

# Research-Based Lesson Planning and Delivery Guide: High School

Teacher:

Course:

Grade Level:

Date:

## Mini - Lesson Planning for Inferences

**Benchmark(s)/Standard(s):** *What is the next benchmark(s) on my course curriculum guide or FCIM calendar?*

**LA.910.1.7.3, LA.1112.1.7.3**

- The student will determine explicit ideas and information in text, including main idea, supporting details, implied message and inferences, and chronological order of events.

### Definition:

Making inferences involves using personal experience/background knowledge/schema, along with the information in the text, to make assumptions about what is NOT written. Interential thinking is often referred to as “reading between and beyond the lines.” Inferring is required when part of the knowledge to understand a passage is found in the text but some is not. Thus, the student will have to use reasoning skills to predict outcomes and draw some logical conclusions.

**Essential Question(s):** *How will I reword the lesson objective(s) into a question(s) using student friendly terms?*

- What inferences can I draw based on evidence from the text?
- What role does background knowledge play in inferencing?
- How are observations and known information useful in making an inference?
- What words signal the reader to go beyond what is written to what is implied in the text?
- How do readers use text clues to make inferences?
- How do readers use background knowledge to make and confirm predictions?

### FCAT Stem Questions

- Why do you think \_\_\_\_\_?
  - What do you think caused \_\_\_\_\_?
  - Can you infer \_\_\_\_\_?
  - What clues led you to believe \_\_\_\_\_?
  - I predict \_\_\_\_\_.
  - How does the author convey the meaning that \_\_\_\_\_?
  - How does the author show \_\_\_\_\_ as (a) \_\_\_\_\_?
  - What does \_\_\_\_\_ advise \_\_\_\_\_ to do?
  - What can the reader conclude after reading \_\_\_\_\_?
  - What details, facts or statistics led you to believe \_\_\_\_\_?
  - Why does \_\_\_\_\_ act (behave) in this way (manner)?
  - What information from the text supports the conclusion that \_\_\_\_\_?
-

**Materials/Resources:** *What do I have or need to teach this lesson objective(s)?*

**Teacher:** Pictures or picture books, text samples, overhead (LCD projector or doc camera), graphic organizer templates (students can draw these on paper)

**Students:** Paper, pencil

### Mini - Lesson Planning for Inferences

**Lesson Agenda:** *How will I deliver this lesson to help my students answer the essential question(s)?*

#### **FCIM Mini-Lesson Sequence**

Day One: Explicit Instruction (10 min)

Day Two: Modeled Instruction (15 min)

Day Three: Guided Practice (10 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

**Special Note:** These FCIM Mini-lessons should be delivered for 10-15 minutes at the beginning of the class for February. The District's monthly focus skill does not align with the curriculum map timelines for reading. Please understand that it is the District's expectation that every teacher adhere to the monthly focus skill calendar in addition to following your content's curriculum map timeline.

#### **Activating Strategy: Demonstration**

Before using text, gather 4-5 related objects. Display the objects for the class. Share your ideas about the person who might own these objects. Explain what clues you use to form your conclusion/hypothesis. This conclusion is made by inferring what you know from personal (or background) experience with the objects on display.

**Day 1 - Explicit Instruction:** *How will I focus my students on what they need to learn? Which important vocabulary will I introduce/review?*

**Signal Words and Phrases** - Add the following signal words and phrases to your interactive word wall: infer, guess, probably, happened, clues, judging, conclusion, feel, think, believe, referring, describe, reason, determined (Source: Learning-Focused Solutions)

Predicting is related to inferring. Readers predict outcomes, events or actions that are confirmed or contradicted by the end of the story. Inferences are often more open-ended and may remain unresolved when the story draws to a close. Readers may need to reread a passage to check for misunderstanding or for clues that were missed during the first reading.

Explicitly teaching and reinforcing the skill of making inferences positively impacts readers.

- Successful inferring leads to better overall comprehension.
- Successful inferring leads to more engagement with text.

- Successful inferring makes sophisticated readers.
- Successful inferring helps students be metacognitive (think about their own thinking).

## STRATEGIC ACTIONS FOR INFERRING

### Readers:

- Understand what is stated but implied in the text (both print and illustrations)
- Make conclusions that are not stated but are based on information found in the text or illustrations
- Make judgments about characters, events, theme and plot that have not been explicitly stated
- Think about the deeper meanings of text
- Recognize symbolism and use it to interpret the text
- Develop theories that explain characters' motives or events
- Develop empathy for characters
- Use background knowledge and information from the text to form theories about the significance of events

(Source: Teaching for Comprehending and Fluency, Fountas and Pinnell)

Writers often tell you more than they say directly in text. They give you hints or clues that help you “read between and beyond the lines.” Using these clues to get a deeper meaning of the text is call INFERRING. If you INFER that something has happened, you do not see, hear, feel, smell or taste the actual event. However, from what you know, it makes sense that it has happened. You make inferences everyday. Most of the time you do so without even thinking about it.

(Teacher read the following questions to the class.)

Explain to the students the clues that you use to form the inference that you make.

There can be more than one possible inference.

Often making inferences means choosing the most likely explanation from the facts at hand.)  
Provide additional examples as needed – even better if you can adapt this to your specific content/text.

Can you infer where I am?

I hear a loud “thwack” as an object soars across the sky and the crowd roars with cheers!

Answer: \_\_\_\_\_

Can you infer where I am and what I am doing?

I see bubbles rising. I hear my own breathing. There are fish swimming above me. I feel the

seaweed swaying.

Answer: \_\_\_\_\_

What can you infer from this statement?

Jose' always carried his keys with him.

Answer: \_\_\_\_\_

What can you infer about Danielle's mother?

After Danielle broke her trophy, her mother turned and walked away without saying anything.

