

Lesson: Inference-Garden of Abdul Gasazi



MASTERY FOCUS (PL-2, PL-3, I-1, I-6)

Essential Understanding: An inference is a reasonable decision about a concept or idea that is hinted at, but not directly stated, in the text.

Standards: What will students know, understand, and be able to do?

TEKS® **ELA.3.RC.D** (Fiction) Make inference about text and use textual evidence to support understanding.

© **CCRS 2.A4** Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.

ELPS 4j 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;

2i demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

1c use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;

Key Vocabulary: What key terms will my students need to understand?

Inference, conclusion, evidence/clues, support, connection

Assessment Plan: How will I assess prior knowledge? How will I know my students mastered standards? *Prior-T:*

Display a three column anchor chart labeled “Evidence/Clue”, “Evidence/Clue”, “Inference/Conclusions”. Ask students: *What is the connection between a clue and an inference?*

Evidence/Clue	Evidence/Clue	Inference/Conclusion

Summative: At the end of the lesson, students will read one of the books: Wreck of the Zephyr (lexile level 500) or Jumanji (lexile level 580) written by Chris Van Allsburg. Students will use a three column chart in order to record evidence which supports their inference.

Questions:

1. What can the reader conclude about _____?
2. What evidence does the reader have to support the conclusion that _____?
3. What can the reader conclude about _____?
4. The reader can tell that _____ is _____ because _____.
5. Which sentence in the story tells the reader that _____?
6. What character trait best describes the main character? (possible traits: selfish, cruel, curious, proud)
7. What can the reader infer about the ending of the story? What evidence supports this inference?
8. If Chris Van Allsburg included two more pages to the story, describe and illustrate what would happen next.





LESSON CYCLE (I-1, I-4, I-5, I-6, I-8)

How will I engage my students in learning? How will I lead my students to mastery?

Activity 1- T: Act out scenario: (*Enter the room, stomp feet, and throw a notebook on the floor.

*Cross arms and stand in one place shaking your head.)

1 Engage and Connect (5 min)

Do Now:-T: What can you infer about how I am feeling? You can make an inference based on actions, facial expressions and body language. What evidence supports your inference? S: Think-Pair-Share thoughts about how the teacher is feeling. T: Ask students to share their evidence and inference. Refer to the three column anchor chart with "Evidence/Clue" "Evidence/Clue" and "Inference/Conclusion" written across the top. Teacher will scribe the evidence and inference in the appropriate space.

Example:

Evidence/Clue	Evidence/Clue	Inference/Conclusion

2 Introduce New Learning (10 min)

T: A good reader makes connections and inferences as they read. There are four important questions that will help you think about the inference you will make.

The reader can tell from the story that _____.

Which sentence in the story tells you that _____?

What conclusion can be made about _____?

One conclusion that can be made about _____ is _____.

Activity 2-Stay or Switch- S: Work in a group of 4 or 5. Listen as the teacher reads a scenario. T: Read the Stay or Switch Scenario (see attachment). Read one sentence at a time and allow students to discuss possible inferences within their group. Monitor group discussions. Use clipboard to collect and track student data on mastery of concept. S: Discuss within your group and decide if there is sufficient evidence to make an inference. Record your evidence and inference on the three column inference chart. Each group will decide to keep (stay) their original conclusion or change it (switch) based on new evidence from the clues in the scenario. T: Facilitate student discussion and ask questions: What is your evidence? What supports your thinking? Write final group responses on the class anchor chart.

3 Lead Guided and Independent Practice (10 min)

T: Read Aloud The Garden of Abdul Gasazi by Chris Van Allsburg. Teacher will remind students that they will be making inferences about events and characters in the story.

Before- What do you infer by looking at the pictures? Based on the title, what can you infer might be the main problem in this story?

CHECKS FOR UNDERSTANDING (I-2)

Use a clipboard with your class roster to track students as they participate throughout the lesson. You may document progress by placing a (v) next to students who have grasped the concept and a (-) next to those who need more assistance. This will help the teacher focus on specific students during the lesson and group activities.

Teacher will use Before, During and After questions to monitor progress.

Class Discussions: Encourage students to defend their ideas in order to assess their learning process.

Exit Ticket: Students will provide examples that support and contradict a statement read by the teacher.

During- *What conclusion can you make after reading the beginning of the story? What conclusion can you make about Gasazi? The reader can tell that Fritz is curious because _____. Which sentence in the story tells you that Gasazi is impatient?*

After- *One inference that can be made about Fritz is ____? What can you conclude about the ending of the story? If the author included one more page in his book, what do you think he would have written?*

Guided Practice (10 min) S: Work with a partner to complete an activity. Read the story “Jeaneology” from the Amazing Words section in Reading Street, TE page 267b. Read a list of three statements that follow the story. Categorize each statement as a true or false inference based on evidence from the text. Record answers on the True/False three column chart. **T:** Ask students to explain and defend their answers. Possible Questions for students: *Does your evidence support your inference? Can you explain the connection between your evidence and your inference?* Record student responses on the class anchor chart.

Independent Practice (5 min):

S: Work individually to categorize three more statements using the same reading passage. Record clues and inference on the same True/False three column chart.

T: Use clipboard data to assist students who struggled during previous activities. Ask students to defend their ideas. *What evidence supports your inference? Why do you conclude that? What do you think about this sentence as evidence? Is this a better clue?*

4 Close the Lesson and Assess Mastery (5 min)

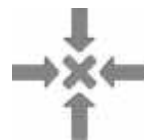
T: Revisit the prior knowledge question: *What is the connection between evidence and an inference?* Have students discuss and highlight the importance of evidence to defend an inference.

