

# Lesson Plan Template

Date: 10/15/20



<b>Grade:</b> 4 <sup>th</sup> Grade		<b>Subject:</b> Language Arts	
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Laminated Bingo sheets</li> <li>- Laminated cards</li> <li>- Mystery short story sheets</li> <li>- Inference worksheet</li> </ul>		<b>Technology Needed:</b> Computer projection screen	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> <b>Other (list)</b>		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> <b>Large group activity</b> <input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> 4 RL. 1 - Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.		<b>Differentiation</b>  <b>Below Proficiency:</b> As student are doing bingo I will be close by to help and for group work I will place them with a more experienced learner  <b>Above Proficiency:</b> Student will switch their paper with a second partner who is proficiency and they will infer their story  <b>Approaching/Emerging Proficiency:</b> Student will use the knowledge they have gathered and apply it to group work  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Video</li> <li>• <b>Auditory:</b> Video and important parts of inferences</li> <li>• <b>Kinesthetic:</b> Bingo</li> <li>• <b>Tactile:</b> Bingo</li> </ul>	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>- Students will be able to identify what the text is saying by deducting evidence from different texts</li> <li>- Student will apply their understanding of drawing inferences by creating a mystery story that can be solved through clues in their texts</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> Identify, understand, apply create			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Student will sit quietly at desk during video and discussion of inferences</li> <li>- I will have a helper pass out bingo cards</li> <li>- Student will sit in their desk when they write their own stories</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Students are expected to raise their hand when they have a comment or a question for the class</li> <li>- No Blurts</li> <li>- during group work students may have quit voices</li> <li>- "No thank you, can we please turn our voices off"</li> <li>- "thank you for being such a great listener and doing it the first time I asked you."</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Have video pulled up</li> <li>- Bingo cards laminated</li> <li>- As well as short story cards</li> <li>- Have mystery short story sheets ready</li> </ul>		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>- "What do we remember from inferences?"</li> </ul> <a href="https://www.youtube.com/watch?v=INFWXZ_tI4M">https://www.youtube.com/watch?v=INFWXZ_tI4M</a>		
	<b>Explain: (concepts, procedures, vocabulary, etc)</b> Once video is done, we will discuss major points within video <ul style="list-style-type: none"> <li>- "what important information this video trying to teach us?"</li> <li>- "How can we be better detectives while we are reading?"</li> <li>- "What do we need to look for within our stories?"</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Mr. Bones</li> <li>• Uses clues/evidence from the text</li> <li>• Chose the most likely option</li> <li>• We can never draw conclusion</li> <li>• One possible conclusion not the only one</li> <li>• More clues the stronger the inferences</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Bingo game</p> <ul style="list-style-type: none"> <li>• Set of cards with little a short story</li> <li>• Student needs to inference from the story and mark the correct spot on sheet</li> <li>• Students will identify and make an inference of short story</li> </ul> <ul style="list-style-type: none"> <li>- Cards will have a short paragraph student will need to take the clues from the paragraph and inference what it is saying</li> <li>- We will do the first couple of cards together making sure student get the concept and follow along</li> </ul> <p>After we play bingo, I will ask student to place bingo sheet at the corner of their desk. I will have a help go pick them up and give them to me.</p> <ul style="list-style-type: none"> <li>- I will then show our inference worksheet and I will walk through it with them</li> <li>- There will be a section for your own story (which needs to be 5-8 sentences long)</li> <li>- Once you finish your story, I will choose a partner for you and you will switch your stories</li> <li>- Student will read partner stories and come up with conclusions and inferences.</li> <li>- There will be a part on the work sheet to write inference</li> <li>- "Students make sure you are using nice handwriting, so everyone is able to read it"</li> </ul> <p>once partners are done, they may switch papers and discuss whether they made the correct inferences</p> <ul style="list-style-type: none"> <li>- Make sure to place your name on both paper so I know whose story it is and who read it</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <p>"How do we make Inferences?"</p> <p>"What are we looking for with in our stories?"</p> <p>"Are we drawing a final conclusion when we make an inference from a story?"</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b> <ul style="list-style-type: none"> <li>- Observe student as we are discussing inferences at the beginning and at the review</li> <li>- Walking around as we play bingo game see how students do and helping when I see a student struggle</li> </ul> </li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>I will take the students creative story and use it for my summative Assessment</p> <p>I will be able to see if student is able create inference and identify them within a text</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I really enjoyed this lesson. It was a review on inferences and Mrs. Gibbens said the students were struggling with the concepts. First I loved the video and watched it several times on my own. It was interesting and interactive for the students. They did not find it as funny as I did but it did a great job at covering the information of inferences. Me and my student discussed what an inferences was and we did a few examples together as a class. The students did a great job of review what they knew and applying it to what they learned. For this lesson I created a bingo game. I took questions and answers I found from a different website and create my own inferences bingo. This took hours and it was just some tedious work but it was so much fun. The student clearly enjoyed it and really got into the game. The bingo game also was just a fun away to practice inference skills. For the game I had a stack of cards that had short stories. There on each card there would be a question about what we should have inferred from the short story. On the bingo sheet there were answers in a disordered fashion to each of the short stories. The students did a great job with this and during our game I was also bale to see which student were really struggling with that concept of inferences. Following this I create my own inference writing sheet for the student to complete as groups. This was a little more difficult and I should have done this before the game giving student time to complete the sheet with their partner. As the class drew to the end some groups did not have enough time to complete it and it made them frustrated because they would have to wait until they had time to get back with their partner.</p>	