Original Lesson Plan without Differentiation
EDDN 637
Crystal DeMarco

Name of Lesson: Making logical inferences   Grade 8
Teacher: Mrs. DeMarco   Date: Thursday March, 23

Length of Lesson: *2 periods*

Students' Identities and Background: Hispanic, Arab, Asian, Italian, African American ----
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What Am I Teaching?
Essential Question: When is it right to take a stand?

Learning Intentions: I can construct a claim based on logical inferences I make

Success Criteria:
● I will make inferences about the characters in <u>Endangered</u> and the setting
● I will use Signposts to help me make inferences
● I will use inferences and relevant evidence to construct my claim

Students will learn to:
● Cite textual evidence to support an analysis of what the text says
● Read closely to determine what the text says explicitly and implicitly
● Create an argumentative essay that features a claim they constructed and supported with textual evidence (End of Unit Assessment)

How Am I Teaching It?
Mini-Lesson:
--Discuss with students what inferences are and what are some ways we make inferences (Students can answer in Google Stream or on PearDeck response form, noting background knowledge, context clues and Signposts).
---- Review "signposts" to notice and note that help us make inferences as we read.
--Check for understanding by using Pear Deck/interactive slides for Do Now questions

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Do Now:
Choose ONE signpost you saw in Chapter 1 or 2 and describe what inferences it helped you make. (Teacher can do as an Interactive Pear Deck)

Identities: Students will discuss in a **Turn and Talk** a time in their life when they've had an AHA moment, a memory moment (when you've thought of something that happened at another point of our lives) or "Words of the Wiser" (from someone in their culture/family, etc.) and did you take their advice. How did that impact who you are today? (kids can write their answer on a Google doc or in a PearDeck slide).

Skills:

English Language Arts-
Writing: Writing a precise claim with logical reasoning and relevant evidence
Reading: Reading closely to determine what the text says; making logical inferences and citing textual evidence to support claim

Math- Discussion of the cost of living in the Congo, the economy, as well as the price the bonobos are sold for, etc.

Science- Analyzing the natural resources and environment in the Congo as well as the endangered animal (the bonobo) that is part of its rich history

Social Studies- Research people in history who took a stand from Dr. King to Rosa Parks

Visual Arts- Creation of videos or PowerPoints about someone in history who took a stand

Intellect: Students will become smarter about making decisions. They will also become more informed about important issues/current events in American society as well as racial issues impacting Africa.

Criticality: We will engage students in discussions about power, equity and anti-oppression by exploring the power struggles within the Congo (setting of novel, Endangered) and the exploitation of natural resources.

Joy: Students will share and celebrate their own personal joys in decisions they've had to make where they "took a stand" about something as Sophie does in Endangered

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Layered Texts/Videos:
- Endangered by Eliot Schrefer

- Video: Bonobos: "Back to the Wild" (documentary from Amazon Video about the real-life story of the bonobo sanctuary, Lola Ya Bonobo, and its founder, Claudine Andre)
- Documentary: "Congo, My Precious. The Curse of the Coltan mines in Congo"
- https://www.youtube.com/watch?v=dTwzCy0-RTw

Content-specific vocabulary:

<mark>Inference:</mark> An idea or conclusion that's drawn from evidence and reasoning.

<mark>Evidence</mark>: The facts, events, and ideas that support the claims of an argument

<mark>Reasoning:</mark> The logical relationships among ideas, including relationships among claims and relationships across evidence

<mark>Argument</mark>: The organized collection of clear, definite claims about a topic, including enough evidence that is related to the topic, and logical reasoning

<mark>Claim:</mark> An author or speaker's main point about an issue

<mark>Counterclaim:</mark> A statement that opposes another claim

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Student Spark: STUDENTS WILL SHARE OUT IN TURN AND TALK THEIR AHA moment, memory moment (when you've thought of something that happened at another point of our lives) or "Words of the Wiser" (from someone in their culture/family, etc.).

Body of the Lesson/Class Activities (Small Group, Independent Work & Learning Tasks):

Lesson steps/activities:

1. Students will complete "Do Now" using PearDeck which they write ONE signpost they saw in Chapter 1 or 2 and describe what inferences it helped them make.

2. Students will watch a short Khan Academy video on making inferences

3. Teacher will review how students use "signposts" as one way to help make inferences as they read (along with background knowledge and ….)

