Lesson Plan Number: 4
Lesson Title: Making Inferences
Grade Level: 2nd Grade

Content Standards:
 (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;

Learning Objectives:
At the end of this lesson, the students will be able to:
1. Make inferences to support understanding and comprehension on multiple texts. SWBAT1
2. Define: comprehension, prior knowledge, schema, and inferences. SWBAT2

ELPS:
(4) Cross-curricular second language acquisition/reading.

        (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and

Language Demands	Language Supports
Function Make inferences to support understanding and comprehension on multiple texts. SWBAT1	• I will introduce the concept of inferring with the help of a cartoon. • I will explain the importance of making inferences in texts. • I will define, explain, and model the definition of inferences by showing anchor charts. • I will provide many activities to practice making inferences. • Students will work on a case file project to demonstrate mastery of the lesson.
Vocabulary Define: comprehension, prior knowledge, schema, and inferences. SWBAT2	• I will first give the definition of comprehension, prior knowledge, schema, and inferences through the lesson. • Students will model their process of making inferences during "Detectives in Action" presentation.

Focus/Attention-Getter:
I will start this lesson by showing the following cartoon on the board. I will read it and asks the students questions about the image. I will say, "What can you infer from the picture? What do you think happened to the coffee? Look around the picture, look closely to the mom and the son. What is your evidence?


Background Information/ Lesson Rationale:
I will continue, "We inferred the son drank the coffee because he looks energetic in the picture. Did it say, on words, that the son did it? No, we concluded that based on the clues from the picture. This process can also be done with books. It is important that we learn how to infer what it is not said in texts. Why? Because we can understand the story better.

Input/Presentation/ Modeling:
To begin the guided practice, I will show the following anchor chart that describes the definition of "inference". I will say, "When you make **an inference** you go beyond the author's words to understand what is NOT SAID in the text! We become reading detectives. In the cartoon, we solved the mystery of who drank the coffee based on the clues. It is important to connect our knowledge and clues to the pieces together."
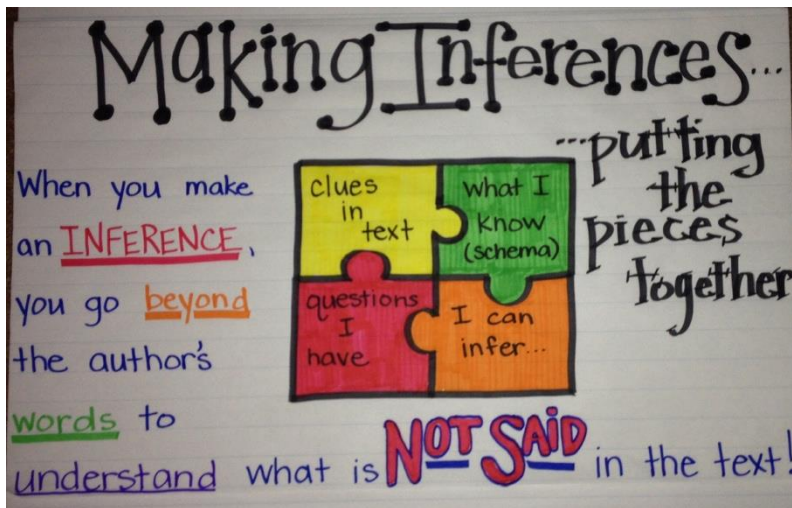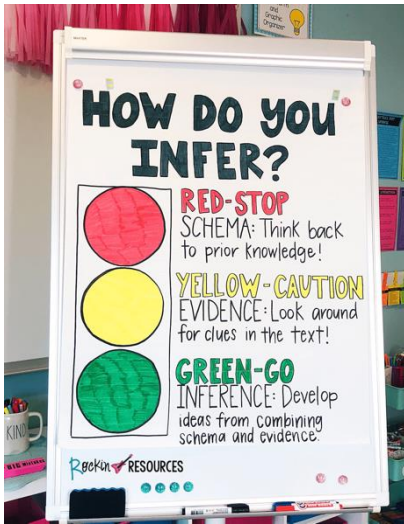
"This are the ways we can infer:
1.   First, we must stop and think back about our prior knowledge or schema which is what we already know about the story or the topic.
2.   Second, we look around the lines for clues in the text.
3.   Third, we develop ideas from our prior knowledge (what we already know) and from the evidence (based on our clues)."

