



Lesson Plan Form

Name: Kelsey Miller Lesson Title: Inferencing-Day 1 Date Taught: January 13, 2016
Subject/Grade: ELA-4th Grade Cooperating Teacher Initial (3 days prior to lesson) _____

GPS and Code(s):

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Lesson Objective(s):

Students will refer to details and examples in a text to draw inferences from the text with 80% accuracy.

Essential Question(s):


Can students draw inferences from a text using details and examples from the text?

Plan for Individual Differences: Indicate all that are applicable.

- Group 1: Red (average), blue (a little above average), and orange (above average) groups: Students will read through the Guided Practice worksheet (“Thinking Out Loud” from Ready Common Core Reading Instruction-2014) twice on their own and once when they are in group.
- Group 2: Gifted worksheets for orange and green groups: Green (gifted) group: Students will read through the passage (“Mary Poppins’ Secret” from Jacob’s Ladder Reading Comprehension Program-Level 2) and circle any unfamiliar words.
- Group 3: Make an extra copy of “Mary Poppins’ Secret” to prevent student from flipping the papers back and forth to find evidence from the text and cite the evidence in her answer.
- ESOL: No accommodations.

- IEP/504: Give directions aloud, as well as written directions.
- Other: No accommodations.
- Individual: No accommodations.

GPS#	Procedures	Time	Materials	Assessment
ELAG SE4R L1	Introduction: -Have students get their morning work out and take it up (“ Inference Practice: Who Am I?/Where Am I? ”-morning work-pre-assessment) -One student will read the short passage from the morning work aloud and state the answer they came up with for the particular question. Instead of discussing the whole worksheet, only discuss two of the questions on each side of the worksheet.	5 min	-Pre-assessment worksheets	Do students remember how to make an inference correctly?

<p>ELAG SE4R L1</p>	<p>Management Plan of Activities: -Review inferencing: What is an inference? (<i>An inference is using what you already know (prior knowledge or schema) and evidence from the text to figure out what the author is trying to tell the reader.</i>)</p> <p>-How do I make an inference? (<i>Using your prior knowledge/schema and evidence from the text.</i>)</p> <p>-Draw three puzzle pieces on the board for schema, evidence, and an inference (<i>Explain: "schema is the 'stuff' you already know, the evidence is what you find in the text, and you use these two pieces to make an inference or figure out what the author is trying to say)</i></p> <p>-Display "The Snowman" passage on the SmartBoard. Read through the passage 3 times as it says in the directions (two students read aloud, then I will read aloud).</p> <p>-Read each question aloud. Discuss answers and where they came from in the text.</p> <p>-Hand out practice worksheets (Red, blue, and orange groups: "Thinking Out Loud", a fiction passage from <u>Ready Common Core Reading Instruction: 2014</u>-pg. 104-105: and green group: "Mary Poppins' Secret" from <u>Jacob's Ladder Reading Comprehension Program-Level 2</u>-pg. 24-27)</p> <p>-Students in the red, blue, and orange groups will answer the multiple choice questions about the passage.</p> <p>-Students in the green group will read through the passage and circle unfamiliar words.</p> <p>-Take up worksheets when class is over</p> <p>-If time allows, students may work on their writing assignments</p>	<p>30 min</p>	 <p>-White Board -Expo Marker -Worksheets -"The Snowman" worksheet</p>	<p>Do students remember what an inference is?</p> <p>Can students correctly make inferences?</p>
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ELAG SE4R L1	<p>Closure: Content- Short Passage (A) from “Practice & Assess Reading Making Inferences”</p> <p>Procedure- Display passages and questions on the SmartBoard. Give students a piece of scratch paper. Students must write their answers on the piece of scratch paper as their ticket out the door</p>		<ul style="list-style-type: none"> -SmartBoard -Smart Camera -Notebook paper 	<p>Did students answer the questions correctly?</p>
	<p>Evaluation: Evaluate student morning work and their answers to the ticket out the door passages. Work must be 80% accurate.</p>			



Lesson Plan Form

Name: Kelsey Miller
Subject/Grade: ELA-4th Grade

Lesson Title: Inferencing-Day 2
Cooperating Teacher Initial (3 days prior to lesson)

Date Taught: Jan. 15, 2016

GPS and Code(s):

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
b. Provide reasons that are supported by facts and details.

