

**Lesson Plan: Inferring (Ford, 3/06)**  
**Third Grade**

**Materials:**

- Overhead of inference sheet
- Overhead
- Overhead markers
- Student copies of inference sheet
- My stuff (passport, lantern, family photo)
- Circle magnets
- *What's the Time, Grandma Wolf?*
- *The King who Rained*
- Non examples (*Cookbook, directions, coupons*)
- *An Angel for Solomon Singer*
- Overheads for *Solomon Singer*
- Teacher-selected reading text
- Sticky Notes
- Overhead of self-evaluation tool
- Student copies of self-evaluation tool
- Name cards
- Whole group assessment tool
- Individual assessment tool

**Lesson Organization**

**1. Phase One: Introduction**

- a. Pass out inference sheet. Have overhead model ready.
- b. Name and date inference sheet.
- c. Talk about “right there” clue.  
Glasses, gray hair,  
Fill in boxes in lines #1, #2, and #3
- d. Talk about “think and search” inference from the clue  
Glasses (has trouble with vision), gray hair (old)  
Fill in boxes in lines #1, #2, and #3
- e. Show harder clues  
Passport, Lantern, Family photo  
Fill in boxes in lines #4, #5, and #6
- f. Model inference for line #4
- g. Guide inference for line #5  
Use “what” prompts as you write on overhead
- h. Practice inference for line #6  
Pair-share-surface  
Bring someone up to the overhead  
Use “how” “why” prompts

## 2. Phase Two: Explicit Instruction

- a. **Discuss the importance of strategies:** Strategies help us solve problems we encounter when we are trying to read, write and learn.  
**Remind students of past strategy instruction/efforts**
- b. **Identify WHAT the strategy is:** Inferring
- c. **Explain WHAT the strategy consists of:** “thinking and searching”, “Reading between the lines”; contrast with “right there” (**What’s the Time Grandma Wolf? example**)
- d. **Explain WHY this strategy is important:** Helps us think more accurately about what we are reading (**King who Rained example**) and more deeply about what we are reading
- e. **Explain WHEN to use this:** Almost all the time, used with other strategies like making connections, visualizing summarizing
- f. **Explain WHEN NOT to use this:** Coupon book, Cookbook, Directions,

## 3. Phase Three: Modeling

- a. **Read pages 1-6. Stop.**
- b. **Think Aloud using text on overhead. Invite students to write along.**
- c. **Focus on inferences unhappy, sad, depressed (line #7) clues: *He did not like it, the hotel had none of the things he loved, Solomon Singer loved where he lived not at all.***
- d. **Guide with support focus on inferences down on his luck, not much money, (line #8) clues: *a hotel for men, none of the things he loved, could not have a cat, or dog, could not even paint his walls***

## 4. Phase Four: Guided Practice (Large Group)

- a. **Read together 7-10 on the overhead. Stop.**
- b. **Invite on line #9 to find a right there clue and make an inference.**
- c. **Pair-share-surface**
- d. **Suggested: He would rather be back in the countryside (*Indiana was mixed into his blood even now. Wishing for fields, stars and crickets.*) Older (*fifty-odd years later*). Didn’t like living in the city. (*He didn’t feel happy as he wandered.*)**

## 5. Phase Five: Independent Practice (Large Group)

- a. **Read 11-14 on the overhead as small groups. Stop.**
- b. **Invite on line #10 to find a clue and make an inference.**
- c. **Suggested: Life is maybe going to change. (*Solomon Singer smiled back, came back again the very next night*)**
- d. **Invite students to use their individual books. Invite to find an example from their books on line #11.**
- e. **Model from teacher-selected book.**
- f. **Pair-share-surface.**

**6. Phase Six: Transfer (Independent)**

- a. **Explain task:**
  - **Read for 5 minutes.**
  - **Use sticky notes to mark any good examples.**
  - **Fill in Boxes 12-15 with examples from your own book.**
  - **Share with a buddy.**
- b. **Teacher will informally assess and collect 4 examples on overhead.**
- c. **Return to large group and share.**
- d. **Start with four examples on the overhead.**
- e. **Add a few more as time permits.**
- f. **Finish sheet with *What I Have Learned about Inferring***
- g. **Model on overhead. Pair-share-surface.**

**7. Phase Seven : Closure**

- a. **Finish Solomon Singer**
- b. **Pair-share surface**
- c. **Self-evaluation**
- d. **Pair-share-surface**