

Subject: Reading

SOL: 4.5 h

Time/Dates/Duration: Suggested time based reading diet: 60-90 minutes/6 Days

Objectives: (4.5h) The student will use examples found in narrative nonfiction texts to make inferences & draw conclusions about character, setting, and events.

Skills: Inference, drawing conclusions

Strategies: infer

Understand (Big Ideas): In order to understand the author's purpose/message, you must be able to "read between the lines".

Do (Verb):

TSW:

Describe

Read
Demonstrate

Draw

Make

Refer

Explain

Know (Content):

Character

-words
-actions
-thoughts
Setting
Event

Comprehension of:

- Fictional texts
- Narrative nonfiction texts
- Poetry

Conclusions

Inferences

Details
Examples

Text

Resources/Materials:

- riddles from (<http://www.philtulga.com/Riddles.html>)

- Sixteen Years in Sixteen Seconds: The Sammy Lee Story by Paula Yoo

-Leveled Narrative Non-Fiction texts (GR level U, GR level Q, GR level N, GR level K)

-poems for inferencing from (<http://mrskornelik.wikispaces.com/file/view/poemsforinferencing.pdf>)

Anticipatory Set

Day 1: 5 minutes

Students will use a sticky note to respond to the riddle displayed on the Smart Board. After thinking time, students will share responses, as well as how the response was determined. (I come from a cane, or from a beet. You might say I make things really sweet. I can be white or brown, or in a powder like snow. What am I?)

Today we will be learning how to "read between the lines" of an author's text to explain how the details help us to draw conclusions. Making inferences and drawing conclusions helps us to understand what we're reading. It may help you to think about an inference as a math problem. What you read + what's in your head = an inference (see sample a on resource page)

Model

Day 1: 5 minutes

Using the initial riddle, model forming inferences in order to draw a conclusion being sure to think-aloud how each line of text helped you to formulate your conclusion that the author was referring to sugar. *Use a multi-flow Thinking Map or a three-column chart to model note-taking including text clues, background knowledge and inference/conclusion (see sample b on resource page)

Day 1-5: 10 minutes/day

Before Reading: Using the anchor text, Sixteen Years in Sixteen Seconds, explain to students that we will be reading to make inferences and draw conclusions.

During Reading: Using marked stopping points for each day, model in a Think-Aloud format how readers use text details and examples paired with background knowledge about a topic to make inferences and draw conclusions. Scaffold support while reading to allow students an opportunity to form conclusions with support. (see sample c on resource page)

After Reading: Develop a summary sentence, as a group, stating your conclusion about the "character" in the text.

Guided Practice *(Differentiated Guided Reading Groups)*

Day 1: 40 minutes

Before Reading:

1. (Whole Group 15 minutes) Using a “What Am I?” poem, students will pair clues from author with background knowledge to infer/conclude what is being described. (Supported given by teacher/elbow partner, dependent on student readiness and teacher observation) [\(see sample d on resource page\)](#)
2. (Teacher Alternates Groups to introduce book and previously taught previewing activity 25 minutes) Students will preview leveled text and form a prediction statement while teacher meets with other groups. Clues should be recorded that helped lead the student to the prediction. *Use t-chart or circle Thinking Map. [\(see sample e on resource page\)](#)

Day 2-5- (Teacher alternating groups to monitor progress or provide additional instruction)

Before Reading:

- Day 2- Review previous predictions made and discuss our purpose for reading (inferencing/draw conclusions)
 Days 3-5 – Review conclusions/inferences made during independent practice and formulate a new prediction

During Reading: Students will read in leveled text to find details and examples in reading to pair with background knowledge in order to infer the message the author is trying to convey. Students will read to stopping points tagged by sticky notes and record inferences made in a three-column chart or multi-flow Thinking Map.

After Reading: Students will draw a conclusion about their “character” based on the inferences made at each stopping point while reading.

Independent Practice

Day 1 Using additional poems, have students select a poem to work through recording inferences made

Day 2-5

After having scaffolded support during small group reading, students will continue to work in leveled texts to complete the same during and after reading activities recording inferences made using the chosen note-taking device.

Daily Closure(s)

A variety of closures to include: Discussion with teacher, Reading Journal /Exit ticket to explain student’s level of understanding of making inferences and drawing conclusions.