Lesson Objective(s):

Students will refer to details and examples in a text to draw inferences from the text with 80% accuracy.
Students will write pieces supporting a point of view with reasons supported by facts and details with 80% accuracy.

Essential Question(s):

Can students draw inferences from a text using details and examples from the text?
Can students support a point of view with reasons supported by facts and details?

Plan for Individual Differences: Indicate all that are applicable.

- Group 1: Red (average), blue (a little above average), and orange (above average) groups: Students will answer two multiple choice questions about the passage, "Thinking Out Loud", on their own. They will answer the written response question when they are called back to group.
- Group 2: Green (gifted) group: Students will read through the passage, "Mary Poppins' Secret", on their own and circle any unfamiliar words. In group, discuss new words (word, meaning, context), and work through each question together, step-by-step.

- Group 3: 504: Make an extra copy of “Mary Poppins’ Secret” to prevent the student from flipping the papers back and forth to find the evidence from the text.
- ESOL: No accommodations.
- IEP/504: Give instructions aloud, as well as written instructions
- Other: Use a RACE (Restate the question, Answer the question, Cite the evidence, Explain your answer) anchor chart to review how to answer the written response questions. Provide extra notebook paper for students who need more room to answer the written response questions.
- Individual: No accommodations.

GPS#	Procedures	Time	Materials	Assessment
ELAG SE4R L1	Introduction: -Quick review of the day before (<i>What is inferencing? How do I make an inference?</i>) -Hand out passages (“Thinking Out Loud” and “Mary Poppins’ Secret”) and questions about the passages, located on the back of the worksheet (<i>Explain: You need to make sure you cite the evidence (Higher Order Thinking Skills) in the text, make inferences (Higher Order Thinking Skills), and answer all the questions. Use a piece of notebook paper if you need more room to write your answers.</i>)	5 min	-Inference Puzzle Pieces -Passages (“Thinking Out Loud” and “Mary Poppins’ Secret”) and questions for each student, located on the back of the worksheets	Do students recall the information learned the day before about inferences?

<p>ELAG SE4R L1</p>	<p>Management Plan of Activities: -Begin calling groups to the back table to discuss the answers to the multiple choice questions from “Thinking Out Loud” and the written response question from “Mary Poppins’ Secret” (<i>One student will read the question aloud and give their answer. If his answer is correct, ask where he found his answer from the passage. If his answer is not correct, go back to the passage and look for the answer together. Underline the evidence in the text.</i>). *Students not in group should work on their writing assignment for the Young Authors Society* -IN GROUP: <u>Red (average), blue (a little above average), orange (above average):</u> -Students read through “Thinking Out Loud” by themselves, they together as a group. -Discuss the answers to the multiple choice questions on the back of the worksheet (<i>One student will read the question aloud and give their answer. If his answer is correct, ask where he found his answer from the passage. If his answer is not correct, go back to the passage and look for the answer together. Underline the evidence in the text.</i>) <u>Green (gifted):</u> -Students read through “Mary Poppins’ Secret” alone and circle words unfamiliar to them. -Discuss new vocabulary (the word circled, meaning of the word, meaning of the word in context). -Explain, “When we do ‘Jacob’s Ladder’ work, we answer the questions at the bottom of the page and work our way up the page.” -Review how to correctly answer a written response question (Restate the question, Answer the question, Cite the evidence, Explain how the evidence supports the answer).</p>	<p>30 min</p>	<p>-“Thinking Out Loud” and “Mary Poppins’ Secret” worksheets -RACE Anchor Chart</p>	<p>Did students answer the questions correctly? Can students find and show evidence in the text?</p>
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<p>ELAG SE4R L1</p>	<p>-R: Restate the question. Choose a volunteer student to restate the question into a statement. Students will write the new statement down on their paper. -A: Explain, “The answer you come up with is to be written with the new statement you just wrote. So, once you restate the question and answer it, you should have one sentence. Remember, you must have evidence from the text to support your answer.” Give students a chance to come up with an answer and write it down. -C: Explain, “When you cite your evidence (or “use details from the text”), you need to begin your sentences with the example sentence starters (“The author said”, “For instance”, “In paragraph ___”, “According to the text”, “For example”). Make sure you underline the evidence in the passage.” Allow students to find their evidence, write it down correctly, and underline it in the passage. -E: Explain, “In one sentence, explain how your evidence from the text supports your answer. This sentence will kind of sum up your entire answer.” Allow students to write their explanation sentence. -Take up their papers and have them go back to their seats to work on writing.</p>		<p>-“Thinking Out Loud” and “Mary Poppins’ Secret” worksheets -RACE Anchor Chart</p>	<p>Did students answer the questions correctly? Can students find and show evidence in the text?</p>
	<p>Closure: Content- “Thinking Out Loud” and “Mary Poppins’ Secret” Procedure- Discuss students’ written response answers (students will point out each piece of the RACE method in their answer and explain aloud how the evidence in their response supports their answer)</p>		<p>-“Thinking Out Loud” and “Mary Poppins’ Secret” worksheets -RACE Anchor Chart</p>	<p>Can students point out each piece of the RACE method in their response? Can students explain aloud how their evidence supports their answer?</p>
	<p>Evaluation: Did students use details and examples from the text to make an inference with 80% accuracy? Did students support a point of view using facts and details with 80% accuracy?</p>			



