


Lesson Plan Template

Grade: 5 th		Subject: English/inferences	
Materials: post-it notes, 2 images (mentioned below),		Technology Needed: Possibly iPads	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 5.SL.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Differentiation Below Proficiency: allow drawing a picture and making one inference for students that need more time to think about one example Above Proficiency: if these students finish faster than everyone else, I will challenge them to make deeper inferences Approaching/Emerging Proficiency: follow the lesson plan, and encourage deeper inferences Modalities/Learning Preferences: for the activity, students can choose whether they are more comfortable drawing or writing	
Objective(s) By the end of the lesson students will be able to show that they can make inferences by participating in the discussion and writing their own down at the end of discussion. Bloom's Taxonomy Cognitive Level: knowledge, comprehension		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Typical iPad procedures if the students choose to use them. They are to only be used for the activity or they will go away.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be in their individual spots for this lesson			
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • Have images ready to go and whiteboard cleared in case you need to write down any concepts or ideas the students are struggling with 		
3 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “Today we are going to be talking about inferences. Can anyone tell me what that means? Well, it is a skill we use every day. So you may think this is off topic, but I’m going to show you a picture. <ul style="list-style-type: none"> ○ (Pull out the senior picture of me in my Spider-man shirt) • “Now, I want you to tell me what you think about me when you see this picture?” (likes spider-man, nerdy, goofy) “That’s inferencing!” 		
5-10 min	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • “Inferencing is defined as, ‘a conclusion reached on the basis of evidence and reasoning’. Like I said before, it’s a skill we use every day. <ul style="list-style-type: none"> ○ Say you have a friend who you saw sneezing a lot yesterday, then, as you came to class today, you didn’t see her. What conclusion can you come to about your friend based on evidence and reasoning? (She is sick) • Now I want you to look at this image and do some inferencing with me to try and figure out what the heck is going on!” <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> ○ • “Alright, lets gather all of our evidence first on what we know is here. Can anyone tell me something they see?” <ul style="list-style-type: none"> ○ (2 spider-men, pointing, a police van, boxes) • Now that we have our visual clues based on evidence, let’s bring in a little reasoning. What are some things we already know about spider-man that we can combine with the evidence we gathered that could help us figure out what’s going on here? <ul style="list-style-type: none"> ○ (Fights bad guys, has bad luck, often blamed for things he didn’t do) • “Overall, if you ask me, it seems like since the police are there, someone is being arrested. So one of these people may be a criminal. But they’re both dressed up like a superhero, why’s that?” 		

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	<ul style="list-style-type: none"> ○ (One of them is a bad guy who is trying to get the real Spider-man in trouble by committing crimes while avoiding prison himself. Spider-man is pointing at him accusing him of impersonating him and the criminal is pointing back, trying to imitate the real spider-man in order to trick the police.” • “That’s what goes into inferences! Just like in this image, sometimes when you’re reading a story in a book, the author doesn’t lay out all of the information for you. As the reader you should be picking up these details as you read and piecing them together to come to your own conclusions. How many of you enjoy it when you predict something is going to happen in a book or movie before it actually happens, like a plot twist or a big reveal? It makes you feel like you’re even more involved in the story. So even when you aren’t told directly what happens, you can still try to figure it out for yourself!” •
<p>5-10 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • “Now I want you all to try making a few inferences for me! I want you to take a post-it note and either draw a picture of a character on the front, and one inference on the back, or if you don’t feel like drawing, just give me two inferences. As an example, if I were to do this, I would draw a picture of Spider-man and write ‘Spider-man takes pictures of himself to sell to the newspaper because he needs money since being a superhero doesn’t pay well’ or you can even create your own character if it’s an inference you can make based on their appearance. Like if it was Batman and you drew him with a bunch of gadgets you could say, ‘Batman is rich because of all the equipment he owns’ or ‘Batman likes to fight at night because his costume is all black’. Get creative! Does everyone understand what they’re doing? Thumbs up for get it, sideways for sort of understand, and down if you don’t get it at all.” <ul style="list-style-type: none"> ○ At this point give the students post-it notes and walk around the room to make sure they are understanding what an inference is.
<p>1 min</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “Now could you please walk up here and hand me those post-it notes so I can give them a look while you get what you need for the next part of the day.”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will be able to see who is understanding during the discussion portion based on participation, and during the activity I will be able to gauge understand based upon what I see written down.</p> <p>Consideration for Back-up Plan: If something goes wrong or they just really are not understanding, I will use another picture without test and try to walk them through what is going on in the picture until an inference is made by the class.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

