Data- Driven Inferences Lesson Plan

Grade: 7	Subject: English
Materials: Whiteboard, Projector, Expo Markers, Tables	**Technology Needed:** Powerpoint - https://docs.google.com/presentation/d/17Criw4uLayvHGL10zZc-ENE0FrZeMrX085d-I7Tvw5M/edit?usp=sharing

Instructional Strategies:
- Direct instruction
- **Guided practice**
- Socratic Seminar
- Learning Centers
- Lecture
- Technology integration
- Other (list)

- Peer teaching/collaboration/ cooperative learning
- **Visuals/**Graphic organizers
- PBL
- Discussion/Debate
- Modeling

Guided Practices and Concrete Application:
- **Large group activity**
- Independent activity
- Pairing/collaboration
- Simulations/Scenarios
- Other (list)
- Explain:

- **Hands-on**
- Technology integration
- Imitation/Repeat/Mimic

Standard(s)
RL.1 Read closely to comprehend text
a. Cite textual evidence to support analysis of what the text says explicitly.
b. Cite textual evidence to support inferences drawn from the text.
c. Provide a summary of the text excluding personal opinions or judgments.

Objective(s)
- The students will more clearly understand that an inference involves both information from the text AND their own background knowledge.
- Students will create a table that will help them visualize every piece of making an inference
- Students will practice making inferences
Bloom's Taxonomy Cognitive Level:
- Remember
- Understand
- Create

Differentiation
Below Proficiency: These students are who this lesson is aimed at, specifically. The data has shown that most students are below proficiency in this area, so all students will be aided in this activity.

Above Proficiency: These students will challenge themselves and get some practice in before the exam.

Approaching/Emerging Proficiency: These students will also enjoy a review of this material before the exam on it.

Modalities/Learning Preferences: This has visual/hands-on aspects for students who prefer that kind of learning. There will also be writing and listening aspects.

Classroom Management- (grouping(s), movement/transitions, etc.)
- The students will be writing on their desks, so make sure they each have enough room

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
-They'll be expected to write on their desks and not on each other

Minutes	Procedures
5	**Set-up/Prep:** - Have the presentation ready - Make sure I have a working marker - Clean the tabels
5	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** - Do you guys remember talking about inferences? - What parts make up an inference? - We're going to practice making some inferences today using a new tool!

5	**Explain: (concepts, procedures, vocabulary, etc.)** - Have the students take out their expo markers. - Write a table on the board and tell the students to copy it
10	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** - Ask them what parts make up an inference again – make sure that in the end, the table has 3 parts: the text + background knowledge = an inference - Go through powerpoint! - https://docs.google.com/presentation/d/17Criw4uLayvHGL10zZc-ENE0FrZeMrX085d-I7Tvw5M/edit?usp=sharing - Fill out the first one together as a class, then have them try to do one on their own and report some of the inferences they came up with – be sure that every answer CONNECTS to the students own background knowledge (as that is what needs reviewing).
5	**Review (wrap up and transition to next activity):** - One more time: what parts make up an inference? - Are you guys feeling more ready for the exam?

Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. - I'll see the students tables on their tables - Some students will share their answers with the class **Consideration for Back-up Plan:** - If the technology doesn't cooperate that way, I could read the stories to the students out loud	**Summative Assessment (linked back to objectives)** End of lesson: - NA, kind of a mini-review-lesson If applicable- overall unit, chapter, concept, etc.: - Inferences exam - One Pager

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
- NEXT TIME definitely give the students something to clear their table with. They were very distracted by their dirty desks.
- I think I'll use this one, though! The table really helped them visualize how to make an inference. I saw some students using them even in the next few days!