I will continue, "When we make inferences, our reading comprehension becomes better. We can understand the story and what is happening."
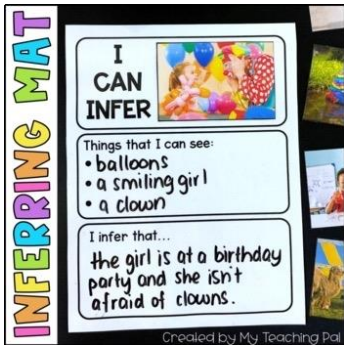
I will model how to make an inference based on a picture. I will use the following example:
"Let's become reading detectives! What is the first thing we have to do? Look at the picture and STOP: think about your prior knowledge first. Then CAUTION: What is some evidence or clues found on the picture? Let's make a list… GO: Develop an idea from your prior knowledge and the clues from the picture… I can infer that….."

Guided Practice:
I will let the students practice making inferences based on pictures first. They can work independently or with a partner the following card game. Each student must answer the questions below the picture with the following sentence starters:

1. I think…
2. I predict….
3. My guess is….
4. Maybe….

Then use the following sentence:
1. My evidence is…
2. I see these clues…

Then, they have to record their answers on their notebook using the same sentence stems.

If students are having difficulty making inferences, I will model an example and guide the student to answer the questions.

Independent Practice:
For independent practice, each student will be given an "Inference Case File" with a story. They will have to read the story and answer the questions that will help them guide their thinking. All answers must be recorded in complete sentence because they will share their findings with the classroom.
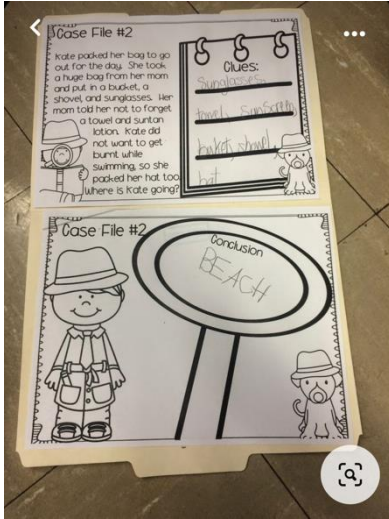
Article from **The Lemonade Stand** -...

Modifications for Learners with Exceptionalities:

Students with IEPs/504 Plans: I will break down complex directions into small steps to keep students organized. I will create a To-Do list of the steps for the presentation.

Students with Specific Language Needs: I will help the Els practice their presentation before class or after class. I will provide sentence starters and we can write their speech. They may use flash cards to help them organize their thoughts during the presentation.

Students with Other Learning Needs: I will rearrange the classroom into a detective scene similar to this:

This will help create a safe, fun environment where students are free to move around during the presentation.

Assessment:

The assessment for this lesson will be a presentation. Each student will present make a presentation about their case file. This presentation will be called "Detectives in Action".

1. Name of your case file.
2. Background (what is the story about). This will show me their comprehension skills.
3. The inference made based on the questions. This will show their inference.
4. What are the clues presented in the text or in the picture.
5. What process did you do as a detective to come up with the inference.
6. Model your thinking process to the rest of the classroom.

If the student is able to explain the three processes of making an inference, it will show mastery of the lesson.

Closure:
I will ask the students, "What did you learn today? Where can you use your inference skills outside of the classroom?" Can you use it at home? The park? The movies?