

5: 3rd ELA Reading Inferences Materials Int

Speaker 1: In this lesson I created an anchor chart just explaining the key points of the lesson to the children. I also wanted the anchor chart to explain how in reading you use illustrations and you use the word [sight 00:00:28]. I felt that was a really important skill to explicitly teach.

I use the anchor chart to guide the lesson and frame it and then I use the inference cards. These are teacher-made inference cards. I did not make them. Usually when I'm looking up lessons on my centers, I go on several website. I go on Pinterest, I use different teacher community forums and then I pick and choose and put them together.

I don't like our curriculum too much. It doesn't really speak to the needs of my kids. I really appreciate inference cards because it's something in their hands that they can actually see and reference in the text. For some reason, my kids think cards are a game rather than just a piece of paper. I guess because daily, we read on a piece of paper, so just changing it up a little bit already excites them.

I also like that these inference cards, the [lexile 00:01:25] levels weren't as difficult so the skill wasn't to read the lexile level influence, the skill was to understand can they do the strategy of inferring or making inferences. It's very important for me that I knew they could read the cards. That way I was testing their skill in this specific topic.

I like my charts simple. I'm a very to the point person and I think my kids are getting to that. I like to cover them up too because, as I'm talking, they're just going to be looking all around, so I cover each part up and then we go [00:02:00] through parts. I like that it breaks it down to what you need because inferencing is a really hard skill but I like how it's what you know, evidence, then tell me what the author is trying to tell you without telling you in the words. Then I liked how this part, I actually just came up with this, I liked how it kind of hit home with kids. Okay, in different parts you're going to be thinking different things, so this character here will be different from starting and then right here they'll be in the middle. I think in the lesson a student said, well she's tired. Then another student disagreed because you're not tired usually when you start a lesson, so I like how this can move so students can see the importance of inferencing. Then I also liked the text because students are reading and they need to learn how to pull the evidence directly from text.

I liked that they were simple and clean. I think it's very important to be uncluttered, especially in elementary. I also like this poster will be hanging in my room and I see my kids actually navigate points to, if they need to reference the skill when I'm not teaching it, they'll go back to this poster. They know that ... That was explicitly taught to go back to the anchor.

I would say the inference cards are really cool. I specifically picked these inference cards because there's several of them floating around the market, not the market but the internet. There was one about scuba diving and it said the bubbles were rising and the fish are above me. That took a lot of high inference skills because you could be snorkeling or swimming but you had to pull that the fish were above you, so either you're diving. It really contextualized the words to the [00:04:00] students. Also, the beach is very relevant in our community so I knew that was something they could relate to.

[Subjects 00:04:16] are quick, so I mean it's going to be parts of it. For these, I think if I were to create my own, I would probably label them from beginning, intermediate, advanced. That way I could differentiate even more when I'm in the center.