

Figure 3.3 Lesson Plan for First Grade Inferring the Emotions and Motivations of Characters Using Multiple Clues

<p>Assessed Need: I have noticed that my students need: <i>To infer characters' feelings using words, actions, and pictures.</i></p>
<p>Standard(s) Addressed: <i>RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</i></p>
<p>Text(s) I Will Use: <i>Music Over Manhattan (Karlins, 1998)</i></p>
<p>Learning Intention for This Lesson: <i>We will look for word clues and picture clues in this book to figure out how Bernie and Herbert are feeling.</i></p>
<p>Success Criteria for This Lesson: <i>I can find and explain evidence of these characters' feelings on my graphic organizer.</i></p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize</p> <p><i>Use the first page of the book to model my thinking about the word and visual clues I find about Bernie's feelings. Since we read the entire book yesterday, this will be a closer inspection of the text.</i></p> <p><i>Name the strategy, state its purpose, explain its use: Authors don't explain every detail of a story. If they had to tell us everything, the story would be really long! They expect the reader to infer the character's feelings by using the character's words, actions, and pictures. I am going to look closely at the first page of the story to find these clues.</i></p> <p><i>Analogy: When I read, I am always looking for clues like this, just like a detective does when she's solving a mystery. I gather up the clues to figure out what might be happening.</i></p> <p>Demonstration:</p> <p><i>Words to model: grumpy, perfect Cousin Herbert (sarcasm)</i></p> <p><i>Actions: "Bernie mashed [the potatoes] harder."</i></p> <p><i>Visual: Bernie's frown, creased forehead, and sideways glance</i></p> <p><i>Errors to avoid: If I don't match my tone of voice with the character's feelings, I might miss the inference the author wants me to make.</i></p> <p><i>Assess the skill: Read the passage again using the correct vocal tone.</i></p> <p>Guide and Scaffold: Questions to ask</p> <p><i>(pp. 3-4): What are the words, actions, and picture clues that tell us how Bernie is feeling?</i></p> <p><i>(pp. 11-12) What clues can we find that show us how Herbert's feelings have changed? Why do we think they have changed?</i></p> <p><i>(pp. 14-17) Herbert's behavior is awful now. But why? What words, actions, and pictures help us understand this?</i></p>

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Assess: These are the students who will need further support

I will reread the text with Aubrey, Ignacio, David, and Alexis because they struggled with the fantasy element of the story yesterday when we read it for the first time.

Dialogic Instruction:

Teacher-Directed Tools

Students will complete a simple graphic organizer about Bernie and Herbert, listing three other confirming pieces of evidence (words, actions, or visual clues) that explain their feelings.

Student-Enacted Tools N/A

Assess: These are the students who will need further support N/A

Feedback Opportunities: I check for understanding with students at tables 2, 4, and 5 to listen to their evidence. These same students will then partner with classmates at Tables 1, 3, and 6 to share their evidence.

Independent Learning and Closure: Students are finding evidence on their own, and after meeting with partners, will add any new examples. They will be provided opportunities to reflect on this experience and ask questions about areas of confusion and what they still would like to learn.

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