

Lesson Enhancements

TEACHER GUIDANCE - GENERATED FROM YOUR LESSON

HOW TO USE

Each module pairs teacher guidance with a student-facing suggestion you can lift straight into the lesson.

1 UDL & DI PATHWAYS

Provide multiple ways for students to perceive visual details and express their predictions without lowering the cognitive demand of evidence-based reasoning. Teacher guidance: Provide tactile or high-contrast versions of the illustrations, or use digital zooming tools to help students isolate specific visual details like a character's facial expression or a small background object before they formulate their predictions. Note: This ensures that students with visual processing differences or low vision can access the same rich evidence as their peers to make logical predictions, maintaining equal rigor. Teacher guidance: Offer multiple ways for students to express their 'I think... because I see...' reasoning, such as oral recording, pointing to a visual choice board of clues, or drawing the predicted event alongside a dictated explanation. Note: This supports students who have strong predictive reasoning but struggle with the fine motor demands of writing or spelling, keeping the focus on the core ELA skill of using evidence. Student-facing suggestion: If you want to show your prediction, you can write it down, draw what happens next and label the clues, or record your voice explaining what you see in the picture. Note: This empowers students to select the expression method that best showcases their comprehension and reasoning skills. Student-facing suggestion: Use a magnifying glass card or a digital zoom to look closely at the character's face or the background. What small clue can you find that others might miss? Note: This gamifies and scaffolds the visual search process, helping students focus on specific details rather than guessing randomly.

2 EQUITY & INCLUSION PRACTICES

Ensure that predicting based on visual clues does not rely on culturally specific assumptions, default family structures, or middle-class norms embedded in illustrations. Teacher guidance: When discussing illustrations, explicitly validate that different cultural backgrounds and lived experiences can lead to different, equally logical predictions about a character's facial expressions, body language, or household settings. Note: This prevents the teacher from treating a single, dominant cultural interpretation of an illustration as the only 'correct' clue. Teacher guidance: Select illustrations that represent diverse communities, family structures, and environments, and avoid treating suburban or middle-class settings as the default standard for 'normal' story contexts. Note: This ensures all students see familiar environments represented in the learning materials, reducing the cognitive load of decoding unfamiliar cultural contexts before making a prediction. Student-facing suggestion: We might see different things in the same picture because of our own experiences. What does this picture remind you of in your own life or community, and how does that help you guess what happens next? Note: This invites students to bring their cultural wealth and personal funds of knowledge into their reading comprehension process. Student-facing suggestion: If

your partner sees a different clue or makes a different prediction than you, ask them: 'What did you notice in the picture that made you think that?' Note: This fosters collaborative, respectful dialogue that values diverse perspectives and interpretations of visual evidence.

3 SEL FOCUS

Support students in managing the frustration of incorrect predictions and building collaborative skills when sharing differing interpretations of visual clues. Teacher guidance: Frame 'incorrect' predictions not as mistakes, but as a natural and exciting part of the reading process when new visual clues are revealed. Model how a good reader's mind changes when they turn the page. Note: This reduces academic anxiety and encourages a growth mindset, helping students see that updating their thinking based on new evidence is a sign of strong reading comprehension. Teacher guidance: Teach and model active listening strategies specifically for partner discussions, showing students how to acknowledge a partner's clue before sharing their own. Note: This builds relationship skills and social awareness, ensuring that partner talk is a collaborative exchange rather than a competition over who is 'right.' Student-facing suggestion: It is okay if the story turned out differently than I guessed! My prediction was smart because it matched the clues I had at the start, and now I have new clues to help me understand. Note: This self-talk script helps students build self-regulation and resilience when their predictions do not match the actual story outcome. Student-facing suggestion: I hear that you noticed the character's face, but I noticed the dark clouds in the background. Let's look at both clues together to see what we think will happen. Note: This provides students with concrete language to navigate differing opinions constructively during partner work.

