Grade: 2nd
Strategy: Inferring
Technique: Double Entry Notebook
Text Type: Fiction

The Little Match Girl

The little match girl used to sell matches to help her family. One cold winter night, she tried to sell matches to everyone who passed by, but no one bought any. She sat next to an old car, hoping to stay warm. Feeling cold, she lit a match to warm herself.

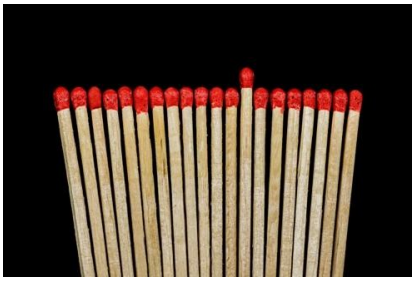
However, her stepmother and father didn't care about her struggles. As she lit more matches, she imagined being inside a warm house. When the matches ran out, she felt lost and scared. She began begging her late grandmother for help.

As the snow continued to fall, it covered the little match girl. She became frozen stiff. In her final moments, she saw a vision of her grandmother reaching out her hand. The little match girl felt warmth as she followed her grandmother into the light.

Process Phase 1: Planning (Teacher's Perspective)
During this stage, the teacher prepares the **Double Entry Notebook** technique, ensuring students focus on inference and textual evidence.

Materials: Pictures (matches, winter, and stiff) and printed **Inference - Evidence table**

Teachers shows the pictures and introduces key vocabulary:



Matches: Small sticks that make fire when you strike them.
Winter: The coldest season of the year with snow and ice.
Stiff: Not able to move easily, usually because of cold or being frozen.

The teacher then **shows the video** (https://www.youtube.com/watch?v=npBPh-CDRyk) and asks students:

- What do you think is happening?
- How does the girl feel?
- Why do you think she is lighting the matches?

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- What might happen next?

The teacher encourages students to **make inferences**.

Teacher presents **Inference - Evidence table**

What I think (Inference)	What I see (Evidence from text)

Cognitive Stage 1: Pre-Reading (Student's Perspective)
Students look at the picture and answer the question by using phrases like

- *I think...*
- *I predict...*
- *Maybe...*
- *My guess is...*

Process Phase 2: Teaching (Teacher's Perspective)

- The teacher guides students to **read the text individually**, helping them underline words related to the girl's emotions and struggles.
- The teacher uses **discussion questions**:
  - **Why is the little girl selling matches?**
  - **Why does she ask her grandmother for help?**
  - **What happens to the little girl at the end of the story?**

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

- Students read assigned parts of the text.
- **They highlight important details** related to the table categories **Inference - Evidence" table**

Process Phase 3: Feedback (Teacher's Perspective)

- The teacher **reviews students' notebooks** and asks them to justify their inferences.
- Teacher encourages students to reflect on:
  - How did the story make you feel?
  - Why is it hard for people who are very poor?
  - If you saw a child like the little match girl, how could you help?

Cognitive Stage 3: Post-Reading (Student's Perspective)

- Students reflect on the story's message:
  - What was the little match girl's biggest problem?
  - How could someone has helped her?
  - What is the lesson we can learn from this story?

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Modes of Communication (Skills)

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key vocabulary (matches, winter, stiff) and watch the video. After reading, they listen to their peers and review their Inference - Evidence table to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in small groups to discuss the girl's emotions, struggles, and inferences they made from the text. They negotiate ideas and justify their responses using the Double Entry Notebook technique.
- **Presentational (Productive):** Students present their completed Inference - Evidence table to the class, explaining what they inferred about the girl's situation and emotions. They summarize key details, discuss the moral of the story, and reflect on how people can help those in need.

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