

**EDU 300 – Language Arts – Lesson Plan 3**

<b>Grade:</b> 4 <sup>th</sup>		<b>Subject:</b> ELA	
<b>Materials:</b> - 16 Constructed Written Response: Make Inferences (BLM 6) (all print resources labeled at end of lesson plan)		<b>Technology Needed:</b> - N/A	
<b>Instructional Strategies:</b> <input checked="" type="checkbox"/> <u>Direct instruction</u> <input checked="" type="checkbox"/> <u>Guided practice</u> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <u>Visuals/Graphic organizers</u> <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> <u>Independent activity</u> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> <u>Hands-on</u> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s):</b> <i>SL.4.1a,b,d</i> - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <i>SL.4.4</i> - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <i>W.4.4</i> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)		<b>Differentiation:</b> <b>Below Proficiency:</b> While the students are completing their BLM 6, special attention will be paid to the students below proficiency. If they are seen to be struggling, examples will be given to them to aid their completion of the assignment. <b>Above Proficiency:</b> Students who are above proficient and would be able to complete their BLM 6 more quickly than their peers would be tasked with creating more inferences. <b>Approaching/Emerging Proficiency:</b> Students are working at an appropriate grade level for emerging proficiency students.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> The BLM 6 is a physical sheet for students to look at.</li> <li>• <b>Auditory:</b> All directions will be given verbally.</li> <li>• <b>Tactile:</b> The BLM 6 is a physical paper that the students can hold and touch.</li> </ul>	
<b>Objective(s):</b> - By the end of the lesson, students will be able to recognize and give examples of times during their day when they make inferences. - By the end of the unit, students will be able to make inferences using clues from pictures, texts, and their lives.  <b>Bloom’s Taxonomy Cognitive Level:</b> Knowledge – Comprehension – Application			
<b>Classroom Management: (grouping(s), movement/transitions, etc.)</b> - After working, “Come back to me in 3 – 2 – 1”.		<b>Behavior Expectations: (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> - Students are expected to raise their hand in order to answer a question. - Blurted answers will not be acknowledged. - Students are expected to be SLANTing (Sitting up straight, Listening with attention, Asking questions, Nodding along, and Tracking the speaker). - Students are expected to work quietly and independently on their own assignment.	
<b>Minutes</b>	<b>Procedures</b>		
<b>10</b>	<b>Set-up/Prep:</b> - Print off 16 BLM 6.		

2	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- This week, you have been detectives. You have worked on finding evidence or clues in pictures and texts and using your own personal experiences to make inferences (or deductions).</li> <li>- What are some inferences you have made this week?</li> <li>- Inference can be made for pictures, texts, and in our everyday lives.</li> <li>- I make an inference every morning. When I wake up, I looked out my window, I look at the trees and the tall grass and I see if they are swaying. If they are, I can infer that it is windy outside and probably cold. I can infer I should probably wear a jacket and a hat. Because I know the trees sway when its windy and the wind makes my ears cold, I am able to make an inference about how I dress in the morning.</li> <li>- What are some inferences you can make every day?</li> </ul>	
2	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- So today we will complete an individual activity.</li> <li>- Every student will get one Constructed Written Response: Make Inferences sheet.</li> <li>- On one side we have a column for evidence, on the other we have a column for inference.</li> <li>- On the bottom of our sheet we have a checklist that we can reference while we complete our activity and at the end of the activity.</li> </ul>	
9	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- We are going to think of times during our day when we make inferences.</li> <li>- On the Inference side of the sheet, we can write what inference we make.</li> <li>- On the Evidence side of the sheet, we can write what evidence or clues support our inferences.</li> <li>- There are enough spaces to write down 4 inferences, if we do not fill them all out before we move on that is okay.</li> <li>- Do we have any questions before we start our activity? <ul style="list-style-type: none"> <li>- (answer questions if there are any)</li> </ul> </li> <li>- I will be walking around while we quietly work on this activity, if you feel stuck or need some help just raise your hand. You can start working now.</li> <li>- What are some inferences we make in our lives and what is the supporting evidence? <ul style="list-style-type: none"> <li>- (call on 3-5 students before moving on)</li> </ul> </li> </ul>	
2	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- We are able to use evidence/clues from pictures, texts, and our everyday lives combined with our personal knowledge to infer many different things.</li> <li>- We make inferences all throughout our day, we just are not always conscious of it.</li> <li>- Today, we need to keep the thought of inferences in the back of our minds to see if we find any other times when we make inferences without even knowing it.</li> </ul>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b>  <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></p> <ul style="list-style-type: none"> <li>- Are students raising their hands for clarification?</li> <li>- Are students working independently on their assignment?</li> </ul>		<p><b>Summative Assessment (linked back to objectives, END of learning):</b></p> <ul style="list-style-type: none"> <li>- Did students fill out their BLM 6 correctly?</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson required some modification right away. I had printed out 16 copies of BLM 6. This was enough for all of Ms. Latham's students to have their own copy. I did not find out until I got to school the morning of my lesson that Ms. Meier's 4<sup>th</sup> graders would also be joining for my lesson. Because I only found out about this after I arrived at school with my materials already printed, I had to modify the assignment for my lesson. So, instead of having the students complete their assignment on a pre-printed page I provided for them, I had to change that because I did not have enough copies for all 32 students. I instead had students create a table in their notebooks. I modeled this on the whiteboard. I first drew a line down the middle of my "page" on the board. I then wrote Evidence on the left side of the line at the top of the page. I wrote Inference on the right side of the line at the top of the page. Below these two words I drew a line. I then explained to the students how to fill out the table they created.</p> <p>In my opinion, the lesson went well. The students were engaged in the activity. During the time they were given to work on filling out their tables, they worked hard with minimal off topic discussion. As I walked through the students while they were writing down their inferences and the evidence supporting them, many students were able to find unique examples of inferences they make in their everyday lives. It was a good way to connect making inferences when reading books to the way we make inferences every day without consciously thinking about it.</p>		

I would make a few changes to this lesson plan. Instead of printing out tables for the students to fill out in the future, I would instead have the students create their own tables. Not only will this help to save printer ink and copier paper, but it will also help teach students some important note taking skills. I would also change this lesson to include more peer collaboration. The original version of this lesson required students to complete this assignment by themselves. I would instead allow students to share their inferences with the peers at their table. If they got stuck and could not think of different examples, they would be able to collaborate with their peers and discuss what examples they were able to think of. I also think I would change this lesson by giving more than one example of an inference I make every day. My example was able how, if I look outside in the morning and see trees and grass moving, I know that it is windy, and I need to wear a coat. If I gave another example of an inference I make every day, such as assuming a person's mood based on their facial expression, I think students would have an easier time thinking of more inferences.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Constructed Written Response: Make Inferences

Evidence	Inference

### Make Inferences Writing Checklist

\_\_\_\_ I included facts and details.

\_\_\_\_ I made an inference about facts that were not stated directly.