

Subject Area(s)		Language Domain(s)	
Standard 1: Social and Instructional Language		Speaking	X
Standard 2: The Language of Language Arts		Listening	X
Standard 3: The Language of Mathematics		Reading	X
Standard 4: The Language of Science		Writing	X
Standard 5: The Language of Social Studies			

Common Core State Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

Craft and Structure:

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CCSS.ELA-LITERACY.RL.1.6

Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

Essential Vocabulary

Schema, Context Clues, Inference

Content Objectives:

Students will make inference from the clues found in the trash bag.

Language Objectives:

I can make an inference from a clue in the trash bag.

I can make an inference by quoting important context clues from the lesson.

Different Learning Styles:**Synthesis Questions(NF)**

- Use mastery & understanding and then modify the prior learnings in a way to resolve a totally new problem situation

Understanding Questions (NT)

- Measured by the quality of the thinking process that produced them supported by evidence.

Accommodations for LO with WIDA MPI Strand transformed from:**Topic:****Level 1****Level 2****Level 3****Level 4****Level 5**

Infer using words or phrases how objects relate to the mystery bag, using an illustrated word bank, sentence frame, and/or working with a partner.	Infer using phrases or short sentences how objects relate to the mystery bag using an illustrated word bank, sentence frame, and/or working with a partner.	Infer using short and some expanded sentences with emerging complexity how objects relate to the mystery bag using the sentence frame, and/or working with a partner.	Infer using short, expanded, and some complex sentences how objects relate to the mystery bag while working with a partner.	Infer using multiple, complex sentences how objects relate to the mystery bag.
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Language Supports:		
Sensory Supports	Graphic Supports	Interactive Supports
Objects in the bag Picture Book	Sentence frames anchor chart	Total body response: hand gestures Think- Pair-Share Study objects

Materials and Resources:

- Two Bad Ants By: Chris Van Allsburg
- Anchor Chart with illustrated word bank
- garbage bag
- objects for the bag
- Activity worksheet
- pencils
- Dry Erase board
- Name sticks

First Grade Reading Scale-Making Connections

Name _____

Student Rubric

Emergent (1)	Developing(2)	Proficient (3)	Advanced (4)
Unable to identify a connection. We need to work together to help you better understand this skill.	Student is unclear about a meaningful connection. You are getting there! Let's work together to continue to improve!	Identifies a meaningful connection and can tell what type of connection it is. Great work! You got it!	Identifies a meaningful connection about the main idea of the story and can tell what type of connection it is. Excellent work! You went beyond the assignment!

Teacher Rubric

Emergent (1)	Developing(2)	Proficient (3)	Advanced (4)
Unable to identify a connection. We need to work together to help you better understand this skill.	Student is unclear about a meaningful connection. You are getting there! Let's work together to continue to improve!	Identifies a meaningful connection and can tell what type of connection it is. Great work! You got it!	Identifies a meaningful connection about the main idea of the story and can tell what type of connection it is. Excellent work! You went beyond the assignment!

Background Knowledge:

This lesson is designed to fit into a reading workshop in which students are either using familiar picture books to retell stories or are reading from leveled books matched to their abilities. The lesson can be used within the context of a class reader as well. You may already have read *Two Bad Ants* aloud to your students and discussed the concept of predicting what will happen next based on information supplied by the pictures and the text. This lesson will help children transfer the concept of making predictions from a story that is read aloud to them into the context of their own independent reading.

Introduction: HOOK

Tell your students that you will be showing them how readers stop and make predictions as they go, using both the pictures and the text *make sure academic language is used: **Introduce pictures and text as context clues**, and their **background knowledge as schema**. You will be modeling these concepts for your students using *Two Bad Ants*. They will try it in the books they are reading themselves before they go off and read independently. It can be helpful if you ask your students to sit on their books or put them behind their backs so they are not distracted as you teach. Tell them to pay close attention to what you do as you read, stop, make a prediction, and go on.

Teaching:

Tell the children that every so often readers stop and make a prediction, using schema and context clues to find out what is going to happen next. Tell them to watch you as you show them how this is done, using *Two Bad Ants*. Remind them quickly of how the two ants decide to stay in the bowl of crystals, and then read the following excerpt (pages 16–17):

- *Daylight came. The sleeping ants were unaware of changes taking place in their new found home. A giant silver scoop hovered above them, then plunged deep into the crystals. It shoveled up both ants and crystals and carried them high into the air.*
- *The ants were wide awake when the scoop turned, dropping them from a frightening height. They tumbled through space in a shower of crystals and fell into a boiling brown lake.*

Think aloud for your students as you make a prediction. You might say, "I think the ants might have fallen into a cup of coffee because I know because my schema tells me that coffee is boiling and brown and when they got scooped out of the sugar bowl, I know that I put sugar into my coffee too. This is why: I read in the text that a silver scoop shoveled them up. I think that's a spoon. Then I read that the ants fell into a boiling brown lake. I think that must be coffee. The pictures or context clues make me think that also — the big silver object does look like a spoon."

