

SJC LESSON PLAN FORMAT

NAME OF STUDENT: Ariana Bakalo

SCHOOL: SJC

CHILD STUDY COURSE: CS 302

DATE OF LESSON: 04/14/2022

COOPERATING TEACHER: N/A

GRADE: 4th

CURRICULUM AREA: ELA

CENTRAL FOCUS: Students will gain an understanding of how to make an inference, and utilize a graphic organizer to help them create inference in response to the text (Esperanza Rising).

BEHAVIORAL OBJECTIVE:

With an inferencing prompt, students will write a paragraph with 80% mastery based on 14/16 from the criteria on the rubric.

RATIONALE:

In the past, students have been taught how to make observations, and compare and contrast. In this lesson, students will work on how to make inferences. In the future, students will be able to foreshadow.

IEP or IFSP GOALS:

I did not have access to this information.

NYS Common Core Learning Standard(s):

4R8- *Integration of knowledge and ideas:* Explain how claims in a text are supported by relevant reasons and evidence.

4W2: *Write informative/explanatory texts* to explore a topic and convey ideas and information relevant to the subject.

Knowledge of Language

MATERIALS:

- SMART Board
- PowerPoint: Persuasive Writing
- Reengagement Worksheets
- CANVAS
- I Pads (15)
- Esperanza Rising novel
- Flocabulary Inferencing Rap: <https://www.flocabulary.com/unit/inferencing/>
- Quizziz Game
- Inference Powerpoint
- BrainPop <https://www.youtube.com/watch?v=7NXHO66Hw18>
- Quizziz Game
<https://quizziz.com/admin/quiz/62784034cebaba001d4f8d37/making-inferences-flocabulary-quiz>
- Edpuzzle: <https://edpuzzle.com/media/5e83f9d3af30f03f655f8713>

Academic Language

- Inference
- Compare/Contrast
- Context clues
- Notice
- Graphic Organizer
- Infer



Introduction:

- Good Morning boys and girls! What do you notice about the picture on the SMARTboard? Give students a minute to think, and wait for half of the class to raise their hands. *Wow! I love seeing all of these hands raised, since everyone has something to say, discuss with the person next to you what you notice about the picture (turn and talk).* Give students one minute or two to come up with several ideas. *Can anyone tell me what they noticed about the picture?* Call on the students who are sitting quietly and have their hand raised.
- *Everyone had such amazing answers!*

IDO

- *Has anyone ever heard of the word inference?* Wait at least thirty seconds to give students enough time to think of the answer. If no one raises their hands,

- If a student raises his/her hand and answers “and inference is what we can see” say *that is observation. An observation is what we can see with our eyes, although an inference is similar to an observation. When I asked everyone what they noticed about the picture, some of your classmates pointed out that the dog is under the table, the dog is sleeping, and there is an empty plate sitting on the table. These are observations. However, some students said that the dog ate the steak. Why do think that?* The teacher will give the class at least thirty seconds for students to raise their hands. Sample student response: *I think that because in the picture the man is looking for his steak, and the dog is sleeping under the table next to a bone and his belly looks full. Awesome responses everyone! These thoughts that you all came up with were all inferences. An inference is something that we sometimes cannot see.*
- *When we infer something we try to look for clues to support what we are thinking. So when you inferred that the dog ate the steak, what clues did you see in the picture that helped you come up with that answer?* Students will repeat the picture the man is looking for his steak, and the dog is sleeping under the table next to a bone and his belly looks full.
- The teacher will put on a Brainpop video which establishes an introduction for inferencing, and gives a lighthearted explanation of the concept. The teacher will pause the video a few times throughout the video to ask questions in order to make sure the students are actively paying attention.
- Next, the teacher will teach the steps of making an inference. *In order to make an inference, we have to first identify the question, second make an observation, and lastly, look for clues.* The Inference PowerPoint will be displayed on the board. The

teacher will go over each slide with the students to make sure they understand the steps in order to make an inference.

- *Detectives, we are going to be watching an Inferencing Rap Song, make sure you have your listening ears on! If you miss some of the video, or want to watch it again, it is posted under “videos” in CANVAS.* Using Flocabulary.com, I will have the students watch an Inferencing Rap-Song Video. The video will be paused at several times if students look confused, or seem disinterested.
- At the very end, students will take the iPads from their desks and log onto Quizzez where they will be playing a ten-question review game based on making inferences. The login code information will be displayed on the SMARTboard, and the teacher will be logged on from his/her end to ensure that everyone is actively playing the game. While the students complete the game, the teacher will walk around the room to observe how the students are performing. When the students finish, they will put their iPads away and the teacher will break the students into groups for station activities.
- The students will be randomly assigned to groups of 3-4 students depending on the class size. It is important to keep in mind the variation of students' literacy and writing abilities, as well as certain students who may be off-task if paired together.

