

Appendix A – Detailed Lesson Plan Exemplar

Lesson Plan – How Do We Infer?

Date: September 30, 2015

Subject: English Language Arts

Grade: 4

Topic: Reader’s Workshop – Inferring

Essential Question (from unit, if applicable):

Materials:

- “The Arrival” by Shaun Tan, as well as print offs of pictures for students
- white board, document camera, projector
- writing utensils
- inferring recording sheets

Stage 1- Desired Results – you may use student friendly language

What do they need to understand, know, and/or able to do?

In this lesson, students will gain a stronger understanding of not only what inferring is and how to use it, but gain a confidence on the connections they can make between what they already know in their head and what connections they can make with the pictures they see. By using these clues, students will be able to show examples of their inferences through key words, sentences, and pictures. This is a reading and writing skill that will be expanded upon in future reading and writing lessons.

Broad Areas of Learning:

Students in this lesson will be provided the starting point of learning a learning/reading/writing strategy that they will continually draw upon not only in school but in their lives outside of school as well. Students will also learn about the world around them in this activity, for the book they are examining is about the excitement, fears of, and social issues around immigration (a topic they will also learn more about in social studies this year). By using the strategy of inferring, students will become more engage citizens, because they will use the skill of using clues and knowledge that they already have to become connected to situations they encounter, whether they are reading or writing about them, or encounter a social situation where they must make inferences..

Cross-Curricular Competencies:

In this lesson, students will learn how to make connections to (and how to express those connections) multiple literacies. Students will develop skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. Students will come to understand and value the knowledge they already have, as well as understand and value knowledge that others have (such as authors, people who are in the situations they are making inferences about, etc.), and the power they have when they connect those different sources of knowledge.

Outcome(s):

CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: • identity • community • social responsibility and support response with evidence from text and from own experiences.

- 1) View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:
 - a) retelling and explaining the ideas and information presented in texts
- 2) Connect the insights of an individual or individuals in texts to personal experiences.

PGP Goals:

2.2 proficiency in the Language of Instruction

3.1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation

3.2 the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate

learning styles of individual learners and support their growth as social, intellectual, physical, and spiritual beings

Stage 2 - Assessment

Assessment FOR Learning (formative) Assess the students during the learning to help determine next steps.

-Students will be informally assessed on their ability to make direct connections to the series of pictures they are given (their strength of inferences). Students will also be informally assessed on if their inferences are reasonable and realistic. This will happen through conversation and questioning.

-Students will also be assessed on the way they choose to represent their inferences (through straight writing, combination of writing and pictures, pictures, and who needs their information to be scribed).

-Students will receive individual comments, as well as general group comments on how we as a class (or individuals in the individual comments) can improve our ability to inference. When these comments are being made, it will be emphasized that we are all just learning this skill, and this is a skill that we will never stop using, so it is important to take all feedback as an opportunity to grow and learn more.

Assessment OF Learning (summative) Assess the students after learning to evaluate what they have learned.

-This is the first lesson in a series of lessons that will introduce and teach the concept of inferences, so students will not be formally evaluated. They have not been given a chance to practice or apply this skill with great strength after just one lesson. After a series of around 4 or 5 lessons, students will be formally assigned a grade, as well as receive written feedback

Stage 3 – Procedures

Motivational/Anticipatory Set (introducing topic while engaging the students) (~15 Minutes):

-Students will be asked to recall what they know about the word “inferring” (it was introduced the day before). The goal of this group conversation is for students to recall (or understand) that inferring is a reading and writing skill that involves us using clues from the pictures we see, in combination with information/ clues from our heads, to make educated guesses as to what story the picture is trying to tell. When all students seem to be on this track, we will move ahead. (3-5 Minutes)

-I will then bring a backpack out filled with several items. Our job as a class is to make inferences as to whose backpack it may be / what type of person the backpack belongs to. Students will be prompted to state their inferences with sentence starters such as “I think”, or “I bet”, or “maybe” because those are some starters they will be asked to use in the activity. We will spend about 10 minutes as a class working on making inferences on the items in this backpack and the story of the person whose backpack it is. This activity links / hooks the students to the next activity in understanding and using inferring. (10 Minutes)

Main Procedures/Strategies (~25-35 Minutes):

(Students will learn how to inference through multiple types of instructional methods. This lesson is focused on trying to stick to the 20/80% teaching theory. The 20% teacher talk will be done when talking about what inferring is after they discuss it as a large group, as well as when I am demonstrating how to fill in the inferring recording sheets. The 80% student talk will take place when we are taking items out of the backpack and inferring, making inferences when examining the pictures, as well as when discussing what inferring means at the beginning of class. Students will be instructed as a large class, but for students who struggle with the concept a little bit more will receive one on one instruction and help to understand what the concept it, how we show it, as well as what our job is for this lesson.)

