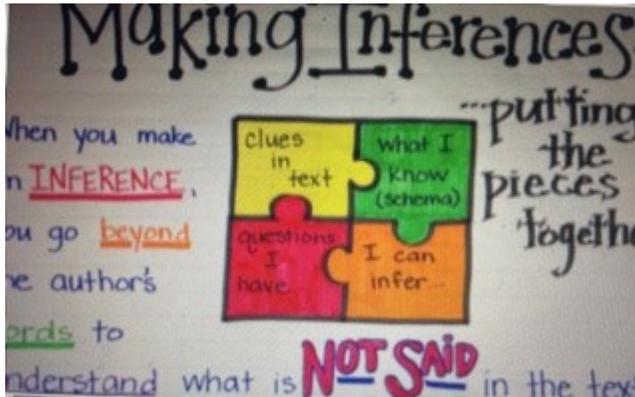
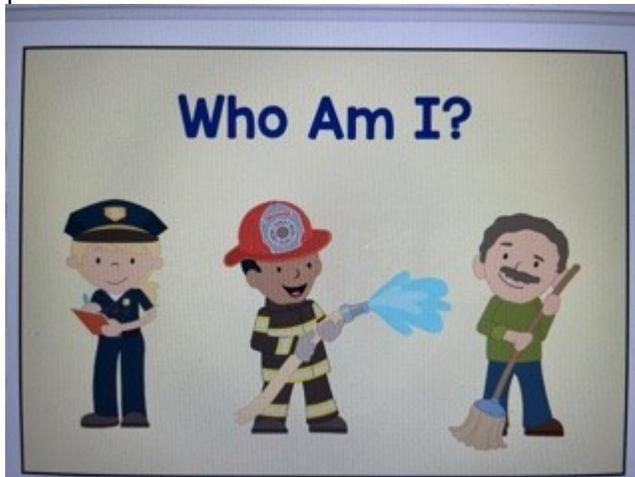


Student Teacher/Intern: Christina Cora-Ortiz		Date: 11/22/21		
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4: 2		
Unit Title: Key ideas and details in literature		Age/Grade Level: 3		
Lesson Title: I can draw inferences from text and visuals.		Order in Learning Segment: 2		
Total # of Students: 22	# IEP Students: 1	# ELL Students: 1		
PREPARATION				
Context of the Lesson:				
<ul style="list-style-type: none"> Students will be able to determine how to make an inference when looking at texts and images. 				
Standards to Address:				
<ul style="list-style-type: none"> <u>RL 3.1</u>, <u>RL 3.7</u>, <u>RL 2.3</u> 				
Academic Language and Language Demands:				
<ul style="list-style-type: none"> Inference, prior knowledge, text clues. 				
Assessment Plan:				
Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/ SWDs
1. (CCSS:) RL3.1	Formative	Students will identify text and images to form inferences.	identify	Use accommodations such as visuals and anchor charts that help students to make connections.
2. (CCSS:) RL3.7	Formative	Students will use text clues to form inferences.	name	Underline text clues and give out reference materials that are highlighted and underlined with visual aids.
3. (CCSS:) RL2.3	Formative	Have students explain inferences in full sentences.	recite	Allow for students to write and respond to answers in their own language.
Materials/Resources/Media Technology Needed:				
<ul style="list-style-type: none"> Computer, anchor charts, activity sheets, pencils, texts and pictures. 				
INSTRUCTION AND ASSESSMENT				
Time	INTRODUCTION			Accommodations
	Anticipatory Set <ul style="list-style-type: none"> Introduction- connecting prior knowledge to making an inference. Lesson title: I can make an inference. What is an inference? Let's discuss Answer: An inference is an educated guess based on prior knowledge and clues in the text and images. Scenario: When parents give their children a stern look- What do you think that means? Why are they looking at you? 			
				<ul style="list-style-type: none"> Use anchor charts to help students make connections Use labeled images and photos in their own language to give out as

- Have this ever happened to you before? (prior knowledge)
- What do you think they are thinking?
- So, we can say you made an inference. You took in all the information and made an educated guess. An inference is when we look at all the information around us. Like the title of a book. The picture. What is going on in the picture and how are people feeling in the picture and text.
- Example two
- When I go out with my family. I only go two places, the first one is BJ's to do my food shopping or to a clothing store to shop.
When I went out last week my daughter said to me "I don't want to go to BJ's today." Why do you think she said that?
- Refer to inference anchor chart



- Now, how did she know I was going to BJ's?
- Answer She gathered all her information based on the fact that she knew where I always go. She then decided to go with the answer that she knew I most frequently go. She made an inference.
- Let's play a game called who am I? Using flash cards with pictures. Let's make inferences!

