



Believing In Horses

Lesson Pony

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Lesson Topic:	<p>Paraphrasing AND making inferences about characters. MLO/R A.1.3.d = Identify and analyze characters (<i>FOCUS</i>: Below Average Readers)</p>
Learner Outcome(s):	<p>The learners will be able to paraphrase the main ideas of the text or portion of the text. The learners will identify and explain what is not directly stated in the text by making inferences; infer traits, attitudes, feelings, and motives of characters. (LA1.E.4.c&f)</p>
Anticipatory Set: (Motivation)	<p>Ask the class if they know of a treat that horses like to eat, then present the class, or small reading group, with a bunch of carrots! (Any kind will do, but the kind with tops on them tends to cause more of a reaction.) Tell them that not only will the horse characters we have met so far will enjoy them, but they will serve as a memory device for today's lesson; "Carrot-phrasing!" Joke with the class about the pun to establish a comfortable environment (Dimension of Learning 1). Then establish the purpose for the lesson by identifying the outcomes, which are written on the worksheet. Suggest they eat their own carrots for dinner.</p>
Procedure:	<p>Note: This lesson is geared to the students who may have difficulty checking for understanding, neglect to read directions carefully, struggle to derive text driven character traits and adequately proofread for text support. However, it is a good lesson for all students, too.</p> <p>Since the first part of the lesson is to make the terms of the main part of the lesson more concrete, the teacher will act as a strong facilitator to get the definition part of the lesson paced correctly. If desired, the teacher can read the first definition using a carrot as a puppet. Then students can say "Say it in your own words" using the carrot puppet as mnemonic reinforcement. Work through the rest of the worksheet as a small group.</p> <p>Next, the directions for the graphic organizer (DOL 2) will be explained. The learners will then be asked to identify some of the characters in their reading and be given an opportunity for student feedback as the activity is completed together. Revisit the meanings of the terms on the organizer using paraphrased definitions.</p> <p>As guided practice and modeling, complete the organizers for one of the characters; Austin. Read to them the physical description supplied on p5. "We could draw a picture of Austin but do we know how he feels?" Using the "think-aloud" strategy to model how to infer a character trait, i.e. "It does say that he prefers to work out on his own, so I think he is a private person and keeps his thoughts to himself, mainly. It says on p12 'Fortunately, Austin placed his arm across her so she couldn't move.' What does that action say about him?...That's text support and I did make an infer a trait!" Continue to find the examples with the students.</p> <p>Students will then classify the traits in cooperative pairs or triplets being sure to construct support (DOL3) (Visual/Auditory/Kinesthetic Learning). Come together and complete the GO.</p>
Assessment/Evaluation:	<p>The learners will work together for independent practice on the skill. The worksheet may be collected for assessment and the teacher will informally assess the learning by having students share their charts. Each child will then be encouraged to state just why they inferred the choices they made.</p>
Closure:	<p>Ask students what they learned /practiced today. Student's learning should be extended by making meaningful use of the lesson's content by independently writing a descriptive paragraph about one of the characters paraphrasing the notes they made in class (DOL 4). This can be done as seatwork at their desks and collected for a writing assessment.</p> <p>The students will be reminded that they will be "Carrot-phrasing" (That's right, wave those carrots!) as they write their paragraph and the teacher will be inferring. Tell them that you infer they had a good time learning today!</p>