

Year 5

# Danger on the Prairie 3

## 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:

whimper  
preserve  
depended  
shushed  
plopped

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 this extract:

‘Mary was playing on a quilt on the floor. At first, I didn’t hear the odd sound.’

How do you know the sound was not familiar to Emma? **It says, ‘the odd sound’.**

2. Look at the fourth paragraph.

What did Emma think would happen if she left Mary to go and get Ma? How do you know?

**She thinks the snake will attack/get/hurt Mary. I know because it says the snake slithered a little closer to my sister.**

## 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

## 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?

**'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: 'When the astronaut spoke, the aliens looked at each other, tilted their heads to the side with blank looks on their faces and shrugged their shoulders.'

Question: What do you know about the aliens during the interaction with the astronaut? **They did not know what he was saying, they were confused/puzzled. They did not understand what he was saying.**

How do you know? **It says they had blank looks on their faces and shrugged their shoulders.**

The text does not say that the aliens are unable to understand the astronaut, but you can infer that they cannot 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. a) How did **Emma feel** when she **first saw** the **rattlesnake**?  
b) Give **one piece of evidence** to **show** how you know this.

Where in the text should we look?

**The paragraph that tells us about when Emma first notices the rattlesnake.**

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

**Rattlesnake.**

What kind of answer are you looking for?

**A sentence or phrase that infers how she is feeling. (This can also be paraphrased).**

Example answers:

a) **Frightened/scared/terrified/worried/fearful/panicked (or similar).**

b) **My heart stopped for a moment (when I heard that rattling noise).**

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.