

Lesson Plan

Subject/Course: Inference	TC Name: Jenna Gatis
Grade Level: Grade 2/3	Date: March 25, 2014
Topic: Literacy	Time of Class: 9:00 – 9:40am
AT Name: Ms. Jacobs	Location: Classroom

1. Curriculum Expectation(s) and Learning Goal(s) for the Lesson

a) Expectations: *(List 1-3 specific expectations from the Ontario Curriculum. Be realistic about how much you can accomplish in one lesson.)*

Overall Expectation

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Specific Expectations

Making Inferences/Interpreting Texts

1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them.

Specific Expectations

Making Inferences/Interpreting Texts

1.5 make inferences about texts using stated and implied ideas from the texts as evidence.

b) **Learning Goal(s):** *(In your own words, what do you want the students to have learned by the end of the lesson? How will you know what they have learned the information?)*

Learning Goals:

1. Listen attentively to the speaker
2. Communicate the evidence in the book and their related schema
3. Demonstrate an understanding of inferences

c) **Success Criteria:** *(The “I can” statements that specifically outline what the students need to do in order to achieve the learning goal)*

Criteria for success include:

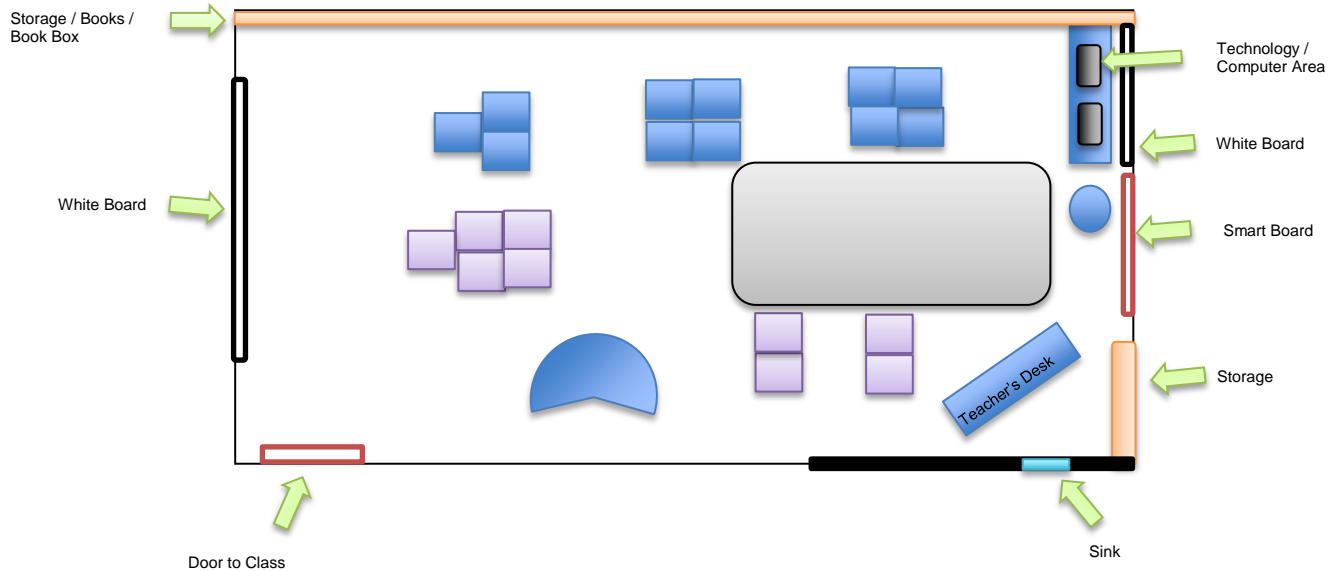
I can listen attentively to the speaker
 I can say “What I see” and “What I know” about the picture or text
 I can make inferences about the meaning of the pictures and text from the book

2. Pre-assessment and Accommodations / Modifications *(What knowledge do you need and what can you do to ensure the success of all students? Include IEP considerations when applicable) Use initials of students rather than full names.*

