**Inferencing/Predicting Guided Reading Plan**

**Grade Level:** 2nd Grade

**Subject Area:** Language Arts 🡪 Reading

**Materials Needed:** Benchmark Literacy Unit 7 Poster/ Quiz, “The Big Party” Benchmark Guided Reading Leveled Readers, Benchmark Big Party work page, iPads, Razz Kids app

**Standard:**

* ***2.RL.1 -*** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
* ***2.RL.7 -*** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
* ***2.RF.4 -*** Read with sufficient accuracy and fluency to support comprehension

**Objective:**

* Students will make inferences and predictions based clues found in pictures and in text.
* Students will understand the connection between inferences and predictions.
* Students will read and comprehend levelized texts in small groups.

**Learning Activities:**

Day 1: (Monday)

* Show students of Poster 1 from Unit 7 (Watch your Step) (WHOLE GROUP)
	+ Students will make inferences about what is happening in the picture
	+ Reveal caption 🡪 What do we think is going to happen next?
		- You just made a prediction
		- Predictions are statements of what we think will happen next based on what we see in a picture or what we read in the words.
		- Are all predictions always right?
			* You all made predictions along the way when you were reading Fish Face with Mrs. Jacobson, did you always know exactly what was going to happen? No, but the author does try to give us some clues in the way the story is written.
* Read through Poster 2 from Unit 7 (The Perfect Pet)
	+ Ask students to make predictions on which animal would turn out to be the perfect pet.
	+ Discuss clues that pointed us to the answer.
* Students break off into small groups.
	+ ***Meet with Teacher –*** Students will participate in small guided reading groups
		- Look at the cover and ask students what they think the book will be about.
		- Begin answering questions from Benchmark Big Party work page
	+ ***Read to Self*** – Students will read level-appropriate books independently at their desks
	+ ***Razz Kids –*** Students will listen to reading using iPads and the app Razz Kids

Day 2: (Wednesday)

* Read through Poster 4 from Unit 7 (Germs) (WHOLE GROUP)
* Review questions about the text:
	+ Based on the information they gave us in the text, what do you think could happen if we eat food with germs on it?
	+ What are some of the ways that germs can get in our bodies?
	+ So what is a germ exactly? What does the passage say?
	+ What do you think we could do to avoid getting these germs?
* Distribute Black Line Master Quiz 5
	+ Students will take the quiz independently at their desks.
	+ Teacher will read questions and possible answers to students.
* Students break off into small groups.
	+ ***Meet with Teacher –*** Students will participate in small guided reading groups
		- Summarize what happened in our book.
		- At first we made some predictions. What was it about that front cover that made you think that was going to happen?
		- Did your predictions change as you continued to read?
		- What were some of your predictions in the middle of the book?
			* What clues/pages did you use to make those predictions?
				+ Reread select pages to highlight clues for predictions
		- At the end of the story I asked you to make some predictions too. Since that is the end of the book we really cannot know if our predictions are true or not, what are some of the predictions you made and what made you think that way?
	+ ***Read to Self*** – Students will read level-appropriate books independently at their desks
	+ ***Razz Kids –*** Students will listen to reading using iPads and the app Razz Kids

**WEEK 2**

Day1:

* WHOLE GROUP
* Discuss what predicting is
	+ A guess about what will happen next
	+ Based on text and/or pictures
* Big Book 🡪 The Ugly Duckling (1st Half) 🡪 ***Pg. 2-9***
	+ Ask students about front cover (Pair Share)
	+ Model making a before reading prediction (Gray bird = different bird)
	+ Students make before reading predictions (Why is the gray bird sad?)
		- Keep a list of predictions on chart paper
	+ Make predictions while reading.
		- How does the gray bird feel?
			* Why?
		- What is the gray bird going to do?
			* What happens if he runs away?
		- The weather is changing. What is going to happen to the gray bird?
* Students will split into SMALL GROUPS
	+ ***Meet with Teacher –*** Read ***Uncle Al and the Soccer Game***
		- Before Reading Predictions
			* Let’s look at our whole cover. What are some inferences we can make? Which soccer player has Al as an uncle? What makes you think that? Is he excited to see Uncle Al? What type of person do we think Uncle Al is? What do you think is going to happen in this story?
		- During Reading Predictions
			* Pg. 4 🡪 How do you think the other kids will react to Uncle Al?
			* Pg. 8 🡪 Why doesn’t the boy want to acknowledge Uncle Al?
			* Pg. 10 🡪 How does the boy feel? Who do you think will win the game?
		- After Reading Predictions
			* How do you think the boy will feel about his Uncle Al now?
			* Will he invite Uncle Al to more games?
			* Do you think he feels bad for ignoring Uncle Al?
	+ ***Read to Self –*** Students will read level-appropriate books independently at their desks and take AR quizzes on iPads
	+ ***Razz Kids –*** Students will listen to reading using iPads and the app Razz Kids
		- Students will take assessments with Mrs. Jacobson

Day 2:

* WHOLE GOUP
* Summarize what we already read.
	+ What predictions do we have about what is going to happen next in our book?
	+ Finish reading Big book 🡪 The Ugly Duckling ***Pg. 10-16***
	+ Make during reading predictions/inferences (Pair Share)
		- What time of year is it? It has been a long time, will the bird be changing?
		- What happened to the bird? How did he change so much? How will the other birds react to this change?
		- Was he really an ugly duckling? What was he? Why did he think he was an ugly duckling?
	+ Make after reading predictions.
		- How will the duckling’s life change?
		- Will he stay with ducks?
		Students will split into SMALL GOUPS
	+ ***Meet with Teacher –*** Summarize what happened in ***Uncle Al and the Soccer Game***
		- Reread book.
		- Talk more about specific words phrases and illustrations that led to inferences and predictions.
		- Acknowledge familiar grammar skills in book
	+ ***Read to Self –*** Students will read level-appropriate books independently at their desks and take AR quizzes on the iPads.
	+ ***Razz Kids –*** Students will listen to reading using iPads and the app Razz Kids.
		- Students will take assessments with Mrs. Jacobson

**WEEK 3**

Day 1:

* Discuss predictions and the need for clues.
* Pass out Story #8.
* Read Story to the students.
	+ Ask them as a group to make predictions.
	+ Have students underline clues that pointed them towards that prediction.
		- Discuss clues and predictions.
* Repeat process with Story #10.

Day 2:

* Discuss predictions and need for clues.
* Pass out Story #2 and practice assessment template.
	+ Explain template and have students fold and cut.
	+ Read Story to students.
	+ Ask them to write their predictions.
	+ Have students complete the clues portion of their templates.
		- Discuss predictions made and clues detected.

Day 3:

* Discuss predictions and need for clues.
* Pass out Story #5 as SUMMATIVE ASSESSMENT.
	+ Read through Story.
	+ Direct students to complete prediction portion and stop.
	+ Direct students to complete Clue #1 and stop.
	+ Direct students to complete Clue #2 and stop.
	+ Direct students to complete Clue #3 and flip their papers over.

**Assessment:**

* Formative: conversations about predictions in the stories/ practice assessment
* Summative: Prediction and Clues organizer