

Teacher's Name: Vaishali Patel **Grade Level/Subject Taught:** Grade 3 ELA

Standards

2.2 Reading Comprehension: Comprehension and Analysis of Grade-Level-Appropriate Text

- Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. The selections in *Recommended Literature, Kindergarten Through Grade Twelve*, illustrate the quality and complexity of the materials to be read by students.

3.4 Literary Response and Analysis: Narrative Analysis of Grade-Level-Appropriate Text

- Determine the underlying theme or author's message in fiction and nonfiction text.

ELL Standards: Comprehension and Analysis of Grade- Level-Appropriate Text and Expository Critique

- Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.
- Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences [*intermediate ELL students*].
- Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations [*advanced ELL*].
- Understand and follow some multiple- step directions for classroom-related activities.

21st Century Skills:

- **Collaboration:** Work independently and collaboratively to solve problems and accomplish goals.

Content Objective: Students will capture meaning from figurative language and infer the underlying theme or message in poetry.

Language Objectives:

- Students will identify key ideas from the text to draw inferences [intermediate ELL]
- Students will identify key ideas from the text to draw inferences and make generalizations [advanced ELL]

Success criteria

- Students will use small group process to work collaboratively
- Students will complete the Evidence or Clues T-chart with 90% accuracy
- Students will be able to determine the "Big Feeling" from inferences [independently if advanced ELL; with assistance if intermediate ELL]
- Students will be able to answer questions after presenting their work to the whole class

Lesson Activities

- **Introduction (5 minutes)**
 - Activate prior knowledge of "inferring" and "inference."
 - Use the "show don't tell" strategy
 - Reintroduce John Updike's poem, "December" [shared reading]
 - Language that "shows" a literal feeling [e.g., cold] and the emotional connection
- **Teacher Directed Instruction (10 minutes)**
 - Model and explain inferred meaning
 - Read "Revealing Rain"



- Use “think aloud” to infer meaning from figurative language
- Model capturing inferences on T-chart
- Question to students: “What kind of feeling do you get from the poem/the author’s use of specific figurative language?”

- **Small Group Work (10 minutes)**
 - Students will review small group work process and expectations and self-select roles [scribe, reader, orator, timekeeper]
 - Students will collaboratively read the new poem, “Dragons Below”
 - Students will collaboratively use T-chart to find as many clues as possible, make one big inference and describe the feeling the poet intends to create in readers [“Dragons Below”]

- **Closure Activities (5 minutes)**
 - Orator from each group will read the group’s inferences and big feeling to the whole class
 - Students will answer teacher’s clarifying questions

Formative Assessment

- Teacher will assess student understanding by:
 - Responses to teacher questions
 - Responses on T-Chart – making a distinction between “evidence or clues”
 - Presentation of group’s inferences

Summative Assessment

- The students will take a quiz on inferences next week using a different poem. We will read the poem together and then students will independently identify “evidence or clues” and the “big feeling” of the poem.

Materials

- Poems: “December,” “Revealing Rain,” and “Dragons Below”
- T-Chart
- Chart paper and markers
- T-Chart example for modeling with students

Pre-Conference Meeting Notes

Principal: Tell me a little about what makes your class unique?

Vaishali: Most of my students speak English as a second language; the majority of the class is at the intermediate level of their language development, but I do have a few that are at the advanced level. Eighty-percent of my class is Latino with the rest of the class being a mix of African-American, Asian, and Anglo-European. They are curious and like to learn, but I notice that they would rather put down an answer, any answer, than ask a question. I think they want to please me and so they will fill up the paper because they think that's what I want.

Principal: What sorts of resources are you accessing to support students?

Vaishali: I have been working with my mentor to make sure that I implement the reading curriculum as it is intended. My mentor also helps me figure out how to differentiate the lesson for the students, and together we look at the work the students have produced so I can plan how to address their learning needs in the subsequent lesson. I have a few students who are struggling readers so I work with their parents to suggest they read with their child at home or I send home books on weekends or school vacations so the students can practice. The librarian has been great about helping me select books for students. I also speak Spanish so I am able to communicate with their parents pretty well; the parents and students seem to appreciate that I am willing to communicate with them in their language so they understand I am working to help their students.

