<u>**Lesson 1:**</u> Inferring in Multiple Mediums
<u>**Grade Level/Content Area:**</u> 8th Grade English Language Arts
<u>**Date:**</u> 9/30/2014

Common Core Standards:
- R.S.L.1.: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Student Learning Objectives:
1. When given a paragraph passage and/or picture, students will correctly infer what is not being explicitly stated or shown.
2. Students will cite specific and relevant evidence from a picture or text that most strongly justifies their own personal inferences.

Language/Vocabulary Information:
Students are learning the language function infer. In order to engage in the academic language necessary to use this function and to succeed in this lesson, students will need an understanding of the following academic vocabulary: inference, prediction, evidence and/or textual evidence. Furthermore, to support student understanding and help them begin to use the language function in context along with the academic language, students will be provided with a list of sentence frames to help them engage in academic discourse and a graphic organizer to record evidence found, personal knowledge/experience, and their inferences.

Instructional Plan

Materials & Resources:
- electronic whiteboard
- powerpoint presentation
- copies of notes
- inference graphic organizer
- inference sentence frames
- inference practice homework
- posters with various pictures
- markers
- observation data collection sheet
- exit slips

Learning Activities:

<u>Orientation/Engagement/Motivation (5 minutes):</u>
A Do Now will be projected on the electronic whiteboard so that when students come in they are immediately engaged in the learning process. Students will complete the following Do Now in the fiction section of their binders:

- Explain the difference(s) between a prediction and an inference. You can provide your explanation in any one of the following forms (1) a short paragraph or few sentences, (2) a Venn diagram, or (3) a list of bulleted points.

I will tell students that "We have previously practiced using predictions prior to our readings of "Raymond's Run" and *Stargirl.* Today we are going to look at how we can make inferences through different mediums including video, pictures, and text and how to use evidence to support the inferences we make."

Presentation/Explicit Instruction (10 minutes):
Students will be asked to share out their answers from the Do Now and I will then display the following distinctions between inferences and predictions on the board for students to copy down in the fiction section of their binders:
- Predictions are, in general, being made when we discuss a future event or something that can be explicitly verified within the "natural course of things." With predictions, you can find out if you were right or wrong.
- Inferences are more precise. They require reading between the lines and require you to combine information from the text with your background knowledge (what you already know from personal experience/knowledge). They're a logical guess that we make when we do not have all of the information. Inferences may need to be revised as we gather new information as we read.
- Some ways to begin:
  - The story said _____ which made me think….
  - I think _____ will happen because….
  - When I read_____ it made me realize….
  - I can tell (certain character) is (character trait) because….
  - How the character acts tells me…
  - How the character feels tells me…
  - What the character says tells me…

I will give an example from the book we are currently reading, *Stargirl*, to model how to use a sentence frame: "I can tell Stargirl is kind because in the book she does nice things such as buy Danny Pike a new bike and acknowledge people's birthdays."

I will explain to students that many of them often make inferences every day and they do not even realize they are doing it. For example if you saw me walking into school and I happened to be wearing a raincoat and carrying an umbrella, you could infer what about the weather outside? Students will answer in chorus that they can infer that it is raining outside.

I will tell students we are now going to practice making inferences by watching the Pixar short film, "For the Birds" (https://www.youtube.com/watch?v=tRS4X-kVQ1M). I will use the think aloud strategy when I stop the film at 45 seconds and model how to make an inference.

I will say, "I think this little bird is angry because he is flapping his wings and making angry bird noises. He is probably angry because the other birds are too close to him. I know I don't like it when people invade my personal space." I will then tell students that I am going to stop the video again and ask for their inferences. As I think aloud my inference, I will display what I would write in each column of the inference graphic organizer on the electronic whiteboard. My display will look as follows:

What Do I See? (In the film, picture, or text)	**What Do I Know?** (my personal experiences and knowledge)	**My Inference** (conclusions/deductions)
I see a small bird flapping his wings and making a lot of noise when some other birds sit very close to him.	I know I do not like it when others invade my personal space and I am aware that many other people feel the same way.	How the little bird acts tells me that he is angry because the other birds have invaded his personal space.

As students watch the short film, they will use the inference graphic organizer to guide them through the process of making inferences.

