



Good
Tidings®
Stories. Brighter Days.
Bigger Readers.

TEACHER GUIDE



The Bridge Stop

Turn a peek into a powerful reading experience!

OVERVIEW

The Bridge Stop encourages students to read the first page of the next chapter, pause, and make a prediction about what will happen next. This creates a natural cliffhanger that builds curiosity, deepens engagement, and strengthens reading comprehension skills.



GRADE RANGE
2–5



PREPARATION TIME
5–10 minutes



MATERIALS
Book, printable page,
pencils

SKILLS & STANDARDS

- ✓ Prediction
- ✓ Inference
- ✓ Text evidence
- ✓ Reading comprehension
- ✓ Discussion and reflection

Common Core ELA (Grades 2–5)

- RL.2.1 / RL.3.1 / RL.4.1 / RL.5.1
- RL.2.3 / RL.3.3 / RL.4.3 / RL.5.3
- SL.2.1 / SL.3.1 / SL.4.1 / SL.5.1



TEACHING DIRECTIONS

- 1 Introduce the strategy.** Explain that reading the first page of the next chapter gives readers a “bridge” to what’s ahead and helps build curiosity.
- 2 Read and stop.** Have students read the last page of the current chapter, then read the first page of the next chapter. Stop there!
- 3 Complete the Reading Bridge.** Students record what they know, what they wonder, and what they predict using clues from the text.
- 4 Resume reading later.** Continue reading the next time you meet or at home.
- 5 Compare and reflect.** After reading the full chapter, students revisit their predictions and write about whether they were correct and how the story unfolded.



WHY IT WORKS



Activates curiosity and keeps students engaged.



Encourages close reading and text evidence.



Builds comprehension and inferencing skills.



Helps students monitor their understanding.

DIFFERENTIATION IDEAS

- Grades 2–3: Provide sentence starters and allow drawings or a mix of words and pictures.
- Grades 3–4: Encourage students to find a specific text clue to support their prediction.
- Grade 5: Ask for multiple predictions (most likely and a “wild guess”) and have students explain which one they think is stronger and why.
- Extension:** Students can work in pairs or small groups to share and discuss their predictions before continuing to read.



QUICK ASSESSMENT

- ☐ Student identifies at least one clue from the text.
- ☐ Student generates a thoughtful question about what happens next.
- ☐ Prediction is supported with text evidence.
- ☐ Student can explain how their prediction was similar or different from the actual events.





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A little peek
today...
a BIGGER
adventure
tomorrow!

Read. Pause. Predict. See what happens!

Read the first page of the next chapter, then stop!
That little peek gives you a bridge of curiosity — just enough
information to make you wonder what happens next.

My Reading Bridge

Book Title: _____

Chapter I read ahead to: _____



What I Know

What did I learn or notice
on the first page?
Write at least one clue
from the text.



What I Wonder

What questions do I have
now? What are you curious
about? What do you want
to find out?



What I Predict

What do you think
will happen next?
Use clues from the text
to support your prediction.

After Reading... Did My Prediction Come True?

My Prediction:

What Actually Happened:

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

How was my prediction similar or different from what really happened?

Good
Readers
Wonder
Predict
Read
Discover
Repeat!