

# Microteaching #2: Small Group Instruction

\*15-minute Presentation \*

## Lesson Plan

**Name:** Amelia Harkenrider

**Date:** 3. 20. 2022

**Lesson Title:** Making Inferences through Summarization

**Strategy Used:** 5.16: Summarizing with “Somebody... Wanted... But... So...” (pg. 149)

**Grade Level:** Grade 6

## Reading Anchor Standards (CCSS)

Reading Standards For Literature (Grade 6):

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[http://www.corestandards.org/wp-content/uploads/ELA\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf)

## Student Learning Objective(s) -

I CAN make an inference based on the text to gain a deeper understanding of a passage.

I CAN cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text by making an inference about the text and rereading the passage to find direct text evidence to support my claim.

## Teacher Materials (include preparation needed)

- [Google Slides](#)
- *In the Heart of the Sea*
- Worksheet for students' independent work (need to prepare)

## **Student Materials**

- *In the Heart of the Sea*
- *Google Slides*

## **Activate/build on Prior Knowledge/experiences**

*Describe how you will activate your students' prior knowledge so that they can be prepared/motivated to learn a new strategy in the reading context.*

I am going to help my students activate their background knowledge regarding the new reading strategy by asking them to define an inference and then provide an example to demonstrate their understanding of inference. We then will look at images together that demonstrate various situations. I will ask them to infer what, when, or how something happened based on the evidence in the picture to prepare them for our reading strategy. I will then show a video to my students that explains inference and gives them a few examples of how to make an inference in different contexts. I will then explain to my students the importance of making inferences while we read to bring clarity to and strengthen our reading comprehension. In addition, I will tell them that while we are increasing our ability to make inferences, we are also increasing our ability to use what the author has provided to draw our logical conclusions and support our claims with what the author truly wrote because a writer does not always state in writing everything about a character or situation. Practicing the ability to make inferences allows students to be observant in other areas of their lives. If students see that they can use this skill in other areas of their lives, they will be motivated to build their inference skills. I can have my students observe how I make inferences about a passage in our text while rereading a passage to provide evidence to support my claim after I activate their background knowledge.

Link to video: <https://study.com/academy/lesson/making-inferences-lesson-for-kids.html>

**Formative Assessment Ideas:** *Describe how you will know that your students have met your objectives.*

I will create a worksheet in which they will practice making an inference about an excerpt on the worksheet that we will read together. They will be required to write down what they think will happen and why while supporting their claim with evidence from the passage they read. This worksheet will be turned in to assess their understanding of the reading strategy and their reading comprehension.

## HLP #2 Chart (required)

Complete the HLP#2 chart below to plan what you will do to **explain** and **model** the reading strategy in the story context.

Component of the HLP	What it Means for this Lesson	My Notes (planning)
<b>These items happen before the lesson.</b>		
Planning to Model	Selecting <b>content</b> , practice, or <b>strategy</b> to be modeled.	Q> Content? pp. 20 - 24, 44 - 45 Q>Reading Strategy name? Summarizing with “Somebody... Wanted... But... So” Q>Source? #5.16, pg. 149, <i>The Reading Strategies Book</i>
Framing	Determine connecting ideas, Share the learning goal, Plan the closing	Q. Opening>What ideas/experiences do you want to talk about to help your students make a connection between their background knowledge/prior learning & experiences and the content & strategy being taught?  I want to talk about how building the skill of making inferences is not only important for our reading comprehension, but it also helps us understand others more deeply. If we have the tools to observe a situation, and not jump to conclusions, but rather critically think about why and how another person is doing or saying something, we can understand the other person better, and see that people are more intertwined than originally thought. Relationships can only survive when people are willing to understand one another and take the time to understand why another is acting in a certain way. As good readers, we need to have strong inference skills to connect with our text

and the characters in the text. We will read the standard and learning objective together after discussing how inference is important and helps us to connect to book characters and understand our reading.

