

Lesson 1: Introduction to the Topic: Inferring the Topic



CCS Standards

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1d:** Explain their own ideas and understanding in light of the discussion.



Daily Learning Targets

- I can discuss and record what I notice and wonder about resources. (RI.3.1, W.3.8, SL.3.1)
- I can infer the topic of this module from the resources. (RI.3.1, W.3.8)

Ongoing Assessment

- I Notice/I Wonder note-catcher (RI.3.1, W.3.8)

Agenda

1. Opening

- A. Practicing Observing Closely: I Notice/I Wonder (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Infer the Topic (20 minutes)
- B. Predicting the Text: Quotes Related to the Content of the Module (15 minutes)

3. Closing and Assessment

- A. Introducing the Performance Task and the Module Guiding Questions (10 minutes)

4. Homework

- A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do they make you feel? Why? What do they make you think about? You can sketch or write your reflections.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students participate in the Infer the Topic protocol to familiarize themselves with the module topic, using resources from the texts they will be reading throughout the module. (RI.3.1, W.3.8, SL.3.1)
- Throughout this module, students will revisit the module guiding questions introduced in this lesson. It is important to be sensitive to students' and families' feelings and experiences with regard to education, books, and reading and to acknowledge that these feelings and experiences may differ greatly, from very positive to somewhat neutral to very negative. This issue is discussed more in the next lesson, but it is important to be prepared to handle it sensitively should it arise. The main point students should understand by the end of this module is that education, books, and reading are important for college and career readiness, and that is the reason for the emphasis on education, books, and reading in this module. Students reflect on the module guiding questions at home with their families.
- This lesson is the first of two that include built-out instruction for strategic use of the Think-Pair-Share protocol to promote productive and equitable conversation.
- During all interaction, be aware that partnering with, looking at, talking with, or touching the opposite gender may be uncomfortable and inappropriate for students from other cultures. In addition, some students may believe it is inappropriate to speak with other students at all during class. Let them know that in the United States, speaking with a peer of either gender when the teacher gives the signal is appropriate, and it is one way that students can become independent learners and develop their content knowledge and language ability. At the same time, tell them you respect their needs, and if necessary, seek alternative arrangements for students according to their cultural traditions.
- This lesson uses cold calling, or calling on students without them volunteering, as a total participation technique. Be aware that cold calling may be unfamiliar or embarrassing to some students. Prepare students and their families by telling them that cold calling in the United States is common and is a protocol that helps to ensure that all student voices are heard and respected. The protocol also provides the teacher with one way to assess what students know.
- This lesson uses total participation techniques for quick response questions. Some common total participation techniques include cold calling, selecting volunteers, and using equity sticks (a stick or card for each student in the class).

How it builds on previous work:

- This module builds on the foundation established in EL Education modules for K–2.

Areas where students may need additional support:

- Students may need additional support reading the quote strips as they infer details about the topic. Consider heterogeneous pairing for students to support one another in reading the quote strip.

Assessment guidance:

- Listen to students as they read their quotes to determine whether they may need more support and practice determining the topic without being told what it is.

Down the road:

- In this lesson, students collect vocabulary as a class on the Academic Word Wall. Words will be added to the Academic Word Wall throughout the school year. Students will begin to collect vocabulary independently in their vocabulary logs in Lesson 5.
- The next lesson sets up independent reading.
- Students will have a chance to share their reflections (if they choose) on the module guiding questions at the beginning of the lesson.
- In the next lesson, students watch a model small group discussion to generate discussion norms. There are a few suggested participant options: Choose three to five students who can serve as strong models of speaking and listening, invite students from an older grade to choose and bring their own research reading texts to share, or invite several teachers or adult volunteers to choose and bring their own books to share and discuss. In selecting model participants, consider building a diverse group, one with people who may exhibit contrasting communication norms. All participants will need to be briefed in advance. Review the Teaching Notes in Lesson 2 for specific guidance.

