

**Reading Comprehension Sample Lesson:**

Strategy: Infer and Visualize

Lesson: Infer Meaning in Poetry

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*(T=Teacher, S = student)*

<b>Segment</b>	<b>Transcript</b>
<b>CONNECT AND ENGAGE</b>	T: Boys and girls, now, we've been working on some poems, one of the poems we worked on was what? S: Honey I love T: Honey I Love by Eloise Greenfield. In her book, she has a lot of different poems, there are so many – some are little, some are long like the one we worked on, “Honey I Love” I've pulled out one of her poems – I think it's a really cool poem. It's called “Things.” And it's about different things that she wrote about. In this poem, just like we've been talking about before, there are some things that she doesn't say. Authors sometimes don't give away all the clues in their story or poems, and we're going to have to dig a little deeper into this poem to figure out what Eloise is trying to say in her poem, “Things.” Before we begin I want to review and get our minds flowing since you've been gone for 3 days. So I want you to think about everything you know about poetry, about poems, what do you know. Remember when we think we're not raising our hands (puts hand to head in thinking gesture). I want you to think for a second, what do I know about poems, what do I know about poetry. What's so special about it? What kind of features does it have? Turn to a partner, eye to eye, knee to knee. I want you to share with your partner anything and everything you already know about poems.
	T: What do you know? S: I know they don't give it away answers in the poem T: Sometimes they don't give the answers away? Some things are hidden inside that poem. (To other student): What do you know about poetry? S: Some of them are long T: Some of them are long, aren't they.

Segment	Transcript
	<p>T: I heard some great information. Some people said that poems don't have to rhyme. Is that true? No, they don't have to rhyme. They can be serious, they can be funny, crazy, they can have emotions. J___ says she writes poems to her friends to make them feel happy. So poems can be happy, they can be sad, they can be silly, scary, short, long – they can be anything we want them to be, can't they? And then, D___ said something, he said sometimes, the poem doesn't give us all the answers. What did you mean by that, D___, it doesn't give us all the answers?</p> <p>S: Like, well like –</p> <p>T: Like there's something hidden in there, and you might have a question in your head? And the answer – it's not right there in the words.</p> <p>S: Like we did on Friday.</p> <p>T: OK, like other poems that we've done.</p> <p>S: Like when it was blank and we had to figure out the word</p> <p>T: We had to figure out what the poet was talking about, didn't we. Remember the poems where the poet didn't tell us what animal they were talking about, and we had to use the clues in the poem to figure out what the poet was trying to tell us? Sometimes poets do that! And remember we talked about that that was called "inferring." We were using those clues. And remember our chart that we made. We were using clues and information from that poem, we used what we already knew about lady bugs, and penguins, and we were able to figure out something that the author didn't tell us. That was called inferring. Well, we're going to do that today. The author didn't give away all the clues in this poem, so we're going to use some of our background knowledge, we're going to use our clues to figure out what Eloise is talking about.</p>
	<p>T: Now I'm going to read the poem one time through, and I want you to follow with your eyes and listen with your ears, and the second time you're going to help me read. Is everyone ready?</p> <p>Things, by Eloise Greenfield. Went to the corner...ain't got it no more...still got it, still got it. Did you like that? Now, I need your help. Yes, D___</p> <p>S: I got a question.</p> <p>T: What's your question?</p> <p>S: How did she get to the beach to build a sandcastle?</p> <p>T: How did she get to the beach to build a sandcastle? That's a very good question. When we get to this section, we're going to talk about that question. How's that sound? Can you hold onto that question? Fantastic. And I like that he's already getting questions as he's reading this poem, because, X___, that's what good readers do. Questions pop into our heads as we read. Now, I'm going to read and we're going to do a thing called echo reading. Remember how we do that? I'm going to read one line and you..</p> <p>S: Copy you</p> <p>T: You copy me, you echo me. OK? Are you ready?</p>
	<p>T: (reading poem) "Went to the corner"</p> <p>S: "Went to the corner"</p> <p>T: "Walked in the store"</p> <p>S: "Walked in the store"</p> <p>T: "Bought me some candy"</p>

