

<b>Caily Bridgeland</b>	<b>Teaching Date:</b> 12/6	<b>Small Group Instruction</b>
<p><b>Outcome Objectives:</b> Helping students learn to combine background knowledge and textual evidence to gather information from a text. (Inference)</p> <p><b>SOL 4.5:</b> The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry by: h) drawing conclusions/make inferences about text. i) making, confirming, or revising predictions</p>		
<p style="text-align: center;"><b>Lesson Plan</b></p> <p><b><u>Introduction:</u></b></p> <p>1. Explicit: <i>“Remember what we were working on last week when I taught your class? What is the name of the strategy that we used to help us better understand how find clues in the text to understand meaning from reading? (Making Inferences) “Remember that making inferences takes your background knowledge about something and combining it with clues in the text to make predictions or judgments about the text to better understand it. We are going to do this today with the last three journal entries in Pedro’s Journal. In order to properly infer, we need to have a good understanding about the context of the story, so can someone raise their hand and remind me where we recently left off in the book?”</i></p> <p>(Columbus has agreed to sail back to Spain → the sailors are excited that they are on their way home.)</p> <p>2. Have students fill in characteristics and descriptions of Christopher Columbus and Pedro before they begin reading the final sections of the book in their graphic organizer handouts.</p> <p><i>“Please fill in your descriptions of Columbus and Pedro before reading this section. If you find out anything new about them in these next parts of the book through your inferring, write them in the right-hand column.”</i></p> <p><b><u>Think-aloud and Modeling:</u></b></p> <p><i>“Before we begin discussing the three journal entries that you have focused on today, I am going to read the previous journal entry from February 2<sup>nd</sup> to model making inferences for you again.”</i></p>		<p style="text-align: center;"><b>Notes</b></p>

(I read journal entry from February 2<sup>nd</sup> aloud).

*“Suddenly the wind was too cold for me. The moon too bright. Below, I wrap myself tight in a blanket and struggle to write. The inkhorn in one hand, the quill in another, I try to imagine myself growing to manhood on ships such as this, and I cannot.”*

(inferring that Pedro does not like it when Columbus talks about a second voyage. He feels overwhelmed by that idea and does not want to live his whole life as a sailor.)

*“Now you are going to silently read the February 7<sup>th</sup> entry and see if you can make any inferences about the text. When you have finished reading just this journal entry, look up at me.”*

Have a student reread this section on page 75.

*“What a shame the seas are too high for us to draw close to the Pinta. Then we could ask them what they think and have a few more expert opinions on where we are. “Where are we?” they all ask. “We are right here,” the ship’s boy said. And I am probably the only one who was right.”*

--ask for student inferences

(--infer that he is sarcastic, making fun of the sailors, joking)

### **February 13 entry:**

*“Before we read this next section, there are a few vocabulary words that I think it is important to define in order to be able to properly understand the text.”*

**-tempest:** a violent storm

**-goliath:** giant, very large, powerful

*“What can you infer about the atmosphere or feeling in this passage?” “What textual clues give you hints?”*

### **February 14 entry:**

*“Before we read this section, there are a lot of*

*vocabulary words that are important but a little bit tricky. Let's quickly go over them."*

**-pilgrimage:** a long journey made for religious reasons to show devotion to God

**-shrine:** a place that celebrates a saint or other holy person

**-proclamation:** a public or official announcement

*"What can you infer about why Columbus keeps having people draw chickpeas out of the seaman's cap?"*

--hopes that showing their religious devotion will make them survive

*"What is something that you can infer about Columbus's character on p. 79 that you did not know about him before? Did your opinion change about him? Why or why not?"*

--he mentions his family for the first time in the book –cares about his sons

--shows he is scared for the first time → says that he thinks the *Nina* will sink

p. 80. *"Who is Pedro talking to in the second to last paragraph? What does this final statement say about him and what he cares about?"*

### **Predicting the Ending of the story:**

*"Based on what you read, do you think that Columbus will set sail on another voyage?"*

*"Based on what you read, do you think that Pedro will sail on another voyage? Why or why not?"*

**\*\*\* Pedro's Journal Inferences \*\*\***

**Christopher Columbus**

**Previous Inferences**



**New Inferences**



**Pedro de Salcedo**

**Previous Inferences**



**New Inferences**

