**No, David! Inferencing**

**A Lesson Plan for 1st Grade**

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1. **Standards**

**College and Career Readiness Anchor Standards for Reading**

**Key Ideas and Details**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

*Common Core State Standards*

CC.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

CC.1.RL.1 Ask and answer questions about key details in a text.

1. **Essential Questions** TLW answer the following questions,

 What is inferencing?

 What is schema?

How do you figure out what is going on in a story when it isn’t being completely explained?

1. **Lesson Goal**

No David! will aid in teaching students on how to make inferences based on schema and evidence.

TLW make predictionsusing prior knowledge, textual story clues, and picture clues.

1. **Objective**

TLW make predictionsusing prior knowledge, textual story clues, and picture clues.

TLW use personal background knowledge and visual clues to create a group story.

1. **Prior Knowledge** Actively engage in group discussion. Make connections and retell events in a story. Know what characters, plot and setting are.
2. **Procedures** The library class meets for 60 minutes. Each activity in this lesson will be completed in one class setting except for the pre and post tests.
3. Hook – (10 min) Focus students' attention by using the Mystery Box inferencing activity. Place an object in the box and create 4 clues to aide the students with their predictions. Have students record their predictions on the “It’s A Mystery” handout.
4. Focus – Explain how to make accurate predictions using story clues/pictures, character traits, and prior knowledge.
5. Curriculum Correlation – This lesson will teach skills which can be used across all content areas. Technology, visual aids, teacher led discussion, group work, and independent practice will benefit and aid in the student learning.
6. Guided Practice – (20 min) Read the story, *No David!* Have students make inferences using the pictures at the stopping points. Record inferences on the Inferencing Brainstorm worksheet. Ask students to share their inferences and record them on the Brainstorm Chart at the front of the class. Once students have completed the story, have students compare their inferences/predictions to what happened in the story.Introduce the inferencing anchor chart. Discuss words to use {sentence starters} when we’re making/writing about inferences, Maybe….I think…I infer…Probably…My guess is…I predict…
7. Independent Practice – (20 min) Instruct the students to fill out [the Inferencing with David worksheet](https://docs.google.com/open?id=0B6zC45cAimWuZDBlZmMzODMtNWI5Yi00YzA5LTlhYmYtNzUxNWNkOWI3YTk3). They will describe a picture from the story, write their inference about the picture, and then write about a clue/schema that helped them make their inference.
8. Closure – (15 minutes) Have the students share their inferences with their partner and then ask for volunteers to share out to the class. Let the students watch *No, David* be read to them on the Promethean Board through YouTube.
9. **Assessment** TLW will be given a pre and post test. Formative assessment took place throughout the lesson with questioning, checking for understanding and answering questions on the provided sheets. The formative assessments guide the teacher’s instruction.
10. **Questions** Where does this story take place? Who is David? Why does David get into trouble? Why does David’s mother get upset with him? Have you ever felt like David? How do we know David is in trouble? How do we know David sad? How do we know David’s mother loves him? Have you ever gotten in trouble at home?
11. **Accommodations** Students will be paired by the teacher and according to learning styles. The teacher knows the students and their capabilities. The teacher also has copies of IEPs on every student in the school that is involved in library classes. Some students that have IEPs have aids who stay with them at all times. This is a big help for all involved. In this particular class there are no special education students. There are students who are not on grade level, they’ll be paired with a student that can assist in their learning. The teacher will also be circulating around the room and checking on each group.
12. **Materials** Computer, Promethean Board and projector, papers, anchor chart,