**Q> Why do you want to teach this strategy? (share the purpose of teaching this particular strategy)**

In our classroom, we often have to make inferences about others or about a situation to make decisions that impact ourselves. I want to teach this reading strategy so that students can strengthen their inference skills and understand the why of how someone else acts. I know that my students will be capable of understanding their peers, and I want to grow their skills to create deep relationships within the classroom. While we practice making inferences in our reading, we can develop a sense and understanding of who the characters are past a surface level. Not only does this help students to connect to the text, but the story becomes more engaging to the students by enabling them to see their patterns of thinking and behavior and why these are their patterns. Good readers can analyze their characters and are able to use evidence from the reading to support what they believe about the characters.

**Q. Closing> What would you do at the closing to help students use the strategy independently afterward?**

I will give my students another passage from the text to read on their own. Once they have finished, they will follow the link on the presentation to a Jamboard where they can anonymously write down an inference they have about the text. I plan

		to allow students to look at what their peers have shared and even give those who want to share their inference an opportunity to explain why they believe what they do and support it with text from the passage.
Demonstrating	Practice your think-aloud. Time yourself and prepare post-it notes to mark the text. Revise as needed and practice until you feel confident. Your lesson must be at least 5 minutes and not exceed 10 minutes.	<p>Q. What would you do to effectively demonstrate the strategy?</p> <p>I will read the passage aloud first. I will then have my Post-Its ready in my book that cue my think aloud as I reread portions of the text. I will also have my Google Slides presentation prepared that will show the main points that I need to model before moving on to the “We do” section of the lesson. To prepare, I will practice my reading and think aloud so that I can be confident and remain on time.</p>

### This happens during the lesson.

Highlighting Core Ideas	Avoid backgrounding, use foregrounding, marking key ideas	<p><b>Foregrounding:</b></p> <p>Q: What are the important aspects of the strategy(use) and what kinds of verbal and/or visual markers are you going to use to draw students' attention to them?</p> <p>I want to explicitly teach how students can use the information in the text - what the character does, says, and thinks- to make an inference about the character or the situation that will come later. I will teach students how to make a claim about the text and find evidence from the text in order to support their inference. I will use some hand gestures and vocal inflection</p>
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		<p>to draw the students' attention to important ideas that will help them make a claim and support their claim.</p> <p><b>Marking key ideas:</b></p> <p>Q: What key elements are you going to <u>name</u> to highlight the key elements of the strategy and the content?</p> <p>I will highlight certain situations or actions of characters that allow students to make an educated guess at what might occur next based on the text. This will strengthen their reading comprehension because they will have to focus deeply on understanding not just what happened but who was involved and why. At the beginning of the lesson, I will emphasize the word inference as being a key element. I also want to demonstrate that reading with the goal to make inferences is to better understand the story and its characters. To best do this, we need to have the skills to read a text and use the details provided to strategize about what might happen next. I will use text evidence during my think-aloud so students see how important it is to read closely and apply this evidence to an inference.</p>
Making Thinking Visible	Annotating, noting metacognition, thinking aloud	<p>Q. What will be your approach to make your thinking visible?</p> <ul style="list-style-type: none"> <li>• I will use many I-statements thinking aloud about how I</li> </ul>

		<p>understand the characters based on a summarized passage</p> <ul style="list-style-type: none"> <li>• I will use slides that highlight what to look for in the text to make an inference so that the students can ask themselves what they need to be noticing within the text.</li> <li>• I will watch the students' faces to see if they display looks of confusion.</li> <li>• I have annotated the pages in my book using sticky notes. I will be reading aloud and asking rhetorical questions that I would normally in my head to make connections to the novel.</li> </ul>
Using Language and Representations	Consistency, defining appropriate terms	<p>Q. What are some terms you plan to define and use during modeling in a consistent manner?</p> <p>e.g.&gt; Activating schema, background experiences, making connections, predicting, seeking more information if confusion arises.</p> <p>I will define <i>inference</i> as our main term. I will also use <i>claims with evidence</i>, <i>understanding</i>, <i>obstacles</i>, and observation consistently throughout the lesson. I will keep using the key terms such as “Infer”/make an “inference” while I am introducing and using the strategy so students can get used to using the terms on their own. This will help them to learn how to use the strategy in their independent reading afterward.</p>

**Focused instruction(#1: I Do):** Describe what you will do (or write up a script) in the modeling face, showing how you will **explain and model the reading strategy** in the “In the Heart of the Sea” story context.

