

The Prediction Envelope

TEACHER GUIDE

Readers become ending detectives!

Halfway through the story, students write a prediction about how it might end, supported by two clues from the text. They seal it in an envelope, then revisit it after finishing the book. Students compare their prediction with the actual ending and reflect on whether their thinking changed and why.

Curiosity
leads to
better
readers!



QUICK FACTS



Grade Range
2–5



Preparation Time
5–10 minutes



Materials

- Envelopes (or folded paper)
- Prediction note sheet
- Pencils or pens
- A chapter book (any text)

SKILLS & STANDARDS

- ✓ Evidence-based prediction
- ✓ Inferencing
- ✓ Reflection
- ✓ Comparing outcomes
- ✓ Reading comprehension

Common Core ELA (Grades 2–5)

- RL.2.1 Ask and answer questions about key details.
- RL.2.3 Describe how characters respond to events.
- RL.3.1 Ask and answer questions to demonstrate understanding.
- RL.3.3 Describe characters, events, and how they develop.
- RL.4.1 Refer to details and examples in the text.
- RL.4.3 Draw inferences from the text.
- RL.5.1 Quote accurately from a text to support inferences.
- RL.5.3 Compare and contrast characters, events, or ideas.

WHY IT WORKS

- ★ Builds engagement and curiosity
- ★ Encourages close reading and text evidence
- ★ Strengthens inference and prediction skills.
- ★ Promotes reflection and metacognition
- ★ Works with any fiction book

TEACHING DIRECTIONS

- 1 Introduce the strategy.** Explain that good readers make predictions and look for clues in the text. Show an example prediction envelope.
- 2 Read and stop.** About halfway through the book, have students write their prediction about the ending and support it with two clues from the story.
- 3 Seal the envelope.** Students place their prediction note in an envelope (or fold and seal the paper) and keep it safe.
- 4 Resume reading.** Continue reading the book to the end.
- 5 Compare and reflect.** Students open their envelope, compare their prediction with the actual ending, and complete the reflection questions.

DIFFERENTIATION IDEAS

- Support (Grades 2–3):** Provide sentence starters or a prediction frame.
- Challenge (Grades 3–4):** Require two text clues with page numbers or short explanations.
- Extension (Grade 5):** Ask students to write an alternate ending and defend it using clues from the text.
- Small Groups:** Students can share predictions and discuss evidence before sealing their envelopes.
- Multilingual Learners:** Allow drawings or a mix of words and pictures.

QUICK ASSESSMENT

- ☐ Student includes a clear prediction.
- ☐ Two clues from the text support the prediction.
- ☐ Student can explain how their prediction was similar or different from the actual ending.
- ☐ Reflection shows insight into how their thinking changed and why.



Good Tidings®

Stories. Brighter Days.
Bigger Readers.

THE ONE MORE STORY EFFECT

Small twists. Big curiosity!

The Prediction Envelope

My Ending Detective Plan

Make
a guess.
Find the clues.
Keep it a secret.
See if you're
right! ♥

Book Title: _____

Author: _____



I'm reading up to:

Chapter _____ Page _____

1

My Prediction

How do you think the story will end?
Write your prediction below.

2

Two Clues from the Story

Write two clues from the text that
support your prediction.

1. _____

2. _____



3

Why I Think So

Explain your thinking. How do your clues help support your prediction?



Prediction Envelope

Cut on the dotted line, fold, and seal your prediction inside.
Keep it a secret until you finish the book!



4

The Big Reveal!

After you finish the book, open your envelope
and compare your prediction with the actual ending.

Was I correct? ☐ Yes! ☐ Partly! ☐ Not quite!

What actually happened?

How was my prediction similar or different?

What did I learn about my reading and predicting?