Pre-assessment: <i>(Describe the students)</i>	Accommodation/ Modification: <i>(How will you adapt your lesson)</i>
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	Spec.Ed Companion and/or ELL for Kindergarten)
<p>Academic Needs: (e.g. student finishes early or doesn't finish, student has difficulty understanding the concepts)</p> <p><i>A requires extra time to complete work, especially in Math</i></p>	<p>Ensure that A is given additional time to complete tasks, if needed</p>
<p>Behavioural/Social/Emotional Needs: (e.g. student distracts others, up and out of his/her seat, verbal outbursts, student does not participate)</p> <p><i>D and G often speak out of turn and have difficulty sitting still throughout lessons.</i></p>	<p>Ensure that students are reminded of the safety rules and expectations throughout the activity. D and G will be provided with positive reinforcement when staying on task, and will be provided with alternatives if behaviour is disruptive to others. Use the reinforcement chart, if needed.</p>
<p>Physical Needs: (e.g. student has vision, hearing or mobility impairments, allergies and/or other health needs)</p>	<p>Not applicable.</p>
<p>Diversity Needs: (e.g. cultural accommodations, ESL)</p> <p><i>A is an ELL and requires extra time to complete written tasks.</i></p> <p><i>The class consists of almost an even number of boys and girls.</i></p> <p><i>Many students who come from a multicultural background</i></p>	<p>Educators will check in frequently with A to ensure that he understands the instruction, and is staying on task.</p> <p>During instruction and assessment, will include variety of learning styles including: kinesthetic, visual, and auditory. Ensure that all students are represented (can see themselves) in activities done during the lesson.</p>

3. Learning Environment (Describe the setup of the classroom (narrative or map), safety considerations, individual and/ or group work considerations, facilitating smooth and safe transitions)



Note: Students are only to use the bathroom (one at a time) located down the hall, outside the classroom

4. Overview of the Lesson (Write the information that you will provide to the students as the intro to the lesson. This may be written on chart paper, white/blackboard, Smart board. This will provide an overview of the lesson and/or list key elements. You may also include a review of the previous day's work. This information will inform the students/EAs about what to expect during the lesson.)

Review the term "Inference" and "inferring" (Detective Picture)

Let's Practice

Never Take a Shark to the Dentist book example

Group activity

Reflection

5. **Resources:** List all the resources that you used to prepare the lesson along with all the materials that you require for the class. Be specific about what you will need during the class with numbers of the items.

Type of Resource	Details
Book	Never Take a Shark to the Dentist
Anchor Charts	Reading Comprehension Strategy chart "I infer by..." chart
PowerPoint	Presentation with pictures for the whole group to see
Picture print outs	One print out per group
Making Inferences worksheet	One worksheet per student

6. **Opportunities:** Two other learning opportunities such as other expectations not assessed, other learning that happens as a result of the lesson (e.g. organization, group, listening, cooperation, reading, writing etc).

Reading: Students will read the words and observe pictures taken from the book

Listening skills: Students will practice active listening skills while being given instructions by the teacher, and to their peers during group work.

7. **Content and Teaching Strategies for Lesson** (*This section should provide sufficient detail that another teacher could step in and teach the lesson using this outline*)

7.a. Introduction: *Hook, Minds-On (how you will motivate students, get their attention)*

Timing	Content (<i>what you will say, questions you will ask</i>) Include references if appropriate.	Process (<i>instructional/assessment strategies, individual and group work</i>)
9:00 – 9:10	Who can remind me how you make an inference? SR: Look at what I can see in the text and pictures, and what I know (past knowledge) Excellent! We want to be detectives to try to see what the author is trying to say, that he doesn't actually write in the book. Let's take a look again at this picture below.	Group discussion on Carpet

Inferring

Inferring is like being a detective!
 Use what you  see plus what you
 know to figure out what the
 author is trying to tell you.

7.b. Instruction: *Organization and delivery of the content using effective instructional strategies and processes. This section is similar to a script and includes your statements, actions, student actions, transitions, students' activities, distribution of materials, guiding questions and anticipated student responses.*

Timing	Content <i>Diagrams, facts, maps and information as applicable (include references)</i> <i>What you will say and questions you will ask.</i> Student Activities	Process- <i>Instructional/assessment strategies, individual and group work.</i>
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9:10 – 9:14	<p><u>Let's Practice</u></p> <p>Let's look at the following examples and see if we can make an inference from the text.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 33%; text-align: left;">The text says . . .</th> <th style="width: 33%; text-align: left;">I know . . .</th> <th style="width: 33%; text-align: left;">So I infer that . . .</th> </tr> </thead> <tbody> <tr> <td>Randy is wet. shoes squish and squeak. he has umbrella.</td> <td>you use umbrellas in rain. you get soaked in rainstorms.</td> <td>it's raining hard.</td> </tr> <tr> <td>he comes inside. he goes to "our" table. he grabs a menu.</td> <td>restaurants have menus. restaurants have tables. people share tables in restaurants.</td> <td>he's in a restaurant.</td> </tr> </tbody> </table> <p><u>Book example</u></p> <p>Now let's try another example from the book before we break off into groups! Take a look at this picture. Who can tell me what they see?</p> <p><i>SR: A giraffe that is watching tv above the movie theatre. The text says you should never go to the movies with a giraffe</i></p>	The text says . . .	I know . . .	So I infer that . . .	Randy is wet. shoes squish and squeak. he has umbrella.	you use umbrellas in rain. you get soaked in rainstorms.	it's raining hard.	he comes inside. he goes to "our" table. he grabs a menu.	restaurants have menus. restaurants have tables. people share tables in restaurants.	he's in a restaurant.	Group Discussion (teacher lead)
The text says . . .	I know . . .	So I infer that . . .									
Randy is wet. shoes squish and squeak. he has umbrella.	you use umbrellas in rain. you get soaked in rainstorms.	it's raining hard.									
he comes inside. he goes to "our" table. he grabs a menu.	restaurants have menus. restaurants have tables. people share tables in restaurants.	he's in a restaurant.									

