



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

It's Christmas Eve. A boy is waiting for Santa's sleigh. Instead, he sees a steam engine called the Polar Express. The train takes children on a magical journey to the North Pole where Santa and the elves give the first Christmas gift. The boy asks for one silver bell from Santa's sleigh. He tucks the bell into his pocket then loses it. He is sad. The next morning, there is a small box under the Christmas tree. Inside is the silver sleigh bell. The boy and his sister are delighted by the sound of the bell. Their parents cannot hear it. Only true believers can hear Santa's sleigh bells.

Link to What You Know

- What do you do on Christmas? What are some traditions that you can count on every year?
- How do you think Christmas will be different when you get older? What might stay the same about it?

Important Words to Know and Understand

Polar – Related to the North or South Pole

Reindeer – A large type of deer that lives in northern parts of the world



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Make Predictions While Reading

When readers make predictions they think about what they already know and what they think will logically happen in a text.

Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story.

Readers often make predictions **before** they start reading, **during** the story, and **after** they have finished reading. Here are some examples of the thinking readers do when making predictions:

Before Reading Predictions: What the book will be about, who the main character might be, what big events will happen

During Reading Predictions: What a character will do next, how a problem might be solved, what important event will happen

After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect



Make Predictions While Reading

- ✓ Look for clues that tell you what a character might do next
- ✓ Look for clues that tell you about big events that might be coming up next

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

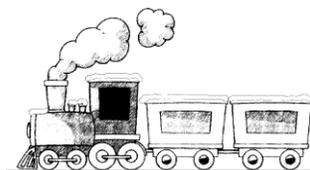
Page 1 – Use the words and the picture to tell what you think might happen next. What will the boy do? Why do you think so?

Page 12 – What do you think will happen when the train reaches the North Pole? Why do you think so?

Page 18 – What do you predict the boy will ask Santa for? Why do you think so? What clues do you have that makes you think so?

Page 24 – The boy loses the bell and the train leaves. What do you think he will do next?

Page 29 – Which of your predictions were correct? Which of your predictions didn't turn out to be true?



Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – What types of predictions did you make while reading **The Polar Express**? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk – Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the reasons why some of the predictions you made while reading **The Polar Express** were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Polar Express**. (Remember to include examples from the book!)

Your Turn to Practice Making Predictions with The Polar Express

Page 1:

Use the words and the picture to tell what you think might happen next. What will the boy do?

Why do you think so?

Page 12:

What do you think will happen when the train reaches the North Pole?

Why do you think so?

Page 18:

What do you predict the boy will ask Santa for?

Why do you think so?

What clues do you have that makes you think so?



Name: _____

Your Turn to Practice Making Predictions with The Polar Express

Page 24:

The boy loses the bell and the train leaves. What do you think he will do next?

Page 29:

Which of your predictions were correct?

Which of your predictions didn't turn out to be true?



Name: _____

Answer Key for Making Predictions with The Polar Express

Page 1:

Use the words and the picture to tell what you think might happen next. What will the boy do?

Answers will vary. Sample answers include: I think the boy might go to see what the train is doing outside his house.

Why do you think so?

Answers will vary. Sample answers include: I think so because he looks curious after he heard the train.

Page 12:

What do you think will happen when the train reaches the North Pole?

Answers will vary. Sample answers include: I think when the train reaches the North Pole, the kids will get to meet Santa.

Why do you think so?

Answers will vary. Sample answers include: I think so because that is where Santa and the elves live.

Page 18:

What do you predict the boy will ask Santa for?

Answers will vary. Sample answers include: I think the boy will ask for a silver bell

Why do you think so?

Answers will vary. Sample answers include: I think so because in the beginning of the book he said he loved that sound so much. He hears it again just before he tells Santa what he wants.

What clues do you have that makes you think so?

Answers will vary.



Answer Key for Making Predictions with The Polar Express

Page 24:

The boy loses the bell and the train leaves. What do you think he will do next?

Answers will vary. Sample answers include: I think he might cry. I think he might go home and go to bed feeling sad.

Page 29:

Which of your predictions were correct?

Answers will vary. Sample answers include: Most of my predictions were correct.

Which of your predictions didn't turn out to be true?

Answers will vary. Sample answers include: I was not correct when I said the boy would cry. He did not cry.



The Polar Express: Making Predictions

What do you think would have happened if the boy had not lost the bell? How would that have changed the story's ending?

I can figure out the lessons or morals of the stories that I read and explain that message using details from the story.

CCSS: RL.3.2

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Making Predictions

Title: _____

Predictions at the Beginning Write your predictions below	Predictions while Reading Write your predictions below	Check Predictions at the End If incorrect write what really happened
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

The Polar Express Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *The Polar Express* correlate with the following English Language Arts Common Core State Standards for third grade.

Making Predictions Lesson Plan and Resources

Reading: Literature

RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

RL.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 – Describe characters in a story (eg, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills

RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing

W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening

SL.3.1d – Explain their own ideas and understanding in the light of the discussion.

SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language

L.3.6 – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, *After dinner that night we went looking for them*).