**Mr. Jones Lesson One**

Lesson: Inferences from Robert Frost in “The Outsiders” Grade: Seventh

Teacher: Mrs. Tamra Hatch Date: February 4th and 5th, 2014

Time Allotted: Up to One Hour

1. Purpose, Student Understanding, Instructional Objectives:

By the end of this lesson, students will have an understanding of what an *inference* is and how it applies to literature. The goal of this lesson is to get students to start reading in between the lines and using abstract thought instead of just black and white.

1. National Standards Addressed:

1.7.RL.1:

(b.) I know how to make inferences from the text.

2.7. RL. 2:

(b.) I know how to provide an objective summary using specific details from the text.

4.7. RL. 4:

(b.) I know how to identify figurative meanings and contextual clues.

1. UM Student Teaching Performance Outcome(s) Addressed:

1. Demonstrates knowledge of the disciplines and subject matter related to curriculum.

* Exhibits depth of understanding of the content to be learned.
* Presents content in ways students can understand

(Will make presentation colorful, hands-on, and fun)

2. Selects and designs appropriate technologies and resources to enhance instruction and student performance.

* Will be using a Garth Brooks song, “The River” use as an example of something the students can infer from.
* Will be using the digital board at the front of the class to write down notes for them to take.

6. Engages students in learning activities that promote critical and creative thinking.

* Encourages students to use problem solving strategies (again, thinking more abstractly and less black and white)

4. Materials/Resources Needed:

* Copy of the book The Outsiders, using the poem by Robert Frost found in Chapter 5
* CD Player (or just YouTube) to play the music from which the children will be inferring

5. Instructional Method/Teaching Procedure:

a. Introduction/Anticipatory Set

I will tell the students that I’m going to walk out of the room, and when I come in I want them to tell me exactly what I was thinking. When I come back in I will be looking sad/morose- shaking my and trying to come across as very upset or worried.

*Then* I will ask the students what I was thinking. If and when they say something to the effect of, “You were very worried,” (which I imagine the inevitably will), I will ask them, “But how did you know that? I didn’t *tell* you I was worried or upset.

I will then play the song, “The River” by Garth brooks and ask them what they think the song may be about (again, it never explicitly says this. It is all figurative). I will once more ask them how they came up with this without the song telling them.

At this point, I will write the word *Inference* up on the board, and ask them what they think it means (if students don’t volunteer, I will call on people as a form of **Classroom Management**. When they are done volunteering their ideas, I will ask them to turn to the poem by Robert Frost in their books and see what kind of inferences we can come up with.

Here I will ask the students to answer a few simple questions which I will write on the digital board (**Use of Technology**). The first question will be what they think the poem is about. The second will be what season(s) they think it is about. Finally, I will ask what the pace of the poem is (if they think it portrays life in general as slow or fast). Why do they think these things?

* Finally, as an assessment procedure, I will give the students a homework assignment in which they will write a poem (free-verse, no rhymes necessary) in which they want the reader to *infer* something.

**Due Next Class Period. Worth 10 Points.**