1. I will welcome the class
2. I will introduce the lesson title and the text they will need
3. As a class, we will choral read the standard & learning objectives; I will specify that whatever we learn about a character must be backed by text evidence
  - a. The purpose of the lesson: Learn more about the characters and the plot!
4. In order for us to make inferences, we need to be observant and understand why a person acts the way they do.
  - a. What is an inference and present an example
  - b. Play the video
  - c. Ask for other examples from students
5. Show how making inferences is relevant to students: mention social advantages & how you become a more observant person when you practice making inferences.
  - a. Reading and observing characters helps us be more observant and understand others
6. Think aloud
  - a. Share the page of the text (pg. 20) and a little bit of context (Pollard may have wanted to see how the *Essex* performed when pushed to the limit, so the ship crew continued to sail towards an upcoming storm. The ship reached the storm in the sea and the crew had to decide how to navigate the ship through the storm. The ship ended up in the worst possible position and the ship ended up severely damaged. Pollard wanted to return to Nantucket for repairs, but Chase demanded that they sail on despite the damage. The men continued on their whale-hunting journey.)
  - b. Read the text with expression
  - c. Highlight one character or group to focus on
  - d. Reread short excerpts that show how the character(s) are feeling and thinking and what is the current situation making them act in a certain way
  - e. Look at the decision that the character(s) make and make an inference to what will happen next and support it with evidence from the text
  - f. Go through the handout:
    - i. **Somebody:** Who is the main character(s): Pollard and Chase
    - ii. **Wanted:** What is the main thing he/they want?: To successfully hunt whales
    - iii. **But:** What obstacles are they facing?: Storm/ship damage

- iv. **So:** What does the character do in response to the problem(s)?: Pollard announces a need to return to Nantucket for ship repairs, while Chase urges the crew to continue. Pollard agrees and the ship continues to continue their mission.
- v. **Then:** How does it all end up? Connect it back to the problem or want: **Use the text to make a claim about what is going to happen.**

**Guided Instruction (#2: We Do It Together):** Describe what exactly you will do with your students to engage them in the T-S joint content & strategy learning conversation/activity.

- I will read aloud the next passage (pg. 44-45) as they follow along in their books.
- I will hand out the worksheets with the framework to set them up to make the inferences already written on them. (Somebody, Wanted, But, So, Then)
- Class discussion on what we observe the crew's choices to be leading up to the whale appearance and the men's disappointment.
  - I will reread "With Chase at the bow... a tame man is never known amongst them," (45).
  - I will emphasize that the choices made by the crew leading up to the disappointment lead to the decisions made after and give us contextual clues as to what will happen next.
- Together, we will fill out the handout which will help us to identify the key elements of the scene.
  - The students will then use the worksheet & discussion to help write an inference supported by textual evidence. They can write key points from the handout on Post-It.
  - The students will keep a Post-It in their book for their reference but will turn in the handout.

**Resources Used (links or bibliographic information) and include all handouts used in the lesson.**

- Philbrick, N. (2015). *In the Heart of the Sea: The True Story of the Whaleship Essex* (Young Adult). Puffin Books.
- Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Heinemann, 2015.
- [Google Slides](#)
- Worksheet/Handout

**DEADLINES:**

\*Your microteaching #2 lesson plan is due on your microteaching #2 presentation day (either March 29 or March 31, 9:30 am)

\* TWO peer reviews (running record, 5 points total), a meeting with Professor Han([sign up](#)), and a reflection writing (15 points) are due Tuesday, April 12, 9:30 am.

