Lesson Plan

Inference and analysis - What will happen next

Kindergarten (K) - ELA

LEARNING TARGET

- 1. Students will be able to identify key details in illustrations.
- 2. Students will be able to predict what will happen next in the story based on the illustrations.

LEARNING PROGRESSION

PREREQUISITE SKILL

EXTENSION SKILL

Inference and analysis - What am I

No Extension Skills

DURATION MATERIALS VOCABULARY

- Introduction (5 minutes) Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

- Age-appropriate storybook with illustrations
- Large easel or screen to display the book
- Whiteboard and markers
- Illustrations
 - Predict
 - Describe
 - Relationship

INTRODUCTION

- 1. Begin by explaining the importance of illustrations in a story, such as helping the reader understand the characters, setting, and events.
- 2. Explain that today, students will practice predicting what happens next in a story by looking at the illustrations.

INSTRUCTION

- 1. Select an age-appropriate storybook with illustrations and display it on a large easel or screen.
- 2. Read the story aloud, stopping before turning each page.
- 3. Model predicting what will happen next by describing the relationship between the illustrations and the story, using the vocabulary words.

GUIDED PRACTICE

- 1. Divide students into small groups and provide each group with a copy of the storybook.
- 2. Instruct students to take turns reading the story aloud, stopping before turning each page to predict what will happen next based on the illustrations.
- 3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

- 1. Provide students with a new storybook with illustrations to read independently.
- 2. Instruct students to read the story and make predictions about what will happen next based on the illustrations.
- 3. Monitor students' progress and provide support as needed.

HOMEWORK

- 1. Assign students to find a storybook at home with illustrations and make predictions about what will happen next in the story.
- 2. Encourage students to share their predictions with their family members.

EXIT TICKET

- 1. Provide each student with a whiteboard and marker.
- 2. Instruct students to write a sentence describing the relationship between an illustration and the story.

SUMMATIVE

- 1. Formative assessments will be conducted during the lesson to monitor students' understanding of illustrations and their ability to predict what happens next.
- 2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of describing the relationship between illustrations and predicting what will happen next.

CLOSING

- 1. Review the importance of illustrations in a story and how they help the reader make predictions.
- 2. Ask students to share one prediction they made during the lesson based on an illustration.

TEACHING TIPS

- Choose a picture book with clear, detailed illustrations that provide enough information for students to make predictions.
- Encourage students to use their imagination and creativity while making predictions, but also remind them to base their predictions on the illustrations.
- Provide ample wait time for students to process their thoughts and formulate their predictions before sharing with the class.

MISCONCEPTIONS

- Some students may think that the only purpose of illustrations is to make the book look interesting or appealing, not to provide information about the story.
- Students may struggle to make predictions based on illustrations, as they may be used to relying on text for comprehension.
- Some students might believe that there is only one correct prediction, instead
 of understanding that multiple predictions can be made based on the
 illustrations.

EXTENSION

- 1. Students can create their own illustrated story and share their predictions with the class.
- 2. Students can practice making predictions using wordless picture books.

INTERVENTION

- 1. For students who struggle with reading, consider using audiobooks or partner reading to support their comprehension.
- 2. For students who need extra support, provide one-on-one or small group instruction to guide them through the process of predicting and describing the relationship between illustrations.

COMMON CORE STANDARD

RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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