WE DO

- Now that the students understand what making an inference is, I will let them know that we will be applying the new skill we learned to the text that we are reading in class (Esperanza Rising). *Now that we know how to make an inference, we are going*

to make an inference based on the last two pages of Esperanza Rising that we will read together right now.

- The class will then be broken up into groups of two, where both the Teacher and the Teaching Assistant will work parallel with each other. Both the teacher and the Teacher's Assistant will read the students the two pages of the novel, and have it projected onto the SMARTboard
- The teacher and Teaching Assistant will pass out the graphic organizer to the class and explain that everyone will use three supporting details (quotes) from the text to write in their graphic organizers. Both the teacher and the teacher's Assistant will help the students complete the graphic organizer by walking from table to table.
- After a reasonable amount of time, each group will share their evidence aloud.
- *Amazing work detectives! Now that we gathered our evidence, we are all ready to write an inference paragraph using the graphic organizers we all filled out together.*

“YOU DO” INDEPENDENT PRACTICE

- *Boys and girls, you will all return to your original seats quietly. Make sure you take your graphic organizer with you back to your seat. When you are seated at your desk, you will take out your reading journals from your desk.*
- The students should now be prepared to write their inference paragraphs in their reading journals.
- Using supportive details from the novel *Esperanza Rising*, the students will be able to show Grammar and Spelling Conventions, Length, Sentences and Paragraphs, and Content Accuracy to support their argument with 12/16 correctly for a 75% accuracy.

- The students will use the novel in addition to the graphic organizer to support their journal entries.
- *I love how well you all worked to gather evidence from the novel to put in your graphic organizers. You are now going to use that evidence in order to make your writing strong. So, take out your reading journals and keep your graphic organizer and your copy of Esperanza Rising in front of you and begin writing your paragraph. Remember, you are all picking one of the two writing prompts displayed on the SMARTboard, and will be using your graphic organizers to answer the question you picked.*
- Students will be given at least fifteen minutes to complete their paragraph (more time can be allotted if needed). When a student is finished with their writing, he/she will bring his/her notebook up to the teacher's desk, where the teacher will immediately.

CLOSURE:

- When all students have finished writing their inference paragraphs in their reading journals, the teacher will call the children to the reading rug. Students will be called individually one at a time to the reading rug based on who is sitting quietly. When a student is called to the reading rug, he/she will bring his/her chair to the carpet (as per COVID protocols).
- The teacher will say, *boys and girls, I noticed how well you wrote your inferences in your reading journals, and how you used the clues you found in the book to support your inference. Awesome job detectives! Would anyone like to share what they wrote?* Students will volunteer to read their paragraphs from their journals. The teacher will write down the different inferences that the students wrote on the SMARTboard

DIFFERENTIATION:

- For students who have a visual impairment, the font of the passages will be increased and displayed on the SMARTboard.
- For a child that has communication challenges, they will have additional prompts and directed questions to make sure they participate.
- A student with a learning disability will have the PowerPoint presentation printed out for him/her that includes filling in the blank cues so that he/she can follow along.

TECHNOLOGY:

- The SMARTboard will be utilized throughout the entirety of the lesson. In addition, students will use their class iPads that are kept in the classroom.

ASSESSMENT:

INFORMAL:

- Throughout the lesson, the teacher will walk around the classroom and observe whether or not students are understanding the task at hand. The teacher will also utilize the three-finger system throughout the duration of the period (hold up one finger if you do not understand, two fingers if you do not completely understand but you are having some trouble, and three fingers if you completely understand and you can easily explain it to a friend).

FORMAL:

- Students will individually write a paragraph based on what they infer about what will happen next in the novel with at least 80% accuracy or a 13/16 based on the criteria.

REENGAGEMENT:

- For students who score below a 13/16 based on the criteria, and will commence immediately after being graded.
- The teacher and student will review the concept of inferencing by watching an edpuzzle on the iPad. After the video has finished, the teacher will then ask the student to take out their copy of *Esperanza Rising*. The teacher will ask the student to think of events that already occurred previously throughout the past few chapters. The teacher will then ask, based on what we just read together today, what do you think might happen next in the book?
- Students will be given the same writing prompt but will be given a skeleton note response sheet to fill in

I think that what could happen next is that_____. I say this because I know that_____. The book also says that_____. Also I inferred that_____ because_____

Letter-Writing : Esperanza Rising Inference Making

Teacher Name: **Ms. Bakalo**

Student Name: _____

CATEGORY	4	3	2	1
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Length	The paragraph is 6 or more sentences.	The paragraph is 4-5 sentences.	The paragraph is 2-3 sentences.	The paragraph is less than 2 sentences.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Content Accuracy	The paragraph contains at least 3 quotes from the text.	The paragraph contains 2 quotes from the text.	The paragraph contains 1 quote from the text.	The paragraph contains no quotes from the text.

Name: _____
 Use the clues from the text and what you already know in order to make an inference. Write your inference below.

MAKING INFERENCES

What I Already Know	+	Words From the Text	=	What I Infer