1. Students will then be asked to draw their attention to the video camera projected on the board, where I will have a print off a series of pictures from the book “The Arrival”. I will also have the inferring recording sheet. I will explain to the students that their job is to work individually or in groups of two (that I will choose) on making as many inferences as possible about a series of pictures given to them. The fact that these pictures from this story have no words on them will be pointed out to them, emphasizing the fact that it is up to them to use the clues from their brain and the clues from the pictures to make inferences on what’s happening in the story. I will demonstrate via video camera, showing my thought process out loud, as well as recording in sentences, pictures, and a combination of words and pictures. Students will be asked to record their inferences in a way that makes the most sense to them (I will leave the choice up to them, not hinting towards one form of recording or another). I will leave my example on the video camera on the board, so the students have something to reference if they are stuck.

They will be told lastly to write or draw what they see in one textbox on their sheet, and record why they think that in the other box. (5-10 Minutes)

2. The students will then be given time to inferences (individually or in groups) based on their assigned pictures following the process that was modeled for them. As the students are working, I will be conferring with each student and/or group to gauge their level of understanding and provided guidance and support. **(20-25 Minutes)**

Adaptations/Differentiations:

-Adaptations that will be made for this class will be show in the series of pictures certain students receive. Students who have a bigger struggle in understanding and demonstrating their connections will receive the series of pictures that allow for more straight forward connections so they can get a stronger sense of success. On the contrary, students who are at a higher academic level will be given series of pictures that need more complex and unique connections to challenge them.

-Another adaptation that will be made is giving students the options on how to record their inferences. All students are given the option to record their inferences in different forms, such as in sentences, in pictures, or word and picture combinations.

-Students who record their inferences in pictures but are unable to record their thoughts on paper will have a teacher scribe for them and their picture inferences.

Closing of lesson (~10 Minutes):

-In closing, students will be asked to share some of their inferences, and what they recorded on their sheets. Students who participate less in class usually will be called upon to demonstrate that everyone is capable of making inferences.

-Once the sharing is done, students will be asked to share the importance of inferring (teaches us to use multiple clues around us to deepen our understanding of a book or picture, increase our ability to read between the lines, as well as how it deepens our ability to read and write in greater detail).

-Students will also be congratulated on their hard work of the day, and will be told that this is a skill we will work on next day!

Personal Reflection:

I feel that I tried to pack too much into this lesson. Some students struggled at each step, resulting in more time spent explaining and a rushed work time. If I were to do this lesson again, I would extend it over two days and allow/encourage the students to go into more depth with their inferring. I feel this would help the students develop a deeper understanding of the concept. Conferring with the students while they were working helped me determine who understood and who needed extra help. The adaptations I made definitely helped the lesson go more smoothly. Overall, I am happy with the level of student engagement in this activity.

*Adapted from Understanding by Design (McTighe and Wiggins, 1998)

Appendix B – Moderate Lesson Plan Exemplar

Lesson Plan – How Do We Infer?

Date: September 30, 2015

Subject: English Language Arts

Grade: 4

Topic: Reader’s Workshop – Inferring

Essential Question (from unit, if applicable):

Materials:

- “The Arrival” by Shaun Tan, as well as print offs of pictures for students
- white board, document camera, projector
- writing utensils
- inferring recording sheets

Stage 1- Desired Results – you may use student friendly language

Outcome(s):

CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: • identity • community • social responsibility and support response with evidence from text and from own experiences.

- 1) View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:
 - a) retelling and explaining the ideas and information presented in texts
- 2) Connect the insights of an individual or individuals in texts to personal experiences.

PGP Goals:

2.2 proficiency in the Language of Instruction

3.1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation

3.2 the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical, and spiritual beings

Stage 2 - Assessment

Assessment for Learning (formative) Assess the students during the learning to help determine next steps.

