

Lesson 1

Focus Learner's Age: 14

Focus Learner's Grade Level: Eighth

Focus Learner's Disability Area: Specific Learning Disability: Reading

Learning Goal	
Learning Goal (Goal listed as "I can" or SWBAT statement that will be shared with students during the lesson)	I can write inferences based on provided evidence and background knowledge.
Content Standard (From CCSS, New Learning Standards, or Extended Standards)	8.RL.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. CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
IEP Goal (Related to Learning Goal for this Learning Segment)	N/A
Lesson Objective (Written as a sentence following format: Condition, , Behavior, Criteria)	When given an exit slip, the students will be able to list two inferences by using provided evidence and background knowledge with 100% accuracy.
Assessment Tool (List of assessments in this lesson used to measure students' progress towards the learning goal)	Exit slip

Instructional and Support Materials	
Planned Supports for Focus Learner (List specific, differentiated accommodations and/or modifications as indicated in focus learner's IEP)	<ul style="list-style-type: none">● Inference s'more visual aid● Guided notes● Small group instruction● Explicitly taught and modeled● Direct instruction on retelling● Repeated practice and instruction● Preferential seating
Materials List (including UDL-based adaptations)	<ul style="list-style-type: none">● Inference S'more visual aid● Guided notes● Highlighters● Brown, black, and white construction paper

	<ul style="list-style-type: none"> • Sharpees • Reading passages from <i>The Diary of Anne Frank</i> and <i>Flowers for Algernon</i>
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Lesson Procedures: <i>Include sufficient detail in all stages of the procedures that another teacher could deliver the lesson. Scripting is not required, but specific questions/statements you need to say to lead to content understanding should be included.</i>	
Opening of the Lesson	
Review Critical Prerequisite Skills and Establish Motivation	Students will need to know how to cite textual evidence as a prerequisite skill. The teacher will remind students of the previous lesson on citing textual evidence. Students will also need to have knowledge about the books <i>The Diary of Anne Frank</i> and <i>Flowers for Algernon</i> . The teacher candidate will establish motivation by first explaining that making inferences will help us better understand things that we read. She will next explain that by finding textual evidence and using background knowledge, we are able to make logical inferences about the material, therefore increasing our comprehension skills. The teacher candidate will then discuss how we make also inferences while watching short films, movies, and commercials. Lastly, the teacher candidate will talk about how we make inferences in our daily lives. The teacher candidate will ask students to think about a time when they inferred someone's feelings.
Connect Lesson to Learning Goal	The teacher candidate will have the students chorally recite the learning goal displayed on the board. She will then explain that today, the objective measured by the exit slip will require the students to simply jot down two inferences they make. The teacher candidate will explain that each day we will practice writing inferences more in depth as the learning segment goes on. Eventually, students will be able to write inferences using provided evidence and background knowledge independently.
Explicit Instruction Body of the Lesson	
Model (I do it)	The teacher candidate will introduce the lesson by finding out what the students already know about inferences. She will ask the students to tell a partner what they already know about making inferences, timing them for one minute. The teacher candidate will then ask each pair to share with the class what they came up with. Using the "Let's Make S'more Inferences" visual aid, the teacher candidate will ask the students to help her come up with a definition for inferences. The teacher candidate will then introduce the mnemonic device of a s'more to remember how to correctly make inferences. The teacher candidate will first explain that the first graham cracker represents something that the class has already completed a goal check on. The students should reference the goal board and come up with the correct answer, textual evidence. The teacher candidate will prompt them as needed. The second graham cracker represents one's background knowledge, and the chocolate and marshmallow represent inferences. The teacher candidate will explain this chart and instruct the students to fill in their guided notes accordingly. The

