



Teacher Guide: Making Predictions with *How I Became a Pirate*

Focus:

Using clues from pictures and prior knowledge to make predictions

Time:

~15–20 minutes

Text Connection (Mentor Text):

How I Became a Pirate by Melinda Long

Curriculum Link:

3Ri.11 – Predict story endings based on knowledge of other stories.

3Ri.16 – Answer questions with some reference to single points in a text.

3Ri.12 – Make inferences from texts, including about the feelings, thoughts and motives of story characters.

Learning Intention (WALT)

Students will make predictions using clues from pictures and what they already know.

Success Criteria (WILF)

- I can make a prediction about what will happen next.
- I can use clues from pictures or the story.
- I can explain my prediction using because.
- I can share my thinking with a partner.

Materials & Prep

- Project the slideshow
- Mentor text: *How I Became a Pirate* (book or read-aloud video)
- Paper + pencils (for independent writing task)
- Optional: sticky notes for spelling station

Teacher Tip!

Before students predict, explicitly name what counts as a “clue” (facial expressions, setting,



actions, objects in the picture). This helps predictions stay grounded in evidence, not just guesses.

BEN the Spelling Bee

Introduce Ben as the helper who reminds students how good readers make predictions.

Teacher talk:

“Ben reminds us that good readers don’t just guess — they use clues from pictures and the story to make smart predictions.”

You might ask:

“What is a prediction?”

“What clues can we use when we make predictions?”

Minds On – Be a Picture Detective

Students observe a picture and describe what they notice.

How to run it:

Project the picture.

Ask:

“What do you notice?”

“What interesting details do you see?”

Encourage students to turn and talk using the sentence starters:

- I notice ____
- One interesting detail is ____
- This picture makes me think ____
- I wonder why ____

Look-fors (Assessment for Learning):

- Students point out concrete details from the image.
- Students begin to link noticing to wondering or predicting.

Quick scaffold:

Model one noticing statement aloud (e.g., “I notice the boy is looking at the treasure chest.”).



Make a Prediction! (Turn and Talk)

Students predict what might happen next in the story and how the boy might be feeling.

How to run it:

Ask:

“What just happened in the story?”

“How do you think the boy is feeling right now?”

“What do you think he does next when he goes home?”

Encourage students to justify orally:

“I think ___ because ___.”

Look-fors:

- Students make a plausible prediction.
- Students attempt to explain their thinking using because.

Let's Share Our Predictions

Students practice sharing a full prediction using the sentence frame.

How to run it:

Have a few students share using:

“I predict that after the story ends, the boy will ___ because ___.”

Prompt for evidence: “What clue helped you think that?”

Teacher Tip!

Praise the use of clues even if the prediction is not “correct.” The goal is reasoning, not accuracy.

Write Your Own! (Independent Task)

Students choose a picture and write a prediction with a clue and explanation.

**How to run it:**

Students select one picture.

Guide them through the writing plan:

1. Prediction – I predict ___ will happen next.
2. Clue – One clue in the picture is ___.
3. Explanation – This makes me think ___ because ___.

Optional support:

Create a Spelling Station using sticky notes for tricky words.

Look-fors:

- Writing includes a prediction.
- Students name at least one clue from the picture.
- Students attempt an explanation using because.

Swap with a Friend – Guess the Picture

Students swap predictions and try to guess which picture their partner used.

How to run it:

Partners read each other's prediction.

They guess the picture and explain their thinking.

Look-fors:

- Can the reader identify clues from the writing?
- Does the writer include enough detail for the partner to infer the picture?

Oral Reflection

Students reflect on what helped them write their prediction.

How to run it:

Ask:

“What helped you write your prediction today?”

“What is one thing you did well as a reader or writer?”



Students can respond orally or with a quick turn-and-talk.

UDL & Differentiation

- **Support:** Provide sentence frames and allow students to dictate their ideas before writing.
- **Challenge:** Invite students to make two different predictions from the same picture and explain which one they think is more likely and why.
- **Alternative option:** Students can draw what they think will happen next and label one clue.

What to Look For (Assessment)

- Is the student making a prediction that relates to the picture or story?
- Are they using clues as evidence?
- Can they explain their thinking using because?
- Are they able to talk about their ideas with a partner?