Segment	Transcript
	<p>S: "Bought me some candy"  T: "Ain't got it no more"  S: "Ain't got it no more"  T: "Ain't got it no more"  S: "Ain't got it no more"</p> <p>T: "Made me a poem"  S: Made me a poem  T: "Still got it"  S: "Still got it"  T: "Still got it"  S: "Still got it"  T: Do you all want to read it again?  S: Yes  T: Yeah, I like this poem, don't you? I see some of you, Z___ is kind of moving with a little bit of a beat, why were you doing that, Z___? Does it have a little rhythm?  S: I like how the last one,  T: Right here?  S: Where they say, "Ain't got it no more", I like how it sounds.  T: You like how it sounds. It has a beat to it, or a rhythm, like Z___ says. You want to try reading it together, and we'll kind of put a rhythm to it? OK. We're going to do it all together this time, cause I think you guys are ready for that. Ready? All right.</p>
<b>MODELING</b>	<p>T: Awesome poem, isn't it? I was talking with Z___ and Q___, and we were talking about how it almost sounds like a song, because it has that beat and rhythm. And then, something that they noticed is on the first page, she's losing something, but then at the very end – she's still got it.  T: I want to go right here, I want to focus on this first stanza, "She went to the corner, she walked to the store," she bought some candy, but then something happened to it – She ain't got it no more. I want you to think for a second, what happened – think – when we're thinking, we're not talking, what happened to this candy. Think for a second, don't shout out. What happened to this candy? (pause) What are you guys thinking?  S: (choruses of many students): She ate it.  T: Why are you thinking she ate it? Raise your hand for a second for me. Destiny?  S: I think she ate it because she bought it so she could eat it.  T: Maybe she bought it with her own money, right, so she could eat it. Why else do you think she ate it?  S: It's candy. Everybody eats candy.  T: (hands in air) What do you do with candy?  S: (in unison) Eat it!  T: You eat it! I don't think you all save candy, do you?  S: No!</p>

Segment	Transcript
	<p>T: You eat it.</p> <p>13:35 T: So he buys some candy – maybe she buys it with her own, money, D____, and then she ain't go it no more because S____ said, S: It's candy!</p> <p>T: It's candy. You eat it. You know what you guys just did? You just made an inference. Did Eloise tell us that she ate the candy? We used our background knowledge – what we know about candy – we know that we eat candy. We used some clues from the text (pointing to the lines in poem), and we were able to figure out something that wasn't there. Yes D____ S: I have a connection. T: What's your connection? S: My Mom sells candy, and when my Mom goes to sleep, I go in her car and I get some candy. T: Oh, you do not! Oh, did you hear his connection? He says that his Mom sells candy; she keeps it in the car; and at night he sneaks out there to get some of that candy! S: (comments) T: I'm not going to tell on you, but you'd better not do that anymore. Now, this right here, "bought me some candy, ain't got it no more," this is kind of a clue as to what is going on in the story – I mean in the poem. So I'm going to write something next to it, I'm going to write, "Clue." Remember we talked about clues, those little hints in the text that are giving us an idea, hold on one second S____, and what you guys kid, you inferred that she ate the candy. So I'm going to put, "I infer" I should have put this in a different color so you all could see it – that she ate the--- S: (unison) candy! T: And I'm also going to draw a little picture to do with it, because you don't always have to write your thinking or your inference, you can also draw what you're thinking is going on, so I'm going to try my very best with my art picture – (draws piece of candy) – Does that look like a piece of candy? It looks more like a hair bow, but that's one of those mints. So I think she ate that candy because that's what you do with candy.</p>
<p><b>GUIDED PRACTICE 1</b></p>	<p>T: Now, we're going to go on to the next part of the poem and I'm going to need your help, because I want you guys to do the same thing that I did. You're going to make some inferences on your own, and when you make your inferences, you can, J____, write what you think is going on, and remember we can look back at our chart and use these starters, "I infer, perhaps, maybe, I think" and you can also draw a little picture with your thinking as well. So I'm going to need your help passing out these clipboards, so pass them quickly to the person all the way in the back.</p>
	<p>T: All right, let's go ahead and read the next part. I want you to read it with me, and I don't want you to shout out your thinking. I want you to hold your thinking in, because you are going to jot that down or draw it. Z____, are you ready?</p>
	<p>T&amp;S: "Ain't got it no more, ain't got it no more." T: Do you have a question popping in your head? What's your question? S: My question is how did she had went to the beach if she had went to the kitchen and the store? T: So we have three different places and you're getting a little confused with that. I think some of you had the same question. She's at the store, she's at the beach, and then she's in the kitchen. Do you think all three of these things happened in one day? S: Maybe, it's possible.</p>

