

**Lesson:** Inference

**Grade:** Fourth

**Time:** 1:15 - 2:00

**Materials:** Doc. camera, I Am Sacajawea, Sacajawea Her True Story, Criteria Notebook with sentence frames, anchor chart with mini lesson.

**Prerequisite Skills:** Students are familiar with word inference, drawing conclusions, and making generalization. They will also be familiar with the expectations for read to self and understand how to work independently for t

**Standards/Benchmarks Addressed:**

- **CCSS.ELA-Literacy.RL.4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Content/Language Objective:** **SWBAT explore** using the comprehension strategy of making inferences by *reading* for 20 minutes and *writing* an example of how they used inference while they were reading with evidence from the text.

**Hook:** We will be reading a small paragraph at the carpet to help kids review what it means to make an inference.

**Elvis works in a hospital in San Francisco. Elvis's job is to carry medicine from place to place. But Elvis is no ordinary worker. For one thing, Elvis weighs 600 pounds. Elvis also has wheels instead of feet. When told where to go, Elvis chugs down hallways, gets on elevators, and never bumps into anything.**

Kids will be asked: What realistic inferences can you make about Elvis?

What **CAFE** strategy is inference?

**Procedure:**

- Kids will head to get their reading bins and begin reading silently a book of their choice. Music will be playing in the background water and ocean sounds.
- I will meet with my red group for reading. Abby, Cody, and Mara who will meet me at the back table. We are reading Sacajawea Her True Story. We will review what we know about Sacajawea so far and make a few inferences/prediction about

what may happen next in the story. We will then go over a few vocabulary words (**Pomp, rattlesnake, courage, panicked**) and begin reading. Kids will read silently and I will go to them individually to read with them outloud.

- We will then discuss what we read. Questions: How did Sacagawea show courage? Kids will make an inference about what time of year it may be because in the story it said that the ice had just melted and it was April. They will write their inference in their reading notebook like everyone else using the frames on the doc. Camera.
- I will then let everyone know that 20 minutes is up and they need to begin their journal writing.
- I will then meet with the second group who is reading I AM Sacagawea. We will review what we read and then go over the following vocabulary words: **diverse, inhabitants, customs, Shoshone, bitterly, and edible**) Kids will then read silently as I walk around and read with them outloud. We will then discuss any inferences they made as they were reading following the frame on the doc. Camera.
- Then they will return to their seats.

**Special Needs Adaptations:**

- Students needs are differentiated based on the groups I meet with for small group instruction.

**ESOL Adaptations:**

- The sentence frames will assist with language that allows students to access the content. The modeling in the beginning will also help kids to better comprehend the meaning of inference.

**Closure:** Student write or illustrate to me in their journals about how they used inference while they read.