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| Name: \_\_\_\_\_Maria Giarrusso\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Lesson Focus: \_\_\_\_\_Inferencing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Book: \_The Wretched Stone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Grade Level: \_\_\_\_5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Target Words: Omen, accomplished, contracted, scuttle, lush | |
| **Curriculum Standards (SOL): Cut and Paste from VDOE (comprehension, inferencing, vocabulary/ word consciousness)**  Oral Language: 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. a) Participate in and contribute to discussions across content areas. d) Communicate new ideas to others.  Reading: 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. i) Draw conclusions and make inferences from text.  5.4 The student will expand vocabulary when reading. b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | |
| **Lesson Objectives:** *A statement or statements of what the students will be able to do as a result of the lesson. Need to be observable and measurable. (ABCD format)—****At least 3 objectives. (1 identifying vocab, 1understanding vocab, 1 using and understanding inferencing (the class will make 4 inferences)) ABCD***  The students will be able to:   1. Students will be able to draw conclusions and make inferences from the text using class discussion and an inference chart and make 4 inferences. 2. Students will be able to identify key vocabulary in a text and by raising their hand every time they hear key vocabulary in the text with 100% accuracy. 3. Students will be able to describe and understand vocabulary by coming up and sharing examples with a partner and/or the class for five vocabulary words. | |
| **Assessment of Objectives:** *Describe how you will collect evidence that individual students have indeed met the lesson objective(s). These need to be tied to the degree or criteria from your objectives.*   1. *The class with help make an inference chart that draws from the text and their schema. Most of the class will contribute to this part of the lesson.* 2. *I will be able to see which students raised their hands for the vocabulary words.* 3. *I will listen to student’s conversations with their partner and the answers they share with the class.* | |
| **BEFORE (Content, Viewing or Listening):** *Focusing attention, laying the groundwork, creating interest, sparking curiosity, setting a purpose, explicit explanation of expectations, modeling**strategies, introducing vocabulary, accessing or building prior knowledge, thinking about thinking “metacognition”* ***(vocabs, introduce strategies and why it’s good, book walk-purposely teach concepts before I read the book)***   * **Behavior Expectations:**   **Hello class, today I am going to do a text talk with you all today. I want you all to come sit on the floor around this chair. Walk quietly and sit next to a person that will allow you to do your best thinking.**  **Students sit on the floor around me**  **Before we begin, I want to remind you all to stay quiet until it’s your turn to talk, and you will have plenty of chances to talk, and to make sure you are listening to me and your peers. Today we are going to expand our vocabulary, and work on our inferencing. Let’s start with some new vocabulary!**  **Vocabulary:**   * **Accomplished: having many talents, being good at many things**   **Our first word to look for is Accomplished. Everyone say accomplished. Accomplished can have several meanings, but in this story it means being talented or able to do many things. Everyone say it with me: to be talented or able to do many things**  **Can you think of anyone that is accomplished? Everyone share with a partner.**  **Students converse**  **Great job! For example, Michael Jordan is an accomplished athlete, or Taylor Swift is an accomplished musician. Can you all think of different ways or anyone else that is accomplished?**  **Student Response**  **Way to make a real world connection!**   * **Contract: to catch a disease or illness**   **Our second word is contract. Everyone say contract. Usually if you have contracted something you have caught a disease or illness. Everyone say: to catch a disease or illness. For example, last week when I was on spring break my brother contracted a stomach bug. Have you ever contracted an illness? Share with a partner.**  **Students converse**  **Who can tell me what they shared with their partner.**  **Students response**  **Great examples, way to draw from your prior knowledge, or schema.**   * **Omen: a good or bad sign about the future**   **Our next word to look for is Omen. Everyone say omen. An omen can be a good or bad sign about the future. Everyone say it with me: a good or bad sign about the future. For example, crows are often seen as bad omens. Can you think of any other omens? Share with a partner.**  **Student converse**  **Who can share what they talked with their partner about**  **Student response**  **Great thinking, I loved how you thought through your response**   * **Scuttle: to destroy something**   **Our next word is Scuttle. Everyone say scuttle. If you scuttle something, it means you destroy it. Everyone say the definition: to destroy something. For example, a few months ago my friend got into a car accident and scuttled their car. Have you ever scuttled anything? Share with your partner.**  **Student converse**  **Who can share with the class?**  **Student response**  **That’s a great connection!**   * **Lush: a lot of full or rich plants.**   **Our final word is lush. Everyone say lush.**  **Lush**  **Lush can have many meanings, but in this book it is describing plants. When you describe a plant as lush, it means it is full, healthy, and there is a lot of it. Everyone say it: full and healthy. For example, in the spring time the cherry blossom trees are lush. They are full with the cherry blossoms. What is a plant that is lush? Share with a partner.**  **students converse**  **What are some lush plants you thought of?**  **Student response**  **Great example!**   * **Explain what to do when they hear a vocab word**   **When you hear one of our focus words in the story I want to raise your hand. Show me what you are going to do.