

<b>Grade:</b> 5 <sup>th</sup>		<b>Subject:</b> Reading	
<b>Materials:</b> <i>Banshee</i> book, inference poster, inference images, inference examples, student papers		<b>Technology Needed:</b> laptop, projector	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <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 type="checkbox"/> Visuals/Graphic organizers <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 type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>5.RL.1</b> Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text. <b>5.RI.1</b> Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text.		<b>Differentiation</b> <b>Below Proficiency:</b> Students can refer to the prompt for making inferences (my inference is (student answer), the clues that help me make this inference are (student answer), visualizing (student answer) helped me make my inference. Consistently check in on these students. <b>Above Proficiency:</b> Challenge these students to give their own examples of situations where they have had to make inferences. These students can help guide other students who are struggling. <b>Approaching/Emerging Proficiency:</b> Challenge these students to make inferences on their own. Provide extra practice. <b>Modalities/Learning Preferences:</b> Auditory: read aloud Visual: using visualization to make inferences – write examples on board Read/Write: writing down own examples – reading the story	
<b>Objective(s)</b> By the end of the lesson, the students will make inferences of <i>The Banshee</i> by using clues and evidence from the read aloud of the text.  <b>Bloom's Taxonomy Cognitive Level:</b> Analyze			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>I will use the clapping attention getter to get students focused</li> <li>Students are at a voice level of zero during the lesson unless called on and turn and talks</li> <li>Students will quickly and quietly transition to the front of the room for the read aloud (countdown from 10), sitting somewhere that they can handle</li> <li>When handing in papers I will call them by each table to avoid chaos</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>Voice level of zero unless it is during turn and talk or student is called on</li> <li>Students are expected to participate</li> <li>All students will turn in the assessment portion</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
5 minutes	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Have the book ready (with sticky notes where I want to pause and discuss)</li> <li>Put poster in front of classroom (so visible to all students)</li> <li>Print/hand out inference papers</li> <li>Prepare examples</li> </ul>		
3 minutes	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>Today we will be talking about inferences, I want you to turn and talk to a neighbor and try to think of what making an inference means</li> <li>Inference introduction Video: <a href="https://www.youtube.com/watch?v=acZzllpLYz4">https://www.youtube.com/watch?v=acZzllpLYz4</a></li> <li>We make inferences every day (give an example) (this morning I looked outside and it was cloudy so I made an inference that it was cold outside)</li> <li>When making inferences, we are like detectives-trying to find the hidden message</li> </ul>		
10 minutes	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>Write definition on the board-an inference is a conclusion we make about something by using clues – it is something that is not stated directly</li> <li>We use what we already know and clues from the text to make inferences</li> </ul>		

	<ul style="list-style-type: none"> <li>• Explain that in order to make an inference about something we have to use evidence and text clues</li> <li>• Good readers know how to make inferences to help them understand what they are reading</li> <li>• Give inference examples – let students make the inference</li> <li>• Show inference poster of the girls – when I look at these pictures, the first thing I need to do is figure out what they are trying to show me about the girls- I can do this by visualizing – can someone tell me what it means to visualize? – imagine what the girls are thinking and feeling by visualizing what they say and do – give example (left girl just did well on a test – right girl just heard bad news) – making an inference that she is happy or sad</li> <li>• To guide students use the prompt: my inference is (blank). The clues that help me make this inference are (blank). Visualizing (blank) helped me make my inference)</li> <li>• Challenge students to think of their own life situations where they have made inferences</li> </ul>		
15 minutes	<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>• Read aloud of the Banshee</li> <li>• I will have sticky notes on the pages where I want students to make an inference</li> <li>• Students will write their inference down</li> <li>• We will then discuss</li> </ul>		
2 minutes	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• How did visualizing and making inferences while reading the Banshee help us as readers?</li> <li>• Challenge students to use evidence and clues to make inferences before and during reading books</li> </ul>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>• Thumbs up, thumbs down check in</li> <li>• Finger check in (5 if you understand, 1 if completely lost, and any in between)</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>• Written inferences about the book, <i>The Banshee</i></li> <li>• Mastery Connect inference quiz on iPads</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <ul style="list-style-type: none"> <li>• Later on in the school year, students will complete a mastery connect lesson on inferences</li> </ul> </td> </tr> </table>		<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>• Thumbs up, thumbs down check in</li> <li>• Finger check in (5 if you understand, 1 if completely lost, and any in between)</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>• Written inferences about the book, <i>The Banshee</i></li> <li>• Mastery Connect inference quiz on iPads</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <ul style="list-style-type: none"> <li>• Later on in the school year, students will complete a mastery connect lesson on inferences</li> </ul>
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<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Overall, I think this was a successful lesson. I followed my lesson plan pretty closely and tried to flow from one thing to the next. Although, I did forget to do a few things that I had planned, such as pulling up the visual of the inference poster for students to refer to, and writing the full definition on the board after discussing what an inference was. I think the thing that I was most successful with was using the attention getters to keep students on task. When students began talking to their neighbor or being disruptive, I would pause or do an attention getter which would bring the students back to focus. The parts of my lesson that went over really well were the introductory video, the discussion of the examples that I had for making inferences, and the story. I think the video helped grab the students attention, especially because it was a bit cheesy, and give them a grasp on the concept of making inferences. The class discussion about the examples that I provided on making inferences went really well. The students understood the reason for making inferences and how they could relate making inferences to their own personal life. One student actually made the comment of “wow, I didn’t realize how often I make inferences, I make them every day”. I was so happy to hear this student say that because it showed that she now truly understood what an inference was and how they are important in our lives and reading. The students seemed to enjoy the story and were engaged for most of it. Some students who were sitting further back from the front of the room were very distracted and not always paying attention, so next time I would have everyone come to the front. When we paused during the story to discuss inferences, I could tell that the students were on the right track and were understanding how to make inferences by using clues and pictures from the text. Something I would change for next time is find a different way to assess the students. I don’t think they enjoyed having to write down their inferences and clues on paper. Next time, I would love to include more technology because this might make students more engaged. The summative assessment (mastery connect quiz) gave results that showed the majority of the students understood the lesson on inferences and how to make inferences using clues from the text and what they already know. The results were: 18 students at the mastery level, 3 students near mastery, and 2 students at remedial. My cooperating teacher and I noticed that one of the students who was remedial didn’t even complete the quiz which is why his score was that way. Next time, I would try to include a few more challenging examples for making inferences because it seemed that some of these were too simple for the students, so next time I would want them to dig a little deeper into their knowledge. Overall, the lesson went well and I feel that the students now have a better understanding of what it means to make an inference which was shown in the results of my assessments.</p>			

One morning I woke up and there were branches on the ground and lawn chairs flipped upside down.

A friend comes to school on crutches.

A classmate brings treats for everyone.

Fireworks exploded on a warm, summer night, children were dressed in red, white, and blue.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.