

**Title of Lesson:** Black Cowboy Wild Horses Reading Centers

**Teacher:** Melissa Tuttle

**Grade:** 5th

**Subject:** ELA

**Approximate Time Needed for Lesson:** 60 min.

**The classroom consists of 22 students in an inclusion classroom. Students range in reading levels of 1.4 to 7.5 based on reading assessment.**

**Statement of Learning Goals/Standards/Grade Level Expectations:**

**Learning Goal:**

- to provide students with opportunities to practice the skill of the week {inferencing}, apply new vocabulary, practice word strategies, use technology to find information, and enhance reading comprehension through a variety of activities based around multiple intelligences.

**State Standards:**

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Content Connections

### **Lesson Content:**

- **Inferencing:** Readers make inferences when they use story clues and their own prior knowledge, or schema, to make logical decisions about story events and characters' actions that are not directly stated in the text. As readers, we are often asked to make inferences about what the author wants us to understand, even though we do not have all the necessary information. We must use clues in the text and mix it with our prior knowledge to get the full meaning. All readers use their own experiences so students may all make different inferences. It is important to note that not everyone will understand the story in the same way, based upon their experiences.
- Since inferencing is based upon what students know it is important that teachers expose students to many new ideas. When encouraging students to inference, teachers must be aware that students' schema will affect their inferencing abilities.

### **Connections to past and future lessons:**

- Throughout their education experience and in past 5<sup>th</sup> grade lessons the students have learned and practiced the skill of inferencing. They are familiar with the term.
- Students have been introduced to new vocabulary in past lessons and for this week's reading story.
- The class has listened to the story "Black Cowboy Wild Horses" and participated in a class discussion, answering teacher created questions using Bloom's Taxonomy level of learning questions. They have also practiced the skill and vocabulary with worksheets from their differentiated practice books.
- In future lessons the students will apply their knowledge of this week's skill and vocabulary to complete a selection quiz.
- Students will use inferencing in their independent reading for the rest of their lives.

### **Objectives:**

- Students will apply their knowledge of inferencing, the skill of the week, while participating in differentiated reading centers where they will complete a variety of activities.
- Students will practice reading skill: inferencing, word relationships: analogies, develop better understanding of new vocabulary, use technology to gather information, and comprehend grade level text, through the use of learning centers.

### **Lesson Assessment:**

<b>Objectives</b>	<b>Methods of Assessment</b>	<b>Documentation</b>
Students will apply their knowledge of inferencing, the skill of the week, while participating in	Informal Observations and small group discussions.  Study Island report for Teacher	Graded center work, completion of choice board, and self-reflection. Rubric score of choice board and evidence of learning

<p>differentiated reading centers where they will complete a variety of activities.</p> <p>Students will practice reading skill: inferencing, word relationships: analogies, develop better understanding of new vocabulary, use technology to gather information, and comprehend grade level text, through the use of learning centers.</p>	<p>Center Evidence of learning from center work.</p> <p>Rubric for center completion.</p>	<p>recorded in gradebook. Study Island results recorded with blue ribbons if student passed concept.</p>
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**Instructional Materials:**

- SMARTboard
- SMARTboard Black Cowboy Wild Horses Center notebook file
- Computer webquest directions and worksheets
- Center envelopes; Wanted posters, lassoing vocabulary, inferencing pictures
- Laptops with Study Island
- Inferencing worksheets, magnifying glasses, highlighters for teacher group

**Teaching Procedures:**

**Introduction:**

- Review centers and expectations.
- Use clip chart and Popsicle sticks to choose centers.

**Developmental Activities:**

- Students will complete a reading center for 25 minutes and then switch to complete a second reading center. The centers include:
  - *SMARTboard centers:* Students will participate in inferencing activities and vocabulary review game.
  - *Word Study:* Lassoing Vocabulary worksheet using dictionaries; analogies
  - *Skill:* Inferencing pictures and graphic organizers
  - *Computer:* Students will complete a webquest on cowboys.
  - *Art/Reading Comp:* Read short story on Billy the Kid and create Wanted Poster
  - *Teacher Group:* Students will work with teacher on inferencing lesson with guided practice and then apply to independent practice on Study Island.

- At 25 minutes, students will be reminded to start finishing up, making sure they have recorded their standard and evidence. Students will then go to next reading groups.
- TEACHER LESSON:
  - Introduce inferencing by having students act out, without talking, what is written on a 3X5 card. Discuss how other students knew what they were doing. Explain that they were inferencing! {5 minutes}
  - Discuss how readers inference when they combine text clues and their own knowledge. {2 minutes}
  - Complete a lesson on inferencing with teacher modeling {3 minutes} and then guided practice {7 minutes}. This lesson will use differentiated text for each of the groups based upon the reading level of the homogenously grouped students.
  - Complete independent Study Island lesson on inferencing {each student will complete individual practice on differentiated level, but all will be independently practicing inferencing skill; some students may use headphones for IEP accommodation purposes} {10 minutes}
  - Closure: How do good readers make inferences? Record standard and evidence of learning on choice board. {3 minutes}

**Closure:**

- Remind students that tomorrow they will complete reading selection quiz on Black Cowboy Wild Horses and that all reading work will need to be completed and turned in for a reading grade.