

SOLAR LESSON PLAN FORMAT

Age Level: 1st

Subject(s) Area: Language Arts

Materials Needed:

- Duck on a Bike
- It's a mystery recording sheets
- Notecards with clues
- Mystery box with item inside

Standards:

Code and description:

1.RL.7: Use the photographs or illustrations and details in a text to describe its key ideas.

Objectives:

Students will analyze the illustrations and clues to make inferences.

Learning Activities:

Opening Element:

- Teacher have students come and sit on their carpet spots in front of the board.
- Once everyone is seated and quite the teacher will choose one student who is sitting quietly and ready to learn to come up to the front and stand by the teacher.
- The teacher will ask the class to look at the student and think about what they could tell about this student if they did not already know them, just by looking at them.
 - For example: If the student is wearing glasses you could guess that they can't see very well. If they are wearing a certain sports team shirt, then you can assume they are a fan of this team.
- The teacher will ask students to think about this in their head. When they have come up with something they will give the teacher a thumbs up.
- The teacher will then call on students to make their assumptions.
- When we have finished this activity the teacher will ask student if they know the name of what they were just doing.
 - Making inferences
- The teacher will then write the definition of inferences on the board.
 - **Inference-** using what you already know and evidence form the text to read "in between the lines" and figure out what the author is saying.
- The teacher will then explain to the students that we just made some inferences of who the example student is.
 - We used what we already know (glasses help people see)
 - Evidence from this person (they are wearing glasses)
 - Toe read "in between the lines" and figure out what the author is saying. (this student must not be able to see very well.)
- The teacher will then explain a fist to five.

- Students will give a fist if they don't understand the word at all.
- Students will give a 5 if they are an expert and could explain it to a friend.
- Any number in between you kind of understand it, but aren't super clear.
- The teacher will then explain to students that we are going to read a book to practice our inferring.
- The teacher will explain that as we read Duck on a Bike the students should be listening for when you can make inferences into what the author is saying.

Reflective Questions:

- Can you spot the inferences?

Technology:

- Music to be played through computer
- Projector to show examples

Required Vocabulary:

- Inference
- Author
-

Instructional Methods:

- Teacher will explain to students that they will be listening as we read for inference that we can make about what the author is saying.
- Students will give a thumbs up when they see an inference.
- Before the class starts reading the teacher will ask students to raise their hand if they can remind us what an inference is. And give us an example.
- As the teacher reads she will stop for students that have an inference to share.
 - The class will talk about it the inference made and if it is correct.
- When the class gets to the part of the book where there are no words the teacher will stop reading and ask the student if they notice anything different about this page?



- Students should notice that there are no words on the page.
- The teacher will ask the students if they think the author wanted us to skip this page because there aren't any words on it.
- Student should make the connection that we will need to make inferences on this page to understand what is going on.
- As a class we will look at the character's expressions as well as what the characters are doing to make an inference as to what the author wanted us to understand from this page.
- After this section we will continue reading the book until we have finished.

- As a class we will make a list on the board of helped us make inferences.
- We will use fist to five to judge our knowledge on inferences.
- The teacher will then explain that if you are still not feeling fully comfortable with inferences that's okay because we have a fun activity to practice with each other before you do some practicing on your own.

Guided Practice Strategies:

- Teacher will hold up a mystery box.
- The teacher will explain to the students that they will be making inferences to guess what is inside our box.
- We will take turns passing the box around and making guesses of what is inside the box.
 - The teacher will record he guess on the board.
- After everyone has made a guess we will talk about which guesses were more appropriate than others based on how heavy it felt of how much noise it made in the box when they shook it.
- Students will then be given a clue card and clue recording sheet.
- After the students have their clue card and recording sheet they will be asked to transition back to their seats.
 - Teacher will call kids by who is wearing what color to head back to their seats.
- Once students are in their seats they will be told that they will need to write their clue on their recording sheet under clue one.
 - Teacher will display an example on the board for students to see.
- Once students have finished writing their clue down they will walk around the room when the music starts and find students with different clues. They will then write these clues down on their recording sheet.
- When the students have all four clues they will be asked to return to their desks.
- The teacher will then display the recording sheet and explain to the students where they make their guess and draw a picture of their guess.
- The teacher will give the students about 5 min to guess and draw a quick picture of what they think is in the box.
- Once everyone is finished guessing as a class we will share our guesses. The students will not only need to tell what their guess is, but give reasons based on the clues that brought them to guess what the object is using inferencing.
- After everyone has shared what teacher will then reveal what is in the box and give reasons that the clues brought us to this item using inferencing.
- The teacher will then explain that the students will now be practicing inferencing on their own.
- The activity will be ended with another fist to five check.

Independent Concrete Practice/Application:

- Students will be given a worksheet to practice what they have learned.
- The worksheet will have a picture of an activity and the students will have to use their inferencing skills to guess what is happening in the picture.

