Lesson Plan Template
Date: _____

Grade:5	Subject: ELA
Materials: Inference cards	Technology Needed:n/a

Instructional Strategies:	Guided Practices and Concrete Application:
<mark>Direct instruction</mark> <mark>Peer teaching/collaboration/</mark> <mark>Guided practice</mark> <mark>cooperative learning</mark> Socratic Seminar Visuals/Graphic organizers Learning Centers PBL Lecture Discussion/Debate Other (list) Modeling	 <mark>Large group activity</mark> Hands-on Independent activity Technology integration <mark>Pairing/collaboration</mark> Imitation/Repeat/Mimic Simulations/Scenarios Other (list) Explain:

Standard	Universal Design for Learning
5.RL.1 Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	**Below Proficiency:** **For students who are below proficiency, I will have them use cards for a lower grade level with inferences that are easier to understand for them. I might also pair them with a thinking partner who can help compare different cards after they are complete.**
Objective **The student will be able to draw inferences from the text by the end of the lesson.** **Bloom's Taxonomy Cognitive Level: Analyzing**	**Above Proficiency:** **For a student above proficiency, I will have the students use cards that fit their thinking level. I would also have them with a lower level thinking partner to help them work through each card and help someone else with their inferences.** **Modalities/Learning Preferences:** • **Visual: Using the cards to read off of** • **Auditory: I will explain and read through the cards out loud** • **Kinesthetic:** • **Tactile:**

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)
The students will be able to get into groups smoothly and remember that their partners are to help them learn. They will use their manipulatives for learning.	• **The students' voices will be turned off until it is share out time.** • **They will be respectful of who is talking and raise their hands if they have a question** • **The students may work with partners if it is used respectfully**

Minutes	Procedures
	Set-up/Prep before lesson:
1-2 minutes; no more than 5	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** • **Ask students what inference they would make if they saw a wet floor sign coming up in front of them** • **Would they think the floor was wet or dry.** • **Ask what inference they would make if they saw their friend stopping at the water fountain** • **Would they think that friend is thirsty and needs a drink of water?** • **Finally, ask students what they would think if they smelled a strong smell of cookies when they walk in their house.** • **What would they think would be baking in the oven?** • **This is how we make inferences. We take what we see, smell, hear, feel, or maybe even taste, then we add it to what we already know and then we can make inferences on what is going on.**
5-10 minutes	**Explain: (teacher-led)** • **Explain that we are now going to be making inferences together using some of these inference cards.** • **Each has a small story on it and we're going to read through them and see what we can infer about them.** • **Read through the first story as a group.** • **Introduce the first question, and give students a little time to think** • **If they get it they can write it down. Have someone share out and talk about what they thought.** • **Finish the first card, ask for share outs again, then move onto the next card to read together.** • **Have students then find their partner and start the next card together**

Age-level appropriate	**Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)** • **Have students use some time to work on a few inference cards.** • **Move around and help groups on their cards** • **Explain to the class that their cards are things that we might hear in everyday language.** • **After their cards are finished, go through a few of them., asking the students what they were able to infer from each.**
1-2 minutes	**Closure (wrap up and transition to next activity):** • **Tell students to start thinking throughout the day about what they infer from one thing or another at home or at school or even in any books they might be reading.** • **Tell them it can help them to be better prepared for any situation**

Formative Assessment: (linked to objective, during learning)	Summative Assessment (linked back to standard, END of learning)
• **Progress monitoring throughout lesson (document of student learning, data collection)** **I will collect their cards once they are finished as well as asking them what they answered for each of them.**	**They will be tested on inferences in the following week to see what they gained from this section.**

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):