**  **Students raise hands**  **Can any of you tell me what an inference is?**  **Student Response**   1. **That’s right! You make an inference when you use clues from the text and your prior knowledge, or schema, to help you come to a conclusion**   **OR**   1. **That’s a great guess! You make an inference by combining your prior knowledge, or schema, with clues from the text.**  * **Book Walk: they are going on a voyage on a boat, the crew is having fun, they are in a strange forest/jungle.** * **Talk about the book cover:**   **What do you notice about the cover?**  **There is a man swinging on a ship**  **There is a man on a boat**  **Great observations! What do you think this book could be about?**  **Maybe they are going on an adventure**  **They are sailing to a new place**   * **Talk about the first page (the captains log):**   **Read the first page, ask “Do you think this book is written in a normal format? How do you think this story will be told?”**  **The story will be told through the captain’s log!**  **Exactly! Your class has been working a lot with first and third person storytelling. If this is a captain’s log, his personal recordings, what point of view do you think this story will be told?**  **First Person!**   * **Show the first page. Point out the date.**   **We can tell that this a log because there are dates throughout the story.**   * **We have now seen a few dates now in the story. What part of the date is missing?** * **The year** * **Let’s make our first inference about what year it could possibly be. First I see that the ship is made of wood. I know from prior knowledge or schema that our ships today are made of steel or other metals. So now I know that this story takes place a long time ago. I see that the men are wearing long pants. I know from history class that it wasn’t common for men to wear long pants until after the 1800’s. So based off of my observations and schema I am going to make an inference that is story takes place in the early 1800s.** * **Show the crew**   **What is the crew doing?**  **They are singing, playing music and dancing!**  **Way to look at the picture and use clues to figure out what they are doing!**   * **Show the Island**   **Where do you think the crew is? Do you think they have ever been there before?**  **I don’t think they have been there before, maybe they landed on a new land with a forest or jungle.**  **How do you know that they landed on a forest or jungle?**  **Forests and jungles have lots of green plants in them and tall trees**  **Way to use your schema!**   * **Show the men surrounding the rock**   **What do you think the men are surrounding?**  **Maybe they found treasure on the island**  **They found something on the island and brought it on the boat.**  **What about the picture tells you that, and how do you know that they got it from the forest?**  **The men are bringing something aboard ad they were just in the forest.**  **Usually pirates or sailors bring aboard things they find from new lands.**   * **The storm**   **What is happening in the picture?**  **There is a storm coming**  **How do you know that?**  **The clouds are dark and big and there are big waves**  **Great! And we know that when a storm comes the clouds are big and gray and there is little or no sunlight.**  **Let’s read the book to find out what happens on this ship.** | |
| **DURING (Content, Viewing or Listening):** *Using strategies for active engagement with new content, modeling strategies, discussing and organizing new ideas, developing vocabulary* ***(read the book, insert student friendly definition, make inferences, ask other comprehension questions) SCRIPTED-- HOW ARE YOU GOING TO TEACH***  **Outline:**   * **Start the book.** * **Continue reading stopping for vocab.** * **First Inference: What Year is it? (Model)** * **First Inference: Infer the crew is educated** * **Second Inference: Infer what is happening to the crew** * **Third Inference: Why did the men that know how to read, recover quickly?** * **Fourth Inference: Why do you think no one has charted this island?** * **Finish**   **Script:**   * **Reads the first page. Stop after the first passage to explain omen. “It is a good omen, or sign,”** * **Students will raise their hands when they hear the word.** * **Continue reading, stop and explain accomplished. “The sailors are talented in many other ways”** * **Students will raise their hands** * **Read the next page. Stop to model the first inference.** * **Let’s make an inference here. What are some observations we can make about the crew from what we just read and the picture?** * **They are dancing and singing and playing music.** * **Some of the crew knows how to read** * **What do you already know about someone who can read, dance and play music? How did they learn to do that?** * **Maybe by going to school** * **Great thought, and what happens if you go to school?** * **You learn, or become educated.** * **Great! Now let’s put our observations and schema together. We know from the book that the crew read, sings, plays music and dance. And we know from out schema that you usually go to school to learn those things because you go to school to learn. What is an inference we can make?** * **The crew is smart and educated!** * **Way to put together clues form the text and your schema!** * **Continue reading. Stop after reading the passage with the focus word lush. Repeat the sentence and replace the word with full, or healthy.** * **Students will raise their hands.** * **Ask if the island seems like a normal island after reading the page. Ask students what they think the crew found.** * **Student Response** * **Do you think it’s okay for people to take things from a strange island?** * **Student Response** * **Continue Reading until the part when the crew start to change. Make the third inference. “Let’s make another inference. What do you think is happening to the men, use context clues?”** * **They are swinging faster, the are stooped over and walking clumsily.** * **Great! Using our schema, what do we know that moves like that?** * **Monkeys/apes/chimps** * **How do we know they move like that?** * **Movies, television, the zoo** * **Great! Using both our observations and schema what could we infer?** * **Student response** * **Continue reading. Point out that the third inference is confirmed in the book, but not all inferences are confirmed. Continue reading.** * **Stop for the word scuttle. “the captain scuttled, or destroyed the ship”.** * **Students raise their hand** * **Why did the captain scuttle the ship?** * **Because of the rock** * **Continue reading until the end. Make the final inference. “Why do you think no one has charted that island? Do you think this captain will chart it?’** * **The island hasn’t been charted because there was no water, food, or animals on it. The captain wont chart the island because he and the men agreed they would not talk about and no one would believe their story.** * **Using our schema, why would no one believe them?** * **Because it’s a crazy story, and we know things like this don’t happen.** * **Great job making inferences and drawing from the text.** | |
