Brooklyn Connections

INFERENCE MINI-LESSON LESSON PLAN

© Brooklyn Connections – Brooklyn Public Library

INFRENCE MINI-LESSON
LESSON PLAN

AIM:	Students will quickly investigate informational texts.
OBJECTIVE:	Students will: • Make observations • Make inferences • Cite evidence to support inferences • Gain knowledge of historic event with supplemental content
TIME:	10 – 20 minutes • Activity can be truncated or expanded to fit instructional needs
MATERIALS: *(Provided by Brooklyn Connections Educator)*	• Informational text: document or photograph • Mini-Lesson Handout • SmartBoard or Projector to display image
PROCEDURE:	1. Define the difference between observations and inferences a. *Observation*: statement or comment based on something one has seen, heard, or noticed – no observation is too small b. *Inference*: a conclusion reached on the basis of evidence and reasoning c. Students will understand that observations are what they see, not what they think they see. Make sure to break down unintentional inferences: i. Student: "I see a woman who is cold." Educator: "Break that down – WHY do you think she is cold." Student: "She is wearing a coat." Educator: "You are observing a woman wearing a coat." 2. Distribute informational text 3. Students will analyze informational text a. Students will make 5 observations b. Students will turn-and-talk, checking with their neighbor to make sure they've made observations and not inferences 4. Students will then make inferences by answering one of the following questions: a. If the text is a photo: What is happening in this photograph? b. If the text is word-centric or a piece of ephemera: What was/is this document? What is this document about? c. Students **must** support their inference with evidence: Why do you think that?

	5. Students will share out their inferences a. Students with opposing inferences will share out their findings and discuss 6. Instructor will give context and supply students with the correct answer 7. Students will locate evidence to support the correct answer 8. Students will end with a question to prompt further research.
ASSESSMENT:	• Educator can collect student work to check for completion and comprehension • Allow students to assess each other's work during turn-and-talk segments
DIFFERENTIATION:	• For lower level students allow more time to observe and infer • For higher level students require more observations and/or more inferences • Use activity multiple times during unit o Do activity, stopping at step #5. o Proceed with lesson that explores content surrounding text o Ask students to infer again after they've gained content knowledge ▪ How do their inferences change? ▪ Do they observe things they did not observe before? o Educator will share out context
C.C.S.S. ADDRESSED:	**4th Grade** **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **CCSS.ELA-Literacy.W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **5th Grade** **CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **CCSS.ELA-Literacy.W.5.9** Draw evidence from literary or informational

	texts to support analysis, reflection, and research. **6th Grade** **CCSS.ELA-Literacy.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text **CCSS.ELA-Literacy.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CCSS.ELA-Literacy.W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources **7th Grade** **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CCSS.ELA-Literacy.W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources **8th Grade** **CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CCSS.ELA-Literacy.W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources

Brooklyn Connections

SCAFFOLDING HANDOUT

Source:

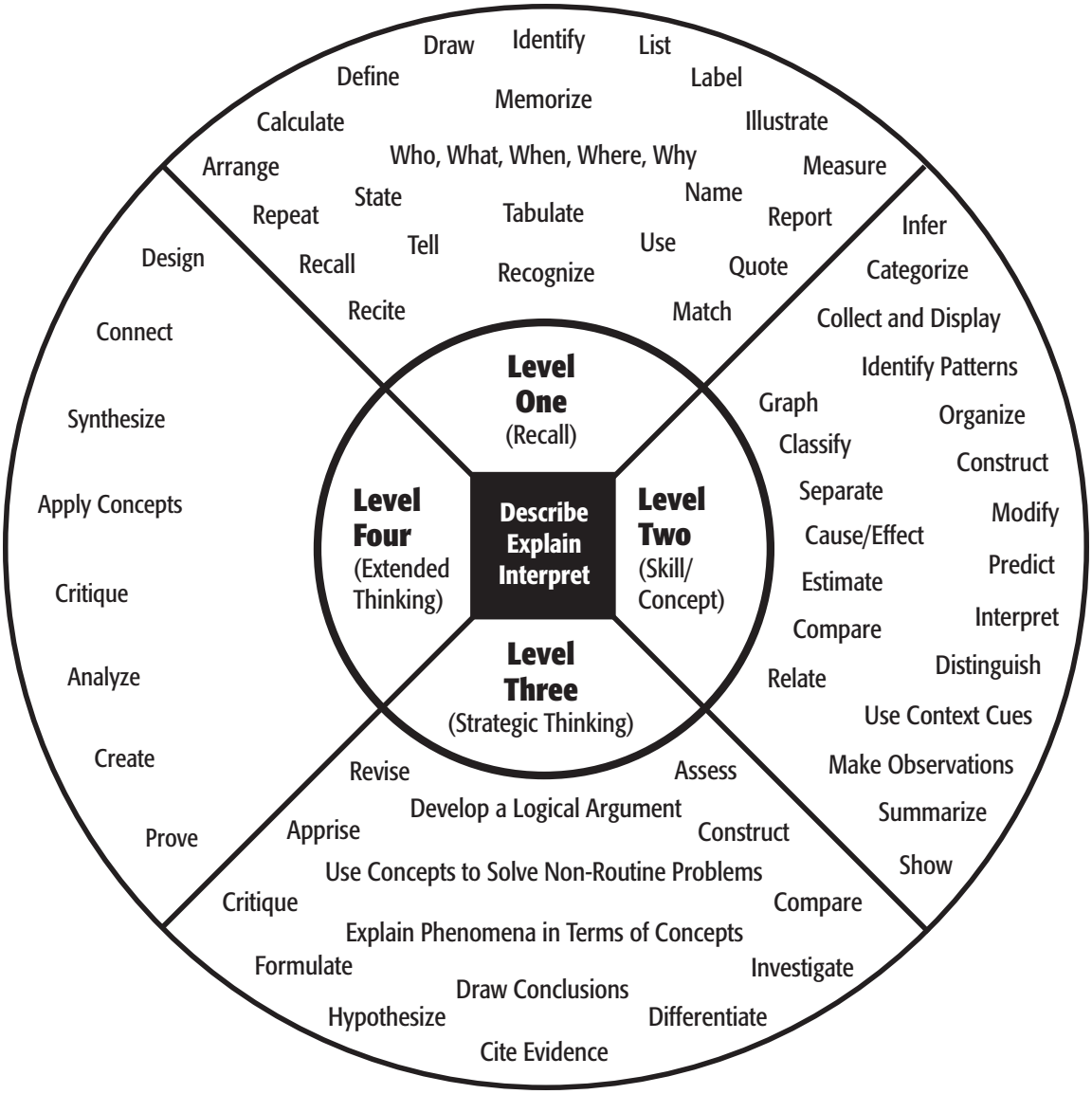
What, if any, prior information would a student need to be able to analyze this source?

What challenges might students encounter when looking at this source?

How might you address those challenges?

© Brooklyn Connections – Brooklyn Public Library, 2016

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

DOCUMENT-BASED QUESTIONS

DOK Level 1: Recall

1. Locate: _____

   _____

2. Who: _____

   _____

DOK Level 2: Skills/Concepts/Reasoning

3. Infer: _____

   _____

4. Make observations: _____

   _____

DOK Level 3: Strategic Thinking

5. Support with evidence: _____

   _____

6. Compare: _____

   _____

DOK Level 4: Extended Thinking

7. Create: _____

   _____

8. Synthesize: _____

   _____

Brooklyn Connections

WRITE YOUR OWN DOCUMENT-BASED QUESTIONS

Scaffold a document for multiple learning levels by writing questions of varying complexity.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____