	<p>teacher candidate will then use the passage about Tanner visiting the beach to model the textual evidence and schema that helped her draw inferences. The teacher candidate will show the students the new bulletin board and explain the activity for the day. The teacher candidate will model the task by reading a passage and creating a sample s'more with help from the class.</p>
Prompt (We do it)	<p>The students will then be instructed to work in partners and one group of three to read passages/quotes from literature they have read this year. These passages will include <i>Flowers for Algernon</i> and <i>The Diary of Anne Frank</i>. Students will work together to create s'mores for each passage/quote and put them on the bulletin board around the campfire. The teacher candidate will walk around throughout the activity, providing individualized instruction and assistance as needed.</p>
Check (You do it)	<p>The teacher candidate will check for understanding by playing the video “Dead Cat Bribe” and asking students to complete an exit slip about what they inferred. The students will be instructed to use the s'more visual aid to include two ways they used their background knowledge and two ways they used visual inferences to make this inference.</p>
Closing of the Lesson	
Review Learning Goal	<p>The teacher candidate will be reviewing the learning goal at the ending of the learning segment. She will have students chorally recite the learning goal displayed on the board. The teacher candidate will then again stress the importance of making inferences while reading, watching videos/films, and in everyday life. She will additionally explain again that by learning to make inferences, we will be improving our comprehension skills. She will finish by telling the students that by practicing writing inferences today using literature passages, we are one step closer to achieving the learning goal.</p>
Preview Next Lesson or Task	<p>The teacher candidate will explain that tomorrow, we will learn how to properly write inferences using some thinking stems. She will also explain that the students will be watching various short films and writing about them using the thinking stems. She will also go on to explain that this will eventually move us toward day three of the lesson where students will be writing paragraphs about inferences they make. The teacher candidate will encourage the students to look over their guided notes at home.</p>

Extension Activity (Optional)	
Engage Students in Task to Extend Content Learning <small>(Explain procedures for an activity that will allow students to Generalize, Maintain, or Self-direct their learning towards the Learning Goal)</small>	If students have extra time, they will be instructed to complete a Study Island activity on inferences. This activity provides the students with real life situations and asks them to make inferences about how people feel or what they are doing. This extension activity allows the students to maintain their learning because it provides extra practice that they can access anywhere. It also allows them to generalize what they are learning because it provides real-life application. Students will self-direct themselves through this activity, moving towards the learning goal.

Lesson 2

Focus Learner's Age: 14

Focus Learner's Grade Level: Eighth

Focus Learner's Disability Area: Specific Learning Disability: Reading

Learning Goal	
Learning Goal <small>(Goal listed as "I can" or SWBAT statement that will be shared with students during the lesson)</small>	I can write inferences based on provided evidence and background knowledge.
Content Standard <small>(From CCSS, New Learning Standards, or Extended Standards)</small>	<p>8.RL.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.</p> <p>CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
IEP Goal <small>(Related to Learning Goal for this Learning Segment)</small>	N/A
Lesson Objective <small>(Written as a sentence following format: Condition, , Behavior, Criteria)</small>	When given a guided worksheet, the student will write inferences using the provided thinking stems with 100% accuracy.
Assessment Tool <small>(List of assessments in this lesson used to measure students' progress towards the learning goal)</small>	Guided worksheet

Instructional and Support Materials	
Planned Supports for Focus Learner (List specific, differentiated accommodations and/or modifications as indicated in focus learner's IEP)	<ul style="list-style-type: none"> • Guided notes • Thinking stems visual aid • Explicitly taught and modeled • Direct instruction on retelling • Repeated practice and instruction • Preferential seating
Materials List (including UDL-based adaptations)	<ul style="list-style-type: none"> • Inference S'more visual aid • Guided notes • Highlighters • Guided worksheets

Lesson Procedures: <i>Include sufficient detail in all stages of the procedures that another teacher could deliver the lesson. Scripting is not required, but specific questions/statements you need to say to lead to content understanding should be included.</i>	
Opening of the Lesson	
Review Critical Prerequisite Skills and Establish Motivation	Students will need to know how to cite textual evidence as a prerequisite skill. The teacher will remind students of the previous lesson on citing textual evidence. The teacher candidate will establish motivation by reminding the students that making inferences will help us better understand things that we read. She will next explain that by finding textual evidence and using background knowledge, we are able to make logical inferences about the material, therefore increasing our comprehension skills. The teacher candidate will then discuss how we make also inferences while watching short films, movies, and commercials. Lastly, the teacher candidate will talk about how we make inferences in our daily lives. The teacher candidate will further establish motivation by telling them that she chose the videos for today's lesson based on their interests.
Connect Lesson to Learning Goal	The teacher candidate will have the students chorally recite the learning goal displayed on the board. She will then explain that today, the objective measured by the guided worksheet will require the students to write inferences they make using the provided thinking stems. The teacher candidate will remind the students that they may use their guided notes. The teacher candidate will explain that each day we will practice writing inferences more in depth as the learning segment goes on. Eventually, students will be able to write inferences using provided evidence and background knowledge independently.

