

Jessica Bloom
Lesson Plan One
Dr. Chen
October 22, 2008

Overview

Tutor: Jessica Bloom
Subject: Language Arts
Topic/Unit of Study: Making Inferences
Grade Level: 4

Original Lesson

Time Frame: 25 minutes
Background Information:

❖ Objectives

The purpose of this lesson is to make students more comfortable with making inferences. Students will use context clues to make inferences about what is to come in following chapters of a short story book.

❖ Lesson

The teacher held up a book, *Chocolate Fever*, in the front of the class but covered everything except for the title. She asked the students to make a prediction of what the story was going to be about and write 3-5 sentences in their notebooks. She then handed out the book to each child, but all the pictures were covered in chapter one as well. As the kids read the chapter silently, she had them write inferences after each page they read. Then, if they got it right, they put a check mark in their notebooks. If they got it wrong, they had to go back and find clues in the story that could possibly have been useful to help them make better connections.

❖ Materials

- A copy of *Chocolate Fever* distributed to the class.
- One piece of lined paper for students to write their inferences on.
- Pencils to make adjustments to their inferences.

Modification and Rationale

Objectives:

- The student will be able to make inferences about a book based on its title.
- The student will be able to answer questions and make inferences based on what they think will happen next in the story.

NJ- New Jersey Core Curriculum Content Standards

- **Subject** : Language Arts Literacy (Adopted July 2002, revised and readopted April 2004)
 - **Standard 3.1:** READING - ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.
 - **Range/Grade Level 0:** By the end of **Grade 4**
 - **Strand** : E. Reading Strategies (before, during, and after reading)
 - **Cumulative Progress Indicator 2:** Identify specific words or passages causing comprehension difficulties and seek clarification.

NJ- New Jersey Core Curriculum Content Standards

- **Subject** : Language Arts Literacy (Adopted July 2002, revised and readopted April 2004)
 - **Standard 3.1:** READING - ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.
 - **Range/Grade Level 0:** By the end of **Grade 4**
 - **Strand** : G. Comprehension Skills and Response to Text
 - **Cumulative Progress Indicator 3:** Cite evidence from text to support conclusions.

Rationale:

Based on the knowledge I have gained through administering the BRI on my student, Cross, I have learned that he has difficulty making inferences while reading and after reading. This lesson will help Cross look for cues in the text that will help him make better inferences. Also, by teaching him strategies, he will be able to make inferences more often and connect them to the text.

Modifications:

While the teacher held *Chocolate Fever* up in front of the class, I pulled Cross to the back of the room so we could have a one on one session. Since he has difficulty making inferences, I did not cover the picture on the cover, like Miss Natale did with the

rest of her students. Instead, while looking at the picture on the cover I had him write down a few sentences about what he thought the story was going to be about. After he told me what he wrote down, I decided to read chapter one with him. While the other students in the class were reading with the pictures in the book covered, I uncovered the pictures in Cross' book so he had visuals to look at while attempting to make inferences on what was to come.

While Cross read, I stopped him every so often to ask him different types of questions. Some types of questions were Think and Seek questions, Big Picture questions, Predicting questions, and Clarifying questions. Through these questions I was able to see if Cross really understood what was going on. The goal of teaching him these questioning strategies is for him to eventually ask himself the questions while reading in order to be able to make meaningful inferences.

Learning Experience

- ❖ As soon as I brought Cross in the back of the room he was extremely interested in what we were going to accomplish in the lesson. He is very observant and noticed everything I was doing. Cross' first inference about the title of the story was logical. He said the story was going to be about a boy who eats too much chocolate and gets sick. He went into a lot of detail and even told me some of his own personal experiences. So, believing that he was successful in his first inference, I moved onto reading the first chapter. Every so often I would stop and ask questions. He got a little frustrated that I kept stopping him and asked why he needed to answer my questions. One thing that I would change if I did this lesson over again would be to explain to him in the beginning why I needed to ask him questions and why he would benefit from it. However, after I explained to him why I had to do it, he was very helpful and, once again, went overboard with his inferences. He liked the Predicting questions the most and he related the story back to his own life multiples times throughout the chapter. I told him that he should be asking himself the aforementioned questions each time he reads a chapter in the book. Overall, Cross was helpful and made the lesson run smoothly for me.

Plan of Action

My next step with Cross, based on this lesson, would be to cover pictures in following chapters to see if he could make inferences without visuals, only text. Also, I would make up a worksheet with inference questions to see if he has been using the strategies I used with him. This way, I would be able to tell if he was progressing with making inferences.