Segment	Transcript
	<p>T: D____, what are you thinking?  S: I think that she lived by a candy store by the beach and she could just walk to the candy store and go straight to the beach.  T: OK, so maybe she lives at the beach and could have walked to the store, walked to the beach, and then walked back to her house. That's a good explanation.  T: Or, you know what I'm thinking, this is what I'm thinking, D____, it also could have happened on three different days.</p>
	<p>T: OK, right here it says, "Built me a sandhouse" – what is a sandhouse?  S: (call out) – sandcastle  T: What I want you to do is on one of your sticky notes, I want you to write or draw what you infer is going on in this section of the poem. What happened to her sandhouse?</p>
	<p>T: So what do you think might happen that she ain't got it no more?  S: It probably, the wind might of blown it.  T: The wind could have been blowing. So if the wind was blowing really hard, what will happen to the sandcastle?  S: It can fall down.  T: It will fall down. So you can write, "I infer" or "perhaps" the wind was blowing and it fell down." (to other child): What are you drawing? That's your sandcastle. So what do you think happened to it? It says she ain't got it no more. So that means it went somewhere. What are you thinking?  S: Someone kicked it over.  T: They kicked it over! That happens. My brother used to do that to mine. It was very mean. That's how brothers are some time, aren't they. Why don't you draw that – You can draw someone kicking it. And if you want underneath you can write about what you drew.</p>
	<p>T: So what is this? What happened?  S: Maybe somebody kicked it.  T: And what is this sound that you heard, right here?  S: Whack!  T: Whack! Is that the sound that the foot made when it hit the castle?  S: Nods yes</p>
	<p>S: I wrote, "I think the water picked the sandcastle."  T: What do you mean by "picked the sandcastle"?  S: The water, like –  T: Show me with your hands, what did the water do to the sandcastle?  S: It like grabbed it and spill it in the water.  T: So the water came up and washed the sand castle away?"  S: (nods)  T: OK, let's write that.  T: And you can say "it washed it away" or you can say "the water washed the sandhouse away." And sandhouse is right here (points to poem on chart).</p>
	<p>T: I heard and I saw some great inferences, I heard people using their background knowledge. Now I want you to turn to a new partner, someone you have not talked to, and I want you to share your inference with them.</p>

