**UNIVERSITY OF MARY DIVISION OF EDUCATION**

**Grade Level: 5**

**Subject(s) Area: Language Arts: Inference**

**Materials Needed: Anchor chart, nonfiction book, bags with instructions, graphic organizer.**

**Standards:**

**RL.1.5 Quote accurately from a text when explaining what the text says explicitly and**

**when drawing inferences from the text.**

**Objectives:**

**The learner will develop and demonstrate inferencing techniques in non-fiction works of**

**literature.**

**Learning Activities**:

**Day 1 (15 minutes):**

1. **Will start with video on inferencing:** [**https://www.youtube.com/watch?v=gIuGqIss-N8**](https://www.youtube.com/watch?v=gIuGqIss-N8)
2. **Will present a step by step anchor chart for inference.**
3. **Have students pair up with learning partner.**
4. **Practice with “making inferences” cards.**
5. **Review what we learned as a group.**
6. **Assess using the fist to five assessment method.**
7. **Hand out bag and directions for Friday’s inferencing project. Bring a school appropriate object from home that is not breakable or irreplaceable, place in the brown paper bag provided. Write three clues about your object. Do not show anyone what is in your bag.**

**Day 2 (15 minutes):**

1. **Review Inference anchor chart.**
2. **Introduced inferencing in a nonfiction book and discussed as a group.**
3. **Class project: inference from text – Pizza’s Invention**
4. **Look at paragraph by paragraph**
5. **Have learning partners discuss what they infer in the paragraph.**
6. **Come back together as a class and discuss what inferences were made within the paragraph.**
7. **Have students show thumbs up, thumbs down for assessment.**
8. **Remind about Friday’s assignment, the inferencing bag project.**

**Day 3 (15 minutes):**

1. **Review Inference anchor chart.**
2. **Complete my bag project from home as a group.**
3. **Have students start with learning partner in inside/outside circle to complete bag project.**
4. **Use graphic organizer to record inference.**
5. **Come together and go over some of the bag projects.**
6. **Asked them to write 1, 2, 3 on the bottom of their graphic organizer to assess their level of comfort with 1 being I do not understand to 3 being I am comfortable using inferencing.**

**Assessment:**

Students will make conclusions about the text we have read together in class. They will

complete the graphic organizer with what they infer is in the bag. They will state whether or not

they guessed the correct object in the bag.

Students who need accommodation can orally tell what inference they are making about the

home project.

**Reflection:**

 **Day #1: I thought that my lesson went pretty well. I could have used the projector to show the pictures on the board being they were so small (some students had a hard time telling what they were). I felt like I had the student’s attention throughout the entire lesson. I did get their attention with the video on inferencing. With the assessment (fist to five), I thought it went okay, but it could have easily been influenced by their friends. I chose to keep their learning partners as their partner for the day due to time.**

**Day #2: I thought that my lesson today went a lot better than expected. By this I mean, the pizza invention text I used went really well – the students seemed to get it. After discussing it with Mr. Conlon, I should have fed off of the student’s answers when they responded to what they thought the paragraph was inferring to. The assessment (thumbs up/thumbs down) is had to really judge as students at this age sometimes like to follow what their friends are doing.**

**Day #3: This was a great activity. The students were having fun with it. One thing that I would have changed would have been to watch the students to be sure that they were partnered up with somebody as a few of them just sat there listening to the students beside them. The other thing that I should have done differently would have been to give them all of the instructions at the very beginning like getting their bag, their pencil, and a clipboard. Again, I just had them start with their learning partner because of the time factor.**

Inferences

1. Read the Text…Find evidence What is the author saying?

2. Activate your schema

 What do I know that helps me connect my knowledge with this text?

3. Make an inference

What logical conclusion can I reach based on the text and my schema?

Use phrases like:

* I infer that…
* This could mean…
* I think that…
* I predict that…
* Maybe

4. Why?

Inferences help you understand the text more fully.

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What’s in the Top Secret Bag?

An Inference Activity

Name: ­­

Directions: Make inferences about what is inside the secret bag. Then write down why you made that inference. After you record your inferences, your classmate will reveal what is actually inside their bag. Then write whether your prediction was correct or not.

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| --- | --- | --- |
| My Inference | Why did you make this inference? | Was this the item in the bag? |
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