In advance:

- Prepare:
 - Infer the Topic resources and post around the room (see supporting materials).
 - Academic and Domain-Specific Word Walls. These are two separate areas of the classroom to which you will add new vocabulary as students encounter it in texts. The Academic Word Wall is a permanent Word Wall that will be added to throughout the year. The Domain-Specific Word Wall will change from module to module, as the topic changes. Prepare cards or paper of a clearly visible size to be seen throughout the classroom to keep near the Word Walls. When recording words, you will record the word and definition clearly in student-friendly language. To foster cultural equity and maximize learning, you may also record translations in home languages in a different color next to the target word or invite students to write the translations. If students do not know the translation or how to write it, invite them to ask someone at home.
 - I Notice/I Wonder T-chart. This should be the same as the student I Notice/I Wonder note-catcher, but enlarged on chart paper (see supporting materials).
 - Enough quote strips for students to have one per pair (see supporting materials).
 - Performance Task anchor chart (see Performance Task Overview) and Guiding Questions anchor chart (see Module Overview and Resources).
- Review the Think-Pair-Share and Infer the Topic protocols. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Consider whether any students may be sensitive to the module guiding questions based on cultural background and family history. Students reflect on the module guiding questions at home with their families to help them address any issues, and this will be discussed more in the next lesson.
- Post: Learning targets.

Technology & Multimedia

- Opening A: Complete the I Notice/I Wonder T-chart with the class in a word-processing document, such as a Google Doc.
- Work Times A and B and Closing and Assessment A: Students complete the I Notice/I Wonder note-catchers in a word-processing document, such as a Google Doc.
- Work Times A and B and Closing and Assessment A: Students complete the I Notice/I Wonder note-catchers in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.A.3, 3.I.B.5, 3.I.B.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by explicitly outlining conversation protocols, allowing time to explore academic vocabulary, time to build background about the module topic, and space for diverse perspectives on education, books, and reading.
- ELLs may find the quote strips challenging because of the volume of potentially unfamiliar new language. Encourage them to focus on the gist of each strip and language that is familiar. Invite them to pat themselves on the back for what they do understand. See Work Time B for additional supports.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after they have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- During Work Time A, distribute a partially filled-in copy of the I Notice/I Wonder note-catcher. This will provide students with models for the kind of information they should enter and reduce the volume of writing required.
- During Work Time B, consider altering the activity by providing the quotes as well as paraphrases of each quote. Scramble the quote strips and paraphrase strips and invite students to match them.
- For ELLs: Display, repeat, and rephrase all of your questions. See the Meeting Students' Needs column for specific suggestions.

Universal Design for Learning

- **Multiple Means of Representation:** This lesson provides opportunities for students to make inferences about the module. The concept of inferring may be unfamiliar to some. Provide varied representations to help students understand the meaning of infer, such as visuals that can be inferred or doing a think-aloud to demonstrate the cognitive process of making inferences. Additionally, provide images that correspond to the quotes from this module. This way, students will have multiple resources to draw on to make predictions about the module.
- **Multiple Means of Action and Expression:** This lesson offers several opportunities for students to engage in discussion with partners. For those who may need additional support with expressive language, facilitate communication by providing sentence frames to help them organize their thoughts. This way, all students can benefit from peer interaction.
- **Multiple Means of Engagement:** Since this is a unit about reading, students who may have needed additional support with reading in the past may lack engagement. Encourage students by reminding them that everyone has reading goals that they are working toward. Emphasize that all students will grow and improve in their reading throughout this unit.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- details, notes, infer, notice, quotes, wonder (L)
- herders (T)

Materials

- ✓ Infer the Topic resources (for teacher reference)
- ✓ Academic Word Wall (see Teaching Notes)
- ✓ I Notice/I Wonder T-chart (new; teacher-created; see Teaching Notes)
- ✓ Online or paper translation dictionary (for ELLs; one per student in student's home language)
- ✓ Infer the Topic: Directions (one to display)
- ✓ I Notice/I Wonder note-catchers (one per student)
- ✓ Quote strips (one per pair)
- ✓ Performance Task anchor chart (new; teacher-created; see Teaching Notes)
- ✓ Guiding Questions anchor chart (new; teacher created; see Teaching Notes)

Opening

A. Practicing Observing Closely: I Notice/I Wonder (10 minutes)

- Place students in pairs or ask them to identify a person near them with whom they can think and talk and to label themselves A and B.
- Focus students on one of the **Infer the Topic resources** prepared for the Infer the Topic activity.
- Tell students that when they look at a picture or a book, they notice *details*. Write the word on the board.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

“What details do you notice about this picture?” (Responses will vary, but may include: I notice children are reading.)

