

**Office of Field Placement/Certification**

Template for Basic Lesson Plan

**Student Teacher**: Sylwia Denko

**School**: Orchard Hill Elementary School

**Date**: 2-25-14

**Period/Time**: Language Arts – 1:45-2:30

**Grade**: 2nd

**Subject/Topic/Activity**: Language arts – Making inferences about character emotion and showing proof effectively.

1. **Standards:**
* CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
* [CCSS.ELA-Literacy.RL.2.7](http://www.corestandards.org/ELA-Literacy/RL/2/7/) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
* [CCSS.ELA-Literacy.RI.2.8](http://www.corestandards.org/ELA-Literacy/RI/2/8/) Describe how reasons support specific points the author makes in a text.
1. **Objectives**: We are learning to (WALT) make inferences to understand how characters are feeling and explain our proof.
2. **Materials**:Book: *Lilly’s Purple Plastic Purse,* inferring interactive graphic organizer, BrightLinks, document camera, inferring booklet, and anchor chart.
3. **Procedures**:

**Lesson Introduction/objective and purpose (5 minutes)**:

# When students come back from lunch say “Hello boys and girls, as you are coming back from lunch please take out your whiteboard and a marker, leave it on your desk, and meet me on the rug.”

#  “Before we begin this lesson, I need a make a phone call quickly. Please give me one second.”

# Pick up the fake phone and act: “Hi ma’am. I need to bring my sister into the office. Yes, fever. I don’t know what is wrong but I am worried. Okay, thank you. See you at 3:30. Bye, bye.’ Think about who I was calling and why. Turn and talk.”

# “Boys and girls, what did you just do? Yes! Make an inference. Remind me how we make inferences?” Call on a volunteer. “Yes! From the clues in the text as well as from our own schema. You all have been doing a great job making inferences and today we will practice making some more. Boys and girls, it is very important for readers to make inferences about the story in order to understand it better. Today we are also going to learn how to better explain our inferences.”

**Teach and Model (10 minutes)**:

# “Take a look at this anchor chart I made. These are some sentence starters that will help you explain your inferences. It is very important that when we are explaining our inferences we use exact information from the text and by using what we know, we can make our inferences.” Read the anchor chart.

* “Now boys and girls we will be using *Lilly’s Purple Plastic Purse* that we read yesterday. Could someone please remind me what the story was about? (call on student volunteers). Yes, exactly! Yesterday we also talked about the several emotions that Lilly was feeling throughout the book. Now we are going to infer and show how we know Lilly is feeling those emotions.”
* Read the pages that have the post-its from *Lilly’s Purple Plastic Purse.*
* Model the first and second one by filling in the graphic organizer on the board.
* First stop: (example) Since the text said she really, really, wants to show everyone her new purse. I can infer that Lilly is excited.
* Second stop: (example): The text says that she felt like crying. I infer that Lilly is sad.

**Guided Practice (10 minutes):**

* After the first stop have the students go and get their whiteboards from their desk and come back to the rug. Make sure to say “quickly and quietly.”
* Have the students do the third one on their own and then share. Write their answers on the board. Make sure that the students are using the sentence starters and underline them as they are used.
* Now send the students to their desks and turn on the document camera.

 **Independent Practice (15 minutes):**

* “Really nice job inferring today boys and girls. Not only did I see you using the clues from the text and your schema but you all used great sentence starters to help explain your inferences. Now, you all will get the opportunity to try this on your own. Here is an inferring packet. It may look familiar to you. I will model for you how I would like you to fill out.”
* Read #8, model your thinking, and write down how they should fill in the graphic organizer.
	+ “The text says that Carlyjah had not been expecting her mother to come today. I infer that Carlyjah is feeling excited.”
* “Okay boys and girls, you may choose which ones you want to do and you must do at least two. If you finish two, please go on and do more. Please underline your sentence starters like I have on the board. I will be walking around checking to see how you are doing.”

 **Closure (5 minutes):**

# After students have completed at least three, clap a few times to get their attention.

# Because the students will be on different numbers have them turn and talk about two that they have done, sharing their sentence starters. Have two students read their answer with the sentence starters to the class. (Make sure it is one all the students have done).

# “Excellent work today boys and girls! As I was walking around I was seeing wonderful inferences and fantastic sentences! Go ahead and turn and tell your partner the two things we have been using to make our inferences!” Share answers.

1. **Assessment:**

# Inferring worksheets, turn and talk, and class discussions.

1. **Management Issues**

# Make sure the few students that may cause chatter are not sitting next to each other.

# Make sure that all students can see the board.

# “1, 2, 3 eyes on me”

# “Go get your whiteboards quickly and quietly.”

# Clapping

1. **Transitions**

# Have students prepare their whiteboard and marker on their desks so the transition to and from the rug mid-lesson will be smooth.

1. **Differentiation:**

# There are many inferring situations in their packet and can they choose which ones to do.

# Challenge students to create another sentence on their scenarios that would help a reader infer the meaning of the character’s emotion.

1. **Self Reflection and Evaluation of Lesson:**

# Will be attached.

1. **Comments on Lesson by Cooperating Teacher**:

Signature of Student Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Signature of Cooperating Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_





