

Grade: 5th Grade	Subject: Reading
Materials: Reading Notebook, Escape room challenges	Technology Needed: PowerPoint, chrome books (optional)
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>5.RL.1 Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.</p> <p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	Differentiation <p>Below Proficiency: Students who are below proficiency will be receiving one on one intervention during WIN time and the escape room. I plan to group students below proficiency within the same groups. Here I will be able to focus on doing the escape with them with guided practice and scaffolding.</p> <p>Above Proficiency: Students who are above proficiency will be challenged to give a summary of the passage using the evidence and inferences. During the escape room they will also be challenged to give evidence with their answer, so underlining the evidence within the text that creates the inference.</p> <p>Approaching/Emerging Proficiency: Students at proficiency will be able to do the lesson plan with few accommodations. These students will learn best with scaffolding and guided practice. These students will be benefiting most in whole group instruction.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Visual learners will have the chart for them to see how the evidence helps us find the inference. They will also be given the visual of the passage on the active board. During the escape room the students are able to watch a video after they complete the challenge.
Objective(s) <p>By the end of the lesson, students will be able to use textual evidence when explaining what the text says an when drawing inferences by applying their knowledge to an evidence and inference sort sheet</p>	

<p>and completing an inference escape room.</p> <p>Bloom’s Taxonomy Cognitive Level: Applying: Students are applying their knowledge of inferences and evidence to their sheet along with the escape room.</p>	<ul style="list-style-type: none"> • Auditory: These students will learn best from the reading and direct instruction on inferences. They will also benefit and be engaged during class discussions. During the escape room, they will be able to listen or read each passage along with the answers. • Kinesthetic: These students learn best hands on. They will benefit from filling out the chart along with the hands-on activity of the escape room. They learn best by doing.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - 321 talking is done - 123 eyes on me - During transitions, students will keep voice level and movement low. They are expected to do their task - When student get off task during transition or activity, bring back using the floor is lava or Andy’s Coming - During group, students are all expected to participate - Each student participates in group discussion 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - Students will be expected to stay in groups during escape room; Shouldn’t be wandering around to other groups - Students voice level should be a 2 while discussing and during escape room - Students have procedures during transitions, grab their reading notebooks along with their books while coming back into the classroom from lunch
<p>Minutes</p>	<p>Procedures</p>
<p>5 minutes</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Print out escape room challenge - Have students grab reading notebooks and books - Have evidence and inference sheet ready
<p>8 minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Okay 5th graders today we are learning about inference! Yesterday we were introduced to making inferences in the story we read. I want everyone to turn and discuss what making an inference is and an example of making inference that you all did yesterday - Give students 1-2 minutes to discuss - (As students are discussing, hand out green and white books) - 321 talking is done - Who would like to share out what they learned about inferencing yesterday and give me an example? - Inferencing is when us readers read between the lines and use clues within the text to figure out what the author doesn’t tell us. - Yesterday, you all looked at a picture. In this picture there were powerline poles knocked over, houses destroyed and rescue vehicles - When asked what happened, you all inferred that a storm happened. - Notice in our picture that there was no text or caption telling us that there was a storm. We

	<p>used our prior knowledge and what hurricanes, and tornados can do to infer that a storm had happened in the photo</p> <ul style="list-style-type: none"> - Today we are going to read a text and use clues within the text to infer what the author is trying to tell us.
10-15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - So, yesterday we looked at inferencing using our text, today we are also going to visualize to help us infer what is happening. We can visualize to imagine what people or places are like based on the author’s descriptions. We are going to learn how to do this as we read - Remember a couple of weeks ago we did some descriptive writing and learned how to make our readers visualize what is happening in the story, that is what we are doing today as well. - Okay 5th grade friends let’s all turn to page 34 in our books, today we are reading “From the treasure Island”. - I will read the first sentence, and then a friend can volunteer to read the next sentence - (repeat last step until first paragraph is read) - So, in this first paragraph, the narrator describes what he sees in the text. He states that he sees a torch that lights up the blockhouse - He uses descriptive words when describing the torch: “the red glare of the torch” and “the cask of cognac” - When I read this in the paragraph, I can visualize what is going on in this scene and it also helps me understand the narrator’s guilt - Okay let’s continue reading - (read second paragraph like the first one with taking turns with sentences) - In this paragraph, I was able to visualize a new character, Long John Silver. What do you think helped us readers visualize what this character looked like? Discuss in your groups - 123 eyes on me - Who would like to share the details that helped them visualize the new character being introduced? - (looking for answers that include a parrot on his shoulder and how greets the narrator saying “shiver me timbers”) - Great work!! So as readers, we can make inferences about characters traits, feelings, and relationships. - Now we are going to re-read the passage. This time we are looking for clues in the text to help us infer what the author isn’t telling - I’m going to hand out a clue and evidence sheet. On the left side there is a clue and on the ride is our inference we are making - Re-read the passage as before - Okay 5th graders I’m going to do the first one for us. - As we re-read, I was thinking about what the author wants us as readers to know but didn’t write. What clues help us make inferences about what is happening in the block house? - (Make sure to models thinking and going back into the text) - So what is happening in the blockhouse, the author isn’t telling us directly what is happening. I’m going to back and read that sentence to find a clue - So I read here “The pirates were in possession of the house and stores: there was the cask of cognac, there were the pork and bread, as before” - So I am going to take this clue and write the clue here in my clue spot, I would like everyone to do this with me - A key word I see here is the word before. When I read this I know that the word before means that he’s already seen this, or he’s been there already

