

Subject/Grade: ELA / Grade 2

Lesson Title: Making Inferences

Teacher: Ms. Jaihra Collado

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade appropriate visual and multimedia texts.

- a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts, including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters
- b. Select and use task-relevant before, during, and after strategies to construct meaning when viewing.
- c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when viewing.

Key Understandings: ('I Can' statements)

- I can explain the process of making an inference.
- I can list the things I see in a picture.
- I can think back to my life experiences and relate them to the book I am reading.
- I can listen to a story and talk about the big ideas.
- I can talk about the special details of the story that helped me understand what I am reading.

Essential Questions:

- How do we make inferences?
- How does making inferences help readers?
- What is the purpose of making inferences?

Prerequisite Learning:

- The students need to know how to read and write.
- The students should be able to see and understand pictures in text including recognizing feelings portrayed in pictures.
- The students should be able to think back to their prior life experiences.
- The students should be able to share about a book they read/listened to.
- The students should be able to share what a good student does such as being a good listener, a good reader, a good speaker and a good writer.
- The students should be able to listen and understand when a teacher is giving instructions.

Instructional Strategies:

- **Direct Instruction** – I will give the students direct and explicit instructions throughout the lesson.
- **Questioning** – I will use questioning and prompting during the lesson to help students develop ideas and answers.
- **Read Aloud** – I will read a book to the class as a part of our main learning activity.
- **Cooperative Learning** – We will work as a group to make inferences while reading the book “My Lucky Day” by Keiko Kazsa.
- **Independent work** – The students will have some time to do some independent work at the very end of class. They will copy the answers that I have written on the board onto their worksheets.

Stage 2: Determine Evidence for Assessing Learning

Assessment:

- Formative Assessment - I will be able to see whether the students are getting the concept through observing them throughout the lesson and through going over the worksheets that the students will hand in at the end.

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 10 minutes

I will bring a backpack to class, pretending that I had just gotten back from a trip. We will open the backpack together as a class. I will get some students to come pull the objects out from the backpack one at a time. Some will be physical objects and some will be pictures. After the students have pulled everything out of the backpack, I will ask the students what kind of trip they think I just went on. The students will have their guesses and I will get some students to share their thoughts and answers. I will ask the questions:

- “What made you think that?”
- “How did you come up with that conclusion?”

I will tell the students that they have just used their inferring skills by trying to figure out what kind of trip I went on by using clues (things in the backpack). I will explain that making an inference is combining our own knowledge and the information or clues that are given to us. Then, I will tell the students that I will be teaching them the process of making inferences so that they can use this strategy when reading, which is a really important strategy because it helps us read between the lines when reading a book and helps us fill in missing information that may not be explicitly said on pages.

Development:

Length of Time: 40 minutes

I will start by showing the students the poster that I created. The poster will help the students visualize what I am teaching. I will talk about how important each puzzle piece in the puzzle model is. I will explain that each puzzle piece has a guiding question: 1) What do I see? 2) What do I know? 3) What can I infer? Then, I will introduce the words “Evidence”, “Schema” and “Inference”. After defining the three words, I will walk the students through the process of making an inference. I will use pictures as I walk the students through some examples.

Link to the examples: [Pictures for the Making Inferences Examples Activity](#)

Example #1

What do I see?

- *I see an ice cream on the ground.*
- *I see a boy sitting and crying.*

What do I know?

Materials/Resources:

- Projector
- Computer
- White board and marker
- Backpack, hat, water bottle, flashlight, bug spray, sunscreen, rain jacket
- Printed pictures of a tent, sleeping bag, pillow and roasting sticks (symbolic items)
- [Pictures for the Making Inferences Examples Activity](#)
- “Making an Inference” Poster
- “My Lucky Day” by Keiko Kasza (Book)
- Making Inferences Worksheets

Possible Adaptations/

Differentiation:

- For students who have a hard time remembering tasks, I can write down prompts or clues on the board.
- For students who take longer to write things down, I can make fill in the blank worksheets for them so they do not have to copy everything down that is on the board.
- Instead of having the students copy all five answers down onto their worksheet, depending on how much time there is left for the writing portion of the lesson, I can reduce the number of answers the students need to copy.

- *I know that you cry when you are sad or if something doesn't go right.*
- *I know that ice cream is a treat and it's delicious.*

What can I infer?

- *I infer that the boy dropped his ice cream and that is why he's crying.*

Example #2

What do I see?

- *I see a dog.*
- *I see muddy legs.*
- *I see muddy paw prints on the floor.*

What do I know?