Principal: Tell me a little bit about the content of the lesson I will see.

Vaishali: This lesson was designed to address the reading comprehension and literary analysis standards; in particular the understanding of inference and drawing conclusions, or making generalizations, from the inferences. We have been working on inferences with narrative text and in artwork, so these terms are not new to the students. I will revisit a poem we studied prior to the winter break to activate their prior knowledge and then we will move to a new poem. After I model how I want them to find the clues and then infer. I am also working on collaborative group process skills so that is another element of the lesson that you will see. I will put them into groups to work together to complete the T-chart that I modeled with them. At the end of the lesson I will ask the orator from each group to present the group's work.

Principal: How have the students been doing with inference?

Vaishali: I think I'll find out more after this lesson! The work we've been doing around inferences has been mostly as a whole group when we read narrative text. They have been learning figurative language in poetry, but now I want them to expand on what we started and consider how figurative language helps readers to infer meaning. They have to start putting things together and being more abstract now so I'm not sure how they will do on their own. This lesson will almost be a baseline for me to see how well they can infer when working on their own or in their small groups.

Principal: Where might students get stuck during the lesson? What are your places for addressing them?

Vaishali: I anticipate that they might get stuck in the process of identifying the inferences, or clues, so that is why I developed the T-chart for them. I am hoping that they will understand how the "clue" leads to the "evidence" and then help them discover the big feeling or the big meaning of the poem. I will be circulating as they work in their groups and will help any groups that get stuck, but I'm hoping the graphic organizer will be helpful to them. I think this learning activity will help me to uncover the confusions they have over inference- I anticipate some students will just write something down- any phrase, without really understanding it as a clue. I actually am hoping that there will be some mistakes so that I can use that for refinement of the concept in subsequent lessons.

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Lesson Reflection

They are definitely still having a hard time with inferences. I heard "imagining" a lot with three of the groups that I talked to. My goal was for them to use the "show not tell" strategy to figure out the "big feeling," but since they couldn't figure out what it was showing them, moving on to the "big feeling" wasn't happening.

When I reviewed the work they had on the graphic organizers, there were so many mistakes with how to use it. The kids still had problems with where to put what in the graphic organizer, so maybe that's something that I need to really explicitly explain. All of the students selected "clues" and all of the students recorded an inference. Sometimes the clues were either poor examples of text or the inference wasn't logical. I think I assumed that students would understand the "makes sense" part of an inference and a clue. Other times, students put the inference under the clue column and the clue under the inference column. I want to revisit the T-chart so the kids are clear on that, or maybe a different kind of chart like a flow chart...I have to get them to see that the clue leads to the feeling

I made a note to myself to talk about new vocabulary because they're still having some trouble with vocabulary and feelings and even things that they encounter, so I need to connect vocabulary to other things. I usually front-load the lesson with vocabulary, but today I didn't do that, so that is something that I will definitely go back to.

It was when they were going back to do independent work that they had a hard time making the clues translate into inferences. So maybe they need some more prompting or something that is more relatable. It could also be that the groups were too large. Working in groups of 4 or 5 there were some kids who took right off, but others just argued and didn't do what they needed to do. I think partner work will be better for them. Or maybe, I could give them the "clues" and then have them draw the inference. I maybe gave them too many skills to practice at the same time- reading, identifying clues, drawing inferences, and cooperating with each other!

They did do a really good job during the guided portion. I think I need to start with simpler steps on inferences and build from there. Maybe getting some concrete ideas down about the big feeling would help them pin that down.

I have also been thinking about a strategy that my mentor told me about called "snippets" where the students write just a snippet that describes how they are feeling. Then I can show them how poems are made up of snippets that describe things. That might help them see, in small pieces, how to describe how they are feeling.

Based on today's lesson, I'm going to bring back some of the pictures we looked at a couple of weeks ago to reinforce inference, then we will go back to "Dragon's Below" as a whole group and I will have them pick out a snippet of the poem with a partner that would show an inference. Then I'll have them write a snippet of their own to see if I can get them to understand this concept a little better. I'm going to review this idea with my mentor to see if she has any additional ideas for me.