Grade: 2nd
Strategy: Inferring
Technique: Story Inference Wall
Text Type: Fiction

Fox Fred

Aims of the Lesson:

- Develop students' ability to infer information from the text.
- Identify key elements of a story: character, setting, theme, problem, and solution.
- Encourage critical thinking by analyzing character motivations and cause-effect relationships.
- Foster collaborative learning through the Story Inference Wall technique.

In a forest lived a greedy fox called Fred. Fred liked to cheat and set traps for other animals. One day he went to the rubbish dump at the edge of the village to find some food. While he was looking, he saw a rooster called Rocky walking around the rubbish dump. Fred's mouth began to water. He decided to catch Rocky for dinner.

But Rocky saw Fred from a distance and ran away quickly. He flew to a high branch in a nearby tree. Fred was upset because he couldn't climb the tree. So he decided to try another plan.

"Hello, Rocky!" called Fred. "You have such a lovely voice. Why don't you come down and sing for me?"

Rocky knew Fred was trying to trick him. "Thanks," said Rocky, "but I'm fine up here."

Fred kept trying. "If you come down, we can be friends. I'll share my food with you."

Rocky shook his head. "No, thank you. I don't trust you, Fred."

Fred kept praising Rocky and offering to be his friend, but Rocky didn't believe a word of it. Suddenly Rocky saw some hunters coming from a distance. He called out, "Hunters coming! Hunters are coming!"

Fred's eyes widened with fear. He knew he had to get away quickly or the hunters would catch him. Fred's plan had failed and he had no choice but to run as fast as he could.

Rocky stayed safely in the tree until the hunters passed. He was glad he hadn't fallen for Fred's trick. From that day on, Rocky was even more careful, and Fred had to look elsewhere for his dinner.

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Process Phase 1: Planning (Teacher's Perspective)
During this stage, the teacher prepares questions and materials for the **Story Inference Wall** technique.

Materials: Pictures, printed chart labelled **Character, Setting, Theme, Problem & Solution**, sticky notes for students.

Cognitive Stage 1: Pre-Reading (Student's Perspective)
Teachers shows the pictures and introduces key vocabulary:

Introduction of key vocabulary:
- **Fox:** A wild animal with reddish fur and a bushy tail.
- **Rooster**: An adult male chicken.
- **Hunter:** A person or animal that hunts.

Teacher uses discussion questions to activate prior knowledge:
- Have you ever seen a fox? What do you know about them?
- What do you think the story will be about based on the title?
- Can you think of a time when someone tried to trick you?
- Students make predictions about the story and discuss what they expect to happen.

Teacher presents the chart labelled **Character, Setting, Theme, Problem**

Characters	
Setting	

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Theme	
Problem & Solution	

Process Phase 2: Teaching (Teacher's Perspective)
Teacher **reads the story aloud** while pausing at key moments. **Students work in pairs** to identify elements of the story and take notes.

Teacher prompts **discussion questions**:

- What do we learn about Fred's personality?
- How does Rocky avoid Fred's trick?
- Why did Fred run away at the end?

Students write their answers on **sticky notes** and attach them to the table under the correct category (Character, Setting, Theme, Problem & Solution).

Cognitive Stage 2: During Reading (Student's Perspective)

- Students follow along as the teacher reads the story. **They highlight important details** related to the categories assigned.
- They note their ideas on sticky notes and **place them under the correct category on the Story Inference Wall**.

Process Phase 3: Feedback (Teacher's Perspective)

- The teacher reviews the **Story Inference Wall** and **guides discussion** based on students' inferences.
- Teacher provides **corrective feedback** where needed.
- Teacher leads the class in writing the **moral of the story** based on student contributions.

Cognitive Stage 3: Post-Reading (Student's Perspective)
Students reflect on the story's message:

- What lesson did Rocky learn?
- What lesson did Fred learn?

Modes of Communication (Skills)

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key vocabulary (fox, rooster, hunter) and follow along as the story is read aloud. After reading, they review their notes on the Story Inference Wall and discuss their findings with peers.
- **Interpersonal (Mixed):** Students collaborate in small groups to categorize information into characters, setting, theme, problem, and

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solution. They discuss and negotiate their inferences before placing their sticky notes on the Story Inference Wall.

- **Presentational (Productive):** Students present their completed Story Inference Wall to the class, explaining how Fred tried to trick Rocky and how Rocky avoided the trap. They summarize key details, discuss the importance of being cautious and thinking critically, and share their thoughts on why honesty and awareness are important traits in life.

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