- *I know that mud is dirty.*
- *I know that when my puppy plays in the mud and I don't clean his paws before entering the house, he can leave paw prints on the floor.*

What can I infer?

- *I infer that the puppy was playing in mud before the picture was taken.*

Example #3

What do I see?

- *I see a girl in a bathing suit.*
- *I see that she is wearing sunglasses.*
- *I see that she is holding a beach ball.*
- *I see that her hair is in a ponytail.*

What do I know?

- *I know that when someone is going to swim, they wear their bathing suit.*
- *I know that a beach ball is something you play with at the beach or in water.*
- *I know that sunglasses protect your eyes from the sun.*

What can I infer?

- *I infer that the girl is getting ready to go to the beach.*
- *I infer that it is a summer day.*

After we practice with some pictures, we will read a book called "My Lucky Day" by Keiko Kasza. We will read through the whole book, but we will stop at certain pages to make inferences. The students will have a worksheet in front of them. For each stopping point/page, we will go through the steps of making an inference and then I will write our inference down on the board. After reading the whole book, the students will copy the answers down on their worksheet. When finished, the students can color the pictures on the worksheet. (I have attached the worksheet that the students will be working on, on the very last page of this document).

Management Strategies:

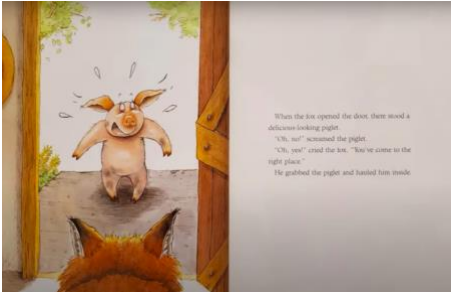
- I will discuss rules and expectations before I start the lesson and before I start the activities. For example, reminding students what actively listening looks like: eyes on the speaker, raising your hand up to walk, taking turns to talk, and not distracting your classmates around you.
- I will use attention getters such as clapping patterns and counting down to get all of the students focused and ready to learn.
- I will prompt students and ask questions to help them think of ideas.
- I will give hints or clues to help students answer questions.
- I will rephrase my questions if the students don't understand the first time.
- I will show the students the worksheet before handing them out and explain what they will be doing with the worksheet.
- I will use positive reinforcement when students are sharing their ideas.
- I will appreciate students that are behaving or following rules and expectations and use them as an example for everyone else to see and copy.

Safety Considerations:

- I will create a safe and judgement free environment for the students by talking about it before the lesson.
- I will remind students that they need to respect their classmates who are sharing their thoughts and ideas.
- I will let the students know that it is okay to make mistakes and that

The book has no page numbers, but here are pictures of the stopping points when we will make inferences as a class:

1.



2.



3.



4.



5.



it is a part of their learning experience.

- I will let the students know that if they have any questions or concerns, to not hesitate to ask.

Learning Closure:**Length of Time:** 10 minutes

After we do the Inferring Activity using the book "My Lucky Day", I will close the lesson by discussing/ reviewing the process of making inferences. I will refer to the poster again. I will remind the students that when we are making inferences, our inferences need to have some evidence to support them.

Stage 4: Reflection

Overall, I think my lesson went well. The professional development goal that I focused on while teaching my lesson was Set and Closure. I think my set was interesting and engaging as the students were eager to help unpack the backpack right from the beginning. They were excited to see the objects that were in the backpack as well as excited to share their guesses. I feel like my set activity was a great way to prepare the students for our lesson as they used their inferring skills, without even realizing, to guess what trip I used the backpack on. As for my closure, I think I brought the lesson to a logical conclusion. After the development, I referred to the poster again and I highlighted the process of making inferences. I asked the students what the first step, the second step and the last step of making inferences are. Then, we read the formula on the poster together as a class.

As for improvements, I think I could have redefined the three terms "Evidence", "Schema" and "Inference" on top of reviewing the steps of making inferences at the very end. For next time, another option could be having students share what they liked about the lesson. Another thing that I could consider for next time is challenging students to write less answers on their worksheet as a lot of the students in the class are still learning how to write. For better visualization and understanding, I also could have explained that the guiding questions are color coded similar to a stop light. Red for stopping and thinking of what you see in a picture (evidence), yellow/orange for slowing down and thinking about our background knowledge (schema) and last, going ahead to make an inference by combining the two pieces of information (evidence and schema).

Other PDP areas that I want to work on are my communication skills for clarity, enunciation and language usage and basic management, specifically on reducing "dead time" and keeping track of time.