

NAME : \_\_\_\_\_

CLASS : \_\_\_\_\_

DATE : \_\_\_\_\_

1. Lily decided to bake some brownies. She put them in the oven and went outside and jumped in the pool. She swam for a long time. She forgot all about the brownies. Which phrase is NOT a clue to predict what will happen next?

- |                            |                 |                            |                           |
|----------------------------|-----------------|----------------------------|---------------------------|
| <input type="checkbox"/> A | for a long time | <input type="checkbox"/> B | forgot about the brownies |
| <input type="checkbox"/> C | put them        | <input type="checkbox"/> D | swam in the pool          |

2. John likes eating sweet foods. He consumed three chocolate bars, a dozen of candies and a bag of sugar-coated nuts before going to bed. What could possibly happen to John?

- |                            |                            |                            |                           |
|----------------------------|----------------------------|----------------------------|---------------------------|
| <input type="checkbox"/> A | He would have back pains.  | <input type="checkbox"/> B | He would be sleepy.       |
| <input type="checkbox"/> C | He would have a toothache. | <input type="checkbox"/> D | He would have a headache. |

3. Tony took a shower and wore his P.E. uniform. He then sat in front of the table and opened his laptop. He wore his headset. What will he be doing?

- |                            |  |                            |                                     |
|----------------------------|--|----------------------------|-------------------------------------|
| <input type="checkbox"/> A | He will be playing with his neighbors. | <input type="checkbox"/> B | He will be going to school.         |
| <input type="checkbox"/> C | He will be having his online class.    | <input type="checkbox"/> D | He will be watching the television. |

4. Jenny forgot to close the gate. What may happen next?

- |                            |                               |                            |                             |
|----------------------------|-------------------------------|----------------------------|-----------------------------|
| <input type="checkbox"/> A | Her dog will go out the gate. | <input type="checkbox"/> B | Nobody will enter the gate. |
| <input type="checkbox"/> C | The gate will be broken.      | <input type="checkbox"/> D | Her mother will be happy.   |

5. When we predict, we make a \_\_\_\_\_.

- |                            |          |                            |             |
|----------------------------|----------|----------------------------|-------------|
| <input type="checkbox"/> A | sequence | <input type="checkbox"/> B | description |
| <input type="checkbox"/> C | guess    | <input type="checkbox"/> D | transition  |

6. When making predictions, we need to look for \_\_\_\_\_.

- |                            |       |                            |           |
|----------------------------|-------|----------------------------|-----------|
| <input type="checkbox"/> A | clues | <input type="checkbox"/> B | sequences |
|----------------------------|-------|----------------------------|-----------|

# Making A Living Outcomes Grade 6 Students

**JA Banks**



## **Making A Living Outcomes Grade 6 Students:**

*Making a Living Outcomes* Kate Reid, Brian Robertson, Trevor Tindall, Josie Villacorta-Swallow, 2005      Making a Living - Book 2 Pam Norman, Stephen Potek, Eron Hagunama, Joe Deruage, 2006-03-30      *Environment, Ethics and Cultures* Kay Stables, Keirl Steve, 2015-02-27 This collection engages environmental ethical and cultural values perspectives to show how Design and Technology D second of D third by taking global and multiple perspectives rather than say Western or mono cultural positions and fourth by demonstrating D T s capacities for working in holistic and integrative cross curricular ways The authors show how students can not only learn about their potential as humans as designers but can also develop designerly capacities that enable them to contribute meaningfully in practical ways to their communities and to wider society that is as global citizens who can apply design capability in ethical ways that are respectful of peoples cultures and environments alike      **The Iowa K-12 Career Guidance Curriculum Guide for Student Development** ,1986 To help local school districts develop or evaluate their own local K 12 career guidance plans      **School Publication** Los Angeles City School District,1929      **Outcomes, Expectations and Indicators** Edmonton Public School Board,1991      Baltimore Bulletin of Education ,1929      **The Journal of the National Education Association** National Education Association of the United States,1923      Hawaii Educational Review ,1930      **Bulletin of the School of Education, Indiana University** ,1929 Vol 1 7 9 10 include Proceedings of the High School Principals Conference 1923 1929 v 1 7 9 18 include Proceedings of the Conference on Educational Measurements 1924 1930 1932 1942      Viewpoints ,1929      **Yearbook of the Department of Classroom Teachers** National Education Association of the United States. Department of Classroom Teachers,1930      *Yearbook ...* National Education Association of the United States. Department of Classroom Teachers,1930      Illinois Journal of Education ,1918      *Journal of the National Education Association* ,1924      **The Live-stock journal almanack and year-book [afterw.] The Live stock journal annual** ,1878      *Research bulletin* ,1927      **Journal of Educational Method** ,1930      Municipal Journal, Baltimore Baltimore (Md.),1930      The Christian Union Henry Ward Beecher,1889

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