- So what the author is wanting us to infer is that the narrator has been here before and seen the bread and pork in the same place.
- Write this and have students copy
- Now fifth graders let's look back at our clue and inference. Notice how the author doesn't state in the text: the pirate has been in the blockhouse before and he knows where the bread and pork will be
- He uses one key word "before" to have us readers infer that he has already seen this and has already been inside the block house
- Let's do another one together
- For my clue I am going to write "and my heart smote me that I had not been there to perish with them"
- Now I ask myself what is the author trying to tell me in this sentence? First I need to figure out what some of these words mean in order to know what the author wants me to make a inference about
- I know that the word perish means to die or pass away. In this sentence he's also talking about his heart which might mean emotions right? I want you guys to discuss in your groups what might the author be inferring here? We know what perish means and that heart means emotion, so what is the inference
- Give 2-3 minutes to discuss
- As an informal assessment, walk around the room and listen to student discussion and what they are inferring from the clue
- 321 talking is done
- Who would like to share out what inference they made using the clue?
- (expecting answers that the narrator cared about the people who were murdered. He felt guilty for surviving.)
- Those are all great answers 5th graders. Now let's look at the clue one more time
- What the author wanted us to infer here was the narrator cared about the people who were murdered. We know this because he said his heart was smote (he was upset). We also can infer that he felt guilty for surviving. We know this because the narrator says that he was not there to perish with them meaning he felt guilty that he was alive, and they died, and he had wished he'd died with them to
- Let's write this down in our inference box
- Let's do one more
- One clue I noticed in the end of our story is when the new character says "John Hawkins Shiver me timbers!"
- What is the author inferring in this sentence and what are they trying to tell me? I want to focus on the word shiver my timbers what might this mean if we used it in today's term? (oh my goodness or yikes)
- Okay friends, I want you all to infer what the author is trying to tell us. I want us to do this independently. Once you are done we will discuss
- (I will use this as a formative assessment to see if students are ready to move on to independent work. Students have to understand inferencing and get the inference correct. If not I will re-teach and do more examples of evidence and references)
- Okay friends I want you to discuss in your groups your inferences
- 321 talking is done, who can share with me what their inference was?
- (Looking for the answer that long john silver knew john Hawkins, he called him by his first name)
- If students didn't get correct, they will be prompted to write the correct inference below.
- Okay 5th graders I would like you to cut out you evidence and glue it into our reading notebook

