**Lesson 3**

**CLASS**: Form 2

**TEACHER:**

**LESSON DURATION**: 35 minutes

**CONTENT STRAND(S)**: Listening and speaking, reading, writing,

**LESSON** **TOPIC**: Inferences

**PURPOSE**: To show students how to derive meaning from texts (utilizing prior knowledge) where information is not directly stated.

**RATIONALE**: In reading comprehension, students are often presented with information that is not directly stated but implied. To be able to make meaning from incomplete information is a critical higher order cognitive skill which students need to develop.

**TEACHING POINT**: Inference is a mental process by which we reach a conclusion based on specific evidence.

**ANTICIPATED DIFFICULTY**: Students may have difficulties picking out the clues to derive meaning.

**PRIOR KNOWLEDGE**: Students’ knowledge and experience about finding clues from movies, tv shows and games.

**RESOURCES**: Whiteboard, Markers, Duster, Multimedia equipment

Picture Stimulus, Poetry sheet.

**INSTRUCTIONAL OBJECTIVES**

Students will be able to:

1. Define the term ‘Inference’.
2. Identify clues that guide inference.
3. Make inferences from written text.
4. Justify inferences with details from text.

**SET INDUCTION**:

Students will be asked whether they are fans of television shows such as CSI, Law and Order, and House MD. 2 mins

**PROCEDURES:**

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| **Teacher Activity** | **Student Activity** | **Time** |
| Defines the term “Inference” and explains how it is used with reference to the set induction. | Provide feedback on set induction and definition. | 2 mins |
| Makes connection with the shows by indicating that they rely on finding clues, making guesses and relying on evidence (inferencing) to solve mysteries. | Engage in discussion. Students will be allowed to orally state their responses. | 3 mins |
| Informs students they will be reading detectives for the class.  Distributes worksheet stimulus for discussion. | Provide feedback on the worksheet.  Engage in discussion in small groups | 5 mins |
| Lead the discussion to how come they came up with their responses.  Writes responses on the board. | Give feedback. | 4 mins |
| Distributes picture stimulus generated. | Provide feedback on the image.  Engage in discussion in small groups | 4 min |
| Two types of clues will be identified (textual and knowledge based). They will be discussed and defined. | Work collaboratively under supervision. | 5 mins |
| Verify responses. | Compare textual and knowledge baaed responses and how it relates to their understanding. | 4 mins |
| Discusses the responses. | Indicate whether the clues helped in creating a better ‘picture’ of the information in the text. | 4 min |

**CLOSURE:**

The teacher will recap what was taught. Students will be reminded about the terms inference, textual and knowledge based and how they can infer meaning by gathering clues from the texts. 1 min

**STUDENTS’ ASSESSMENT**: Verbal responses based on the stimuli.

Written responses based on competition of activities.

**CONTINGENCY PLAN**: If students are unable to make inferences, the teacher will prompt them.

If students have problems coming up with ideas, teacher will prompt them.