

Grade: 4th	Subject: Language Arts
Materials: Danger on a Mountain story, white board, markers, exit slips, and Chromebooks for this website game: https://www.roomrecess.com/mobile/DrawConclusions/play.html	Technology Needed: Chromebooks and projector
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: The lesson will begin with students at the rug, we will review what it means to make an inference or draw a conclusion and go over real-life examples, read a passage together, draw inferences, they will complete an online game about making inferences, and then fill out an exit slip.</p>
Standard(s) 4.RL.1 Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	Differentiation <p>Below Proficiency: For those below proficiency, I will be reading the story aloud. We will discuss and review what it means to make inferences and draw conclusions out loud. Students can also rely on their peers for additional assistance or to brainstorm/recall while we share aloud. I will write these examples on the board for students to refer back to.</p> <p>Above Proficiency: For those above proficiency, they can listen to me read the story. They can make inferences and share with their peers, they can pull evidence from the text, on their own, to support their inferences.</p> <p>Approaching/Emerging Proficiency: For those approaching proficiency, they can listen to me read and listen to the examples, or refer to the examples written on the board, or come up with their own examples to share with their peers during the discussion. Students can also rely on their thinking partners for additional assistance or to brainstorm.</p> <p>Modalities/Learning Preferences: Verbal Intelligence: The story will be read aloud. The examples will be read through.</p> <p>Visual Intelligence: The story will be displayed and can be followed along with. There are images shown within the story we will discuss/analyze/make inferences. Examples will be written on the board, as well.</p>
Objective(s) By the end of the lesson, students will be able to draw conclusions and make inferences based on what the text says by completing an activity and answering an exit slip. <p>Bloom's Taxonomy Cognitive Level: Understanding and Analyze</p>	
Classroom Management- (grouping(s), movement/transitions, etc.) I will have the students sit in their assigned seats, at the rug. I will transition them from the previous activity just by calling them to their seats and using positive comments to encourage stragglers to get to their spots quicker. <ul style="list-style-type: none"> • Active listening • Voice levels should be around a 0 when listening to the story • Working independently • Voice levels should be around a 1-2 when working on their own • If a student has a question, they can raise their hand 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to... <ul style="list-style-type: none"> • Be active listeners • Keep voice levels at a 0 while the story is read • Participate in discussions • Work independently (not rely on their neighbors) • Keep voice levels around a 1 or 2 while working on their own • Raise their hands if they need additional help or if they have questions/want to share.

	<ul style="list-style-type: none"> Participation 	
Minutes	Procedures	
2 min	Set-up/Prep: I will have the Danger on a Mountain story up and ready to read. I will have the website posted on their google classroom so they can easily access this after the beginning activity. (https://www.roomrecess.com/mobile/DrawConclusions/play.html)	
4 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Earlier this week we talked about how to make inferences and what it means to make an inference. Can anyone tell me what this means? Or can anyone give me an example? (Using context clues- pull evidence/details from the text-to make an educated guess about what will happen next). I will tell them my own example. So, if I told you guys that today I slipped on the walk to my car and had to scrape my windshield what conclusions could you make? How do you know that?	
10 min	Explain: (concepts, procedures, vocabulary, etc.) I will have them look at the images by the passage and see what context clues they can gain from it. We will then read it aloud, pausing after each paragraph to summarize what was read. After finishing the story, we will discuss what inferences can be made and what evidence from the text suggests this. I will then pull up the site (https://www.roomrecess.com/mobile/DrawConclusions/play.html) and go through a few of the questions to show the students how to play. They will find the link in their google classroom. Students will answer until they get to 25 points. Once they reach this they will grab an exit slip and fill this out. After they are done, they can continue playing the game or read quietly until the rest of the class is finished	
10 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will be dismissed to grab their Chromebooks, play the activity, and complete the exit slip. They will turn in the exit slip once they are done.	
2 min	Review (wrap up and transition to next activity): I will wrap up the story and ask the students if they want to share what their exit slip said and what they answered. We will share a few aloud before moving on to the next activity.	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. My formative assessment will be what the students discuss with their thinking partner and with the whole class. Are they participating? Are they making inferences that are logical and supported with textual evidence? This will also be based on how quickly and easily the students get to 25 points on the online activity. Consideration for Back-up Plan: I would have the students discuss their inferences, after reading the story. I would have the story printed out, they would underline or highlight important/supporting details and discuss with their peers. I would have them write a quick scenario where their partner would have to make an inference or draw a conclusion based on what clues were given in the story.		Summative Assessment (linked back to objectives) End of lesson: My summative assessment will be the exit slip the students fill out. Did they underline supporting evidence for their inference or conclusion? Did they get the correct answer? Were their inferences/conclusions text based and logical? If applicable- overall unit, chapter, concept, etc.:
Reflection (What went well? What did the students learn? How do you know? What changes would you make?)		