Segment	Transcript
	<p>T: (to student) Read your sentence to me.  S: I think the water washed it away  T: So why do you think that?  S: Because the water is by the –  T: This word? Shore. Ok. And what do you know about the ocean, the shore?  S: It's really close to the water. It goes like this.  T: the waves do that all the time, they go up and they go down, they go up and down. So she built it really close to that water, what might happen to it?  S: The water will grab it up, and wash the castle away.  T: Ok, it almost grabs it, doesn't it? You said that the water comes in and almost grabs it and pulls it back into the ocean with it, doesn't it. So she shouldn't build it too close to the water, should she? Have you ever been to the beach before?  S: (nods yes).  T: Have you ever built a sandcastle before?  S: (nods yes).  T: Did it wash away?  S: Kind off . I made something around it  T: A moat around it? You dug a little moat so the water could go in? That was a good idea. Maybe that's what she should have done, right?  S; nods yes.</p>
	<p>T: I heard some awesome inferring. I'm going to ask a couple of people to share out loud what they think was going on in the poem. Z____, would you mind sharing your inference with us, nice and loud? Let's listen to Z____.</p> <p>S: I inferred the wind blow on the sandhouse and the wind blow hard and it blew away.  T: So Z____ thought, he inferred, that the sandcastle got blown down by the wind because the wind was blowing very hard. And the wind would have to blow hard to knock a really good sandcastle down, wouldn't it? Now why did you think that? Have you seen something get blown down before because of a strong wind?  T: What have you seen get blown down before because of a strong wind?  S: At my house, some of the kids, they'll be trying to make- they'll be getting cans of sand, and they'll be pouring them on the ground, and when the wind blows, it will blow it off the floor.  T: So you've seen things get knocked down because of the wind before, so you used your background knowledge of things that have happened, and he put it together with the clues, and he made an inference. Can you walk up here and put your sticky note up here for me, please?  Now A____ has something a little different. A____, would you mind sharing with everyone your inference about what you think happened to the sandhouse?  T: I don't think they're listening. Nice and loud, baby.  S: I think the water washed it away.  T: And can you tell them what we were talking about, why you think the water did that?  S: Because it was near the –  S: seashore</p>

Segment	Transcript
	<p>T: It was near the shore, and what does that mean, A___, that she was building it near the shore?  S: The water might grab it and take it to the sea.</p> <p>T: So the ocean goes out and the waves kind of grab it, and pull it way back into the ocean and maybe it washed away. You used your background knowledge because you had been to the beach before, hadn't you?  S: (nods yes)  T: awesome. Come up here and place your sticky note.</p> <p>T: So different things could have happened, and I like how you guys came up with different inferences. Was M___'s right or wrong? No. Was A___ right or wrong? No. Was Z___'s right or wrong? No. They used their background knowledge, their experiences, and the clues from the text to come up with things that were reasonable that could have happened.</p>
<b>GUIDED PRACTICE 2</b>	<p>T: "Made me a poem...got it. This part is different, isn't it. Why's it different, Z___?"  S: Because the other ones, the candy, she's saying, she didn't got it no more. Then when she wrote this thing, she wrote a poem, and she said she still got it.  T: So something different happened here, didn't it. I want you to use your other sticky note and I want you to write down or draw what you're inferring – what happened here?</p>
	<p>T: She had candy and she ate the candy and she keeps the poem because she what?  S: she can't eat the poem?  T: Why else do you think she would keep the poem? I know she can't eat a poem, because it's made of paper,  S: She might keep it because it might be, it might be how she feels  T: She might have written about how she felt? And wants to keep it? Can you add that to your sticky note please? Just squeeze it in there.</p>
	<p>T: What do you think?  S: I wrote, "to remember what she did."  T: So you wrote, she saved the poem to remember what she did. What do you think she wrote about?  S: I think she wrote about how she went to all those places.  T: Oh, I didn't even think of that, what the poem would have been about. Maybe she wrote a poem about her trip to the beach, and her trip to the store, and so she kept it so she could remember. If it's written on a paper, we can remember it, can't we?</p>
	<p>T: What did you write?  S: She writes what she likes.  T: Oh, so in her poem, she writes things that she likes, so maybe that's why she kept it? She wrote something she's happy with, that she likes? Awesome</p>
	<p>T: Oh, so maybe it's something she likes to do, she likes to write? "I infer that she wrote something she likes in her life." And if you like it, you keep it, don't you, you don't throw it away. I like that inference.</p>
	<p>T: I'm going to give you about 60 seconds to share with your partners, so that's 30 seconds for one person, 30 seconds for the other, share your inference, what you think happened with the poem and why she still has it.</p>
	<p>S: She likes to write poems.</p>

