

# Reading Detectives: Tracking Clues in Stories

**Materials:** Short reading passage (below), "Reading Detective" worksheet (described below), Pencil, Optional: Pictures of animal tracks, magnifying glass

## Lesson Procedure:

### Introduction (5-10 minutes):

"Imagine you're out in the woods, looking for deer. How do you know where they might be or where they've gone? (Wait for answers like tracks, droppings, broken twigs, sounds). That's right! You look for clues or 'signs'. Good hunters are great observers; they use these clues to figure things out. Reading is similar! Sometimes authors don't tell us everything directly. We have to be 'Reading Detectives' and look for clues in the text, just like looking for tracks. When we use text clues plus what we already know in our brain to figure something out, it's called making an **inference**."

### Instruction (10 minutes):

"An inference is like a smart guess based on evidence. Let's practice. If I told you, 'The boy squinted as he walked down the sidewalk, and drops of sweat ran down his face,' what could you infer about the weather? (Wait for 'It's sunny and hot'). What were the clues? ('Squinted', 'sweat'). What did you already know in your brain? (People squint in bright sun, people sweat when hot). See? Text Clues + What You Know = Inference!"

### Guided Practice (10 minutes):

Read this short sentence together: *'Maya zipped up her heavy coat, pulled on her thickest mittens, and grabbed her sled.'*

- "What can we infer about the weather?" (It's cold/winter/snowy)
- "What are the text clues or 'tracks'?" ('heavy coat', 'thickest mittens', 'sled')
- "What do we already know?" (People wear heavy coats and mittens when it's cold; sleds are used in snow).

### Activity: Reading Tracker! (15-20 minutes)

"Now it's your turn to be the Reading Detective! Read this story carefully, looking for clues. Then, fill out your 'Reading Detective' worksheet."

### Reading Passage: The Silent Forest

Leo crept quietly through the tall pines. Pine needles cushioned his steps, making almost no sound. He scanned the ground, his eyes sharp. A snapped twig lay near a patch of soft mud. Inside the mud, he saw them – deep, rounded prints with two distinct points at the front. He crouched low, listening. A faint rustling came from the bushes just ahead. Leo froze, holding his breath.

### "Reading Detective" Worksheet Instructions:

Create a worksheet with three columns or sections:

1. **Question:** (Provide 2-3 questions requiring inference)
2. **Text Clues (Tracks Found):** (Student writes words/phrases from the text)
3. **My Inference (What I Figured Out):** (Student writes their inference)

*Sample Questions for the Worksheet:*

- What do you think Leo is doing in the forest?
- What kind of animal might have made the prints Leo saw? (Accept reasonable answers based on 'deep, rounded prints with two points' like deer, elk, etc.)
- What might happen next?

**Wrap-up/Closure (5 minutes):**

"Great detective work! Let's discuss your clues and inferences. How was finding clues in the story like looking for animal tracks? (Both require careful observation and using clues to figure something out). Remember, good readers are always thinking, looking for clues, and making smart guesses - they make inferences!"

**Optional Extension:** Ask the student to draw the scene or the tracks Leo found, or write a sentence describing another 'sign' Leo might find.