Lesson Plan Form

Name: Kelsey Miller
Subject/Grade: ELA-4th Grade

Lesson Title: Inferencing-Day 3
Cooperating Teacher Initial (3 days prior to lesson)

Date Taught: January 14, 2016

GPS and Code(s):

- ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
- ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.**
 - b. Provide reasons that are supported by facts and details.**

Lesson Objective(s):

Students will refer to details and examples in a text to draw inferences from the text with 80% accuracy.
Students will write pieces supporting a point of view with reasons supported by facts and details with 80% accuracy.

Essential Question(s):

- Can students draw inferences from a text using details and examples from the text?**
- Can students support a point of view with reasons supported by facts and details?**

Plan for Individual Differences: Indicate all that are applicable.

- Group 1: Red (average), blue (a little above average), and orange (above average) groups: Students will answer two multiple choice questions about the passage, "Thinking Out Loud", on their own. They will answer the written response question when they are called back to group.
- Group 2: Green (gifted) group: Students will read through the passage, "Mary Poppins' Secret", on their own and circle any unfamiliar words. In group, discuss new words (word, meaning, context), and work through each question together, step-by-step.
- Group 3: 504: Make an extra copy of "Mary Poppins' Secret" to prevent the student from flipping the papers back and forth to find the evidence from the text.
- ESOL: No accommodations.
- IEP/504: Give directions aloud, as well as written directions
- Other: Use a RACE (Restate the question, Answer the question, Cite the evidence, Explain your answer) anchor chart to review how to answer the written response questions. Provide extra notebook paper for students who need more room to answer the written response questions.

- Individual: No accommodations.

GPS#	Procedures	Time	Materials	Assessment
ELAG SE4R L1	<p>Introduction: Review of inferencing (<i>What is inferencing? How do I make an inference?</i>)</p> <p>-Hand out passages (“Fruit of the Bog”-a nonfiction passage- and “Mary Poppins’ Secret”) and questions about the passages, located on the back of the worksheet (<i>Explain: You need to make sure you cite the evidence (Higher Order Thinking Skills) in the text, make inferences (Higher Order Thinking Skills), and answer all the questions. Use a piece of notebook paper if you need more room to write your answers.</i>)</p> <p>-Review how to correctly answer a written response question (Restate the question, Answer the question, Cite the evidence, Explain how the evidence supports the answer).</p>	20 min	<p>-“Fruit of the Bog” for red, blue, and orange groups</p> <p>-“Mary Poppins’ Secret” for green group</p> <p>-RACE anchor chart</p>	<p>Can students explain what an inference is and how to make an inference?</p> <p>Do students know who to answer a RACE question?</p>