Segment	Transcript
	<p>T: She likes to write. You like to write, don't you?  S: (nods)  T: So maybe she's just like you, and likes to write things down, and that's why she kept it. Do you throw away your stories? Do you throw away your stories that you write in your journal?  S: (shakes head no)  T: You keep them, don't you? Why do you keep them?  S: So I can remember them  T: To remember them. You don't want to get rid of them, you want to remember them.</p>
	<p>T: D___, would you mind telling the class what you thought the reason was that she or he – cause we were talking about we don't know which one – still has the poem?</p> <p>S: Maybe because she is still writing it and it is something that she likes to do.  T: Maybe she's still writing the poem, and it's something she likes to do. M___, didn't you have that same inference? And why did you have that inference as well, why did you think that? (pause) What do you like to do?  S: write  T: Z___, what do you like to do?  S: write  T: Write! They both like to write. Do you throw your stories away?  S: No  T: Do you throw yours away?  S: No  T: What do you do with them M___?  S: Keep them  T: Why do you keep them?  S: So I can remember  T: So you can remember them. So they brought in some knowledge that they already had, they made a connection because they're writers themselves, we all are – and do we throw away our stories in our writing journals?  S: (together) No  T: No, we keep them. And why do we keep them?  S: ( call out ideas)  T: We can remember them, and we can make them into other stories, we can read them to people, or put them all together. M___, would you mind sharing out, because you added some feelings into your inference. Why do you think she kept, or he kept the poem?  S; to make her feel good to people and be kind.  T: so M___ was talking about that the poem made her feel good, and it also made other people feel good, and so if it's making her feel good, is that something that she wants to get rid of.  S: No, no – like Jordan said, if she reads the poem, she'll help make her friends happy.  : T: Maybe she wrote the poem for someone else, J___, did you think of that? I just thought of that. Maybe she wrote it for someone else, and she's going to give it away because it's special to her.</p>

Segment	Transcript
<b>COLLABORATIVE PRACTICE 1</b>	T: You guys did a great job with inferring today. Now, do you think you guys are ready to practice with a partner, (Yes!) doing the same things? All right. When you get with your partner, you and your partner are going to be able to pick the poem that you want to read and figure out and I'm going to explain that a little bit more. Just like I wrote on the paper, you all put your sticky notes right here, and we're going to put the rest of our sticky notes on this side. You are going to be writing and drawing your inferences right on your paper.
	T: We have 3 different poems that you and your partner can choose from. I'm going to quickly read each poem, and I want you to be thinking in your head, what poem would I love to read with my partner and work on with my partner?
	T: So I want you to whisper with your partner, whisper, which poem you think you might want to work on.
	S (reading) over the fields S: Where I used to play... (see poem, "Moving") S: ...are they crying too?"
	S: "The moving truck "rumbles" S: "Past other ... S: The creek down below...don't go."
	S: I have a question S: What's your question? S: My question is – what if the caterpillar don't turn to a butterfly? S: What if it gets eaten by something? How is it going to turn into a butterfly? Can't do it in its stomach. S: No, it'd die.
	S: I am moving to a new school. (S sneezes, S: Bless you) (kids writing)
	S: l – e – S: Wait, what are you writing? S: leaving S: leee- S: I think I know how to spell it S: v S: ing (writes)
	S: I think the caterpillar needs to hurry because it is turning to a cocoon. S: I think that the cocoon is going to eat