**A Rubric for the Small Group Literacy Strategy Lesson Plan****30 points**

Category	Comments	Points (out of 5 )
<b>Stage I: Preparing to Teach</b> <ul style="list-style-type: none"><li>✓ strong content matched to literacy strategy</li><li>✓ content and strategy appropriate to class, level, and students</li></ul>		5
<b>Stage II: Desired Results</b> <ul style="list-style-type: none"><li>✓ well written I Can statements that relate to the content standards</li><li>✓ I CAN statements can be observed by the lesson's activity</li></ul>		5
<b>Stage III: Assessment</b> <ul style="list-style-type: none"><li>✓ formative – performance, observation</li><li>✓ checking for understanding throughout lesson</li></ul>		5
<b>Stage IV: HLP #2 Chart</b> <ul style="list-style-type: none"><li>✓ chart filled out accurately and with sufficient detail</li><li>✓ chart enacted during the lesson</li></ul>		5

<b><u>Stage V: Learning Plan</u></b>		5
✓ appropriate inclusion of the literacy strategy ✓ adherence to the HLP chart		
<b><u>Presentation</u></b>		4
✓ delivered as planned ✓ decisions made in discretionary spaces are appropriate ✓ confidence, eye contact, voice, enthusiasm, and knowledge		
<b><u>Writing &amp; Conventions</u></b>	Points are not awarded here, but points can be deducted if there are writing errors.	
✓ all parts of the template are complete ✓ writing is clear and free of mechanical errors ✓ professional and technical vocabulary is used		
<b><u>Total Score</u></b>	29/30	
Great work, Amelia! I am so happy and proud of you on your microteaching #2 presentation. We'll discuss all the details in our meeting on April 5th!		

### **<REFLECTION>**

Please reflect on your microteaching #2 small group teaching experience by answering the following questions:

1. What did you learn from selecting and teaching one of Serravallo's reading strategies?
  - a. The most impactful concept I learned from teaching one of Serravallo's reading strategies is that there is an importance to discovering the balance between planning and organizing the lesson while also allowing yourself to be flexible during the presentation of the lesson for unexpected events. I also learned how much actually goes into implementing a reading strategy into a lesson and the importance of giving students the opportunity to not be rushed through the instruction portion of the lesson. In addition, I also realized that there is a balance between activating prior knowledge at the beginning of the lesson and focusing the time on gradually releasing the students to use the strategy on their own. With a limited amount of time, it is important to navigate how much time needs to be allotted to certain areas of the lesson in order to benefit the students the most.

2. What did you learn about the Gradual Release of Responsibility Model and/or HLP #2: “explaining and modeling content, practices, or strategies”?

- I learned that it is crucial to take the time at the beginning of the lesson to reveal to the students the benefits of using the reading strategy and how it will help them if they put in the extra effort. I also learned that it can take longer than one practice with a strategy in order for students to be able to complete reading along with a reading strategy independently. From my peer reviews, I learned that I want to spend more time next time working slowly through the gradual release of my students and ensure that they are fully prepared for what I am asking them to do on their own.

**3. What would you do differently if you were to teach this lesson again? Why?**

- I would spend more time practicing and modeling the reading strategy and less time activating the prior knowledge of the students. I would also start the lesson by revealing to my students how important the reading strategy is and how it will help them in their reading comprehension. I would do both of these things because I realized that it is not about how much content the teacher needs to get through, but rather about focusing on the needs of the students and teaching according to their needs. I went quickly through the lesson because I had spent more time activating knowledge, and this time could be more effectively used by supporting my students as they continue to practice the strategy. I would incorporate the benefits of the reading strategy into my lesson at the beginning because this would lead to higher engagement and motivation to work on the strategy if the students understand why they are completing their reading with a strategy.

Criteria Standards for This Performance	2	3	4	5	Feedback
The presenter responded to all questions provided.				v	
The reflection writing reflects that the presenter checked out and understood feedback comments from classmates and the instructor.				v	
The reflection writing demonstrates the presenter’s deeper understanding of the GRR model and/or HLP#2.				v	
The presenter provided effective ideas to improve her/his reading strategy				v	

lesson based on the feedback  
received.

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