Ask the students to get out their own books and read for a couple of minutes. Tell them you will be stopping them and asking them to make a prediction to a partner. Do this. As they talk to each other, remind them to use both the pictures and the words to help them. Bring the class back together and ask one or two children to share their predictions with the class.

Introduction: PART TWO: MAKING INFERENCES (NT)

The lesson starts out with a conversation on how we are all trying to learn how to be great readers! In order to be great readers we have to learn new techniques to help us use our skills to become successful in interpreting new information. After our conversation we will talk about what they have learned previously which was about their background knowledge (schema) and context clues. I will then introduce them to the word Inference.

Materials needed:

Anchor Chart: Schema + Context Clues= Inference

Sentence Strip- I infer that_____,because_____.

My content for the lesson was based on the students being able to understand how to create an educational inference using context clues and schema to help support their findings. I made sure to go over these terms and how to make a proper inference using plenty of examples. I referred back to the story. Two Bad Ants, a we shoulder partnered to decide what a good inference would be for the story We had a group discussion on how each student has a different schema of certain experiences in life and because of this we can create our own idea of what the author is trying to tell us.

Have them make inferences using the academic language they just learned using the sentence strip for support.

After we make plenty of inferences we will then move to the next activity.

Introduction: PART THREE The Great Garbage Bag Mystery (NF)

I start with collecting a strategic bag of trash from around my house a few days before I plan to do the lesson. Keep in mind that you have to have an idea of the "family" that this trash is going to belong too, so your trash, ***or evidence***, is going to have to match that family. You can see from my chart that I collected trash that I knew would help my students to hopefully infer that this family consisted of a mom, dad, and baby. So, I had things like work ties, children's puzzles, birthday supplies, lipstick, drawings (from the child of the home), etc.

HOOK-

The day of my lesson, I bring in the bag of trash and tell my students that I have a new neighbor. I explain to them that I know they moved in because I've seen their cars and saw the moving van, but I never really seem to see them out and about- I've even tried stopping by their house, but they're never home. I tell them that I really wanted to find out more about them, so I stole their trash hoping it will give me some clues about who lives there. At this point, the kids are usually looking at me like I'm crazy, but they (usually) completely go with it. (I often wonder how many of them go home that afternoon and tell their parents that I was digging in my neighbor's garbage!) I tell them that I really need their help using my neighbors garbage as clues to figure out who more about the family.

Activities:

Then, I have a student (chosen through name sticks) take out one piece of trash (my evidence) at a time and my students tell me what they think that this can tell me about the family (their inference). I chart this as we go and at the end of the lesson we sum it all up and figure out what all this evidence tells us about the family that lives next door. They then go back to their seat and draw a picture of the family that lives there on their recording sheet and tell me about 2 inferences they made based on the evidence. Let me tell you- this really sticks with my students!

Important: Use sentence frame and anchor chart for support.

Review and Assess:

How will I know students mastered the standard?

- During guided practice students performance will be monitored by observing, and notating their responses.
- Students will also create an inference family that is discovered throughout the activity.
- Students will also answer a constructed response.

Reflection with the Assessment Data - 8 guidelines from BM LP**Exploration:**

Students will understand how to create an educational inference using context clues and schema to help support their findings.

Envision:

I envision the lesson starting out with a conversation on how we are all trying to learn how to be great readers! In order to be great readers we have to learn new techniques to help us use our skills to become successful in interpreting new information. After our conversation we will talk about what they have learned previously which was about their background knowledge (schema) and context clues. I will then introduce them to the word Inference. I would give examples of this by telling a short story and then have the students help infer about what the story was really about using their prior knowledge and clues to help them draw conclusions.

Enact:

We will Think pair share on ideas about inference. We will search through the mystery garbage bag and make inferences about my mystery neighbors. The sentence frames and anchor chart will help them come up with the language they will need to use in order to describe what they are seeing. We will chart together What we see, What we know, and what we infer. By the end of the activity we will work on a worksheet individually that has the student draw out a picture of the mystery family using the inferences that we made together. They will write about three items that they inferred about and why they inferred them. This worksheet will be used as a summative assessment along with the formative assessment done throughout the lesson.