| **AFTER (Content, Viewing or Listening):** *How will students apply new knowledge? How will students check their understanding? How will students be prompted to reflect on what they have learned? How will students be prompted to reflect on how they learned it?* ***Check for understanding- asking overall comprehension questions, reviewing inferences, review why inferencing is important, talk about vocab and how they were used***   * **Comprehension Questions: How did the crew become apes? How did the captain avoid becoming an ape? Why and how do you think the stone turned the men into apes? How did they get turned back into men?** * **Review Vocab** * **Review Inferences**   **Comprehension Questions:**  **Great job responding to the book, and making predications, comments and inferences. Let’s reflect on the book. How did the crew become apes?**  **The stone turned them into apes**  **How do you think the stone did that? What about the stone cause them to turn into apes?**  **When the stone was glowing it put the crew into a trance and changed them. Once the glow was gone the crew stopped being hypnotized, but remained apes.**  **Great explanation! I like how you thought through your answer. How did the captain avoid becoming an ape?**  **He didn’t stare at the stone like the crew.**  **Way to make connections from the text.**  **What did the captain do to turn the crew back into men?**  **He read and played music for them**  **Why do you think the men that knew how to read recovered the quickest?**  **They were already educated and had prior knowledge and memories of how to behave and act like a human.**  **Way to use your prior knowledge to figure it out.**  **Review and Discuss Inferences**  **Let’s talk about the inferences we made. The first inference we made was during our book walk. We inferred the time period this story took place in was the early/mid 1800s. How did we make that inference?**  **We looked at what the ship was made of, and what the sailors were wearing. We then drew from our prior knowledge of history to determine when wood ships were used and when men wore long pants.**  **Fantastic job! I love how you explained our observations and schema!**  **We also made an inference form the text that the crew was educated. How did we come to that conclusion even though the book never stated that?**  **Some of the men can read, dance, play music, and tell stories. From prior knowledge we know that usually people had to be educated to be able to do these things.**  **Our next inference was about what the crew was turning into. Our conclusion was confirmed by the book, but not all inferences will be confirmed. Before we found out what they men were becoming, how did we make an educated guess that they were becoming monkeys?**  **How the book described them was similar to how you would describe and monkey. We know how a monkey moves from TV, movies, and the zoo.**  **Fantastic evidence based explanation. Our third inference was about why the men who knew how to read turned back quicker. What did we discuss that helped us reach that conclusion?**  **We talked about how to book told us they were turning back faster, and we know that reading and playing music helps you learn and get smarter, so we inferred that their prior knowledge is what heled them change back faster.**  **We made a final inference that no one charted the island because it was dangerous. Why was the island dangerous?**  **There was no water, fruit, or animal life. There was a stone on the island that turned the crew into monkeys, it could have turned others into monkeys.**  **Focus Words**  **Let’s review our focus words. What does omen mean? Everyone should answer.**  **An omen is a sign about the future that is good or bad**  **What was the omen in the book? Talk with a partner and talk about if it actually happened.**  **Students discuss**  **Ok eyes and ears back on me. Who wants to share what they talked about with their partner?**  **There was a good omen about a nice sea breeze at the beginning of their trip. No it was not true because the crew tuned into apes and the boat was destroyed.**  **That’s right! Great evidence!**  **What does accomplished mean in this book? Everyone together say the definition.**  **Everyone: Accomplished means having many talents or abilities.**  **Exactly, way to think through your answer. Who was accomplished in this book?**  **The crew!**  **How were they accomplished?**  **Hey could read, dance, sing and tell stories.**  **Fantastic explanation! What does contracted mean? Everyone say the definition.**  **It means to catch a disease or illness.**  **What kind of illness do you think the crew contracted?**  **The crew went crazy and contracted a feverish state from the stone.**  **Fantastic explanation with lots of evidence.**  **What does scuttle mean? Everyone together:**  **It means to destroy something**  **What did the captain scuttle?**  **The captain destroyed the boat and the stone.**  **Why do you think the captain destroyed the boat with the stone?**  **Student response**  **EXTENSION:**  **Everyone get with a partner. I am going to give you a few minutes to discuss with your partner a sentence using one of our focus words. If you have time make up another sentence with another word. Once you all have finished I will call on some of you to share with the class.**  **EXTRA EXTENSION: Make a 5th inference on why did the educated crew turn back faster.** | |