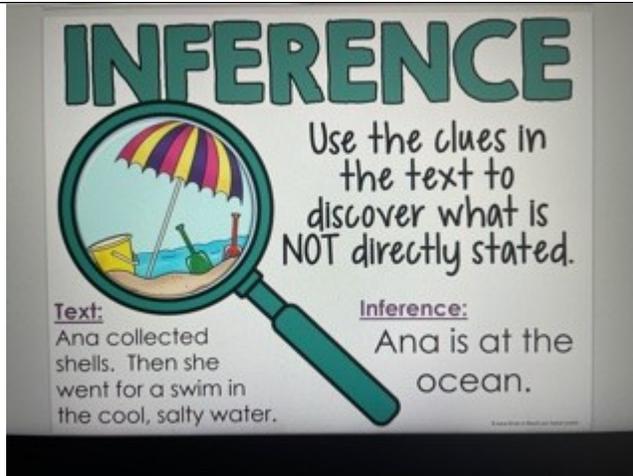


reference sheets to help students make connections.

- Allow students to use assistive technology to help translate information.

Time	LESSON DEVELOPMENT	Accommodatio
	Step-by-Step Input, Checks for Understanding, and Modeling	ns
	1. Activate prior knowledge by making a connection with students based on inferences that they can familiarize themselves with.	<ul style="list-style-type: none"> • Visual aids that help students make connections to

	<ol style="list-style-type: none"> Two examples: Parents giving children a stern look and helping students to understand how they processed that information and made an inference. Use anchor chart to connect the inference and provide a deeper depth of knowledge. 2nd example: Using my own experience to help them identify how using prior knowledge can help you make an inference. 	<p>the material. Allow procedure changes so that students can answer questions in their own language.</p>
	<ol style="list-style-type: none"> Play the game “Who am I?” with pictures and texts the students will have to make inferences to get the answer correctly. Pass along a photo and allow the students to look at the photo and think about what inference they can make for two or three minutes and circulate to see if anyone needs help. Go over the photo with them and discuss what inferences they made. 	
	<ol style="list-style-type: none"> Present students with a short text passage and go over the text with them. Show students the inference and the text clues that support that inference in the passages. Go over the Passage A and B. Present students with a new passage and in discussion have them make inferences and discuss what text clues led them to that inference. Ask students what they learned. What is an inference? Go over What is an inference and ask students if they have any questions about an inference. 	
	10.	
Time	GUIDED PRACTICE	<p>Accommodations</p> <ul style="list-style-type: none"> Give out task cards with translations on them. Explain directions in their own language. Translate the Inference reference sheet in their own language. Translate the text passage for students.
	<p>Activities (“We do”)</p> <ul style="list-style-type: none"> Can you make an inference based on this picture that I am about to show you? Put up a picture and discuss the answer together. Let’s do it together.  <ul style="list-style-type: none"> Put up a short text and show the students what is the inference and how does the inference. Then show the students how to use text clues to come that inference. 	



Example one:

Passage A: **Nicole was eating popcorn.**

Nicole went to the country fair. She had a lot of fun things to eat. Many of the foods made her hands sticky. She had a corn dog, a churro, and a cold treat. Finally she popped some sweets into her mouth for dessert.

Passage B: Nicole went to the movies. At the snack bar, she got a big drink, some candy, and her favorite buttery treat. She popped the sweets into her mouth quickly. Then she took her time enjoying the smooth and salty crunch of the rest of her food.