What can you infer about what has just happened?

I hear a loud "pop" outside as my TV screen with my favorite show just when black.

Answer: \_\_\_\_\_

What can you infer from this expression?

"It's both of us or nothing!"

Answer: \_\_\_\_\_

**Day 2 - Modeled Instruction:** *How will I show my students what they are expected to do to answer the essential question(s)?*

Activity 1: Project the following (or your selection) passage for the class. Read the passage to the students. Explain the clues the author included in the passage. Using the clues and your personal background knowledge, model how to make inferences about what has happened and what may happen next.

The young woman is standing on the corner. She is wearing a bright red scarf and heavy clothes. The scarf is tied tightly around her face. She is wearing leather gloves. She looks to the left down the street. She shifts her weight from side to side. She finally sets her packages on the ground. She looks anxiously down the street to her left again.

Use the following sentences to model how to form inferences from given details. Provide additional examples as appropriate or needed.

When I woke up on Sunday morning, there were large branches and leaves all over our yard.

I forgot to set my alarm clock on Sunday night.

Three students leave the room without the teacher's permission.

Mom grabbed her iPod and put on her sneakers.

**Activity 2:**

Graphic organizers can be used to make inferences and predictions about a passage. Select and complete one of the organizers below while you read and do think-alouds. The teacher is modeling without student input.

<b>Text Clues</b>	<b>+</b>	<b>What I Know</b>	<b>=</b>	<b>Inference</b>

**Making Inferences**

It Says... (What the text says)	I Say... (My thoughts)	So... (Inference)

**Day 3 - Guided Practice:** *How will I help my students practice answering the essential question(s)? (How will I incorporate Teacher-Led Question and Answer, Student Accountable Talk, Collaborative Structures, and Checks for Understanding?)*

**Practice 1 – “Face the Facts”**

Project the “Fact the Facts” cards one at a time. Read the first three fact statements in the first box and then read the inference questions. Ask students to respond to the questions based on the facts given. Discuss how different answers may be possible as long as they make sense with the facts given. Follow the same steps for the other two cards.

Next, give the students a blank copy of the “Face the Facts” card. (More than one can be printed per sheet.) Direct the students to write three related facts. Then have them write inference (or “In-your-head”) questions. An “In-your-head” question requires students to use what they know from the text or story in combination with their own experiences to find the answer. This can also be called “Writer and Me” or “Author and Me” questions.

Use the student generated fact cards as additional practice during the mini-lesson or throughout the month when there is time.

Fact 1: You are at home by yourself.

Fact 2: You are hungry and you want a turkey sandwich.

Fact 3: Sandwich meat has to be stored in a cold place.

In-your-head questions:

Where would you look to find the meat? Why?

Fact 1: Sue puts on her bathing suit.

Fact 2: She called her friends to make plans.

Fact 3: She grabbed her towel and left the house.

In-your-head questions:

How do you know where Sue was going? Why?

Fact 1: Michael has sneezed three times.

Fact 2: His throat felt scratchy and sore.

Fact 3: He has soccer practice after school.

In-your-head questions:

What do you think Michael will do after school? Why?

### Face the Facts

Directions: Write three related facts and in-your-head questions:

Fact 1: \_\_\_\_\_

Fact 2: \_\_\_\_\_

Fact 3: \_\_\_\_\_

In-your-head questions:

\_\_\_\_\_  
\_\_\_\_\_

Source: *Reading Comprehension: Tools for Tackling Text*, T. Callella

### **Practice 2:**

Select a wordless picture book. (Examples: *Free Fall* by David Wiesner, *Tuesday* by David Wiesner or *Time Flies* by Eric Rohmann)

Read the title and show the illustrations.

Then have the students create a short story based on the illustrations and their inference skills.

This can also be done in small groups or with the whole class, depending on the number of books available.

### **Practice 3:**

Cartoons provide examples of the need for readers to infer. Not everyone understands every cartoon. Missing background knowledge can impact a reader's comprehension.

Select cartoons from the newspaper and project them one at a time for the class.

Read the cartoon aloud and discuss the inferences that need to be made to perceive the cartoon as funny. Encourage the students to bring their favorite cartoons and share them with the class.

Political cartoons would also be a good source for inference practice.

**Day 4 - Independent Practice:** *How will my students practice answering the essential question(s) individually?*

### **Practice 1 –**

Collect a variety of advertisements. (Need one per group)

Divide the class into small groups of no more than four.

Have the students read an advertisement and use their inference skills to read between the lines. What does the advertisement want the consumer to believe? How do you know?

Have the students write a brief summary OR present orally to the class. They should focus on sharing the inferences that they made and why.

### **Practice 2 –**

Using a previously read passage from your content area, the students can draw inferences about the main characters. The following questions can help students improve their understanding of character development.

- Decide whether or not you agree with the character's actions. Write what you would do in the same circumstances.
- Think about the character's problem. Write whether you would react in the same way.
- Think about the character's feelings. Write about the times you have had similar feelings.
- Design a plan of action for the character. Write about what the character should do now that the story has ended.

The students will write their response(s) and share with a shoulder partner or small group.

**Day 5 - Assessment:** *How will I know if my students can answer the essential question(s)?*

**Extending and Refining Activity: Who Am I?**

Play a game of “Who Am I?” using index cards with character names listed on them.

Give the students facts about the character and see if they can identify who it is.

When they guess the character, the student will earn one point.

If the student is able to make an inference about the identified character, extra points can be awarded.

This can be played with the whole class, in small groups or with partners.

\*The game can be adapted to various content areas. For example, in social studies, it might be “Where Am I? In science, it might be “What Am I?”

Source: *Learning-Focused Reading Comprehension*, C. Brewer and J. Gann