Exit Ticket-T: Read the following sentence: *Jessie was proud when he received his trophy.* **S:** On a sticky note, provide one action or dialogue that would support this statement and one action or dialogue that would not support this statement.

Proceed to assessment. (Student questions are attached.)

DIFFERENTIATION (I-3)

How will I scaffold and/or accelerate learning? For whom? How will I group my students?



SCAFFOLD:

ACCELERATE:

GROUP:

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LOGISTICS (I-6, I-10)

What materials, resources, and technology will I need to prepare and arrange?



Three column anchor chart (poster size)

Student copies of three column Inference chart

Student copies of three column True/False chart

Question Stems written on sentence strips for display




Before, During and After reading cards (To be used for Read Aloud)

Books or copies of books by Chris Van Allsburg: Wreck of the Zephyr, Jumanji, and The Garden of Abdul Gazasi

Student copies of Amazing Word Read Aloud Story from Reading Street: “Jeaneology” (Volume 1, page 279b)

Stay and Switch Scenarios

Student copies of summative assessment questions

<p>Evidence/Clue</p> 	<p>Evidence/Clue</p> 	<p>Inference/Conclusion</p> 

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Stay and Switch Activity

Third Grade

- 1) The young women looked down at her long dress.
- 2) She felt like a princess.
- 3) She and the others stood in the hallway.
- 4) They heard music coming from inside.
- 5) Then she heard the cue and began walking down the aisle.

Possible Responses- Bride, Bridesmaid, Flower Girl, Mother of the Bride

- 1) My dad walked up to the window.
- 2) The light was dim.
- 3) My friends were all there.
- 4) I could smell the popcorn.
- 5) I asked my mom to silence her phone.

Possible Responses- Movie Theatre, Symphony

Prepare on sentence strips and post in classroom

**The reader can tell from
the story that**

**Which sentence in the story
tells the reader that**

?

**What conclusion can be
made about**

_____?

**One conclusion that can be
made about _____ is**

_____.

Reading Street, Grade 3, Unit 2, Volume 1, Week 3, Day 1 Amazing Words Read Aloud

“Jean-eology”

In clothing closets across America, there’s a good chance you’ll find a pair of jeans. These popular pants may look new and trendy, but they have actually been around for over 150 years.

Jeans were invented during the California gold rush of the late 1840s and 1850s. During this time, thousands upon thousands of people poured into California hoping to strike it rich by finding gold. Everyone, it seemed, had caught gold fever!

But mining for gold was difficult work. The miners had to stand near rivers, using heavy tools to break rocks into rubble. All of this hard work wore out their clothes, and the miners’ pants were always in tatters. One smart man named Levi Strauss found a solution to this problem. Levi owned a store that sold fabric, clothing, and other supplies. He began making pants out of a blue cotton material called denim. Denim was stronger than other fabrics without being too bulky.

Levi hoped his new denim jeans would impress his customers. It turns out he was right! Levi’s pants quickly became a hit with miners.

About 20 years later, a man named Jacob Davis improved on Levi’s jeans. Jacob was a tailor who lived in Nevada. He often bought fabric from Levi’s store in California.

One day, a female customer asked Jacob to make a strong pair of pants for her husband.

As Jacob worked, he decided to sew some rivets around the pants pockets. These rivets looked like small metal pins. They helped reinforce the fabric so the pockets wouldn’t tear.

The customer was delighted, and word about the rivets quickly spread. Soon Jacob was sewing dozens of pants with rivets. He was happy about his success with one big exception. What if someone stole his great idea? He decided to patent it before somebody else tried.



Unfortunately, Jacob didn’t have enough money to pay for the expensive patent fee. So he came up with a new plan. He wrote a letter to Levi Strauss asking if they could become business partners. Levi agreed, and the two men applied for the patent together. Jacob then moved to California to work with Levi’s company. Their partnership was a great success, and together, they made the first blue jeans with metal rivets!

For years, the only people who wore jeans were outdoor workers, such as farmers and cowboys. Then in the 1950s, things began to change. American teenagers started wearing jeans after they noticed celebrities like Elvis Presley and James Dean wearing them. Over the next few decades, jeans became even more popular with other groups of people. Today, these pants are now available in countless styles, colors, and prices.

Inference True or False Activity 3rd Grade

INFERENCE	EVIDENCE Possible Answers
1. Pants made of denim did not allow minors to work comfortably. False	<i>Denim was stronger than other fabrics without being bulky. Levi pants quickly became a hit with minors.</i>
2. People can be influenced by famous people. True	<i>American teenagers started wearing jeans after they noticed celebrities like Elvis Presley and James Dean wearing them.</i>
3. A patent helps to protect an original idea from being copied. True	<i>What if someone stole his great idea? He decided to patent it before somebody else tried.</i>
4. More teens began wearing jeans because of they wanted to look like cowboys. False	<i>American teenagers started wearing jeans after they noticed celebrities like Elvis Presley and James Dean wearing them.</i>
5. Metal rivets were used as a fashion design for jeans. False	<i>They helped reinforce the fabric so the pockets wouldn't tear.</i>
6. Blue jeans can be described as both a fashion style and work clothing. True	<i>Levi pants quickly became a hit with minors. Today, these pants are now available in countless styles, colors, and prices.</i>

HISD LESSON PLANNING GUIDE

True/False	Evidence/Clue 	Evidence/Clue 

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True or False Activity-Cut out for students.

Pants made of denim did not allow minors to work comfortably.

People can be influenced by famous people.

A patent helps to protect an original idea from being copied.

More teens began wearing jeans because of they wanted to look like cowboys.

Metal rivets were used as a fashion design for jeans.

Blue jeans can be described as both a fashion style and work clothing.