

Predicting Outcomes

BINGO

Designed to meet these objectives:

Language

- Students will predict what happens next in a passage.
- Students will confirm predictions about what will happen next in a text by identifying key words.
- Students will build reading comprehension skills.

Predicting outcomes in an exciting bingo game is a terrific way to reinforce comprehension skills! Game play is similar to traditional bingo, so it's super-easy to learn. Ideal for use with small groups or the entire class, this game features 48 engaging fiction passages that all end with the same question—what happens next? Students search for the corresponding outcomes, building reading comprehension skills as they play!

What's Included

- 36 bingo cards
- 48 predicting outcomes calling cards
- Calling card reference mat
- 324 bingo markers

Before You Begin

Cut apart the calling cards along the dotted lines and tear apart the markers along the perforations. (To make this step easier, fold the markers along the perforations before tearing.) If any students are unfamiliar with bingo, explain how the game is played. (You'll find rules and variations on the following pages.) Before having students play on their own, you may want to try a game or two with the entire class, taking on the role of caller yourself to make sure the rules are clear to your students.

Bingo Rules

1. Give a game card and markers to each player. Have players read the subject names and the sentences on their cards. Point out that you will read a scenario and ask, "What happens next?" They will need to see if they have the correct answer on their game card.
2. Place all of the calling cards in the box lid. Take one calling card from the lid and "call" the card, using the method that best suits your students' skill level.

Level 1: Before reading the passage, call out the subject's name and give students time to look for that name on their cards. Be sure to remind students that each subject is used in two different calling card passages.

Level 2: If your students are ready for a challenge, you can simply read the passage directly. For example: "Tommy spent all day at the beach. He forgot to put on sunscreen. What happened next?"

3. Players should listen carefully to the passage and see if any of the sentences on their card are the correct outcome of the passage. If so, they should cover it with a marker. In this example, students would cover the square that says, "Tommy got a sunburn."
4. Place the calling card on the reference mat to keep track of what passages you have called. Continue playing until one player has marked the predetermined winning pattern on his card. (You can choose from the winning pattern variations on the following page.) That player then shouts, "Bingo!"
5. Have the winner read each winning outcome aloud. Then, check the calling cards on the reference mat to make sure all of the matching passages were called. (If not, the player corrects the error, and everyone continues playing.)
6. Invite the winner to become the new caller, and play again.

Suggested Activities

- Use the game when you are covering predicting outcomes in your language arts curriculum. Review the concept of predicting outcomes, and play bingo as a class. You can use it as a warm-up before the lesson, a wrap-up activity, a transition activity—or even as a class reward!

- During independent work time, place the game in a center for students to play in groups of 2-6 players.
- Use it as a small-group activity. Review the concept of predicting outcomes by playing bingo with small groups of students.

Winning Pattern Variations



3-Across Bingo
(any horizontal row)



3-Down Bingo
(any vertical row)



Diagonal Bingo
(any diagonal)



4 Corners Bingo



Checkerboard Bingo



Big H Bingo



Donut Bingo



Blackout Bingo

Meeting Individual Needs

ELL

Provide a small group with game cards and markers. If possible, create a chart with all of the components labeled in Spanish (or other home language) and English. Show students that each game card has 9 squares that contain the outcome of a specific scenario.

Review the concept of predicting outcomes by describing a scenario and asking them to guess what happens next. Explain that their predictions should be based on the facts they understand from the scenario. If possible, create a chart with a simple scenario and outcome in Spanish (or other home language). Label the text to show students the scenario and the outcome.

Point out that you will read a passage aloud and ask, “What happens next?” They will need to listen carefully to see if they have the corresponding outcome on their game card. Remind them to cover that square with a marker.

Reteach/Extra Support

In a small group, review the concept of predicting outcomes. Then, read a calling card. Model how to listen carefully to the scenario and use the information to make a logical prediction. Remind students that each name will be used twice in the different passages. Encourage them to pay attention to the name to help them figure out if they have the correct outcome. Then, play using easy winning patterns, such as 3 across or 4 corners.

Challenge

Have students read the calling cards and think of alternative outcomes that are also reasonable. Or, they can create their own calling cards and game cards. Encourage them to create scenarios that have enough detail to lead to a reasonable outcome but are short enough to fit on a small card. Be sure that each subject is used for at least 2 different scenarios! Then, have the students play the new game together.