Differentiation:

- Have students work in groups for mystery box if there is confusion on inferencing.
- Give students more clues if unable to guess what is in the mystery box.
- Extra practice in book if students are struggling before moving on to mystery box.

Wrap-Up:

- Teacher will ask students to raise their hand if they can remind us what the definition of inference is.
- The teacher will then call up another student so that we can end the activity by practicing our inferencing with another student.
- The teacher will then explain that we need to use inferencing to tell us what the author is saying without the author having to tell us. It is important to use inferencing, because we will read books like Duck on a Bike where the author will not give us word on a page. We will use our inferencing skill to figure out what the author is saying so that we don't have to skip the page and miss out on a part of the story.

Assessment:

Formative:

- Fist to five activity to judge students' knowledge throughout activity.

Summative:

- Teacher will collect inferencing worksheet to judge where students are at.

Reflection:

This lesson went well. We had a lot of fun with all the activities and the students really learned a lot. The main purpose was extending students' knowledge of inferencing. I wanted the students to give me an idea of where they were at with the first two activities so that we could move on to the mystery box. I learned that the students felt very comfortable with the material so we didn't need a lot of extra practice. The students did get a little confused about the clue part of the lesson so I did need to give extra instruction for that. I will give more before starting the lesson next time.

MAKING INFERENCES

What is happening in each picture?
Circle your best guess.



The chef is happily cooking a spaghetti dinner.
The chef is preparing breakfast for his family.



The plane is taking off from the airport.
The plane is landing after a 14 hour flight.



The fisherwoman returned the fish to the sea.
The fisherwoman caught a fish for dinner.



The man dug up an old tree.
The man planted a beautiful new tree.



The bird returned to his nest with food.
The bird is preparing to fly and go find food.

Mystery Box Recording Sheet

Name: _____

Here is what I know so far.....

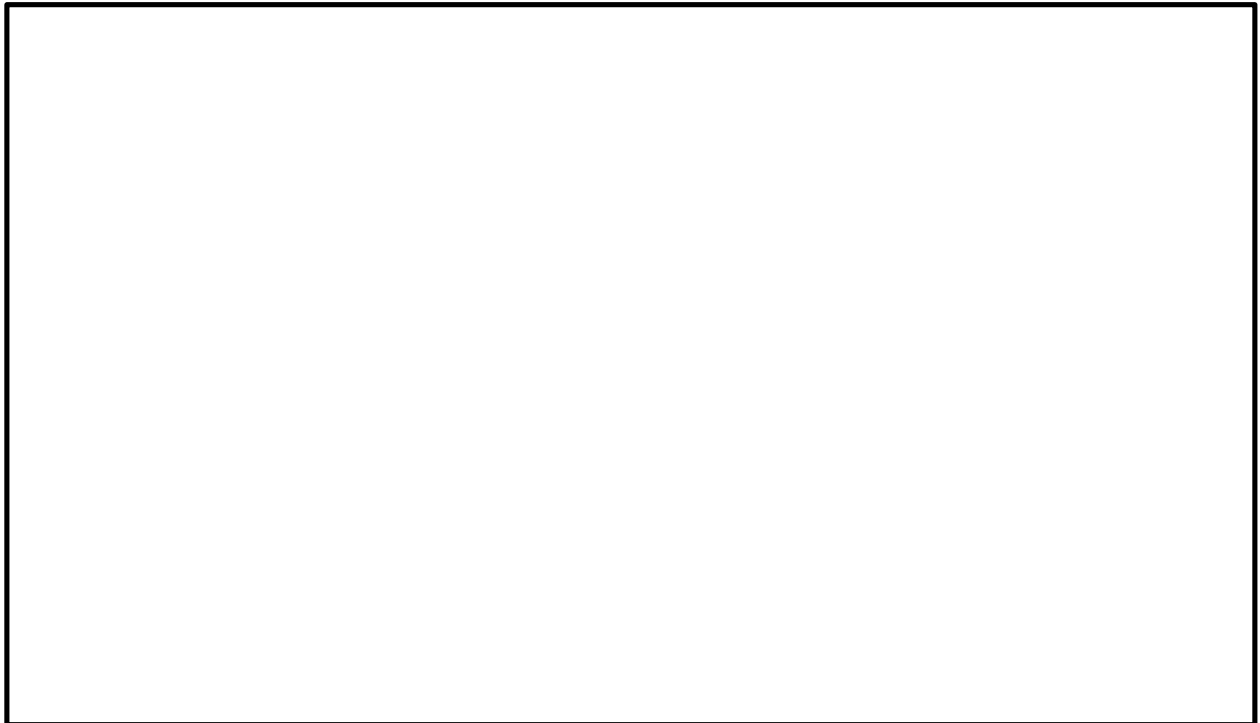
1) _____

2) _____

3) _____

4) _____

Using inferencing, what is in the mystery box?...

A large empty rectangular box with a black border, intended for a drawing or detailed notes related to the mystery box activity.

