The Lesson in Real Time

Strategy: Infer and Visualize

Lesson: Infer Meaning in Poetry, Grade 2, Apryl Whitman, Teacher
        Arden Elementary School, Richland One School District, Columbia, SC,

Videos of lessons shown in the Reading Comprehension modules have been edited so that they can be viewed in short segments. As it is helpful to know how time is used in a complete lesson, the approximate actual times spent in each segment are given below. This does not imply there is a specific amount of time that should occur for any part of a comprehension lesson, as time of course will vary depending on the lesson focus, familiarity of the students with the strategy(ies) being taught/applied, complexity of the texts, etc.

Lesson Segment ~ Real Time	Teacher and Student Actions (T = teacher, S=students)
Connect and Engage (11 minutes)	Children turn and talk about what they know about poetry and teacher shares some of their thinking. T. reviews combining background knowledge with text clues to make inferences, referring to anchor chart. T. then reads the poem aloud to the children. Then T. and S. echo read, and lastly read the poem chorally, following its rhythm. S. turn and talk about their thoughts and reactions about the poem. T. confers and they discuss characteristics of poetry that emerged from the conversations.
Modeling (4 minutes)	T. asks students what happened to the candy, and then how they knew. She then models thinking about how they made the inference and shows how she records the clues in poem and thinking.
Guided Practice (30 minutes)	T. passes out clipboards. T. and S. read second verse. S. raise some questions and T. helps clarify confusions about how the narrator can be in 3 different places in the poem. T. instructs S's to jot down their inferences about why narrator doesn't have the sandcastle anymore. T. confers with individual students. S. turn and talk to share their inferences with a partner. T. asks 3 students who all made different inferences to share their thinking, and points out how inferences can be different – there isn't only one "right" answer. T. and S. read the last verse together. S. jot their inferences. T. confers. S. turn and talk to share and discuss. T. chooses specific children to share with the class and discusses their different inferences.
Preparation for Collaborative Practice (8 minutes)	T. has S. post their sticky notes on the anchor chart and move to sit with their assigned partners. T. reads aloud the 3 choices of poems for collaborative practice, and S. in partners decide which poem they will choose. S. get their poems and move to places in the room to work.
Collaborative Practice (20 minutes)	S. work in partners to read and annotate their poems with their inferences. T. confers.
Sharing and Closing (20 minutes)	S. meet in groups with the other children who read the same poem as they did, and hold small group discussions to share their different inferences. T. confers with each group. S. convene in sharing circle and T. chooses a child from each poem to share inferences. S. ask for "questions, comments, or connections" and respond to classmates. T. sums up making inferences and leads a hand motion celebration to conclude the lesson.