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Reflection

Reflection - Inferences Lesson


As far as engagement, I felt very confident and successful after teaching this lesson. I brought in personal interests and a sort of insight to my own life while teaching the students about inferences. It was great to see them connect with me. Since I did have them engaged so well however, I feel that I could have capitalized on that a little better. I had them where I wanted them, yet I did not really bring it all together in the end. If this lesson showed me one thing, it is that I need to get better at the wrap up. I had a highly engaging Opening, Explain, and Explore, but I was not able to bring in a closing that reiterates the student's understanding of the content we just went over. During the explore portion, where the kids were practicing inferences in an independent activity, I was able to walk around and see where each student was at. It would be good to really cement those ideas and come together as a whole group after that. The plus side is, now I know for certain that I can use my interests and passions within my lessons to stir up my student's interests. So, in summary, from this lesson I have learned to keep using my passions to engage students, but also keep working on wrapping the lesson up nicely.

Lesson Plan Template

Lesson with Signature

TK

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<p>Materials: post-it notes, 2 images (mentioned below)</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <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) 	<p>Peer teaching/collaboration/cooperative learning</p> <p>Visuals/Graphic organizers</p> <p>PBL</p> <p>Discussion/Debate</p> <p>Modeling</p>	
<p>Standard(s)</p> <p>5.SL.1.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Objective(s)</p> <p>By the end of the lesson students will be able to show that they can make inferences by participating in the discussion and writing their own down at the end of discussion.</p>	<p>Differentiation</p> <p>Below Proficiency: allow drawing a picture and making one inference for students that need more time to think about one example</p> <p>Above Proficiency: if these students finish faster than everyone else, I will challenge them to make deeper inferences</p> <p>Approaching/Emerging Proficiency: follow the lesson plan, and encourage deeper inferences</p>
<p>Bloom's Taxonomy Cognitive Level: knowledge, comprehension</p>	<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be in their individual spots for this lesson</p>	<p>Modalities/Learning Preferences: for the activity, students can choose whether they are more comfortable drawing or writing</p> <p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Typical iPad procedures if the students choose to use them. They are to only be used for the activity or they will go away.</p>
<p>Minutes</p>	<p>Procedures</p>	
<p>3 min</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Have images ready to go and whiteboard cleared in case you need to write down any concepts or ideas the students are struggling with <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest / generate questions, etc.)</p> <ul style="list-style-type: none"> • “Today we are going to be talking about inferences. Can anyone tell me what that means? Well, it is a skill we use every day. So you may think this is off topic, but I’m going to show you a picture.” • (Pull out the senior picture of me in my Spider-man shirt) • “Now, I want you to tell me what you think about me when you see this picture?” (likes spider-man, nerdy, goofy) “That’s inferencing!” 	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Inferencing is defined as, ‘a conclusion reached on the basis of evidence and reasoning’. Like I said before, it’s a skill we use every day.” • Say you have a friend who you saw sneezing a lot yesterday, then, as you came to class today, you didn’t see her. What conclusion can you come to about your friend based on evidence and reasoning? (She is sick) • Now I want you to look at this image and do some inferencing with me to try and figure out what the heck is going on!
<p>5-10 min</p>	<p></p> <ul style="list-style-type: none"> • “Alright, lets gather all of our evidence first on what we know is here. Can anyone tell me something they see?” • (2 spider-men, pointing, a police van, boxes) • Now that we have our visual clues based on evidence, let’s bring in a little reasoning. What are some things we already know about spider-man that we can combine with the evidence we gathered that could help us figure out what’s going on here? • (Fights bad guys, has bad luck, often blamed for things he didn’t do) • “Overall, if you ask me, it seems like since the police are there, someone is being arrested. So one of these people may be a criminal. But they’re both dressed up like a superhero, whys that?” 	