Explicit Instruction Body of the Lesson

Model (I do it)	The candidate will review the learning goal. Students will chorally read the learning goal on the board. The teacher candidate will review the s'more strategy to make inferences. The teacher candidate will next introduce the next page of the guided notes titled "Inference Thinking Stems." She will explain that these thinking stems will work as sentence starters when we write inferences. The teacher candidate will provide one example and add it to the smartboard notes as the students copy it into their notes. Next, she will ask the students to help her come up with more thinking stems. Lastly, she will ask the students to think about how they make inferences. She will provide the example, "I make inferences by thinking about a character's feelings." The students will help her create a list of ways they infer things on the smartboard to add to their guided notes. After the class compiles a list, she will explain that during today's practice they need to practice writing their inferences by thinking about how we make inferences and using the aforementioned thinking stems.
Prompt (We do it)	The teacher candidate will pass out the guided worksheet that will be used while watching videos during class. These videos include "The Present," "Glued," and "Defective Detective." She will explain that students need to use their thinking stems to write inferences on their guided worksheet as they watch the video. After the first video, "Glued," the teacher candidate will take five to ten minutes to hold a class discussion about their findings together. After the second video, "The Present," the teacher candidate will again take five to ten minutes to hold a class discussion about their findings together.
Check (You do it)	After watching the last video, "Defective Detective," the students will independently write two inferences using their thinking stems. The teacher candidate will not have a class discussion. She will use this part of the guided worksheet to check for individual understanding.

Closing of the Lesson

Review Learning Goal	The teacher candidate will be reviewing the learning goal at the ending of the learning segment. She will have students chorally recite the learning goal displayed on the board. The teacher candidate will then again stress the importance of making inferences while reading, watching videos/films, and in everyday life. She will additionally explain again that by learning to make inferences, we will be improving our comprehension skills and practicing our writing. She will finish by telling the students that by practicing writing inferences today using our thinking stems, we are one step closer to achieving the learning goal.
Preview Next Lesson or Task	The teacher candidate will explain that tomorrow students will be working in groups on three stations where they practice writing inferences from

	text messages, literature passages, and newspapers. She will go on to explain that this will be practice before students complete a writing assignment as an exit slip at the end of class. The teacher candidate will encourage the students to look over their guided notes at home.
Extension Activity (Optional)	Engage Students in Task to Extend Content Learning (Explain procedures for an activity that will allow students to Generalize , Maintain , or Self-direct their learning towards the Learning Goal) If students have extra time, they will be instructed to complete a Study Island activity on inferences. This activity provides the students with real life situations and asks them to make inferences about how people feel or what they are doing. This extension activity allows the students to maintain their learning because it provides extra practice that they can access anywhere. It also allows them to generalize what they are learning because it provides real-life application. Students will self-direct themselves through this activity, moving towards the learning goal.

Lesson 3

Focus Learner's Age: 14

Focus Learner's Grade Level: Eighth

Focus Learner's Disability Area: Specific Learning Disability: Reading

Learning Goal	
Learning Goal (Goal listed as "I can" or SWBAT statement that will be shared with students during the lesson)	I can write inferences based on provided evidence and background knowledge.
Content Standard (From CCSS, New Learning Standards, or Extended Standards)	8.RL.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. CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
IEP Goal (Related to Learning Goal for this Learning Segment)	N/A
Lesson Objective (Written as a sentence following format: Condition, , Behavior, Criteria)	When given a writing prompt, the student will write a five sentence paragraph containing inferences with 80% accuracy.

