LESSON PLAN

Grade:Second Grade (Ages 7-8)

Lesson:Making Inferences and Drawing Conclusions: Reading Between the Lines with Fred and Billy

Book: The Stomp-Clomp-Clump Monster Above the Bed by J.W. Zarek

Learning Objectives

At the end of this lesson, students will be able to:

1. Identify character thoughts and feelings from actions and dialogue in key story sections.
2. Use inference strategies with text clues and illustrations to draw conclusions about motivations.
3. Build and use vocabulary related to inferring (clue, evidence, conclude, infer, because, probably).
4. Collect story evidence in graphic organizers to support conclusions.
5. Connect inference skills to personal experiences with figuring out others' thoughts.
6. Practice finding hidden meanings in text through guided and independent activities.

Materials Needed

1. The Stomp-Clomp-Clump Monster Above the Bed book
2. Inference graphic organizer (e.g., T-chart: "What the Story Shows" vs. "What I Infer")
3. Vocabulary cards (clue, evidence, conclude, infer, because, probably)
4. Sticky notes for text evidence
5. Chart paper and markers (for class anchor chart)
6. Writing paper and pencils
7. Visual schedule cards showing each activity (e.g., pictures for reading, organizing, sharing)

Vocabulary Focus

1. Clue
2. Evidence
3. Conclude
4. Infer
5. Because
6. Probably

Lesson Procedure

Opening Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards. Say, "Today, we'll learn to read between the lines like detectives!" Show the book cover and ask, *What might the monster be thinking?* Introduce vocabulary: *We'll use clues and evidence to infer what characters feel, because the author shows us instead of telling us.*

Read-Aloud & Inference Modeling (15 minutes)

Read the story, pausing at key sections (e.g., Fred's reaction to stomps, Billy's confusion about noises, their meeting). Model inferring: *Fred hides when he hears stomps (action)—I infer he's scared because he trembles (clue). What do you conclude?*

Use sticky notes to mark evidence.

Ask, *Why does Billy probably feel surprised? Use evidence from the dialogue.*

Graphic Organizer Activity (15 minutes)

Say, *Let's organize clues to make inferences!*

Distribute T-charts. As a class, fill in examples (e.g., What the Story Shows: Fred peeks out → What I Infer: He's curious).

In pairs, students add one more (e.g., Billy's actions showing friendliness). Circulate to support: *Use 'because' to explain your evidence.*

Lesson Procedure

Finding Hidden Meanings Practice (10 minutes)

Provide short story excerpts on cards. Students work independently or in pairs to find hidden meanings: *The monster covers his ears (action)—what does that tell us about his feelings?*

Discuss as a group: *We can infer he's probably annoyed because of the noise (clue).*

Personal Connection & Reflection (10 minutes)

Say, Think of a time you figured out someone's feelings from actions.

Students write/draw: *My friend [action], so I inferred [feeling] because [clue].*

Share with a partner: *What did you conclude?*

Assessment and Extension

Assessment

Observe if students use clues to infer during read-aloud (e.g., correct conclusions).
Check graphic organizers for evidence-supported inferences.
Review reflections for personal connections using vocabulary (e.g., *because, probably*).

Extension

Create a class *Inference Book* with student examples from other stories.
Practice inferences with daily scenarios (e.g., Why is the teacher smiling?).

Modifications for Different Learners

For Students Needing Additional Support

1. Provide pre-filled graphic organizers with one example.
2. Use visual clues (e.g., emotion icons) for inferences.
3. Pair with a peer for discussions.

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For Advanced Learners

1. Add "probably" statements to inferences (e.g., "Fred is probably scared because...").
2. Infer alternative endings based on clues.
3. Lead a small group in finding hidden meanings.

For English Language Learners (ELLs)

1. Pair vocabulary with gestures (e.g., shrug for "infer").
2. Use bilingual clue cards if possible.
3. Allow drawing with labels for reflections

For Kinesthetic Learners

1. Act out actions for inferences (e.g., hide for scared).
2. Use body poses to show feelings during discussions.
3. Move sticky notes physically on the chart.