# Instructional Lesson Plan

# Intern’s Name: Tracy Richter

Grade: 2

Date/Time: 1/30; 1/31; 2/5 1:45-2:35 stop @ 2:25 for book check-out

School: Westowne Elementary

# I. Purpose of the Lesson – *What will the students learn? How does this learning fit within broader unit goals? Why is this learning meaningful, important and appropriate? What will the students say or do that will serve as evidence of learning?*

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| **Standards Alignment**  AASL Standard 3.0; Indicators 1, 2, 3 & 4  Reading Objective O-16 The student will identify, explain, and utilize text features to interpret literary texts.  CCSS  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| Lesson Objective Students will be able to make inferences during a teacher read aloud and justify their inferences with specific examples from the text. |

Motivation (10-12 min.):

Share the objective with the students from the flipchart.

Ask for five volunteers. Each volunteer (taking turns) is to display an emotion (without talking) as you whisper to them one of the following words: happy, sad, angry, disappointed, and curious. Allow time for classmates to respond. How were they able to guess the correct emotion? (Answer: Clues were provided based on body language.)

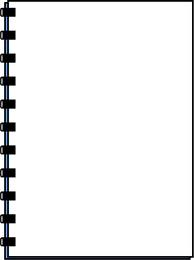
Procedure (approx. 30 minutes) :

* Tell the class that today we will be practicing a strategy called inferring. Explain that inferring is similar to predicting. Tell students that “Inferring is the ability to make connections. It is the ability to use clues from the text to state exactly what is happening now in order to tell what will happen next. Good readers infer as they read. Good readers also know that they may change their inferences along the way. Just as you relied on clues during the body language activity, you will also rely on clues to infer as we read today.”
* Show students the inference/ prediction T-chart to exemplify the differences between predicting and inferring.
* Practice inferring using the inferencing flipchart. Tell students that you can infer from text clues that the author has included in the text. Verbs and adjectives can really help readers infer about a character or what might happen next in the story. Model how to fill out the inference WS (detective notepad) on the flipchart.
* Hand-out WS (detective notepad) to students
* Read the next chapter in The Marshmallow Monster. Stop at a designated point to have students make an inference about how the character might be feeling based on his words and actions. Allow students time to write their inference.

Extend (If time allows): Read the next chapter in the book and make more predictions or inferences.

Closure: Reflect- Ask students: How does inferring make you a better reader? Is it okay to change you inference as you read and obtain more information as you read?

\*Detective Notepad on following page…



Detective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What the author tells us (text clues): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What we can infer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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