- Add the word *details* to the **Academic Word Wall**.
 - Tell students that they are going to record notes, or short, informal writing, about what they notice and wonder. Explain that the purpose of notes is to help them remember their thinking and the ideas they are learning about, and because of this notes are not usually assessed. Tell students when they record notes, they should write key words and phrases and not full sentences.
 - Record student ideas on the I Notice side of the **I Notice/I Wonder T-chart**. As ideas are recorded, give students an example and non-example of how to record notes. Try to use multiple means of representation of student ideas (e.g., key words, rather than full sentences), as this is a model for what students will do when they infer the topic later.
 - Use student responses to emphasize the importance of referring directly to what they see in the picture rather than making inferences or assumptions to help students begin to work with evidence.
 - Ask students to turn and talk, and cold call students to share their responses with the whole group:
- “What do the details make you wonder? What questions do you have after looking at the picture?” (Responses will vary, but may include: I wonder where the children are in the world, because that doesn’t look like anywhere around here.)*
- Record the questions students generate in the I Wonder column of the T-chart. (Example: “What are they doing?”)
 - Consider reinforcing how to format a question using ending punctuation.

Meeting Students' Needs

- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partner. (MMAE)

- When asking the meaning of *details*, provide increased context for students by using the word in a sentence. This will invite more students to participate in the discussion. (MMR)
- For ELLs and students who may need additional support with comprehension: Check comprehension of the word *details* by displaying the cover of *My Librarian Is a Camel*. Invite students to point out some details. Label the picture with their responses, e.g., children reading book on camels; children laughing. (MMR)
- For ELLs and students who may need additional support with comprehension/receptive language:
 - Display and repeat your questions:

“What details do you notice about this picture?”
 - Display and rephrase the questions. (MMR)

“Do you see any details in this picture? What details do you see?”

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
 - ***“I can discuss and record what I notice and wonder about resources.”***
 - ***“I can infer the topic of this module from the resources.”***
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

“Why do we have learning targets? What is the purpose of learning targets?” (to give us a goal; the goal is to be able to say “I can ...,” which means that it has been achieved.)
- Underline the words *notice* and *wonder* in the first learning target.
- Using a total participation technique, invite responses from the group:

“Think back to what we just did. When you notice something, what are you doing?” (describing the specific details that we can see through observation)

“When you wonder, what are you doing?” (asking questions based on the specific details we can see through observation)
- Underline the word *infer* in the second target.
- Using a total participation technique, invite responses from the group:

“What does infer mean? If you are going to infer the topic, what does that mean?” (When we make an inference, we make a good guess based on the evidence we have seen. Inferring the topic means making a good guess about the topic based on the content of the resources students will look at.)
- Add the words *notice*, *wonder*, and *infer* to the Academic Word Wall.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Be transparent about why you are asking students to notice and wonder: This is a helpful way to understand and explore a new topic or text. (MMR)
- If the vocabulary regarding making inferences (e.g., *infer*, *inferring*, *inference*) is new to students, consider providing a basic example through a think-aloud demonstration. (Example: Provide an image with an obvious inference, such as a child with chocolate smeared on his or her face. Demonstrate the process of making an inference about what might have occurred in this scenario.) (MMR)
- For ELLs: Invite students to use the online or paper version of a home language translation dictionary if necessary to help explore the meaning of *details*, *notice*, *wonder*, and *infer*.
- For ELLs: Invite students to write the home language translations of *details*, *notice*, *wonder*, and *infer* in a different color on the Academic Word Wall next to the target vocabulary. If students do not know the translation or how to write it, invite them to ask someone at home. Also consider adding simpler synonyms in parentheses next to the target word. Example:
 - details (facts)
 - detalles—Spanish, paub meej—Hmong
- Offer a comforting smile and encourage ELLs. Say:

“We will use a lot of new English words. Don’t worry. Don’t try to understand all the words today. It’s okay. Just try to understand more each day. You’re doing great!”
- For ELLs: Say:

“The words notice and wonder are often used with the word about and can be learned as a phrase (collocation).

