

Inferences LP

Date: _____

Grade: 2 nd		Subject: Reading/ Writing	
Materials: Comic strips		Technology Needed: Projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <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) 2. RL.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.W.3- Write narratives. a. Recount a well-elaborated event or short sequence of events. b. Include details to describe actions, thoughts, and feelings. c. Use transitional words to signal event order. d. Provide a sense of closure.		Differentiation Below Proficiency: Students can work with a partner or in their table groups Above Proficiency: Students can add more detail into the comic strip Approaching/Emerging Proficiency: Students will work by themselves to fill out their comic strip Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual- looking at the pictures and writing down the sentences 	
Objective(s) <ul style="list-style-type: none"> • Students will by the end of the lesson have a comic strip filled out with their inferences based on the illustrations by writing directly on the comic strip. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will respect each other and the ideas of others 	
Bloom's Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will sit up at the board with a voice level of zero/one • Students can work around the room or at their desk • When chimes go off the students will come back up to the front of the room to talk about the assignment 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will respect each other and the ideas of others 	
Minutes	Procedures		
5	Set-up/Prep: <ul style="list-style-type: none"> • I will print and gather the comic strips needed for the class to fill out, while having one put up on the projector so that we can do one together 		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “Today we are working with comic strips, but they don’t look quite right... what is missing?” <ul style="list-style-type: none"> ○ I will bring up a comic strip with just the illustrations on it but no words • “The words are missing! We must try to figure out what is going on by using inferences! We get to guess what is happening based on what is happening in the pictures. 		
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • I will show the poster on what an inference is • “An inference is an educated guess made based on what we already know and what the text or illustration is telling us. So while we don’t have text we have to come up with the text to the comic strip based on what you think is happening in the pictures. It has can be fun and silly, but it also has so match what is happening in the pictures. So, if the picture has a wizard that turned a person into a duck, I can’t say that he turned him into a dog.” • I will show an example of what I want them to do, we will do it together as a large group • “Does anyone have any questions on what you are supposed to be doing?” • I will have a couple different comic strips available for them to pick from. • “After you have your comic strip you will either sit at your desk or find a spot on the floor, you can talk but this assignment is one your own.” • “Also use your best writing skills so we can read what you have written, there might not be a lot of space you so you have to write carefully.” 		

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	<ul style="list-style-type: none"> • “After you are done come back and sit up at the front of the classroom and we will share a couple!” 	
10/15	<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"> • The students will go and find a spot to work in the classroom, independently • I will walk around the room asking students <ul style="list-style-type: none"> ○ “What do you think is happening in your comic?” ○ “How can you tell?” ○ “What else do you think do you can add?” ○ “Are you using any ideas from other things you have read?” 	
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “Alright, it looks like everyone is done, lets come back up to the front and share a couple before you guys turn them in!” • “What did you guys learn from this?” • “What did we use when we looked at these comic strips?” 	
	<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>I will observe and check their writings on the comic strips</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • After they finish the assignment, I will check their writings to see how they match up with what the pictures illustrate
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>That lesson went great! The students had already been working on inferences in class with videos so I didn’t have to really teach them about inferences since they had been learning about them and knew the basic idea. I did go on to ask more questions and asked them to explain what an inference was back to me in a large group, and how do we make an inference? We talked about how we use our background knowledge and take an educated guess, not just pulling a guess out of the air. For the videos we listened (even though they had no words) and we watched what the story told us. They also explained to be that we have to look at what’s going on and we can’t just make something up if we don’t see it, it has to make sense to the story/pictures.</p> <p style="padding-left: 40px;">When I brought out the comic strips they were pretty excited, but I stopped and ask, “If I see aliens in the comics can I talk about elephants?”, they said no because we don’t see any elephants in the comic, so what we write about has to make sense to what the pictures are showing us. I did make sure to say that they can be silly and fun but making sense is what inferences are all about, so they have to do their best to make sense of the story in their own words. Also, that the only way I’ll have them redo anything is if their story is completely off and doesn’t make sense.</p> <p>They had three options to pick from, they had to at least finish one and turn it in. Most of them ended up doing all three and some even did one again, making four of them. A lot of the students had a really fun time doing the activity, they were so excited to have Mrs. Mock and I read them. They were all hilarious, and one student did the alien comic strip wrote it is a “different’ language because aliens don’t speak English! It was great, he did finish two others so I was okay that I couldn’t read it, he did tell me what it said. I definitely want to do it again and even for this class maybe get longer comics to really see what they can write. It would also be fun to see if they can draw pictures and then pass it around and see what other students put as their inferences.</p>		