Lesson Plan Template

Date: _____

	<ul style="list-style-type: none">- Give students 1-2 minutes to finish this task- Okay friends I want you to take out a sheet of paper and split it with a friend- First discuss with your group what does it mean to visualize, and how does this help you as a reader?- Have 1-2 students share out- How does making inferences help you understand what you are reading? Discuss- Have 1-2 students share out and elaborate- Now 5th graders I want you to write the answer to this question on the sheet of paper and hand it into the black tray- How will you use what we have practiced today when you read on your own?
<p>15-20 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">- Once you have handed in your sheet, I will know you are ready for the next activity when your hand is on your hand and you are in your seat- Alright, today we are going to do a fun activity on what we just learned about making inferences- First, I am going to put you into 5 groups- Split them. Make sure to do strategically based on skill and student behavior- WE ARE GOING TO DO AN ESCAPE ROOM!!- To play, each table is going to get challenge number one. In this challenge you will read the passages and answer the questions.- Each answer to the question will have a code to use to unlock it. (model this to the students)- For example, let's say number 1. I choose the answer A. I then go to my decoding sheet and see the A stands for 'my'. I will now go to my recording sheet and write my answer 'A' and my code next to it 'my'- At the end you will have a phrase.- I will be coming around the room checking the phrases and making sure we our inferring our texts- Beware, I also have challenging cards (lost your binoculars, can't use your eyes for 5 minutes. Ran out of gas no talking for 5 minutes. You were cornered by a rhino, you can't help your team for 3 minutes).- Remember this is an escape room, you want to get out fast and before the other groups- Have fun!!
<p>3 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">- 321 our activity is done- I need everyone to hand in their brochures to me- Once this is done take a seat at your spot- 5th grade friends, discuss in your group 2 things you learned about inferencing through this activity.- Have one student from each group share out- Great work today 5th graders. We use inferencing all day when looking at texts and pictures in all subjects. With our feelings and our friends and much more!- My challenge for you is to come back tomorrow with ways you have inferred throughout the day.

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**
 - Their reading notebook will be an assessment to move one within the lesson and to see if we need more practice finding clues and inferences within the text. (See Appendix A)
 - Exit slip to further instruction for the next day's lesson.
 - The escape rooms. This will be used as an observation along with students handing in their brochures. Students have to get the code correct to move. If group of students get a code wrong, they have to find the right code and explain why it is right and the first one they chose is wrong. (See Appendix B)

Summative Assessment (linked back to objectives, END of learning)

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

The students had a great understanding of inferences and using evidence to find them within the text. I saw this through observations, their reading notebooks, and the escape room challenges. I was also able to see the students who need more guided practice when making inferences in the text. Something I would do different is adding a better hook. In my next lesson I plan to use a what am I poem. This way students are getting lots of practice inferencing text and understanding how to use the evidence to find it.

Appendix A

Clues	Inference

1.

Inferences

As soon as the ball left my hand my mouth dropped open. I squinted my eyes, afraid to watch. The sound of shattering glass filled the air and sent my brother running into the room. I could feel his stare on the back of my head. I slowly turned around to meet his gaze. He did not have to say a word, I knew what he was thinking. When my parents came home and saw the broken window, I was in big trouble! This would be the second incident in less than a month.

Read this sentence from the story.

This would be the second incident in less than a month.

Why did the author include this detail in the story?

- a. The author wants the reader to infer that the character is a troublemaker.
- b. The author wants the reader to infer that the brother is overreacting.
- c. The author wants the reader to infer that the character's parents warned about throwing balls in the house.
- d. The author wants the reader to infer that the parents are mean.

Safari Decoder

Use the following codes for each challenge to unlock the secret item and move to the next challenge.

	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Challenge 1	a = My b = It c = The d = On	a = lion b = animals c = zebras d = birds	a = it b = had c = around d = were	a = lots b = running c = the d = jumping	a = at b = of c = with d = had	a = roar. b = teeth. c = others. d = me.
	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Challenge 2	a = My b = The c = His d = Her	a = feet b = tongue c = trunk d = path	a = the b = kept c = it d = pf	a = breathing b = stomping c = taking d = covering	a = of b = my c = with d = and	a = camera. b = lens. c = explored. d = lost.
	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Challenge 3	a = They b = The c = I d = We	a = had b = used c = stole d = could	a = see b = a c = only d = hear	a = see b = gave c = showed b = found	a = the b = a c = their d = one	a = village. b = eyes. c = water. d = compass.
	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Challenge 4	a = A b = He c = She d = The	a = saw b = tried c = grabbed d = large	a = where b = what c = of d = to	a = grab b = empty c = take d = break	a = and b = her c = my d = of	a = tree! b = bag! c = camera! d = lens!

CHALLENGE 1



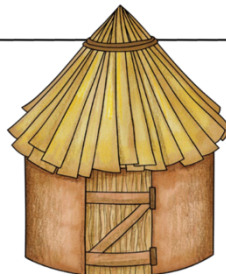
	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

What was difficult about getting this snapshot?

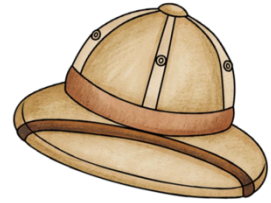
CHALLENGE 2

	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

What was difficult about getting this snapshot?



CHALLENGE 3



	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

What was difficult about getting this snapshot?