Assessment Tool (List of assessments in this lesson used to measure students' progress towards the learning goal)	Inference writing prompt worksheet
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Instructional and Support Materials	
Planned Supports for Focus Learner (List specific, differentiated accommodations and/or modifications as indicated in focus learner's IEP)	<ul style="list-style-type: none"> • Small group instruction • Repeated directions • Explicitly taught and modeled • Direct instruction on retelling • Repeated practice and instruction • Modeling of tasks • Preferential seating
Materials List (including UDL-based adaptations)	<ul style="list-style-type: none"> • <i>The Diary of Anne Frank</i> and <i>Flowers for Algernon</i> reading passages • Making inferences in text messages activity • Newspapers • Inference writing prompt worksheet • Guided notes

Lesson Procedures: <i>Include sufficient detail in all stages of the procedures that another teacher could deliver the lesson. Scripting is not required, but specific questions/statements you need to say to lead to content understanding should be included.</i>	
Opening of the Lesson	
Review Critical Prerequisite Skills and Establish Motivation	Students will need to know how to cite textual evidence as a prerequisite skill. The teacher will remind students of the previous lesson on citing textual evidence. The teacher candidate will establish motivation by reminding the students that making inferences will help us better understand things that we read. She will next explain that by finding textual evidence and using background knowledge, we are able to make logical inferences about the material, therefore increasing our comprehension skills. The teacher candidate will then discuss how we make also inferences while watching short films, movies, and commercials. By doing this, we are able to better understand what we are watching. Lastly, the teacher candidate will talk about how we make inferences in our daily lives, establishing motivation through real-life application. The teacher candidate will further establish motivation by telling the students that they will be looking at text messages today in one station's activity.
Connect Lesson to Learning Goal	The teacher candidate will have the students chorally recite the learning goal displayed on the board. She will then explain that today, the objective measured by the writing prompt will require the students to write inferences in paragraph form using the provided thinking stems and

	backing up their answers with visual evidence and background knowledge. The teacher candidate will explain to the students that they may not use their guided notes today because she needs to check for understanding. The teacher candidate will explain that the learning segment was carefully planned to practice writing inferences more in depth as the learning segment goes on. Eventually, students will be able to write inferences using provided evidence and background knowledge independently.
Explicit Instruction Body of the Lesson	
Model (I do it)	The teacher candidate will review the learning goal. Students will chorally read the learning goal on the board. The teacher candidate will assign stations as a review day. These stations will include different activities that the students will work on in groups including making inferences from text messages, making inferences from reading literature passages, and making inferences based on pictures from newspapers. The teacher candidate will show the students an example a completed activity for each station in order to model how to correctly complete the stations.
Prompt (We do it)	The teacher candidate will review the s'more strategy to make inferences. The candidate will review the inference stems and inferences graphic organizer and encourage students to use their resources while completing each activity. The teacher candidate will walk around and provide individual assistance and prompting as necessary. She will set a ten minute timer for each station that will be displayed on the Smartboard.
Check (You do it)	The teacher candidate will check for understanding by assigning an exit slip with a writing prompt as follows: Think of a time where you had to infer someone's feelings. Using our inference thinking stems, write a five sentence paragraph explaining how they felt, what made them feel this way, and how you inferred that they felt this way. The students must include visual evidence and background knowledge that helped them make this inference. The students will not be permitted to use their guided notes on this assignment.
Closing of the Lesson	
Review Learning Goal	The teacher candidate will be reviewing the learning goal at the ending of the learning segment. She will have students chorally recite the learning goal displayed on the board. The teacher candidate will then again stress the importance of making inferences while reading, watching videos/films, and in everyday life. She will additionally explain again that by learning to make inferences, we will be improving our comprehension skills and practicing our writing.
Extension Activity (Optional)	

Preview Next Lesson or Task	The teacher candidate will explain that next week, students who struggled on their writing exit slip or feel they still need help with inferences will be pulled during study hall. She will also explain that they will start learning about point of view in a new unit next week.
Engage Students in Task to Extend Content Learning <small>(Explain procedures for an activity that will allow students to Generalize, Maintain, or Self-direct their learning towards the Learning Goal)</small>	If students have extra time, they will be instructed to complete a Study Island activity on inferences. This activity provides the students with real life situations and asks them to make inferences about how people feel or what they are doing. This extension activity allows the students to maintain their learning because it provides extra practice that they can access anywhere. It also allows them to generalize what they are learning because it provides real-life application. Students will self-direct themselves through this activity, moving towards the learning goal.