Exploration/Expression/Guided Practice/Independent Practice/ Feedback/Application (20 minutes):

I will stop a few more times and ask multiple students to offer up their inferences using the following prompts:

1:22 – What do these little birds think of the large bird? What evidence is there that supports that inference? What personal knowledge did you use to make that inference?

1:48 – What can we infer the large bird is like or thinking? What evidence is there that supports that?

2:18 – What is this little bird (point to the bird with bulging eyes) feeling right now? What evidence is there to support that? What personal knowledge did you use to make that inference?

2:26 – What are the little birds saying? What evidence is there to support that?

After finishing the video, students will be separated into 6 mixed ability groups of 3 or 4 students, depending on the period's class size. Each group will be given a piece of poster board or large piece of paper with a different picture on it as well as some markers. Students will then work together, using the inferences graphic organizer, and the sentences frames, to record their inferences on the poster and draw lines from their inferences to the evidence in the picture that supports that inference. I will walk around to give groups feedback and to monitor student understanding, using the data observation collection sheet to keep track of each student's achievement.

Before beginning I will notify groups that I will randomly call on one member of the group to explain a few of the group's inferences. As a result the group should work together to prepare each group member and make sure that each member understands everything and is included.

When completed, I will randomly call one member from each group, who's achievement of the objects is still unclear, and ask his/her to display his/her group's picture and explain the inferences they came up with.

During this section, I will probe student thinking further by asking questions such as:
- What evidence did you base that inference on?
- What background knowledge helped you make that inference?

Closure (5 minutes):
Students will complete an Exit Slip that asks them to self-assess their ability to meet the objectives by stating the objective in student friendly language and then having them to choose one of three selected-response options: a. Got it, let's move on!, b. Got it!, or c. I'm still confused and need some help. Students will also be asked what else they might like to share about their learning today such as particular issues or problems.

Homework:
Students will complete a short homework assignment that asks them to read progressively longer sections of texts and answer questions about inferences they can make from the text. Students will also be asked to underline the evidence from the text off of which their inference was made.

Modifications/Accommodations:
The following modification/accommodations will be used during this lesson:
- Copies of class notes such as the definitions of prediction and inference for those students who have trouble with handwriting and who have IEPs/504s that request copies of class notes.
- Inference sentence frames for students who have trouble verbalizing and framing their thinking.
- Inference graphic organizers can help students who are disorganized as well as help break down the process of making an inference into smaller tasks for those students that are overwhelmed by larger tasks.
- Videos and pictures for those students that are visual learners.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Observation/Questions	Formative/Informal	1,2
Exit Slip	Formative/Informal	1,2
Homework	Formative/Formal	1,2

Credits: The photographs are from the following sources: Teaching with a Mountain View, Pinterest, Google Images, Corbis Images, and Karapearson.com. The text used in the Inference homework is from the following sources: helpteaching.com and teachervision.com.

Lesson 1 Instructional Materials:

Powerpoint Slides:

Do Now

Explain the difference(s) between a prediction and an inference. You can provide your explanation in any one of the following forms:
- a few sentences
- a venn diagram
- a list of bulleted points

Predictions

- generally discuss future events or things that will be able to be proven in the future
- you can find out if you were right or wrong about a prediction
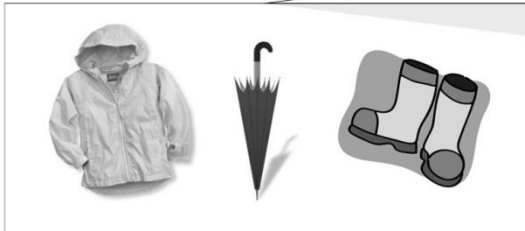
Inferences are...

- precise, educated guesses
- based on evidence
- made by combining what we see/read/hear with what we know
- made when we don't have all the information
- may need to be revised as we gain more information

Some ways to begin are...

- The story said _____ so I think _____.
- When I read/saw _____ it made me realize _____.
- I can tell (certain character) is (character trait) because _____.

Everyday Inferences

"For the Birds" Example

What Do I See ? (In the film, picture, or text)	What Do I Know? (my personal experiences and knowledge)	My Inference (conclusions/deductions)
A small bird flapping his wings and making lots of noise as other small birds decide to sit close to him.	I know most people do not like it when others invade their personal space. I would be upset if someone sat that close to me.	I think the little bird is angry because the other birds are too close to him.

