

Lesson Plan

Name: Gabriella Cullum

Date of Lesson: March 29, 2012

Time In: _____ **Time Out:** _____ **CT Name:** Mrs. Becker

CT Signature: _____ **CT Name:** Mrs. Becker **Subject Area:** English Language Arts and Reading

School/Grade Level: Webb Elementary School/ 1st Grade

Indicate One: CT+Video Peer+CT CT1 FS1+CT CT#2 FS2+CT

Overall Daily Goal:

Children will be able to infer what Tim and his Grandma did with evidence. **Status of this Skill:** (*indicate one*) Introduction Extension Remediation Enrichment

Standards/TEKS:

English Language Proficiency Standards:

§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.

(b) Knowledge and skills.

(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and

(B) describe characters in a story and the reasons for their actions and feelings.

§74.4. English Language Proficiency Standards.

(c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffold) commensurate with the student's level of English language proficiency. The student is expected to

(A) use prior knowledge and experiences to understand meanings in English;

(C) use strategic learning techniques such as concept mapping, drawing,

memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;

(F) use accessible language and learn new and essential language in the process;

Time Constraints:

Focus: 5 minutes; Input: 10 Minute; GP: 15 minutes; IP: 10 minutes; Closure: 5 minutes

Cognitive Objectives:

The student will have four pieces of evidence and they must infer what they think the little boy and his grandma did that day. They must work as a group and decide what each piece of evidence is and will have to agree as a whole on what they infer about the evidence.

Modifications or Accommodations:

Visuals: For the students who will need visuals, the independent work will have visuals because of the evidence in each case file. It will be a tactile work because they will be able to pick up and touch each piece of evidence. “What is this piece of evidence? What can you infer about it?” Allow them to come up with their own answers and if wrong then you can redirect what they might do with the evidence in their own life.

Extended Time: Allow extra time for students to finish their work if needed. When you ask questions make sure to give a little more time to answer them so that students have enough time to really evaluate your question. If you have to, ask again so that you are giving a little more time to think.

Previous Knowledge Necessary:

Before the lesson begins the students should already know what an inference is and what it means to infer. The students should also know how to start an inference sentence. They should be able to look at a picture and infer what may have happened

Community and Culture:

This lesson is over Inferences and what they can infer from evidence collected. This lesson is introductory to predicting and drawing conclusions from many things. The lesson has to do with culture because you must know how to predict what may happen if you decide not to wear a jacket when it is cold outside. Being able to know how to inference things will help the students in their everyday lives because they will be able to predict what will happen if they make a bad choice or if they make a good choice.

Rationale:

It is really important for the students to know what an inference is so that they know how to predict outcomes and draw conclusions. It is also important they know they use inferences every day in anything they may do. A good example is if bases are loaded and there are two outs; if you hit a base hit you score if you get out then your team does not score. The lesson is a fun way for the children to predict and learn more about inferences.

Materials Needed:

- 5 snow day pictures for Guided Practice (Scarf, hot chocolate cup, fireplace, book and

cards)

- 5 table names (Frosty, Snowflake, Ice Skating, Snowball and Skiing)
- Poster board for example (Guided Practice)
- A Snow Day Story By: Abby Mullins
- Poster Board “Snow Day Activities”
- Poster Board “Snow Day Inferences” Questions
- 5 Snow Day Case Files
 - 1st Case Files Evidence: Highlights Magazine, Movie printout that includes a time around 4 pm, McDonalds Fries Box and a Box of Crayons
 - 2nd Case Files Evidence: Chapter Book, Blueberry Muffin Recipe, McDonalds Ketchup Packet and Candy Wrapper
 - 3rd Case Files Evidence: McDonalds Hamburger Wrapper, Muffin tip/cup, Note that says: MEET KATE AT 2PM AT BIG HILL PARK and hot cocoa packet #1
 - 4th Case Files Evidence: Note from Tim’s mom indicating chores to do with all but one chore checked off (students can then infer which chores he did and which he did not do), hat, Happy Meal Box and Breakfast Bar Wrapper
 - 5th Case Files Evidence: McDonalds napkin, Hot Cocoa packet (2), Mitten and Candyland Game Piece
- 23 Snow Day Evidence Papers
- Pencil
- Marker
- Tape
- I Pad for recording

Multiple Intelligence:

Verbal/Linguistic: The students will answer questions about what they infer about each picture they are shown in the guided and independent practice.

Logical/Mathematical: The students will learn how to infer from just looking at a picture and knowing little information about the topic.

Spatial/Visual: In our guided practice will be the visual and in their independent work they will be able to visually see the evidence in front of them.

Interpersonal: As a class we will practice inferring with only looking at pictures.

Intrapersonal: Independently the students will have to infer and write sentences about the evidence they will have at their tables.

Naturalistic: The students will relate the inference to their lives and when they will use it.

Instructional Steps:

- **Sponge Activity (if needed):** N/A
- **Focus/Anticipatory Set/Hook:**

“Boys and Girls I know we have been talking about Inferences, so who can tell me what

an inference is?" Knowledge (Pick a Shining Star) Possible answers can be evidence, predicting and drawing conclusions. "Those were all great answers, good job!" "What we are going to do first is come up with some snow day activities, who can name some activities you can do in the snow?" (Allow for several students to answer, make sure to write every answer down that is said) "These were all great answers. Take your right hand and give yourself two pats on the back." "What else do you think we can infer about in our everyday life?" Comprehension (Allow for students to answer once they have come up with an answer).

