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SECED 6760
Lesson Plan #1

Grade/age level:  8<sup>th</sup> grade
Subject:  English
Title of Lesson:  Reading Strategy:  Drawing Inferences.

Content Objectives:
 1.     Students will make inferences by putting together key information from
        multiple places in the text.
 2.     Students will apply the reading strategy of re-reading to clarify information.

Language Objectives:
 1.     In groups students will read the short story, *Charles*.
 2.     Students will listen to each other read.
 3.     Each student in the group will write key inferences from the reading of the
        text that helps identify who Charles is in the story.
 4.     Students will share their key inferences from the story that identifies who
        Charles is in the story.
 5.     Each student will re-read key inference from the story with the rest of their
        group.

Instructional Features:
        Activities/Procedures: Students will free write for ten minutes about their first
experience(s) in school.  Students will engage in a discussion about their first
experience(s) in school.  What was the first day of school like for them?  What kind of
student were they before eighth grade?  What's it like going to a new school?  What
things do they wish people had helped them with in the beginning?
        Students will be briefly introduced to the short story by tying it back into the
students' prior knowledge of the free write and discussion. Students will understand that
they will be reading a story about a child who like them has experienced school for the
first time.  During the reading of the story students are to make inferences about who the
main character Charles is in the story.
        Introduce the vocabulary word inference.  Write the word on the board.  Have the
students copy the word and the definition.  Inference is drawing a conclusion based on
information provided in a story to the reader.
        The students will play charades to understand inference.  With your students
create signs for the charades game.  Model a charade for the students.  Remind them they
are looking for the clues to help them solve the mystery of the charade just like making
inferences in a story.  Make the charades simple like shooting a basketball or reading a
book, then gradually more difficult like a title of a song or book.  Ask students to write
down their favorite activity, song, book, etc. on an index card, and then ask for a
volunteer to come up and act out the word or phrases.  Have a couple of students come
out and act out a charade.
        Finally pass out to the students the graphic organizer for drawing inferences.
Have the students start reading the short story *Charles* by Shirley Jackson as a whole
group.

Stop after a few minutes and model how to fill in the graphic organizer by engaging students in a discussion about the first hints or clues in the story and make an inference.

Ask them to make ten inferences based on the clues from the story on the graphic organizer as they read as to who Charles really is in the story. Suggest that students look for the hints just like in the game charades and make an inference based on the hint. Periodically through the reading have the students stop and share with each other in pairs their details/clues and inferences.

Adaptations:

| Pre-production/early production | Students will list three places in the text on their graphic organizer where inferences are made as to the identity of Charles in the story.<br><br>Students will write in phrases or simple sentences their answers and orally share their phrases or simple sentences with their partners. |
|---|---|
| Speech emergent | Student will list seven places in the text on their graphic organizer where inferences are made as to the identity of Charles in the story.<br><br>Students will write simple, comprehensible sentences and share orally with their partners the ideas they have written on the graphic organizer. |
| Intermediate/Native fluency | Student will list ten places in the text on their graphic organizer where inferences are made as to the identity of Charles in the story.<br><br>Students will write comprehensible sentences and share orally with their partners and the class the ideas they have written on the graphic organizer. |

Instructional Strategies:
- TPR is total physical response in which the vocabulary word inference is tied to a physical action. This action helps the student remember the word.
- Modeling by the teacher shows the correct steps to do an assignment or complete a task.
- Metacognitive strategies:
    a) Think while listening and reading. Students will be listening and reading for inferences from the short story.

b) Find specific information.  Student will look for key words, phrases, and ideas to help them identify inferences from the story.
c) Advanced organization.  ESL students will be given the adapted text of *Charles* prior to attending regular English class, so students will be able to preview, skim, and understand the gist of the story that will be read in class.

- Cognitive strategies:
  a) Construct graphic organizer.  Students will be required to complete the concept of inference by using the graphic organizer.
  b) Use background knowledge.  Students will use their background knowledge about attending school for the first time to look for those odd experiences in the story.
  c) Use context clues.  Students will look for context clues in the story that support their inference.

Grouping:
Students will work in supportive heterogeneous cooperative groups and pairs with strong English readers to read the story and present their information.  Each student will present their own information from the group.

Assessment:

|  | A | B | C |
|---|---|---|---|
| Pre-production/early production | 90% write three inferences on the graphic organizer using three phrases or simple sentences. | 80% write two inferences on the graphic organizer using two phrases or simple sentences. | 70% write one inferences on the graphic organizer using one phrase or simple sentence. |
| Speech emergent | 90% write six inferences on the graphic organizer using six simple, comprehensible sentences. | 80% write five inferences on the graphic organizer using five simple, comprehensible sentences. | 70% write four inferences on the graphic organizer using four simple, comprehensible sentences. |
| Intermediate/Native fluency | 90% write nine inferences on the graphic organizer using nine comprehensible sentences. | 80% write eight inferences on the graphic organizer using eight comprehensible sentences. | 70% write seven inferences on the graphic organizer using seven comprehensible sentences. |

Any score below 70% is required to see me for remediation and completion of assignment.