4 STUDENT VOICE ACTION

Provide students with meaningful agency over how they investigate visual clues and demonstrate their predictive thinking. Teacher guidance: Allow students to choose which character or element of the illustration they want to focus on when gathering clues, such as focusing on the setting, a character's body language, or background objects. Note: This gives students ownership over their analytical path while still requiring them to meet the core success criteria of using evidence to support a prediction. Teacher guidance: Offer students a choice in the medium they use to document their predictions, such as using digital drawing tools, physical sticky notes, or recording a short video explanation. Note: This respects student preferences and leverages their strengths, increasing engagement and motivation during independent application. Student-facing suggestion: You can choose to look closely at the character's face to guess their feelings, or look at the objects around them to guess their next move. Which clue do you want to investigate first? Note: This prompt gives students agency in their analytical approach, making the task feel more like an active investigation. Student-facing suggestion: Decide how you want to share your prediction today: you can write it on a sticky note, draw the next scene, or tell a partner

using our sentence frame. Note: This clearly outlines the available choices, reinforcing that different methods of expression are equally valued.

5 TRAUMA-INFORMED SAFEGUARDS

Create a safe, predictable environment where students can make predictions without fear of public failure, exposure, or triggering content in illustrations. Teacher guidance: Screen all lesson illustrations beforehand to ensure they do not depict situations that could trigger distress, such as characters in physical danger, extreme weather events, or high-stress family conflicts, without preparation or opt-out choices. Note: This proactive measure protects students' emotional safety, ensuring they can focus on the cognitive task of predicting without being flooded by traumatic reminders. Teacher guidance: Avoid put-downs or public correction of 'wild guesses.' Instead, gently redirect students back to the visual evidence by asking them to point to what they see, maintaining a low-stakes, shame-free learning environment. Note: This prevents the fear of public embarrassment, which can cause students with trauma histories to shut down or refuse to participate in collaborative activities. Student-facing suggestion: If a picture makes you feel uncomfortable or brings up a big feeling, you can take a break, look at a different page, or let me know so we can find a different picture together. Note: This gives students a clear, dignified way to self-regulate and opt out of potentially triggering visual content without drawing negative attention. Student-facing suggestion: You can share your prediction privately with me or write it down on your sticky note first before you decide if you want to share it with a partner. Note: This respects students' need for privacy and control over their self-exposure, reducing the anxiety associated with forced public sharing.

This lesson involves interpreting characters' emotions and predicting outcomes from visual cues, which can sometimes touch on sensitive themes or trigger hypervigilance in students who have experienced trauma. SHAME-FREE REDIRECTION: When a student makes a prediction that seems completely unrelated to the picture, avoid saying 'That's not in the picture' or 'That's incorrect.' Instead, use a supportive prompt like: 'I love your imagination! Let's look together at the picture. Can you put your finger on one thing you see that we can use as a clue?' This keeps the interaction safe, collaborative, and focused on the visual evidence without triggering a defensive or shame response.

6 INDIGENOUS RESOURCE PATHWAYS

Teacher-facing resource guidance for respectful local review Teacher guidance: Use Julie Flett's picture book 'We All Play' to have students examine the illustrations of animals and children to predict what animal or playful action will appear on the next page. Note: Pause before turning each page to let students identify visual patterns and clues in the artwork.

Teacher guidance: Incorporate 'A Day with Yayah' by Nicola I. Campbell, inviting students to use the detailed illustrations of the natural landscape to predict what plants the characters will identify and gather next. Note: Have

students focus on the characters' gestures and the plants shown in the foreground as clues.

These beautifully illustrated picture books by Indigenous creators provide rich visual clues that are perfect for K-3 students practicing making predictions about characters, animals, and actions.

Local Context Check: Identify the Nations whose territory your school sits on, then confirm local guidance before you re-run IRP.

IRP is a bridge to community relationship, not a replacement for it. Re-run this module after local Nations context is available.

LEARNING SUPPORTS

ELL / ACCESSIBILITY / EXTENSION

ELL SUPPORTS

Language frames, visuals, home-language connections. If you want to show your prediction, you can write it down, draw what happens next and label the clues, or record your voice explaining what you see in the picture.

ACCESSIBILITY

Accommodations aligned to common accessibility needs. Provide tactile or high-contrast versions of the illustrations, or use digital zooming tools to help students isolate specific visual details like a character's facial expression or a small background object before they formulate their predictions.

EXTENSIONS

Challenge pathways for students ready for more. Allow students to choose which character or element of the illustration they want to focus on when gathering clues, such as focusing on the setting, a character's body language, or background objects.