Yup, I guess so." Rabbit's finger tensed on the trigger. A group of construction workers were repairing the highway about thirty feet to the north. They dropped a large steel plate on the road with force. It came down with a crash that sounded like a

gunshot...

1. What event is most likely to occur next?
2. Mr. Rabbit and Mr. Fox is are reconcile
3. Mr. Rabbit and Mr. Fox starts fighting
4. Mr. Rabbit and Mr. Fox is defeated by a group of construction workers
5. Mr. Rabbit and Mr. Fox fighting but the results its draw
6. What evidence from the text supports your prediction?
7. Rabbit's finger tensed on the trigger
8. They dropped a large steel plate on the road with force
9. The sounds like a gunshot appear in the middle of negotiation
10. Mr. Fox pointed his weapon at Mr. Rabbit, who had already drawn on Mr. Fox

Johnny was walking home on a cool day when the wind caught his hat and carried it out onto the lake. There was a thin layer of ice that covered the water. The hat sat on top of the ice layer, looking like the day that Johnny had bought it. Johnny tested the ice with his toe. It seemed secure, but he could see the water at the edges of the ice. He carefully tiptoed across the sheet of ice to his hat and picked it up. As he did so the ice cracked. A large sheet began drifting away. Johnny was surrounded by cracks. He took another careful step, putting his weight directly on one of the cracks and then…

1. What event is most likely to occur next?
2. He’s drown
3. He’s safe
4. He’s managed to avoid the cracks
5. He’s died, drown into the cold water
   1. Umpan Balik dan Tindak Lanjut

Please match your answers above with answer key of formative test 1 which is located in the end of the module. Measure your topic mastery of learning activity 1 with formula given below:

Level of mastery= (total of right answers: 5) x 100%

Vey good = 90-100%

Good = 80 - 89%

Fair = 70 – 79%

Poor = 0 – 69 %

If level of mastery of the topic is more than 80%, you can continue to learning activity 2 . If level of mastery is less than 80% you need to re-do learning activity 1 especially from you have not understood part.

1. **Kegiatan Belajar 2**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kegiatan Belajar 3**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kunci Jawaban**
   1. Tes formatif 1

1. A

2. A

3. B

4. A

5. C

* 1. Tes formatif 2

text

* 1. Tes formatif 3

text

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