

Lesson Plan – Making Inferences

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Subject: Reading

Grade Level: 1st

Objective(s):

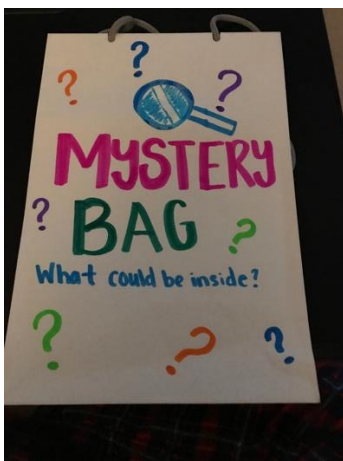
- Student will be able to formulate accurate inferences when reading *Pete the Cat: I Love My White Shoes* by Eric Litwin
- TEKS:

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(F) make inferences and use evidence to support understanding with adult assistance;

Introduction

- Entry/Daily Review/Anticipatory Set:
- Prior to class, I will create a mystery bag, where I will place the following objects inside it: crayons, a pencil, scissors, notebook, eraser, glue stick, and sharpener; I tell my student that we will play a guessing game. My student will pull the items out of the bag and guess who owns the items.



I will have my student talk about why she made that particular guess and tell her that she was making an inference when she made predictions about the items being pulled out of the bag

Lesson Rationale:

I will tell my student that when we read, not everything is going to be said directly to us in the story. We have to make guesses based on what is on the page (pictures) and what the words say.

Body

- Input/Presentation/Modeling:

I will provide the anchor chart below which will help my student understand what it means to make an inference.



I will repeat the definition of making an inference and then say “When we make a guess based on the words in the story and what we know, we are making an inference. For example, when we see someone who falls and starts crying, we can infer that they are hurt.” I will tell her that when we make inferences, what we’re doing is “reading between the lines” and making guesses about what is not known, based on what we do know. We “put two and two together” to figure out something that isn’t stated in the story or text.

I will tell my student that we are going to read a story about a cat who *loves* his white shoes. I will show her the cover of “Pete the Cat: I Love My White Shoes” and do a think-aloud to model how I make an inference based on the cover. I will say, “I see a cat wearing shoes on the cover the title reads ‘Pete the Cat I Love My White Shoes.’” Connecting the cat and the title, I can infer that the cat on the cover is Pete the Cat.

As I read pages 1-4 of the book I will make inferences about what may come next in the story. I will model how to make an inference and answer open ended questions like “The book says that Pete is walking down the street with his brand-new shoes, I think he might get them dirty if he doesn’t watch where he’s going. I remember when I was young I accidentally stepped in mud and got by brand-new shoes dirty.” Once I have made my inference I will write it in to my inference chart to model how I came to my conclusion.

Making Inferences		
Text	Background Knowledge	Inference
	+	=

- Guided practice/Monitoring and Adjusting/Checking Understanding:

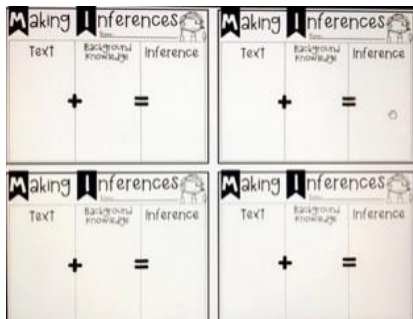
I will tell my student that we will continue to read a couple more pages from the book and she and I will come up with guesses regarding what color she thinks Pete's shoes will turn based on the words and her prior knowledge. After reading pages 5 & 6, I will ask, "What color do you think Pete's shoes will turn?" "do you think Pete will be upset?" "Why do you say that?", I will help my student add our inferences on the Inference Chart.

I will repeat the steps in this part for pages 8 & 9

- Independent Practice/Opportunities for Practice:

I will have my student read the rest of the book and make inferences as she reads. I have marked the following pages to prompt her to make an inference, just in case she misses them: pg. 11, 13-15, 16-18, and 20-22.

My student will fill out her inference chart at every stopping point (it will be the same as mine but hers will have 4 of the charts in a page so she can have more room to work. I'll print extras in case she needs extra space.



- Modifications for Learners with Exceptionalities

Conclusion

- Assessment of Learning:

To assess that my student understands what inferencing is. I will have her read the short passage and make an inference about what the character is going to do next. She will explain what clues/experiences she used to make her choice.

Skill - Making Inferences Name _____

Making Inferences

Directions: Read about Josh and his dad. Then write about what you think Josh and his dad will do.

Josh woke up early on Saturday morning and looked outside the window. The sun was out and it was hot. His dad called to Josh and said, "It is a perfect day, don't forget to bring a towel!" Josh grabbed a towel and they left the house.

1. Where do you think Josh and his dad were going? _____

Draw a picture of where you think Josh and his dad went.



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- Extension

My student will write clue cards for three princesses that she knows. For each princess, she will write 3 sentences that give clues to the identity of the princess.

- Closure

I will ask my student to tell me what she learned today. I will ask her to give her own definition of inferences and to describe what a good reader does to make inferences.

Materials Needed

Inference Anchor Chart
 Pete the Cat: I Love My White Shoes
 Inference Charts
 Pencil
 Inference Bag

References

- Abby, B. (2011). Mystery Box {Inferencing Activity}. [The Inspired Apple: A Teaching Blog]. Retrieved from <http://theinspiredapple.net/2011/02/mystery-box-inferencing-activity.html>
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- Gal, P (2016). An Inference Activity [The Primary Gal]. Retrieved from <https://www.teacherspayteachers.com/Product/The-Giving-Tree-An-Inference-Activity-1194888>
- Litwin, E. (1999). *Pete the Cat I Love My White Shoes*. Atlanta, GA: First HarperCollins Edition.

Making Inferences Worksheets. (n.d.). Retrieved February 20, 2018, from <http://homeschooldressage.com/making-inferences-worksheets/>