

Lesson Title: George Washington Socks

~Drawing Inferences

Date/ Time Frame	Wednesday Approx. 45 minutes
Balanced Literacy Element	Shared Reading
Lesson in a Series	2 of 2
Standard:	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Reading Behaviors:	• Tell a summary of a text after hearing it read • Provide a logically organized oral summary of the story or play • Notice and remember the important events of a text in sequence
Learning Intention	I can use direct quotes from the text to support my thinking when making inferences about the story (orally)
Success Criteria	I will know I'm successful when I can select a quote from the story to support my inference and express it orally using text evidence stems.
Material:	Inferences Anchor Chart Prove It With Text Evidence Stems Virtual Journal Chapter 4, <u>George Washington's Socks</u>
Suggested Prompt & Questions	How does the author show the reader how Matt is feeling during the walk through the woods? What do you think might happen next? What makes you think that? Can you give specific examples from the text to support your thinking? Can you show us where in the text the author says that?

	What does the text say specifically about the legend of Lake Levy? What did you learn about the legend of Lake Levy? Summarize Chapter 4 in your own words. Is there anything else we can add to _____'s answer?
Task - What do you want the students to do?	Students will quote accurately from the text to support inferences both orally and in writing. They will engage in collaborative conversations where and complete a journal prompt in their virtual journals.
CFU / Rubric	Review virtual journals to check for understanding
Suggested Lesson Plan Format	<i>Yesterday's Achieve Lesson Continued:</i> <u>You Do:</u> - Have students reread their own articles and take the lesson activity. Make sure students know how to split the screen so that the article is easily available as they take the activity. Please remind students that they need to score 75% or higher on their first try. <i>George Washington's Socks:</i> <u>I Do:</u> - Briefly have students orally summarize chapter 1-3 with you. - Ask for predictions and reasons for the predictions - Briefly go over chapter vocabulary (as selected by teacher). - Briefly go over drawing inferences and the text evidence stems for quoting accurately when drawing inferences - Read aloud Chapter 4 while students follow along in their stories. - Pause throughout reading to ask questions and engage in collaborative conversations with an emphasis on quoting accurately when drawing inferences. <u>We Do:</u> - Participate in a variety of collaborative conversations as the chapter is being read aloud with an emphasis on quoting accurately from the text to support inferences being made. <u>You Do:</u> - Virtual Journal Prompt: What do you think happened to Adam Hibbs? Support your thinking with text evidence. (Students do not need to use quotation marks at this point in the year)
Additional Resources (Use as needed)	Vocabulary Routine Conversation Skills Routine Comprehension Continuum George Washington's Socks Comprehension Questions George Washington's Socks Activities

[Standard Breakdown Bookmarks](#)