

Lesson Plan Template

Date: 12/4/2019

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| Grade: 4 th Grade | Subject: English Language Arts- Inferences |
| Materials: graphic organizer, clipboards, pencils, textbooks | Technology Needed: PowerPoint Slide |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling | Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: |
| Standard RI.4.1- Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text RF.4.4a- Read grade-level text with purpose and understanding RF.4.4c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary SL.4.1b- Follow agreed-upon rules for discussions and carry out assigned roles SL.4.1c- Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others SL.4.1d- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion | Universal Design for Learning Below Proficiency: As needed, I will be walking around helping the students with their evidence and inference sheet. I will check in with the students who are behind a bit and guide them to find the evidence that they need. Above Proficiency: These learners will have the chance to help others if they finish early. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Graphic organizers, sentence starters, questions on the slide • Auditory: Directions will be given verbally • Kinesthetic: Movement to get into partners • Tactile: Writing/flipping through the book |
| Objective By the end of the lesson, the student will identify an inference based off of evidence stated in a text by filling out a graphic organizer with a partner. Bloom's Taxonomy Cognitive Level: Analyze | Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) They will listen and be engaged in the lesson. Textbooks, clipboards, and pencils will be on the floor in front of them unless they are otherwise instructed. |
| Classroom Management- (grouping(s), movement/transitions, etc.) They will be in large group in the front but will work with their thinking partners for some of it. The thinking partners are already assigned, and they know who it is. | |
| Minutes | Procedures |
| 2 | Set-up/Prep before lesson: <ul style="list-style-type: none"> • Get PowerPoint up on the board • Have one thinking partner from each group grab a clipboard while the other one grabs a pencil • Have graphic organizers stacked on the side and divided out into three groups to pass along* See attached document |
| 3 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Today we are going to continue our conversation on reading comprehension by talking about, and practicing making inferences. Before we jump into that though, [CHANGE THE SLIDE] turn and talk to your thinking partner. What does it mean to “Make an Inference?” Listen to two people share their ideas. CLICK THE SLIDE. To sum it up, making an inference is when we use evidence that is stated in the text to draw our own conclusions about what the author is trying to tell us. CLICK THE SLIDE. Let’s get an example. Here, the evidence is the sentence, “Suzy dropped her ice cream cone and tears started collecting in her eyes.” I want you to visualize this situation which Suzy finds herself in. What inference can we make about Suzy? What conclusion can we draw based on what we know? Call on one student. That’s right! Or, “Tell me more”. We can infer that Suzy is upset and sad because she dropped her ice cream cone. CHANGE THE SLIDE |
| 5 | Explain: (teacher-led) |

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| | <p>Now, I'd like for you to open up your textbooks to page 31. As I read it aloud, I'd like for you to follow along.</p> <p>Read the whole passage through</p> <p>Now, we're going to practice finding evidence and making inferences, but I'm going to just zoom in on the first paragraph. [CHANGE SLIDE]</p> <p>Hmmm... Looking at this paragraph, I'm going to zero in on the last sentence. "Many eruptions have occurred throughout history, with fourteen small eruptions occurring since the early 1970s". In this sentence, I have two pieces of evidence, or facts. Here, I see that many eruptions have occurred throughout history, and 14 small eruptions have occurred since the early 1970s. With those two pieces of evidence, what do you think the author is trying to tell us? What inference can we make about Mount Etna? Turn and talk to your thinking partner.</p> <p>Get their ideas: Using the phrase, "tell me more", or "Hmmm, what about that?" try to guide them to the answer.</p> <p>The author is trying to tell us that "Mount Etna could erupt at any time." We can infer that because we know that it has erupted multiple times throughout history, and there have been 14 eruptions in the last 40 years. It doesn't seem like the eruptions are slowing down based on that information, so it could happen at any point.</p> |
| 5 | <p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <p>Now, you and your thinking partner are going to work together to find your own evidence and come up with an inference on it. You will get one piece of paper to share between the two of you because you will be working together. Pass out the sheets. [CLICK THE SLIDE] I'd like for you to focus in on the second paragraph, which I have put a square around up on the board. As you read through this paragraph with your thinking partner, I'd like for you to be asking yourself these two questions. [CLICK THE SLIDE] "Are there any clues in this paragraph that point to something the author is trying to say? What does this fact tell me about Mount Etna?" You will write down the evidence in the square on the left. Remember, your evidence comes directly from the text, word for word. You will then write down the inference you have based on the evidence in the square on the right. What is the author trying to tell you?</p> |
| 1 | <p>Closure (wrap up and transition to next activity):</p> <p>As you read on your own, remember to think about what the author is trying to tell you. Making inferences is really important as you work on comprehending a text to know what the author is trying to tell you. Visualizing what's happening is a great way to help you make inferences.</p> |
| <p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">Progress monitoring throughout lesson (document of student learning, data collection) <p>As we go through the lesson, I will be listening in on their turn and talk conversations and guide them as I can.</p> <p>When giving instructions and explanations, use thumbs up thumbs down and "show me 0-5 how much that makes sense"</p> | <p>Summative Assessment (linked back to standard, END of learning)</p> <p>At the end of this lesson the graphic organizer shown below is going to work as a summative assessment. By reading the answers they put on these sheets I will be able to tell who understands that inferences are made from evidence and who needs some more instruction.</p> |

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Names: _____

| Evidence: (directly from text) | Inference: (What does the evidence tell me?) |
|--------------------------------|--|
| _____ | _____ |
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