**University of Mary Division of Education**

**Instructional Sequence**

**Grade Level:** 2

**Subject Area:** Language Arts

**Materials Needed:** Clipboards, pencils, Post-it notes, *TIME For Kids* Bigger Picture Edition [April 2005] “Ladybugs Grow Up” poster

**Standards:**

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Objectives:** Students will write/draw their own inferences. Students will describe these inferences with a turn-and-talk partner.

**Learning Activities:**

1. Present the front cover of *TIME For Kids* “Ladybugs Grow Up” poster.
2. Predict: students will infer what the article will be about from observation of the front cover. Have students turn and talk. Then ask some of them to share with the whole class.
3. Minilesson: Teach and draw the inference equation as a guide. Instruct students to turn-and-talk to share what they can learn from visual and text features. Explain and model inference.
4. Read the middle of the article and have the students do independent work by writing their own inferences while you are reading the story.
5. Have a few volunteers share one of their inferences.

**Assessment:** Observation during prediction/guessing part of the lesson.

Critical thinking, listening skills, and participation. Did they make good inferences? Were they writing down text-to-self connections if they made any during the story?

 Good collaboration: Did everyone participate in the turn-and-talk?

**Reflection:** I actually switched up a few things in this lesson plan. I believe I did this switch well. Instead of having them write their own inferences, we did whole group sharing. In this way, I could utilize informal formative assessment to tailor my instruction. To accommodate for some extra time, I read the extra information boxes, which students were also interested in. I answered all questions and gave wait time for them to think of their answers. What I could have done better was to limit the number of answers instead of letting them all respond. Overall, I believe this is the best lesson I have taught so far.