

## Handout 3.6B: Comprehension (K-3)

### Sample Lesson Plan: Making Inferences

#### Day 1

Before Reading: 3–5 minutes

#### **Build or Activate Background Knowledge**

Have you ever had something that you loved so much that you did not want to give it up? When I was a little girl, I had a stuffed animal that I took with me everywhere. One day, an old man said that I was too old to carry around a stuffed animal. That made me sad.

Today, we are going to read story called *Chrysanthemum* by Kevin Henkes. This is a book about a little girl named Chrysanthemum who really loves her name, but when she starts school, her name causes her trouble with the other kids.

#### **Explicit Explanation of Cognitive Strategy**

Today, we are going to talk about a reading strategy called making inferences. We make inferences when we think about the clues in the story, plus what we already know, to figure out something that the author doesn't tell us directly the story.

#### **Give Context With Real-World Example**

Here is an example: This morning when Enrique got to school, he was smiling with a picture in his hands. I knew he was happy about his new baby sister. He did not have to tell me. I inferred that he was happy about his new baby sister because he left school early yesterday to go to the hospital, where the baby was going to be born. I used clues to figure it out. I made an inference.

#### **Comprehension Purpose Question**

While I am reading *Chrysanthemum*, think about this question: How did Chrysanthemum feel about going to school?

During Reading: 10–20 minutes

### **Places to Model Strategy or Think, Turn, Talk**

*[At page 7, stop to do the following think-aloud.]*

It says here that when Ms. Chud took roll call, everyone giggled upon hearing Chrysanthemum's name. I am inferring that her classmates think Chrysanthemum is a funny name. When I think something is funny, I might giggle. I infer that the giggling may hurt Chrysanthemum's feelings because it would probably hurt my feelings if people were laughing at me.

*[At page 13, stop to do the following think-aloud.]*

Chrysanthemum had a pleasant dream that her name was Jane. I remember that on a previous page, the kids were saying that her name would not fit on a nametag. I infer that she likes the name Jane because it is short and probably would fit on a nametag.

*[At page 21, stop to do the following think-aloud.]*

On this page, the author talks about Chrysanthemum taking the longest route to school and stopping to look at all of the flowers. It sounds like she is taking her time getting to school. I infer that she does not really want to go to school because of the way the other kids are treating her.

After Reading: 3–5 minutes

### **Check Comprehension Purpose Question**

Let's look back at our comprehension purpose question. How do you think Chrysanthemum feels about school so far? What clues led you to this inference? Why do you say that? Think, turn, and talk to your partner.

*Day 2*

- Review the definition of making inferences.

- Decide on a new comprehension purpose question.
- Choose three stopping points to do think-alouds.
- Include think, turn, talk, as students are more familiar with the story.

Source: *Fundamentals of Reading Instruction* (2009).

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