4. Students will then do a Turn and Talk with a partner where they discuss a time in their life when they've had an AHA moment, a memory moment (when you've thought of something that happened at another point of our lives) or "Words of the Wiser" (from someone in their culture/family, etc.) and did you take their advice. How did that impact who you are today?

6. Students will engage in a Make an Inference/Form a Claim activity in which they choose a topic:

- **What can we infer about the economic conditions of the National Republic of the Congo and the choices that people make (think about the man who sold the bonobo vs. the people who work at the sanctuary)?**
- **What can we infer about the character traits of Sophie (is she Naive? or is she brave?)**
- **What can we infer about Sophie's mom (think about her choice to leave Sophie and her choice to build the sanctuary and support the bonobos)?**

7. With their partner, they will then make inferences and find evidence to support their inferences.

7. Students will take a few minutes to <mark>Stop and Jot: What is one inference you and your partner have made for your topic? How did you make this inference?</mark>

8. Students will be given time to independently begin to construct their own claim regarding their topic.

Independent practice: Students will create their own claim based on their work with their partner. This claim will be the first step in writing their argumentative essays.

> ___ **Fully aligned with instructional outcomes**
> ___ **Permits student choice**
> ___ **Appropriately paced, to allow time needed to intellectually engage with and reflect upon learning**

Learning tasks:
<mark>**Reading/analyzing text/writing a claim**</mark>

> ___ Students serve as resources for one another
>
> ___ Cooperative learning when possible

Closure: Review with class Stop and Jot in Stream how these inferences will help them build their claim. <mark>**Share out how to make their claims more precise and what they need to support claims**</mark>

Self-Assess: <mark>**Am I able to make inferences about the text?**</mark>

How Am I Assessing it?

Assessment (Formal and Informal): Informal questions/conferring with students throughout the activity.

I will assess with PearDeck questions at beginning of period

I will having students post inferences in the stream to assess their understanding

I will assess formal writing assignment (summative assessment: Argumentative essay)

___ Integrated into instruction
___ Students contribute to the construction of success criteria
___ Students self-assess and are aware of success criteria
___ Specific & timely feedback

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How Am I Teaching It?
Mini-Lesson:
Videos on making inferences: (first period)
- http://www.youtube.com/watch?v=JdaD2FZQFEY

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4.   Students will then do a [Turn and Talk](#) with a partner where they discuss a time in their life when they've had an AHA moment, a memory moment (when you've thought of something that happened at another point of our lives) or "Words of the Wiser" (from someone in their culture/family, etc.) and did you take their advice. How did that impact who you are today?

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- **What can we infer about Sophie's mom (think about her choice to leave Sophie and her choice to build the sanctuary and support the bonobos)?**

**Activity also available with [Native translation](#) for students who need it.

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Differentiation: Students will be grouped based on topic choice for activity.

Economic	Sophie	Sophie's mom

❖ **Differentiation for students**

1. Visuals including read aloud of "Endangered"
2. Vocabulary in their Native Language
3. Vocabulary given in the English language.
4. Videos with subtitles,
5. Print outs that include pictures for each student to give extra support.
6. Extra time is given to students.
7. I will work with each student for support when they need it

8. Student language learning is promoted through social interaction and contextualized communication as teachers guide students to construct meaning and understand complex concepts from texts and classroom discourse (Vygotsky, 1978).

9. I will provide hands on activities, performance-based assessments, group tasks, to aid students comprehension and language growth.

I have completed this assignment and learned many new techniques and strategies for teaching my students. When you are trying to implement effective teaching in your classroom you need to evaluate each one of your students to understand where they are academically. It is important to know your students and their individual learning needs so that you are able to plan accordingly. "Sociocultural, emotional, and economic factors also influence English learners educational attainment (Dianda, 2008) (Echevarria, 2017, pg.6) All of these factors play a critical role in planning to implement effective teaching in your classroom. I have learned that knowing your students and planning for their instruction is a key part of teaching your students to their full potential. I think it is critical to maintain resources for your ELL learners daily. Some of the resources I use inside of my classroom are visuals, vocabulary in their native language as well as the English language, videos with subtitles, print outs that include pictures for students to be able to see the material in a different aspect. These resources have helped my students succeed in their academics. As long as educators are supporting their ELL learners, and educating themselves on their students individual learning needs we will change education for tomorrow's world.

Direct Link to my video teaching

https://touro.yuja.com/V/Video?v=7544329&node=32277497&a=128877952&autoplay=1