Assessment

Day 6:

Students will independently complete assessment on making inferences and drawing conclusions (addressing cognitive levels as outlined in VDOE Curriculum Framework/Completed TOS). Assessment will include students’ written reflection of the leveled texts used during daily guided and independent practice as well as items from Interactive Achievement test bank in multiple choice formats. [\(see sample f on resource page\)](#)

Tier 1	Tier 2	Tier 3
GR Level U: Ella, Chase, Jakayla	GR Level N: Will, Brayden, Bryan, Alexis, Zoe,	GR Level K: Willis, Taylor
GR Level Q: Kayla, Jose, Lamarra, Katie, Cooper, Becky, Martin, Cyrus, Remy, JaQuan	*20 minute scaffolded support during Guided Reading Groups	*20 minute scaffolded support during Guided Reading Groups

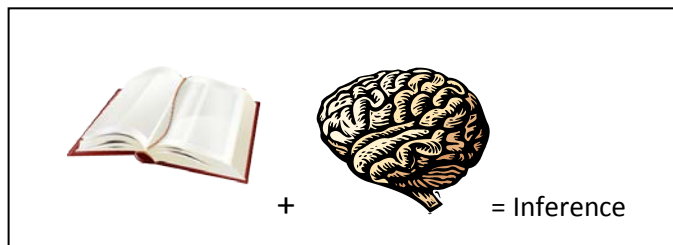
Tier 1 (Extension Block 3:00-3:40) Classroom Teacher	Tier 2 (Intervention Block 3:00-3:40) Alternating Title I and Classroom Teacher	Tier 3 (Intervention Block 3:00-3:40) Alternating Title I and Classroom Teacher
GR Level U: Ella, Chase, Jakayla GR Level Q: Kayla, Jose, Lamarra, Katie, Cooper, Becky, Martin, Cyrus, Remy, JaQuan With Teacher: Students will analyze text to determine validity of multiple statements (similar to TEI) about a character, and locate text to support their reasoning. In partner pairs, students will work in centers to reinforce skills taught. (20 minutes)	GR Level N: Will, Brayden, Bryan, Alexis, Zoe, With Teacher: Using same leveled text used in Guided Reading, , focusing on text read during independent reading time, continue to provide scaffolded support and additional instructional time. (20 minutes) In partner pairs, students will work in centers to reinforce skills taught (20 minutes).	GR Level K: Willis, Taylor *Dependent upon success with skill a. With Teacher: Using same leveled text used in Guided Reading, focusing on text read during independent reading time, continue to provide scaffolded support and additional instructional time. (20 minutes) b. With Teacher: Using additional riddles, reteach process of making inferences and drawing conclusions. As students become more successful, lengthen amount of text In partner pairs, students will work in centers to reinforce skills taught (20 minutes).

Notes about this plan:

1. You may or may not have a specialist in the room with you. Accommodations to schedule may be needed.
2. Your intervention block may alternate on a day to day basis based on personnel or subject of content matter (Ex. alternating with Math or availability of specialist).
3. Minutes given for each component of the lesson are approximations and can be adjusted as necessary.
4. In this lesson plan, students will have built in seatwork activities as anchors when assigned reading task is completed. These can include but are not limited to Word Study activity, independent reading, journal response writing, Writer's Workshop piece, etc.
5. Pre-assessment for this unit was included by adding a few questions on a "Prediction Assessment" given prior to this unit (utilizing a testing situation eliminated the use of instructional time to pre-assess). You may choose to do a pre-assessment outside of this.
6. The leveled texts included in this unit will be utilized across several units in order to layer in skills within current pacing/genre.

Sample Resources for this Lesson:

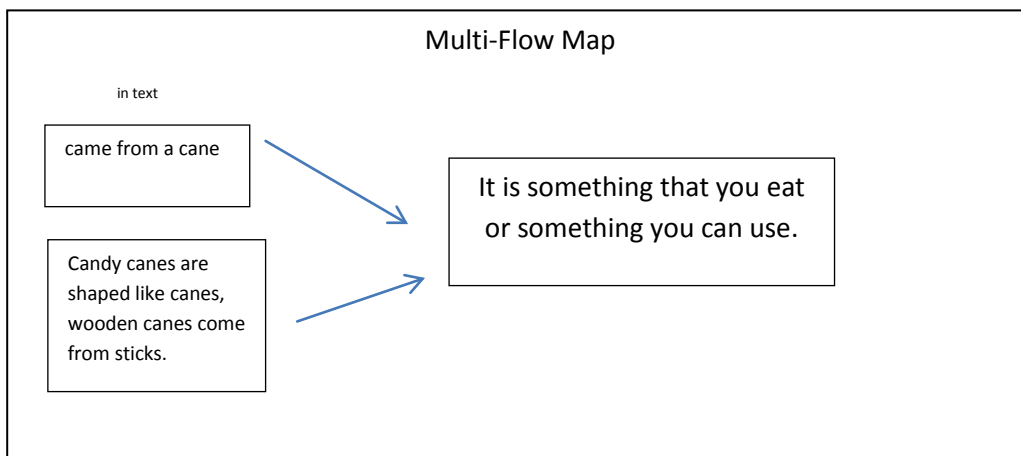
Sample a



Sample b

3 column chart

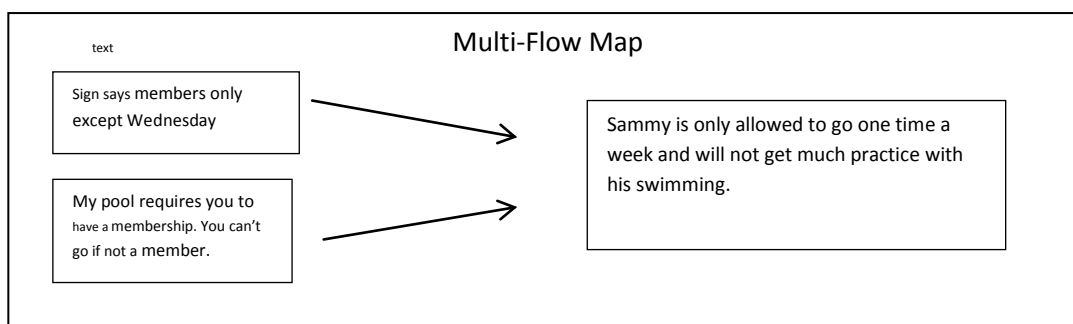
I read	I know	I infer
came from a cane	Candy canes are shaped like canes, Wooden canes come from sticks	It could be something you eat or something you use
I can be white or brown; make things sweet	My mom uses brown sugar in chocolate chip cookies and dad sprinkles sugar on his Frosted Flakes	It is something that makes food sweeter than it is already.



Sample c

Sixteen Years in Sixteen Seconds: The Sammy Lee Story by Paula Yoo

I read	I know	I infer
The sign said that only members could swim except Wednesday	My pool requires you pay a membership and sign in. You can only go if you are allowed.	Sammy is only allowed to go one time a week and will not get much practice with his swimming.



Sample D

Holding It Together

I hang out in a little hole in the wall.
I'm sharp but I'm also blunt.
And if you drive me home, I promise
I'll stay there as long as you want.

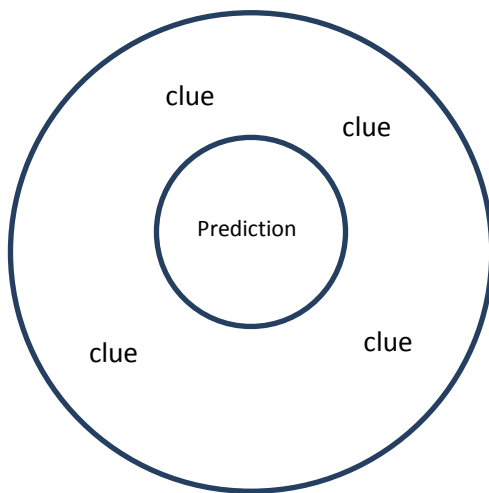
Although you can easily move me around,
It's my job to keep things in place.
Lots of stuff would fall down if I didn't exist,
but luckily, that's not the case.

There are plenty of things you can hang on me,
like pictures and clocks and your coat.
There are even more things you can build with me,
like a house or a chair or a boat.

Sometimes I get a pounding headache
from you hammering away at me.
But I don't get mad. If I did you would see -
I'd be fighting you tooth and me.

What Am I?

Sample E



I see/I read/My clue	My Prediction

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