	<p>Excellent! What do we know (prior knowledge) do you have about giraffes, and the movie theatre?</p> <p><i>SR: That you need to be able to see the scree and that giraffes are big animals and might not be able to fit.</i></p> <p>Awesome! So what can we now infer the message is that the author is trying to say with the text and pictures?</p> <p><i>SR: That you shouldn't take a giraffe to the movies because they are too big and will block people's view, and maybe embarrass you!</i></p> <p>I can see we all have our detective caps on today!</p> <p>Now we are going to move into our group activity.</p>	
<p>7.c. Application: <i>Connecting the lesson to real life and relevancy. This section explains how the students will apply the new learning. This typically follows instruction but could also be incorporated as part of the instruction. Examples include role playing, making a model, doing a task, creating a mind map.</i></p>		
Timing	Content (<i>diagrams, facts, information</i>) what you will say, questions you will ask) – Include resources that you will use	Process- <i>Instructional/assessment strategies, individual and group work.</i>
9:14 – 9: 30	<p><u>Group Activity: Never Take a Shark to the Dentist Book</u></p> <p>Each group will have a page from the <i>Never Take a Shark to the Dentist</i> book. With your group, half of the people will be doing the “I see” column and the other half working on the “I know” column. Then, all group members are going to discuss together what the inference is that they can make.</p>	Small group activity
<p>7.d. Assessment: <i>What assessment strategies do you need to have to ensure you are accountable for the students' learning and addressing the expectations? What formative and summative assessments should you include? How will you know that they have met the learning goals?</i></p>		
Timing	Content (<i>Attach student activities, sample questions, observations, homework, rubrics, evaluation schemes as applicable</i>). Include references and specific resources	Process- <i>Identify strategy as assessment for learning, as learning and/or of learning. Identify strategy as formative or summative.</i>
Throughout lesson	Formative Assessment – observe student behaviour and ability to work with their groups. Begin using the Making Inferences Checklist.	Formative
<p>7.e Consolidation: <i>Refer back to the learning goals and success criteria, how will you know they have learned? It wraps up the lesson, allows for feedback , reviews key concepts and summarizes learning.</i></p>		

Timing	Content (<i>diagrams, facts, information</i>) what you will say, questions you will ask	Process - <i>Instructional strategies, individual and group work. What will the student do?</i>
9:30 - 9:40	<p>Ask groups to share the “I see”, “What I know” and the inferences that they came up with for their pictures.</p> <p>Reiterate with students that making inferences is when you:</p> <p>Take information from the text or pictures + use background knowledge = making an Inference (or inferring)</p>	Whole group discussion

8. **Reflections:** *To be completed after you have taught the lesson (In this section you will assess the effectiveness/ineffectiveness of your lesson and your teaching)*

a) Effectiveness of your lesson: *Include 2 or 3 lesson elements that were effective/ineffective. You may comment on some of the following: pacing of your lesson, variety of teaching and assessment strategies and student engagement. What do you need to learn more about? What do you need to work on when planning your next lesson? Should you discuss something with your AT or your FA?*

What was effective/ineffective about your lesson	How do you know?	What steps will you take to improve?

b) Effectiveness as a Teacher: *Include 2 or 3 comments about your effectiveness as a teacher or areas that could be improved such as classroom management, questioning, adaptability, delivery of the lesson and oral/written communication.*

What was effective/ineffective about your lesson	How do you know?	What steps will you take to improve?



Making Inferences

What you see
(clues from the story or pictures)

+

**What you already know about the
topic**
(schema)

= *My inference!*

What I see...	What I know...	My inference...