-Making connections and representing inferences (through writing, pictures, talking, etc.). The students will receive feedback as they work. Questioning and conferring are used.

Assessment of Learning (summative) Assess the students after learning to evaluate what they have learned.

-Summative assessment will occur later in the unit.

Stage 3 – Procedures

Motivational/Anticipatory Set (introducing topic while engaging the students) (~15 Minutes):

-Review purposes and procedures of inferring while reading. Provide examples for students. **(3-5 Minutes)**

-Using “I think”, or “I bet”, or “maybe” students, have the students make inferences about the backpack items.

Have them use these inferences to determine information about the owner of the backpack. **(10 Minutes)**

Main Procedures/Strategies (~25-35 Minutes):

1. Using the document camera and a picture from the book “The Arrival,” as well as the think-aloud strategy, model the inferring process for the students. Record inferences in the chart using words, symbols, and pictures so that the students can see what is expected of them. **(5-10 Minutes)**
2. The students will then be given time to make inferences (individually or in groups) based on their assigned pictures following the process that was modeled for them. As the students are working, confer with each student and/or group to gauge their level of understanding and provided guidance and support. **(20-25 Minutes)**

Adaptations/Differentiations:

-Assign developmentally appropriate pictures to students who struggle and those who need a challenge.

-Let the students choose how to record their inferences (writing, orally, pictures, symbols, etc.)

-Scribe for students who are unable to record their thinking.

Closing of lesson (~10 Minutes):

- Ask students to share some of their inferences, and what they recorded on their sheets.
- Review the importance of inferring as a reading and thinking strategy.

Personal Reflection:

I feel that I tried to pack too much into this lesson. Some students struggled at each step, resulting in more time spent explaining and a rushed work time. If I were to do this lesson again, I would extend it over two days and allow/encourage the students to go into more depth with their inferring. I feel this would help the students develop a deeper understanding of the concept. Conferring with the students while they were working helped me determine who understood and who needed extra help. The adaptations I made definitely helped the lesson go more smoothly. Overall, I am happy with the level of student engagement in this activity.

*Adapted from Understanding by Design (McTighe and Wiggins, 1998)

Appendix C – Basic Lesson Plan Exemplar

Lesson Plan – How Do We Infer?

Date: September 30, 2015

Subject: English Language Arts

Grade: 4

Topic: Reader’s Workshop – Inferring

Essential Question (from unit, if applicable):

Materials:

- “The Arrival” by Shaun Tan, as well as print offs of pictures for students
- white board, document camera, projector
- writing utensils
- inferring recording sheets

Stage 1- Desired Results – you may use student friendly language

Outcome(s):

CR4.1

PGP Goals:

2.2, 3.1, 3.2

Stage 2 - Assessment

Assessment FOR Learning (formative) Assess the students during the learning to help determine next steps.

-Informal feedback and support as they work on inferring (questioning and conferencing).

Assessment OF Learning (summative) Assess the students after learning to evaluate what they have learned.

-Summative assessment will occur later in the unit.

Stage 3 – Procedures

Motivational/Anticipatory Set (introducing topic while engaging the students) (~15 Minutes):

-Review inferring

-Make inferences about backpack items and the owner of the backpack.

Main Procedures/Strategies (~25-35 Minutes):

1. Model inferring activity using picture from “The Arrival.”
2. Independent work time to practice inferring. Confer with the students as they work.

Adaptations/Differentiations:

-Adjust the difficulty of the pictures for those who need it.

-Let the students choose how to record their inferences (writing, orally, pictures, symbols, etc.)

Closing of lesson (~10 Minutes):

-Share and review.

Personal Reflection:

I feel that I tried to pack too much into this lesson. Some students struggled at each step, resulting in more time spent explaining and a rushed work time. If I were to do this lesson again, I would extend it over two days and allow/encourage the students to go into more depth with their inferring. I feel this would help the students develop a deeper understanding of the concept. Conferencing with the students while they were working helped me determine who understood and who needed extra help. The adaptations I made definitely helped the lesson go more smoothly. Overall, I am happy with the level of student engagement in this activity.

*Adapted from Understanding by Design (McTighe and Wiggins, 1998)