Segment	Transcript
	<p>S: write that here.  S: OK (kids write)  S: (writing) I think that  S: cocoon . Co – coon? Cocoon! (points to what he wrote)</p>
<b>COLLABORATIVE PRACTICE 2</b>	<p>S: When they say “the chosen spot” I think because she going to turn to a butterfly.  T: OK, so why does he need to choose a spot, what’s it going to do in the spot?  S: Might be, not a dangerous spot.  T: Not a dangerous spot. So it has to be a safe spot?  S: (nods yes).  T: So maybe you can draw a line here – this is a clue, isn’t it? So let’s write “clue” next to this. Do you remember how to spell “clue”?  T: D____, you said this spot needs to be a spot that’s not dangerous. Why does it need to not be dangerous?  S: Cause some type of prey might eat the butterfly.</p>
	<p>T: What line in here made you think that? Do you remember which line you read that made you think of a cocoon?  S: This one?  T: “To live again, a butterfly.” It says right here, it spins and it dies! But it dies and then it lives again. How does it die and live again?  S: It turns to a butterfly.  T: So it changes?  S: (nods yes)  T: Ohhh, it changes. Can you write that right there, draw a little line, and can you write that it is changing into a butterfly? You used your background knowledge to help you figure that out.</p>
	<p>T: Have you all ever moved before?  S: (nods yes)  T: OK, why did you move?  S: Well, we moved because people out there fighting and shooting out there  T: OK,  S: Where we used to live, and that’s why we moved.</p> <p>T: So it’s dangerous and your Mom wants somewhere safer for you all to be. OK, so that might be a possibility, maybe they’re moving to a better place.  T: (to other child): Have you ever moved before?  S: Yes  T: Why did you all move?  S: Because there was a bunch of snakes in the mountain behind us, behind the house, and we see a bunch of snakes in the house.  T: Oh, wow. So it was dangerous. The animals made it dangerous. So again you’re finding a better place to move.</p>

Segment	Transcript
	<p>Sometimes people move too, when I was little, we moved because of my Mom's job. We had to move to a different place because she got a different job. And it's not that we wanted to move, but we had to move. So if we're looking at the poem, she says that there is a sweet place that she used to play in the fields, and she had friends, and she's going to miss her school, and the woods, and the little river that they had. So it was a good place where they lived, right?</p> <p>So do you think that makes it tough? Do you think that makes it hard on her? How do you think she's feeling, or he's feeling?</p> <p>S: Probably she or he is feeling sad that they're moving away from their friends. They're probably sad because they like their house and she got a room and she got a swing and she used to have a field that she used to play in with her friends.</p> <p>T: So she really liked where she lived and that's why it's making it tough.</p>
<b>SHARING</b>	<p>T: What I'm going to ask you to do in a second is to talk with the people who had the same poem as you. Quickly, calmly, and gently, get into a small group with the people who had the same poem as you. Good, Dallas, I like how Dallas moved in quickly. ...why don't you guys all move down there.</p>
	<p>T: Now I see that you made a connection to the poem? What was your connection? Will you share that with the group?</p> <p>S: I made a connection that I'm going to be moving too. I'm going to go to the same school that ____ goes to.</p> <p>T: So you're moving? And how do you feel about that?</p> <p>S: Sad</p> <p>T: A little sad. So you were able to make a connection.</p> <p>S: You can't see your friends.</p> <p>T: You won't see your same friends and you'll have to make new friends. So you can understand how this person is feeling when they have to move.</p>
	<p>Now I want to hear from at least one person from each group, just for now.</p> <p>T: J ____, what were some of y'all's thoughts about this poem?</p> <p>S: I had a connection. This made me think about my toothbrush at home.</p> <p>T: Why is that?</p> <p>S: Because I think – I have a singing toothbrush at home.</p> <p>T: So you have a connection because you have a toothbrush at home as well. Did you make any inferences as to what was going on in the poem, or why they were saying hello to Mom but goodbye to Dad?</p> <p>T: All right, N ____, why do you think they're saying hello to Mom and goodbye to Dad?</p> <p>S: Because they're leaving Dad because they probably went to their own house.</p> <p>S: They're separate</p> <p>T: Share that out loud to them.</p> <p>S: They're separate</p> <p>T: Who's separate?</p> <p>S: The Mom and Dad</p> <p>T: The Mom and Dad. So N ____ and A ____ were saying that Mom and Dad were separate. Now why did you all think that?</p> <p>S: Because they – because they argue.</p> <p>T: They what? Tell them, not me.</p>