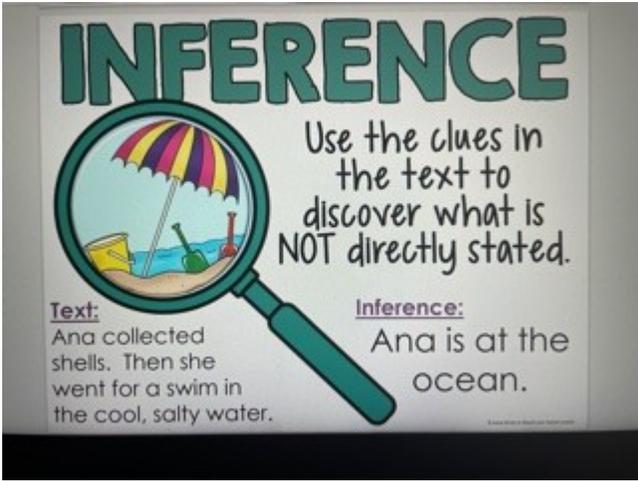
The text clues are as follows for passage A: She had a sticky treat and she popped some sweets into her mouth.

Passage B: Her favorite buttery treat. She popped the sweets into her mouth quickly. ...the smooth and salty crunch of the rest of her food.

- Pasaje A: Nicole estaba comiendo palomitas de maíz. Nicole fue a la feria campestre. Tenía muchas cosas divertidas para comer. Muchos de los alimentos le hacían las manos pegajosas. Tenía un perro de maíz, un churro y un bocadillo frío. Finalmente se metió en la boca algunos dulces de postre.

Pasaje B: Nicole fue al cine. En el bar, tomó un trago grande, un caramelo y su manjar de mantequilla favorito. Se metió los dulces en la boca rápidamente. Luego se tomó su tiempo para disfrutar del crujiente suave y salado del resto de su comida. Las pistas del texto son las siguientes para el pasaje A: Tenía una golosina pegajosa y se metió algunos dulces en la boca. Pasaje B: Su manjar de mantequilla favorito. Se metió los dulces en la boca rápidamente. ... El crujiente suave y salado del resto de su comida.

Time	INDEPENDENT PRACTICE	Accommodatio
	Assignments ("You do") <ul style="list-style-type: none"> • Adam's heart raced and his throat was dry. Ms. Smith was calling on students to read their stories. Right now, Tim read a story about tigers. Adam started to shake. He knew he'd be next. Just as Ms. Smith turned to Adam, the bell rang. Adam smiled with relief. "I don't have to read my story!" At least, 	ns <ul style="list-style-type: none"> •

	<p>not until tomorrow.”</p> <ul style="list-style-type: none"> • El corazón de Adam se aceleró y su garganta estaba seca. La Sra. Smith estaba pidiendo a los estudiantes que leyeran sus historias. Ahora mismo, Tim leyó una historia sobre tigres. Adam empezó a temblar. Sabía que sería el próximo. Justo cuando la Sra. Smith se volvió hacia Adam, sonó el timbre. Adam sonrió aliviado. "¡No tengo que leer mi historia!" Al menos, no hasta mañana ". <p>What is the inference? Answer: Adam is nervous about reading his story in front of the class.</p> <ul style="list-style-type: none"> • Text clues • Adam’s heart raced and his throat was dry. • Adam started to shake. • Adam smiled with relief. <p>Cual es la inferencia? Respuesta: Adam está nervioso por leer su historia frente a la clase. • Pistas de texto • El corazón de Adam se aceleró y su garganta estaba seca. • Adam empezó a temblar. • Adam sonrió con alivio.</p>	
Time	<p>CLOSURE</p> <ul style="list-style-type: none"> • Can anyone tell me what is an inference? Ask students what did they learn today? Discuss answers with students and reiterate what is an inference. Ask if anyone has any questions that pertain to this subject. • ¿Alguien puede decirme qué es una inferencia? Pregunte a los alumnos qué aprendieron hoy. Discuta las respuestas con los estudiantes y reitere qué es una inferencia. Pregunte si alguien tiene alguna pregunta relacionada con este tema. 	<p>Accommodations</p> <ul style="list-style-type: none"> • Give out the exit ticket in their own language

Inferencia:



Utilice las pistas del texto para descubrir lo que **No** se indica directamente.

Inferencia:

Texto:

Ana recogió conchas.
Luego fue a nadar en el
agua fresca y salada.

Ana está en el

océano.

•