<p>ELAG SE4R L1</p>	<p>Management Plan of Activities: *Students not working in group will work on their writing assignment for Young Georgia Authors* -Call the Blue group back to group. -Hand out “Fruit of the Bog”, a nonfiction passage from <u>Ready Common Core Reading Instruction: 2014</u>. One for each student. -Students will read “Fruit of the Bog” and circle any unfamiliar words. -Discuss new vocabulary (the word, meaning of the word, and context of the word). -Flip over to the back of the page where the questions about “Fruit of the Bog” are located. -Select one student to read the written response question about inferencing aloud. -Begin answering the question using the RACE (Restate the question, Answer the question, Cite the evidence, and Explain how the evidence supports the answer) method. -R: Restate the question. Choose a volunteer student to restate the question into a statement. Students will write the new statement down on their paper. -A: Explain, “The answer you come up with is to be written with the new statement you just wrote. So, once you restate the question and answer it, you should have one sentence. Remember, you must have evidence from the text to support your answer.” Give students a chance to come up with an answer and write it down. -C: Explain, “When you cite your evidence (or “use details from the text”), you need to begin your sentences with the example sentence starters (“The author said”, “For instance”, “In paragraph ___”, “According to the text”, “For example”). Make sure you underline the evidence in the passage.” Allow students to find their evidence, write it down correctly, and underline it in the passage. -E: Explain, “In one sentence, explain how your evidence from the text supports your answer. This sentence will kind of sum up your entire answer.” Allow students to write their explanation sentence. -Take up their papers and have them go back to their seats to work on writing. Take up their paper and allow them to go back to their seat to work on writing.</p>	<p>20 min</p>	<p>-“Fruit of the Bog” for red, blue, and orange groups -“Mary Poppins’ Secret” for green group -RACE anchor chart</p>	<p>Can students answer a RACE question about inferencing correctly?</p>
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ELAG SE4R L1	<p>Green group: -Hand out “Mary Poppins’ Secret” -Go immediately to the written response question about inferencing -Select one student to read the written response question about inferencing aloud. -Begin answering the question using the RACE (Restate the question, Answer the question, Cite the evidence, and Explain how the evidence supports the answer) method. -R: Restate the question. Choose a volunteer student to restate the question into a statement. Students will write the new statement down on their paper. -A: Explain, “The answer you come up with is to be written with the new statement you just wrote. So, once you restate the question and answer it, you should have one sentence. Remember, you must have evidence from the text to support your answer.” Give students a chance to come up with an answer and write it down. -C: Explain, “When you cite your evidence (or “use details from the text”), you need to begin your sentences with the example sentence starters (“The author said”, “For instance”, “In paragraph ___”, “According to the text”, “For example”). Make sure you underline the evidence in the passage.” Allow students to find their evidence, write it down correctly, and underline it in the passage. -E: Explain, “In one sentence, explain how your evidence from the text supports your answer. This sentence will kind of sum up your entire answer.” Allow students to write their explanation sentence. -Take up their papers and have them go back to their seats to work on writing. Take up their paper and allow them to go back to their seat to work on writing.</p>	15 min	-“Fruit of the Bog” for red, blue, and orange groups -“Mary Poppins’ Secret” for green group -RACE anchor chart	Can students answer a RACE question about inferencing correctly?
ELAG SE4R L1	<p>Closure: Content- Student answers to written responses about inferencing.</p> <p>Procedure- As students complete their written response questions about inferencing, they will point out each piece of their answer according to the RACE method.</p>			
	<p>Evaluation: Did students use details and examples from the text to make an inference with 80% accuracy? Did students support a point of view using facts and details with 80% accuracy?</p>			



Lesson Plan Form

Name: Kelsey Miller Lesson Title: Performance Task-Inferencing Date Taught: Jan. 19, 2016
Subject/Grade: ELA-4th Grade Cooperating Teacher Initial (3 days prior to lesson) _____

GPS and Code(s):

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

**ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
b. Provide reasons that are supported by facts and details.**

Lesson Objective(s):

Students will refer to details and examples in a text to draw inferences from the text with 80% accuracy.

