Whitnee Raines CIED 3253 09/09/14

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| **Targeted Literacy Strategy or Skill:** Inferring  **Grade Level:** 3rd – 5th  **Objective:** The student will be able to access background knowledge (schema) and confirm with text clues (textual evidence) to form a reasonable inference.  **Common Core State Standard:** Reading Literature 3.1, 4.1, and 5.1 – Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text. |
| **Prior Knowledge:**   * Ability to ask questions * Ability to make inferences |
| **Observation/ Rationale: (Before Lesson) What did you notice in your students’ work that let you know this lesson was necessary?**  It was time to begin our study of the “exploration” of the America’s and I choose to begin the unit with a lesson relying on observation and inferring. |
| **Materials Needed**  **Lesson from** *Strategies that Work* by Stephanie Harvey & Anne Goudvis, Pages 146 - 148  **Mentor Text:***Encounter* by Jane Yolen  **Materials:** Mentor “I Wonder, I Think” chart, individual “I Wonder, I Think” charts for the students, sticky notes for questions  **Student Groups:** Whole class read-aloud |
| Mini Lesson Format   * **Connect**: Begin by having the class discuss what background knowledge (schema) they have about Christopher Columbus and the exploration of the Americas. This discussion could also involve what students know of Native American life prior to Columbus’ arrival, if time allows. Engage in this discussion for 5 – 10 minutes, recording students’ knowledge at the top of their “I Wonder, I Think” chart.   Say: “Today we are going to read a story called *Encounter* together. First, I wasn’t to talk about Christopher Columbus and the discovery of the America’s. Does anyone know anything about Christopher Columbus? What about exploring? Let’s record our answers at the top of our “I Wonder, I Think” charts. I will write our ideas up here on my chart and you all write our ideas down on your charts as well.”   * **Teach**: Read the first few pages of *Encounter* and model your own thinking as you go. Record any questions you have in the “I Wonder” column of our chart, and record your guesses about the story in the “I Think” column. This is teaching the students how they will be questioning and making inferences about the story as they go.   Say: “I am going to read the first few pages of our story. If I run across anything that I have a question about, I’m going to write it down on the “I Wonder” side of my chart. If I think I can make a guess about what is going on in the story, I am going to write my guess on the “I Think” side of my chart. Record any questions or guesses you have on your own chart.” Read the first few pages, modeling questioning and inferring.   * **Active Engagement**: Continue reading through the story. As you progress, stop occasionally and have students write down questions and inferences on their “I Wonder, I Think” charts. Continue adding to your own chart as well. After you have finished reading the book, ask students to share some of their questions and inferences out loud. Have them support their inferences with textual evidence. If they made an inference that cannot be supported by the text, or is contrary to the text evidence have them further explain how they came to that inference. Any questions that students have that are not answered in the text, record them on a chart. As you move through the rest of your exploration unit, attempt to address these lingering questions   Say: When you stop a pre-determined place in the story ask “What questions do we have right now about the story?” Allow students time to give their questions, and for students to answer other students’ questions if possible. Then ask, “What guesses do we have about the story right now?” Again, allow students to share their guesses. Do this several times throughout the read-aloud. At the end of the book say, “Wow. What all did we learn about Columbus and exploring? Can we prove that any of our guesses were right or wrong? What about our questions, were all our questions answered? If you still have a guess about something in the story write it on one of your sticky notes, and write any of you remaining questions on the other sticky note. We are going to hang these guesses and questions up on our big “I Wonder, I Think” chart. As we learn more about exploration we will come back to these questions and guesses to see if we can answer them.”   * **Link**: To close the discussion say, “Today, we practiced inferring, which means we used evidence from our text and our own thoughts to decide what would happen in the story. When we had questions we wrote them down and used them to help us make predictions about what was coming next. Keep these charts handy as we go through our unit on exploration. Continue to write down any more questions you have on sticky notes and add them to the chart. Remember what questions we were not able to answer today, and see if you can find answers to them in other information we study.” |