Segment	Transcript
	<p>T: They might be arguing.  T: N___, can you ask if they have any questions?  S: Do you all have any questions, comments, or connections?  T: questions, comments, or connections.  S: Why did you say that the Mom and Dad was arguing?  S: Because they probably arguing  T: What made you think that? Why do you think they might have been arguing? That was a good question.  S: because they've been arguing so they want to be separate  T: All right, so people who are arguing might want to be separate, be away from each other.</p>
	<p>T: Someone wrote clue on their paper, by one of their lines. Angel, why don't you share what you wrote there. What line did you say was a clue?</p> <p>S: I think the line where it says to (hesitates)  T: (goes over to student) Which line?  S: I mean (points)  T: Oh, "caterpillar in a hurry"  S: I think the caterpillar needs to be in a hurry because it want to turn into a cocoon.  T: Ohhh. OK, you want to ask anybody if they have any questions, comments, or connections?  S: Do somebody have a comment,  S: questions  S: questions or connections?</p> <p>S: Q___  S: I wonder, I have a question. How do you know how it is going to be in a cocoon, how did you know that? Why did it have why do it have to be in a hurry because it might be not in a cocoon.  T: So you're asking how do you know it's changing into a cocoon? Is that what you're trying to ask him?  OK, what's your answer?  S: Because in the last part it says, "to live again a butterfly."  T: OK, so what do you know about caterpillars and butterflies.  S: They need to turn to a cocoon and turn into a butterfly.  T: Oh, so where did you learn about that? How did you know that?  S: I go to the internet on my mom's phone  T: OK, just different research and things that you've read. Q___, he knew that caterpillars change to butterflies and in order to do that, they have to go into a chrysalis or a cocoon, in order to change.  S: It's a life cycle  T: Like a life cycle. He used some of the clues that were in his poem and what he already knew to help him figure that out.  Thank you A___.</p>

Segment	Transcript
	<p>T: Morgan, did you have any inferences, what you think was going on, and maybe you can share the line you were thinking about.</p> <p>S: Probably the boy moved away and had lived in the same house for a long time.</p> <p>T: Morgan said, I don't know if you heard him, that they probably moved away because they had lived in that house for a long time. Does anybody have---</p> <p>S: Comments, questions, or connections. D_____</p> <p>S: I've got a question for D____. Why does the boy say goodbye to his swing?</p> <p>S: Cause he had moved and he knew he was going to miss his friends.</p> <p>T: Well he said why did he say goodbye to the swing?</p> <p>S: I think that's where he usually played when he was at home outside.</p>
	<p>T: I can tell that you guys have done a lot of thinking today, great, great thinking. Let's all kiss our brains, ready! We did so much thinking today. You want to do the fireworks? OK, we'll do that. You guys did a great job inferring, and discussing and talking and sharing and we have just worn out our brains, so let's put our hands together, ready, we're going to do the fireworks, we're awesome! And we're going to practice more with this tomorrow, we're really going to focus on this strategy, and work on some different poems, because that's what good readers do, You did what good readers do. You asked questions, you used your background knowledge and you looked for those clues, so I'm proud of you guys.</p>
<p><b>Small Group Follow-Up Lesson</b></p>	<p>T: Who are we missing? Oh, D____, he's not here today.</p> <p>S: Maybe he's sick.</p> <p>T: He might be sick. You inferred that he's sick. You didn't know that, did you?</p> <p>S: I inferred it too.</p> <p>T: Do you remember anything from our lesson yesterday? What did we do?</p> <p>S: We inferred.</p> <p>T: What does that mean? We inferred.</p> <p>S: We took a good guess.</p> <p>T: Maybe a good guess, or what we were thinking.</p> <p>T: So we read poems yesterday. What else did we do, J__?</p> <p>S: Write about it.</p> <p>T: What were you going to add?</p> <p>S: We think about it.</p> <p>T: When you say inferring, we were using our background knowledge, right – what's background knowledge?</p> <p>S: Using your brain</p> <p>T: Using our brain. Using what we already know, right? And we were acting like detectives and we were looking at the clues in the poem and we were trying to figure out what the author was saying, or the poet was saying, but the poet didn't say it, did they? No.</p> <p>T: The title of this poem is "Teased." Do you know what that word means?</p>