Teaching:

- **Input:**

"What we are going to do first is come up with some snow day activities because we are going to be inferring about snow day activities in our group work. Who can name some activities you can do in the snow?" (Allow for several students to answer, make sure to write every answer down that is said) Also make sure to give some situations such as if the students picked making snowmen the children would have to infer that if they do not wear their gloves their hands will get cold. "These were all great answers. Take your right hand and give yourself two pats on the back."

- **Model/Demonstrate:**

Modeling will be shown throughout the Guided Practice when we are doing inference with the six different pictures we had. They will be able to see how to complete the worksheet they will get.

- **Checking for Understanding:**

Throughout the lesson you will be asking many questions to check for their understanding. It is important to ask questions at many different times so you can see if you need to slow down or go back over the part you just taught.

Bloom's Taxonomy Questions

Knowledge: "Boys and Girls I know we have been talking about Inferences, so who can tell me what an inference is?"

Comprehension: "What else do you think we can infer about in our everyday life?"

Application: Also make sure to give some situations such as if the students picked making snowmen the children would have to infer that if they do not wear their gloves their hands will get cold.

Analysis: “_____ what can you infer about the Cards that were found?”

Evaluation: “Does everyone agree with _____ inferences about the cards? Does anyone have any different ideas?”

Synthesis: “What would happen if it was hot outside? Would you drink hot chocolate?”

- **Guided Practice:**

“Now boys and girls were going to do an example together of what you will be doing in your groups.” Put up the poster board and have your pictures ready. Pull the first picture out and show it to the class, write what the picture is and then ask the class what they can infer about the picture” (Pick a Shining Star) “_____ what can you infer about the Book?” “Good job _____” (Pick a Shining Star) “_____ what can you infer about the Cards that were found?” Analysis “Does everyone agree with _____ inferences about the cards? Does anyone have any different ideas?” Evaluation (Pick a Shining Star) “_____ what are you inferring about the fireplace?” “I was inferring the same thing _____, great thinking!” (Pick a Shining Star) “What can you infer about the scarf _____?” “I agree with your inference _____ what about you boys and girls do you agree?” (Pick a Shining Star) “Here is our last picture of hot chocolate, what can you infer about this picture _____?” “That was a great inference _____” “What would happen if it was hot outside? Would you drink hot chocolate?” Synthesis Here are some possible answers that they may come up with:

- Book: Can infer that they read a book because it was too cold outside.
- Cards: Can infer that they played a game (such as Solitaire, Speed and Goldfish).
- Fireplace: Turned on because it was cold outside and they wanted to be warm in the house.
- Scarf: Could have put on to go play outside so their neck would stay warm.
- Hot Chocolate: Drank hot chocolate because it was cold.

Make sure to ask why they are inferring their different inferences and how they came to that conclusion. “Next boys and girls I am going to read you a short story that will help us with our group work. The story is called *A Snow Day Story* by Abby Mulins.” Read the story and then ask the students what they thought about the story.

- **Independent:**

“Boys and girls I am going to put you into groups by picking out the shining star sticks. But before we do that I want to explain what we will be doing, in each snow day case files there will be four pieces of evidence and you will have to write the word of the evidence and then write what you infer about that piece of evidence just like we did together.” (Make sure to show them their case files. But do not take any evidence out) Start to pick out the sticks and send each student to their right group with their case files. Make sure to tell them not to look in the file till you say so. Once each one of the students

is in a group pass out their Snow Day Evidence Paper and have them put their First and Last Name and date on the top of the paper and to also put what group they are in. You can also model this for them. When you see that everyone is done have them read the directions together and before they start tell them you are looking for two people from each group to record on the I Pad for the voice thread video. "Okay boys and girls you may start and I will be walking around if you have any questions." Allow them to do their work together, if you see in confrontation then you may go over and stop it and re focus them. If you see that a couple of groups are done then pick the two from the group that were behaving and doing what was expected and have them come record their inferences.

- **Extension:**

Make sure to let the students know that there is an extension paper that they may do if they finish their work early. The student's extension if they get done early is to choose a time between 8:00 am – 4:00 pm and illustrate what Tim and his grandma Sue might have done at that time.

- **Closure:**

"Boys and girls pencils down and eyes on me, who can tell me what a inference is?"

Allow for a couple of students to answer and give their opinions. "Those were all great answers, now before we finish up we are going to answer five questions about your inferences." The first question is "What did Time eat for breakfast? Lunch? Snack?"

Allow the groups to answer the question. The second question is "Did complete all his chores? How do you know?" Allow the group who can answer the question answer. The third question is "Why did mom find a glove and hat?" Allow the groups who can answer the questions answer them. The fourth question is "What are some activities that Grandma Sue and Tim do?" Allow the groups who can answer to answer the question.

The last question is "Where are Tim and Grandma Sue at 4:00 pm?" Let the group answer this question who had the movie ticket. "You all did a great job today with this lesson."