Examples:

“What I notice about ____ is ____.”

“What I wonder about ____ is ____.”

“I wonder about ____.”
- For ELLs: Ensure that they have access to an **online or paper translation dictionary**.

Work Time

A. Infer the Topic (20 minutes)

- Focus students on the Infer the Topic resources posted around the room.
- Post the **Infer the Topic: Directions** and read them aloud.
- Distribute **I Notice/I Wonder note-catchers**. Focus students on the question at the top and read it aloud.
- Remind students that the purpose of the note-catcher is to take notes to help them remember their thinking. It isn’t something they will hand in for assessment, so they can record in pictures or words. They do not need to write in full sentences.

- Use the Infer the Topic: Directions to guide students through the Infer the Topic protocol. It is important that students choose the resources they want to observe, as those students who may not be able to read independently need the option of going to look at a picture resource.
 - Refocus whole group.
 - Tell students they will now use the Think-Pair-Share protocol:
 - Ask the first question (below) and give students think time.
 - Invite partner A to ask partner B the question.
 - Give partner B 30 seconds to share his or her response.
 - Invite partner B to ask partner A the question and give partner A 30 seconds to share a response.
 - Cold call students to share their responses with the whole group.
 - Repeat this process with the next question:
- “Now that you have looked at some resources, what do you think this module might be about?” (Responses will vary.)*
- “Can you say more about that? I’ll give you some time to think and write or sketch.” (Responses will vary.)*

Work Time

B. Predicting the Text: Quotes Related to the Content of the Module (15 minutes)

- Refocus students.
- Tell them that this year, they will become great readers, encountering many different types of texts. They will read stories, but also informational texts about real people and real places.
- Move students into pairs or invite them to move to sit with a partner.
- Distribute the **quote strips**. If students have already spent time with their particular quote during the Infer the Topic protocol, invite them to swap quotes for one they haven’t spent time with yet.
- Explain that these are all quotes from texts they will read in this module.
- Write the word *quotes* on the board.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

“What are quotes?” (A quote is something that someone has said or written. These quotes come from a book.)
- Add the word *quote* to the Academic Word Wall.
- Tell students that their job will be to read the quote and to record what they notice and wonder. Emphasize that for today, they get to just be curious. It’s okay if they don’t have answers yet.
- Tell students there may be a lot of words in these quotes that they don’t know. Encourage them to circle unfamiliar words that might help them understand the meaning of the quote.
- Model this process. Focus students on the Infer the Topic resource quote: “The herders like to use ‘iron horses,’ meaning motorbikes, instead of real horses. Very few people have telephones, television, or access to computers, but most people can read!”

- Circle the word *herders*.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

“What do you notice? What do you think the quote is mostly about?” (Responses will vary, but may include: Herders use motorbikes instead of horses, and most don’t have access to technology but can read.)

“What do you wonder? What questions do you have?” (Responses will vary, but may include: Why don’t they have access to technology?)

“What do you think herders might be? What is a herd?” (A herd is a group of cattle, and herders are people who look after the herd and keep it together.)
- Record student ideas on the I Notice/I Wonder T-chart. When possible, use multiple means of representation to model the different ways students could continue to complete their note-catcher (e.g., sketching pictures, using key words).
- Invite students to turn to repeat this process with their partner, using their quote.
- After 2 minutes, invite students to join with another pair to form a group of four. Ask each pair to read their quote aloud to their new partners and discuss what they noticed and wondered.
- Circulate to support students as they work. This is a good way to informally assess students’ comfort with reading in a low-risk environment during the first days of school.
- Refocus whole group and invite students to share some of their notices and wonders. Capture student responses on the I Notice/I Wonder T-chart.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

“Now that you have analyzed the quotes and learned a little more, has your inference of what this module might be about changed?” (Responses will vary.)
- Refocus students on the learning targets and invite them to show a thumbs-up, -sideways or -down to indicate how close they feel they are to meeting each target now. Be aware that this gesture has other meanings in other cultures, so either use it as a teaching point to explain what it means in the United States or use a different gesture to check students’ understanding. Scan the responses and make a note of students who may need more support with this moving forward.

