

Lesson Plan for

Developed by: Natalay Goldstein

Grade level: 7

Content Area: ELA

Unit:

Lesson Topic: Inference

Timeframe: 10 minutes (demo)

Entire period (lesson)

Standards Addressed in the Lesson:

CCSS-ELA.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.

Intended Learning Outcomes for Students:

Students will be able to make accurate inferences about the text provided ("The Danger of a Single Story") with 90% percent accuracy working independently and in pairs by the end of the lesson.

"CHECK IN: How are you feeling today? 1 finger up for not good, 2 for just fine or ok, 3 for good or great. (*Pause*)

We are going to discuss inference. Inference is a way of knowing things. When we read a text, we read what it *says*, but we also have to read what it *means*.

Have you ever hear the expression "Reading between the lines?"

Inference is reading between the lines. Its knowing what the author means even when they don't say it.

By the end of this lesson you will be able to make inferences about what you read.

Materials/Instructional Resources:

- Pre-Assessment (half-page prompt)
- Handout: Text -- "The Danger of a Single Story" by Chimamanda Adichie (excerpt)
- Handout: Vocabulary List
- Video: Adichie speech
- Graphic Organizer
- Exit tickets

Technology

Check all that apply

- | | | | |
|-------------------------------------|----------------|--------------------------|--------------------|
| <input checked="" type="checkbox"/> | Teacher laptop | <input type="checkbox"/> | Webcam |
| <input checked="" type="checkbox"/> | SMART Board | <input type="checkbox"/> | Digital camera |
| <input checked="" type="checkbox"/> | LCD projector | <input type="checkbox"/> | Document camera |
| <input type="checkbox"/> | Computers | <input type="checkbox"/> | Digital microscope |
| <input type="checkbox"/> | iPad or tablet | <input type="checkbox"/> | Video camera |
| <input type="checkbox"/> | Colour printer | <input type="checkbox"/> | Scanner |
| <input type="checkbox"/> | Calculators | <input type="checkbox"/> | FM system |

Summative Assessment:

Students will write an exit ticket explaining their own interpretation of what "A Single Story" (from the passage's title) means based on inference.

Lesson Plan for CURR 122

Procedure	
<p>Anticipatory Set</p>	<p>Please find your HALF SHEET of paper. (I read the quote at the top.: "The year I turned 8 we got a new house boy.") What do you know about the author's family based on just that sentence? Take a moment to think, then write down your answer. <i>(Pause)</i></p> <p>After that, write down how you came to that conclusion. How do you know what you know? <i>(Pause)</i></p> <p>(Collect papers and call on a few students to share their thoughts)</p>
<p>Instruction/ Presentation of Information</p>	<p>CHECK: What do we think inference is? What are we doing when we make inferences?</p> <p>Let's put this sentence IN CONTEXT by reading the entire passage. (CHECK: What is "cotext?" Context is the surrounding information.) You have it on your desks, it's called "The Danger of a Single Story." I'm also going to play a video of the author reading it, so you can follow along on the page as she speaks. <i>**If I had more time I would also go over the vocab before playing the video**</i> (Play high quality video with subtitles -- Chimamanda Adichie TED Talk, "The Danger of a Single Story.")</p> <p>CHECK: Now that you have heard a more complete story, do you think the inference you made at the beginning of class was correct? Thumbs up/down/sideways - not sure</p> <p>Please refer to the bottom of your handout, under the maps of Africa. What does it say? (call on student.)</p> <p>EXPLAIN: Clues from the text are "What the text says." Background knowledge is "Things we already know." When we combine the two, we can make an Inference. An inference is "AN OPINION BASED ON FACT. REPEAT! What is an inference?"</p> <p>Differentiation: Students are presented with the written text as well as video of the author reading the text, which includes English subtitles. A vocabulary list is also distributed. Students participate orally, visually, through reading, and listening.</p>
<p>Guided Practice</p>	<p>Let's look at our graphic organizers, which look like [THIS]- (hold up a copy.)</p> <p>We are going to practice making inferences together, then you are going to do some with a partner.</p> <p>Clue from the text (What text says): The domestic help would often come from nearby rural villages.</p> <p>Background knowledge (Already know-Vocab list): Rural means countryside or a farming community.</p> <p>Inference: The author lives in a city.</p> <p>CHECK: Do you understand how this works? Thumbs up/Down/ Sideways</p> <p>I'm going to put you in pairs, and you are going to have some time to work on the rest of this page. There are starters to help you. As you work your way down the page, there will be fewer starters. If you make it to the last one, I want you to try and come up with all three pieces from scratch. You have 12 minutes. If you run out of time, it's ok. (Circulate to help and observe.)</p> <p>Differentiation: The starters are there as scaffolds to help students further understand the concept if they haven't completely "gotten" it yet. Hopefully, with this step-by-step approach, they can eventually do the work independently.</p>

Lesson Plan for CURR 122

Closure	<p>Let's wrap it up!</p> <p>Please pass your work forward. Make sure your name and date are on top.</p> <p><u>Class rules!</u>: In order to exit the class, you need to hand me an exit ticket. Your exit ticket is independent work. You are not working with a partner on this.</p> <p>Your exit ticket for today is: At the end of the passage, the author says she realized she had "a single story" about Fide's family. Please use your ability to infer to think about what she means. You are going to write, " A single story is..."</p> <p>Write your answer on your ticket and hand it to me on your way out.</p> <p>Thank you! Have a great day!</p>
Independent Practice/ Extension Activities	<p>HW: Watch the rest of Adichie's TED Talk (<i>I provide the link,</i>) then answer the following questions:</p> <ol style="list-style-type: none">1. Do you think Adichie had ever been to the United States before college? Why or why not?2. When Adichie's roommate asks her to play her "tribal music," Adichie plays Mariah Carey, which is funny. What can you infer about the reality of Africa from this exchange?3. In the end, Adichie inferred something about her American roommate. What was it? <p>Differentiation:</p> <p>Again, we have the video/audio with English subtitles, which should be accessible to many students with computers. We have three types of critical thinking questions which should allow students three chances to answer at least one question correctly. I can print the HW instructions in Spanish/other L1s for ELs.</p>

Notes/Reflections

Class policies:

Respect!

Eyes on the speaker

Seated unless told otherwise

Pass your work to the front

Echo ideas in your own words

Clap back when I clap, then be silent

Tell me what you need

Bathroom policy:

Write your name and the time you left on the sign out sheet.

When you return, write the time you came in.

Don't forget to take the pass!

Positive Reinforcement System:

We will have a classroom marble jar/fishbowl which I will add marbles to at the end of every period, proportionate to student behavior. The class votes on the prize they want at the start and they receive their prize when the jar is full. Can do multiple times per year.