Segment	Transcript
	<p>S: Bullying  T: Maybe bullied. What are you thinking?  S: Somebody broken your feelings.  T: They hurt your feelings, Ok. Are you thinking anything different, when someone teases you?  S: You would be angry.  T: You would probably feel angry if they did that . Has there ever been a point in your life, where maybe you were teased, or you were picked on?  S: I teased my brother once  T: Oh you teased your brother, so you were the person teasing.  S: In my old school, that happened. When the third graders came outside, and somebody didn't like me, and he had 8, and I had like 6,  T: So an older kid came and was picking on you? And didn't like you? Now what do you do when you are teased, and your feelings have been hurt, what do you do?  S: Tell  T: What do you do when your feelings have been hurt?  S: Go to a friend</p> <p>T: In this poem, there is a little boy, and he's getting picked on, and we're going to read about what he does when he gets picked on. Go ahead and flip it over. I'm going to read it first to you, and then we're going to read it together.</p> <p>T: (reading poem) Sometimes when I'm teased...they forget. Ready to read it with me? OK,</p> <p>T and S are reading together: "brother and his friends...forget."  This first little chunk right here, it says, "Sometimes when I'm teased, I don't cry, I go away." You know what I'm thinking? I didn't have a big brother, but I had an Aunt. And she was young, so growing up she was like my big sister. She would tease me. She would pick on me, a lot. I know she didn't mean to, she was trying to be funny, and sometimes it did hurt. And I would run away to my bedroom and I would shut my door because I just wanted to be alone.</p> <p>T: So I'm thinking , I'm going to underline this, it's kind of a clue for me, I'm thinking when they go away, they might be going to a bedroom, or they might be going to a special quiet place, like a hiding place, where no one can find them.  S: I go to a closet.  T: You might go to a closet. Where else might you go if you're not feeling so good?  S: Under the covers.  S: You could go to a friend's house near.  T: Maybe they went to a friend's house, maybe they went to a completely different house. What are you thinking?  S: Hiding under the bed  T: Hiding under the bed.  T: So I'm thinking, and you can do this with me, whatever you're inferring right here, if you inferred that they might be hiding in the closet, or under the sheets, under the bed, in the bedroom – you can draw a picture if you want to</p>

Segment	Transcript
	<p>S: And locked  T: And they locked the door.  T: I'm going to write, "I infer – I'm thinking it's a boy, he went to his room. You can draw the closet, in his room. Where do you think he's going?  S: To hide under the bed.  T: Under the bed.  T: I infer – I'm going to write that down for you. "I infer."</p>
	<p>T: Here we go. (all read) "I remember; they forget." What does that mean?  S: I think when they was playing basketball, they forgot they was teasing the brother, and the little boy, he didn't forget.  T: Do you guys agree with him?  Why do you think the little boy remembered, J__, but the big kids forgot. What happened?  S: They forgot they were teasing him  T: Why?  S: They went back to playing something else  T: They went right back to what they were doing, they just forgot about it. You want to add to that?  S: They went back to playing the game, so they were worrying about the game instead of worrying about their brother.  S: Or saying sorry.  T: Or saying they were sorry. Did you hear that? They're more worried about playing the game and apologizing, I mean more worried about playing the game than about their brother, whose feelings they hurt, than saying they're sorry. But why didn't the little boy forget?  S: I have a connection.  T: You have a connection? Share your connection.  S: When I go with my, when my brother tease me, he forgets and I don't.  T: Why don't you forget?  S: Because it broke my feelings a lot  T: It hurt your feelings, didn't it? You're the one who got the feelings hurt. The little boy is the one who got his feelings hurt. So he's the one who's going to remember those feelings. Can we write all that down right next to that? Write down what you said to me.   T: Awesome inferences, you guys. You did a great job today.</p>