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

Lily and Her Dream

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 Lily’s dream adventure and the wonders of space.
- Foster collaborative learning through the Story Inference Wall technique.

Once upon a time, a curious girl called Lily fell asleep stargazing and dreamed of a space adventure with a friendly astronaut, Captain Starbeam.

They visited the sun, which is so big it could hold a million Earths! Then they went to Mars, where NASA recently found evidence of flowing water. Then they saw comets made of sand, ice, and carbon dioxide, left over from the formation of the Solar System.

Finally, they visited Jupiter, Saturn, Uranus, and Neptune and learned that you can't walk on these planets because they have no solid surface.

Lily woke up inspired by the amazing wonders of the solar system and excited to learn more about the universe.

Process Phase 1: Planning (Teacher’s Perspective)

During this stage, the teacher prepares questions and materials for the **Story Inference Wall** technique.

Materials: Pictures (images of the NASA, solar system and stargazing), printed charts labelled **Character, Setting, Theme, Problem & Solution**, sticky notes for students.

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Teachers shows the pictures and introduces key vocabulary:

- **NASA**: An organization responsible for space travel and scientific study.
- **Solar System**: The sun and the group of planets that move around it.
- **Stargazing**: Looking up at the stars and objects in space.

Teacher uses discussion questions to activate prior knowledge:

- Have you ever looked at the stars at night?
- What do you know about space?
- What do astronauts do?
- Have you ever dreamed of going to space? What do you imagine it would be like?

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

Characters	
Setting	
Theme	
Problem & Solution	

Cognitive Stage 1: Pre-Reading (Student's Perspective)
Students answer discussion questions to activate prior knowledge:

Process Phase 2: Teaching (Teacher's Perspective)

- Teacher **reads the story aloud** while pausing at key moments.
- Teacher prompts **discussion questions**:

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- How did Lily start her space adventure?
- What interesting facts did she learn about planets?
- Why was Lily inspired after her dream?

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**. **notes** and attach them to the **Story Inference Wall** under the correct category (Character, Setting, Theme, Problem & Solution).

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 did Lily learn in her dream?
- What was the most exciting part of Lily's adventure?

Modes of Communication (Skills)

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key vocabulary (NASA, solar system, stargazing) 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 work in small groups to analyze the story elements (character, setting, theme, problem, and solution). They discuss and negotiate their inferences, ensuring logical reasoning before placing their sticky notes on the Story Inference Wall.
- **Presentational (Productive):** Students present their completed Story Inference Wall to the class, explaining their inferences about Lily's dream adventure. They summarize key details, discuss the wonders of space, and reflect on how dreams can inspire learning and curiosity.

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