Practicing Inferences with Pictures

- Work in small groups to infer what is going on in the picture
- Use the inferences graphic organizer to guide your thinking
- Record your inferences on the poster
- Draw a line connecting each inference with the associated evidence from the picture
- Make sure everyone in your group understands how and why you are making the inferences you are; I will randomly choose a group member when time is up to speak for the group
- TIP: If you are stuck, use the inference sentence frames/starters

Name: _____ Date: _____

ELA 8 Period: _____

Making Inferences Graphic Organizer

What Do I See? (In the film, picture, or text)	**What Do I Know?** (my personal experiences and knowledge)	**My Inference** (conclusions/deductions)

Pictures for Inference Poster Activity (Scaled Down):

Lesson 1 Assessments:
Observation Data Collection Sheet:

Student	SLO 1	SLO 2	Notes

Lesson 1   Period _____   Date _____

Name: _____ Date: _____

ELA 8 Period: _____

Exit Slip

Read the following statements and circle the answer that most applies to how you currently feel about your abilities.

1. I can combine my personal knowledge with clues/evidence to infer what is not explicitly shown or stated.
    a. Got it; let's move on!
    b. Got it!
    c. I'm a little confused and need more help.

2. I can support my inferences with clues/evidence from the picture, text, or movie.
    a. Got it; let's move on!
    b. Got it!
    c. I'm a little confused and need more help.

3. Is there anything else I should know about your learning today? If so, what?

Name: _____   Date: _____

ELA 8   Period: _____
Inference Practice Homework
Due: _____

Read the paragraphs below and answer the questions that follow.

The family dog hid behind the sofa as a storm roared outside. There was lightning and thunder. The dog whimpered each time it heard the thunder. Dad tried to coax the dog out, but it wasn't going anywhere.

1. Why won't the dog come out from behind the sofa? _____

2. Underline or highlight the evidence in the paragraph above that helped you make that inference.

3. What personal knowledge did you use when making this inference? _____

_____

The young woman walked a bit hesitantly towards the famous cozy Italian restaurant. She did not believe the excuse her parents gave her for having to meet her at the restaurant instead of at their house. To make matters worse, she was a bit grumpy because she was still catching up on the sleep that she lost during exam time. She noticed some cars that looked familiar in the parking lot. As soon as she walked through the door, she heard, "Surprise!"

4. What two things can you infer from this story?

   (1) _____

   (2) _____

5. Underline or highlight the evidence in the paragraph used to make each inference and record the corresponding number.

A lady in a faded gingham dress and her husband, dressed in a homespun threadbare suit, stepped into the president's outer office. The secretary could tell in a moment that such backwoods, country hicks had no business at Harvard and probably didn't even deserve to be in Cambridge. She frowned.

"We want to see the president", the man said softly.

"He'll be busy all day," the secretary snapped.

"We'll wait," the lady replied.
For hours, the secretary ignored them, hoping that the couple would finally become discouraged and go away. Finally the secretary grew so frustrated that she decided to disturb the president. "Maybe if they just see you for a few minutes, they'll leave," she told him.

Exasperated the president went out to meet the couple. The lady told him, "We had a son that attended Harvard but about a year ago, he was accidentally killed. My husband and I would like to erect a memorial to him, somewhere on campus".

"Madam," the president said gruffly, "We can't put up a statue for every person who attended Harvard and died. If we did, this place would look like a cemetery."

"Oh, no," the lady explained quickly, "We don't want to erect a statue. We thought we would like to give a building to Harvard."

The president rolled his eyes. He glanced at the gingham dress and homespun suit, and then exclaimed, "A building! Do you have any earthly idea how much a building costs? We have over seven and a half million dollars in the physical plant at Harvard."

For a moment the lady was silent. The president was pleased. He could get rid of them now.
And the lady turned to her husband and said quietly, "Is that all it costs to start a University? Why don't we just start our own?" Her husband nodded. The President's face wilted in confusion and bewilderment.

6. Why did the president of the university look down upon the couple? _____

   _____

7. Underline or highlight the evidence in the paragraphs above that helped you make that inference.

8. Was he wrong to do so? Why or why not? _____

   _____