|  |  |  |
| --- | --- | --- |
| Name: Mary Lacen Kinkel | Date: March 27, 2015 | |
| Classroom Location/Teacher: 5th Grade | Topic/Subject: Inferences | |
| **Curriculum Standards**  *SOL(s):*  Communication: Speaking, Listening, Media Literacy:  **5.1** The student will listen, draw conclusions, and share responses in subject-related  group learning activities.  a) Participate in and contribute to discussions across content areas.  b) Organize information to present in reports of group activities.  c) Summarize information gathered in group activities.  d) Communicate new ideas to others.  e) Demonstrate the ability to collaborate with diverse teams.  f) Demonstrate the ability to work independently.  Reading:  **5.5** The student will read and demonstrate comprehension of fictional texts, narrative  nonfiction, and poetry.  i) Draw conclusions and make inferences from text.  *Essential Question(s):*  Will the students draw conclusions and make inferences based off of the 10 pictures?  Will the students answer questions to demonstrate understanding?  Will the students actively participate in and contribute to whole class discussions?  Will the student communicate new ideas and inferences to others based off of their prior knowledge? | |
| **Lesson Objectives:** *A statement or statements of what the students will be able to do as a result of the lesson. Need to be observable and measurable.(ABCD format)*  The students will be able to make inferences based off of the 10 pictures with 100% accuracy.  The students will be able to create their own making inference pictures with 100% accuracy.  The students will able to answer questions to demonstrate understanding with 100% accuracy.  The students will able to make connections between their prior knowledge and the 10 pictures with 90% accuracy. | |
| **Assessment of Objectives:** *Describe how you will collect evidence that individual students have indeed met the lesson objective(s). These need to be tied to the degree or criteria from your objectives.*  Evidence to display student understanding will be collected through formative assessments before, during, and after completing the inference carousel. After the introduction of the inference carousel activity, the students will be asked to use their prior knowledge and past experiences to make an inference based off of 10 pictures provided by the teacher. By the end of the activity, the students will able about to verbal express their inferences using an I think…because… statement.  Using the raise your hand if, I will be able to check for student understanding of an inference.  Using unison response, I will be able to check for general student understanding of known material.  Using the students written/verbal responses to the pictures, I will be able to assess the students’ understanding of inferring.  Using the create their own making inference pictures, I will be able to assess the students’ understanding of different pictures created by their peers. | |
| **BEFORE (Content, Viewing or Listening):**  ***Teacher:*** *Focusing attention, laying the groundwork, creating interest, sparking curiosity, students understand the purpose “the why” (set a purpose, explicit explanation of expectations, modeling)*  ***Student:*** *Strategies to obtain prior knowledge, similarities, connections, analogies, think about thinking “metacognition” (discussing, organizing, writing, vocabulary)*  Before the students arrive, post the 10 making inferences pictures clockwise around the room in numerical order.  Introducing the topic (inferences):  “Raise your hand if you have ever heard the word inferences before?”  “Can anyone tell me what an inference is?” Praise the student for sharing his or her thinking.  Inferences Chart:  “Before we begin our activity, I want us to look at this poster together.” “This poster explains what happens when you make an inference. It is set up like an equation that you would see in math class.”  Information from text +  background knowledge “or your prior knowledge, which is all part of your schema.” “Can you say that word? Lets say it together… Schema” (schema) =  When you make an inference you go beyond the author’s words to understand what is not said in the text.  “The author sometimes does not come out and say what is happening with a story.” “So, you have to use your background knowledge to read between the lines.”  Whole Group Practice:  I will model how to make an inference. “I think…because…”  I will hold up Making Inferences Picture #11  “I think the man is going to hurt himself because he is falling on a sheet of ice.”  “Lets look at a few more examples.” Hold up the first picture. “Think to yourself what is happening in this picture, then turn to a partner and share.” (Think-pair-share) Remind students of “I think…because…”. Have the students share out their responses. Praise students on their responses. Discuss how people can make different inferences after looking at the picture based on their prior knowledge. Continue this for 3 examples. | |
| **DURING (Content, Viewing or Listening):** *Strategies for active engagement with new content, what are students doing while reading, viewing, or listening? (set a purpose, modeling, discussing, organizing, writing, vocabulary)*  Have the students number their papers 1-10 leaving 4 spaces in between each number to write I think…because… statements.  Inference Carousel:  “I have posted several pictures around the room.” “These pictures are labeled numbers 1-10.”  “For this activity you are going to get up and move around the room.”  “Your job is to look at each picture carefully and make an inference based on the images.”  Have I think…because… written on the board. “You will record your responses using I think…because… statements, just like we practiced.”  “I am going to count you off from 1 to 10.” “Whichever number you say is the number that you will start at on the carousel.”  Count the students off 1 through 10.  “Once you have written your inference, you will move clockwise, or to you right, to the next picture.”  “This activity should be completely silent.” “I want to know your original inference based off of your own schema.”  “Once you have finished the carousel, you may share your opinions with the people at your table.”  “Ready? Go!”  The students will move to their first spot of the carousel. They will continue to move clockwise until they have made inferences regarding each of the 10 pictures. | |
| **AFTER (Content, Viewing or Listening):** *How will students apply new knowledge? How will students check their understanding? How will students be prompted to reflect on what they have learned? How will students be prompted to reflect on how they learned it?*  Students who complete the inference carousel early will read-to-self at their seats until the other people at their table are finished!  As a group, discuss different inferences made for pictures 1-10. Remind students of “I think…because…”.  “Raise your hand if you made the same inference.” “Did anyone make a different inference?” Have the students share out their responses. Praise students on their responses.  After the students return to their seats, refer back to the Inferences Chart. “Lets go over the process of making an inference one more time.”  Information from text + background knowledge (schema) = When you make an inference you go beyond the author’s words to understand what is not said in the text.  The students will then create their own making inference pictures to share with the people at their tables. The students will use I think…because… statements to make inferences based off of the created pictures. If time allows, have a few students share with the entire class. | |
| ***Rationale:*** *Why teach this lesson in this way? Why give these objectives, are these the BEST strategies to choose and use? Explain why this sequence of activities leads to cultivating the behaviors or performing the skills or displaying the knowledge called for by the objectives.*  I believe this lesson is extremely interactive and will engage all of the students. There are multiple opportunities for students to respond in unison and also individually. They will be able to raise their hand to answer various questions and to make student thinking visible. Students will also respond to prompted questions in unison and individually regarding inferences. Raise your hand if is a wonderful strategy to utilize so that the teacher can have a general understanding of what the students already know. This strategy is also a great way to see if students agree or disagree with the inference made for each picture based on their prior knowledge, past experiences, and/or what they see. I believe that the inferences chart and the inference carousel activity are appropriate for the age level of the students, and are also a great way to teach inferring in an easy, fun, and understandable way. This activity allows students to move around the classroom and to actively communicate with their peers. | |