

Year 5

Danger on the Prairie 1 Inference 2d - Lesson Plan

Content domain:	2d. Make inferences from the text or explain and justify inferences with evidence from the text
Lesson duration:	Approximately 45-50 mins

Suggested teaching sequence

(*This can be adapted to suit the nature of the session and duration available)

Starter

Skim and scan (SKILL 1) (2–5 mins)

- 1 Choose five (or more) words that children may be unfamiliar with/may find tricky to read/ may be unsure of the meaning:

uproot
bandits
Congress
confined
unexplored

Children have a 1–2-minute time limit to find and circle them in the text.

Vocabulary check

Once the children have completed the task, discuss the meaning of the five words above.

Adaptations

Skim and scan task words can be adapted to suit different ability groups of children.

- E.g. 3-5 words ONLY in the first paragraph for LA/SEND
- 3-5 words where the paragraph they are located in is indicated for LA/SEND
- 5-7 words in the first two paragraphs for MA
- 5-10 words from the whole text for HA

Possible vocabulary check alternatives:

*Match-up - Using the words from the skim and scan task, prepare a slide with mixed-up definitions for the children to match.

*Multiple choice - Using the words from the skim and scan task, give the children three different meanings from which they have to choose the correct definition.

*Kim's game – Show the words from the skim and scan task plus the definitions. Allow children to memorise them within a set time limit. Verbally, ask children to recall the definitions they remember.

*True or false *Word* means *definition*. Is this true or false?

Main Session

Read the text (5-10 mins)

- 2 Read the text with the children. Use reading windows or rulers to ensure children are tracking the text when they are not reading aloud.

Vary reading techniques throughout reading the text (see below).

Choose 2-3 per session:

- Echo reading (my turn/your turn) - an effective way for the teacher to model intonation and prosody as well as supporting the reading of more difficult words.
- Choral reading (all together).
- Group reading.
- Paired reading - mixed ability.
- Silent reading.

Quick fire questions (verbal) (2-3 mins)

- 3 Test that the children have understood and accessed the text at the required level. The questions below are all based on the content domain of the lesson and do not appear in the independent task worksheet.

1. Look at the third paragraph. How do you know the main character did not think moving to an unknown place was a good thing?
The character says, 'It seems more like a punishment'.
2. How do you know the main character was upset with the United States Government?
The character says, 'I blame the United States Government for my problem'.

Understanding the meaning of, and skill of, 'inference' (SKILL 2) (2 mins)

- 4 Tell the children that all of the questions they will answer in this session are inference questions.

Recap prior knowledge of inference:

- What is inference?
- What does it mean?

Adaptations

Whole-class reading/intervention is designed to be inclusive. SEND and LA pupils have access to a challenging text and will be exposed to specific age-related content domain questions through these sessions. Regular phonics practice and decoding skills practice to support their fluency should be taught at a separate time.

Use of echo reading and adult support (the adult reading with/for them and supporting text tracking) will help pupils access this text at an adapted level even when they may not have the skills to read every word themselves.

Adaptations

Targeted questions for ability groups.

- 1 = LA/SEND
- 2 = MA/HA

'Reading between the lines' and inferring information without it being directly stated. It is looking for **clues** within the text to form a **conclusion/without it being explicitly stated. An opinion or conclusion** is reached because of known facts or evidence found in the text.

Give example: 'The ball zoomed past the defender and smashed into the back of the net.'

Question: What do you know about how the ball was travelling? **It was travelling very fast/rapidly.**

How do you know? **It says 'zoomed' and that it smashes in the back of the net.**

The text does not mention anything about how the ball is travelling, but you can infer that it is travelling extremely fast based on the information given.

Identifying keywords in the question (SKILL 3) and modelling the independent task (5-10 mins)

5 Model the technique of circling keywords in the QUESTION. Ensure the pupils know that the circled words should only be words that support them in answering the questions and include the words they are likely to have to skim and scan for to find the answer.

Look at the first question. Model applying this knowledge to question 1 and circle the keywords that would help direct them to the correct part of the text that will give the **clues/evidence/information** needed to successfully answer the question.

Adaptations

Adult support.

Mixed ability pairs.

The LA/SEND children could start their task here, if supported. This technique of identifying keywords in the question can be part of the guided session.

The adult can also identify the question type with them as they work through, which is the next part of the lesson (below).

1. Look at the **first three** paragraphs. The **main character** was **unhappy** about about **moving** away **from Virginia**. Give **one** piece of **evidence** that shows this.

Where in the text should we look?

In the first 3 paragraphs.

Which word(s) should we skim and scan for?

A quote from the text that proves she is unhappy.

What kind of answer are you looking for?

A sentence that is inferring she is unhappy about moving. (This can also be paraphrased).

Example answers:

**I was upset about leaving Virginia / The character was upset about leaving Virginia.
The character says, 'I knew I would miss it terribly' / The character says she would miss Virginia terribly.**

To me, moving to an unknown place wasn't an adventure / The character says it wasn't an adventure.

She says, 'It seemed more like a punishment!'

Repeat for question 2 (or a question you think the children may find more difficult), if necessary.

Through the lesson, ensure children are applying this skill of identifying keywords when answering every question.

Identifying the question type (5 mins)

6 Look at each question and name them (MA/HA sheet).

1 = Infer a conclusion/find one piece of evidence.

2 = Tick two.

3 = Find three pieces of evidence.

4 = Inference - draw lines/match up.

5 = Impressions - two + evidence.

Independent task (15-20 mins)

7 Set the children off on their task.

There are two sets of question sheets:

- MA/HA task
- LA/SEND task

Adaptations

Tasks can be further adapted by assigning less questions to suit the children in the cohort.

Consider the children who can work independently, in pairs or mixed ability pairs.

Teacher/TA support.

Challenge for HA - write a question in the style of one they have answered for a partner/the whole class to answer.

Plenary (5 mins)

8 Ask children the three skills they have been practising in this session. (Identifying keywords, skim and scan, and inference skills.)

Ask them to write or say the definition of inference. (Reading between the lines, finding clues and evidence to form a conclusion or opinion.)

Ask them to write down/say two types of questions they had to answer. (Infer a conclusion + evidence/find three pieces of evidence/tick two/draw lines/match-up/impressions.)

If time, answer a challenge question as a class as produced by a pupil.