Students will write pieces supporting a point of view with reasons supported by facts and details with 80% accuracy.

Essential Question(s):

Can students draw inferences from a text using details and examples from the text?

Can students support a point of view with reasons supported by facts and details?

Plan for Individual Differences: Indicate all that are applicable.

- Group 1: Make it a point to call on specific students who have trouble writing their thoughts on paper. This will allow the students to say their answers aloud and let the teacher know they need extra practice with extended response questions.
- Group 2: Move specific students to different tables in the back of the room in order to remove the distraction of peers around them while they are sitting in groups.

- Group 2: Move specific students to different tables in the back of the room in order to remove the distraction of peers around them while they are sitting in groups.
- Group 3: 504: Make a copy of the excerpt from “The Moffats”, only on the front of the paper.
- ESOL: No accommodations.
- IEP/504: Give directions aloud, as well as written directions
- Other: Use a RACE (Restate the question, Answer the question, Cite the evidence, Explain your answer) anchor chart to review how to answer the written response questions. Provide extra notebook paper for students who need more room to answer the written response questions.
- Individual: No accommodations.

GPS#	Procedures	Time	Materials	Assessment
ELAG SE4R L1	Introduction: Explain to students, “A performance task extended response is practice for the Georgia Milestones Test. You will have an amount of time to plan and write your response. Once the time is up, you will turn in what you have completed and what you have will be graded.” Hand out the excerpt from “The Moffats” to each student.	5 min	-Copy of Excerpt from “The Moffats” with questions for each student	

<p>ELAG SE4R L1</p>	<p>Management Plan of Activities:</p> <ul style="list-style-type: none"> -Students will read an excerpt from “The Moffats” to themselves and circle any unfamiliar words. Give students a chance to read through the excerpt from “The Moffats”. -Once all the students have finished reading through the excerpt from “The Moffats”, discuss the unfamiliar words by having students raise their hand if he/she circled a word, then giving the definition of the word. -The teacher will read the excerpt from “The Moffats” aloud. After the first sentence, ask students the setting of the passage. Allow students to answer. Continue reading. -After the first paragraph, ask what is going on in the passage and who the characters are. Allow students to answer. Continue reading. -After paragraph six, stop and ask if the passage is real or the narrators imagination. Allow students to answer. Continue reading. -After paragraph thirteen (the end of the passage), ask students if Jane (the narrator) learned a lesson in the passage. Allow students to answer. -In order to discuss the six multiple choice questions, have one student read the question aloud and a different student answer the question. -Question seven asks for two details from the setting of the passage that show the story took place a long time ago. Students will discuss the two details and write them down. -On the performance task extended response question, discuss the lesson Jane learns at the end of the passage. Explain to students this performance task will be timed, and discuss what their time should be spent on (3-5 minutes on understanding the prompt, 10-15 minutes on planning, 20-30 minutes on writing). Take 3-5 minutes to ensure students understand the prompt. Begin time and allow students to plan and write. 	<p>45 min</p>	<p>-Copy of Excerpt from “The Moffats” with questions for each student</p>	<p>Can students plan and answer a prompt within an allotted amount of time?</p>
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<p>ELAG SE4R L1</p>	<p>Closure: Content- Student responses to the performance task extended response</p> <p>Procedure- Choose up to three students to share a summary of their extended response. Students will pass their worksheets to the front of their groups as I walk around to collect the worksheets.</p>	<p>5 min</p>	<p>-Copy of Excerpt from “The Moffats” with questions for each student</p>	<p>Can students plan and answer a prompt within an allotted amount of time?</p>
	<p>Evaluation: Can students refer to details in a text to draw inferences with 80% accuracy? Did students support a point of view using facts and details with 80% accuracy?</p>			<p>Post-Assessment</p>