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: Display, repeat, and rephrase the question. Tell students you will give them some time to think and write or sketch before responding. Cold call one or two students and display their responses. (MMAE)
- When you bring students back as a whole group, scaffold the questioning by starting with asking students more explicit questions related to the I Notice/I Wonder note-catcher. (Example: “What did you notice/wonder as you observed the resources?”) Then proceed to making inferences about what the module might be about. (MMR)
- For ELLs: Invite students to use the online or paper version of a home language translation dictionary if necessary to help explore the meaning of quotes.

- For ELLs: Invite students to write the home language translations of *quote* in a different color on the Academic Word Wall next to the target vocabulary. Also consider adding simpler synonyms in parentheses next to the target word.
- For ELLs and students who may need additional support with reading: Create a secret, nonverbal signal with students and encourage them to use the signal to let you know when they are confused by a text or task. Tell them you will clarify with them one-on-one as soon as you have the opportunity and let them know it is important to ask questions of you or a peer when they are stuck. (MMAE)
- For ELLs and students who may need additional support with making inferences: Model and think aloud the Predicting the Text process, using the quotes, with a confident student. Use multiple means of representation on the T-chart. Consider practicing this modeling with an enthusiastic ELL before class to demonstrate how ELLs can be successful with this task. (MMR)
- For ELLs and students who may need additional support with comprehension: Include copies of photographs from the text that illustrate the meaning of each quote. Invite students who need heavier support to point to the photograph while you read the corresponding quote. Then, allow them to read chorally with you. Provide them with a sentence frame to express what the quote is mostly about while they point to a detail in the photograph. (Example: "This quote is mostly about ____.") (MMR)

Closing and Assessment

A. Introducing the Performance Task and the Module Guiding Questions (10 minutes)

- Direct students' attention to the **Performance Task anchor chart**.
- Tell them that the performance task is something they will do at the end of the module. Read the performance task prompt for this module aloud.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

"What do you notice?" (We will write a reading contract and then create a bookmark.)

"What do you wonder?" (Responses will vary, but may include: I don't know what reading strategies are or what a reading contract is.)
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

"Now that you have analyzed the performance task, has your inference of what this module might be about changed?" (Responses will vary.)
- Direct students' attention to the **Guiding Questions anchor chart** and read the questions aloud:

"Why are education, books, and reading important?"

"How can I overcome learning challenges?"
- Tell students that these are the questions that will guide their thinking and learning throughout the module.

- Ask students to turn and talk, and cold call students to share their responses with the whole group:
“What do you notice?” (We will be thinking about why education, books, and reading are important and how to overcome learning challenges.)
“What do you wonder?” (Responses will vary, but may include: Why will we be learning about this?)
- Ask students to turn and talk, and cold call students to share their responses with the whole group:
“Now that you have analyzed the guiding questions and performance task, has your inference of what this module might be about changed?” (Responses will vary.)
- Clarify that this module will be about overcoming learning challenges and that students will look at the learning challenges of education, books, and reading.
- Acknowledge that students may have strong feelings about education, books, and reading based on their own experiences and their cultural background. Explain that for homework, they will reflect on the guiding questions and how they feel about them based on their own experiences, and that this will be discussed more at the beginning of the next lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading: As students may be overwhelmed by the Performance Task anchor chart, assure them that you will continue to discuss the meaning of the chart in subsequent lessons and units. Consider displaying a model performance task from a former student. (MME)
- Remind students that everyone has reading goals that they are working toward. Emphasize growth and improvement rather than relative reading performance. (MME)

Homework

- A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do they make you feel? Why? What do they make you think about? You can sketch or write your reflections.**

Meeting Students' Needs

- For ELLs and students who may need additional support with reading: Display, repeat, and rephrase the guiding questions. Examples:

“Do you think books are important? Why?”

“Do you think it’s good to know how to read? Why?”

“Is education helpful or not helpful? Why?”

“Is learning difficult? Give me some examples. “How can you make learning easier?”

If possible, invite the family or a student in school who shares the home language to translate the questions for students.