

Lesson Plan–Long Form

Subject: Reading

Grade Level: Second

Topic: Making Inferences

Objective(s)

- Student will be able to
 - Write inferences of narrative text using their schema and the text
- 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...

Introduction

- Entry/Daily Review/Anticipatory Set
 - I will ask my student if she knows what it means to make an inference. I will then provide the definition which is an educated guess made with your background knowledge and the text about what is going on.
- Lesson Rationale
 - I will tell her that learning to make inferences is important because it will make the text easier for them to understand, especially if the author likes to let the reader read between the lines.

Body

- Input/Presentation/Modeling
 - I will give my student the anchor chart explain what schema/background knowledge is and how they can use it. I will also explain how they will use context clues and put the two things together (schema and context) to make an inference of the story. I will then give some examples of inferencing (i.e. when I woke up the ground was wet and there were puddles everywhere, meaning it was raining.)
- Guided practice/Monitoring and Adjusting/Checking Understanding
 - I will give her a making inferences chart (with schema and text parts left blank for them to fill in) and I read a short story out loud for them to listen to. I will then stop

in the middle of the story and ask them to make an inference about how they think the story will end.

- Independent Practice/Opportunities for Practice
 - I will give her a worksheet where she will have to paste what they think is the correct answer to the papers. This will test her inferencing skills by seeing if she can use their schema and the clues she reads to make inferences of who wants which gift.
- Modifications for Learners with Exceptionalities

Conclusion

- Assessment of Learning
 - I will ask my students to make an inference about what I say. I will say, "I'm very hungry right now." and then ask them what they infer I will do after the lesson. Acceptable answers are, eat, go somewhere (to eat), or anything that has to do with eating.
- Extension
 - I will have them read a chapter book and make an inference at the end of the middle of the chapter about what they think will happen next.
- Closure
 - I will ask my students what they learned today and what two things they need to make an inference (background knowledge/schema and the text).

Materials Needed

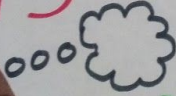
- Making Inferences Chart
- Making Inferences Pasting Activity
 - <https://www.teacherspayteachers.com/Product/Free-Inferencing-Activity-3728093>
- *Sleeping Beauty* (Not the full story, just the main ideas)

Making Inferences

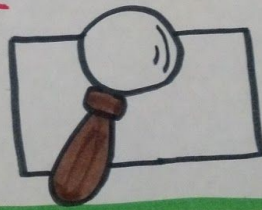
Schema + text evidence = inference

{ what I
already
know }

{ clues }



+



= I infer...
Perhaps...
Maybe...

TOY STORE AD



video game



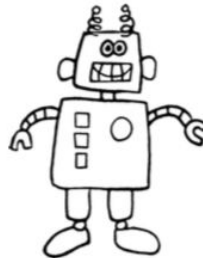
tea set



roller skates



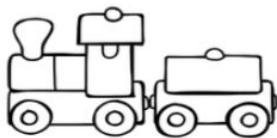
drum



robot



doll house



train



potato head



skate board



bicycle



toy car



doll

Person	Clues	Gift
Adam	He wants a toy that he can use outside. It has wheels and goes fast when he stands on it and pushes with his foot.	
Ashley	She wants a toy she can use when she is pretending to have a party with her dolls and she can pretend to serve her dolls hot drinks.	
Katie	She wants a toy that she can rock and cuddle. She wants to dress her toy in outfits and use the toy when she plays house.	
Ryan	He wants a toy he can use when he pretends he is marching in a parade. It comes with a pair of sticks he can use with it to make loud noises.	
Jason	He wants a toy that he can use on a track. He wants to pretend that the toy carries people and cargo and stops at stations along the track.	
Anna	She wants a toy that she can put body parts on to give it different kinds of goofy faces. She can put hats and shoes on it too.	

Directions: Use the clues to pick a toy from the toy ad to buy for each person on the gift list. Then write or paste in the picture of the toy you chose for each person.

Gift List

Person	Clues	Gift
Kyle	He wants a toy that he can ride on when he is with his friends. It has a seat, handle bars and wheels.	
Lisa	She wants a toy that she can use with her dolls. She wants to fill it with furniture and pretend her dolls live there.	
Brian	He wants a toy that has a controller with buttons. He will use the controller to play race car games on a screen.	
Carla	She wants a toy that she can wear on her feet. It comes in a pair and they both have wheels on them.	
Kevin	He wants a toy that has arms and legs. When he turns it on it will make beeping noises, walk around, and talk in a funny voice.	
Laura	She wants a toy that has wheels. It has a remote control and she can make it go fast. It looks just like the big one her mom drives.	