

Comprehension Strategy Lesson Plan

INFERRING

Goal: TLW make connections through the use of oral language, written language, and media

Obj. 3.1 Respond to fiction, nonfiction, poetry... by ...making inferences and drawing conclusions about characters and events.

Day	Gradual Release Model- <i>Teacher</i>	ACTIVITIES: Gr.3	Gradual Release Model- <i>Student</i>
1	Explains purpose; Models	<p>Read Aloud- <u>Gettin' Through Thursday</u> (Melrose Cooper).</p> <p>B- Discuss possible meanings of title. Make predictions about the story.</p> <p>D- Make connections. Discuss story</p> <p>A- Confirm/Deny predictions, clear up misconceptions; discuss story.</p>	Attends
2	Explains purpose; Models	<p>Quickly review <u>Gettin' Through Thursday</u>.</p> <p>Introduce Strategy : Inferring; provide working definition, examples.</p> <p>Think Aloud: <u>Tight Times</u> (Barbara Shook Hazen)</p> <p>Reading just a few pages, model strategy for students using think-aloud. Show thinking using sticky notes. Students should observe behaviors and be able to discuss what they saw modeled.</p>	Attends
3	Coaches	<p>Review student observations and story.</p> <p>Continue reading <u>Tight Times</u>.</p> <p>Give students sticky notes to record their thinking. As you read, continue to record your thinking, and allow students to record their inferences.</p> <p>After reading, allow students to share inferences with a partner (eye-to-eye & knee-to-knee). Then have them share with the whole group.</p> <p>Discuss the strategy asking <i>What did we learn and How else can I use this strategy?</i></p>	Attends; Participates; Practices with teacher help

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4	Monitors; Assesses	<p>Using the poem <u>The Secret Place</u> (Tomie de Paola), students will work independently to read the poem and use a recording sheet to record their inferences from the text.</p> <p>Teacher will assess responses for understanding. The teacher will bring students together to discuss the poem's meaning, review the strategy, and share student responses.</p> <p>Teacher may read aloud <u>The Art Lesson</u> (Tomie de Paola) as a connector.</p>	<p>Practices independently; Applies; and Transfers</p>
5	Assesses	<p>3-2-1 Strategy: Review Inferring.</p> <p>Make Text -to- Text Connections of <u>Gettin' Through Thursday</u> and <u>Tight Times</u>.</p>	<p>Applies and Transfers</p>

Many boys and girls have a secret place. Read this poem by Tomie de Paola and learn about a secret place. Answer the questions that follow.

The Secret Place

by Tomie dePaola

Stanza 1	It was my secret place – down at the foot of my bed – under the covers.
Stanza 2	It was very white.
Stanza 3	I went there with a book, a flashlight, and the special pencil that my grandfather gave me.
Stanza 4	To read – and to draw pictures on all that white.
Stanza 5	It was my secret place for about a week -
Stanza 6	Until my mother came to change the sheets.

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T-Chart
MAKING INFERENCES
"The Secret Place"

Stanza	Inference
1	
2	
3	
4	
5	
6	

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<http://www.achievementinfo.com/2002ELA3/2002ELA3.07-10.html> \

3-2-1 Strategy

3 Things You Found Out	2 Interesting Things	1 Question You Still Have
1	1	1
2	2	
3		

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Name: _____

Date: _____

Making Text to Text Connections



In this text <u>Getting' Through Thursday.</u>	That is like <u>Tight Times</u> .

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Question #1

One way you can tell "*The Secret Place*" is a poem is that

- A. all lines rhyme.
- B. it has stanzas.
- C. it is easy to understand.
- D. it has sentences.

Question #2

The pencil in the poem is special because it was

- A. a secret.
- B. broken.
- C. dark.
- D. a gift.

Question #3

The speaker in the poem draws pictures on

- A. a book.
- B. his pillow.
- C. his foot.
- D. the sheets.

Question #4

The word **grandfather** is an example of a

- A. compound word.
- B. synonym.
- C. contraction.
- D. homonym.