

### **LESSON THREE: Strategies to Infer**

#### **LESSON DESCRIPTION**

Students read and make inferences during reading and share their inferences

#### **GRADE-LEVEL EXPECTATIONS**

R1G During reading develop and utilize strategies to **infer**

#### **LESSON MATERIALS**

- Source of Literature
  - Town Mouse Country Mouse by Jan Brett
- Supplies
  - Chart paper or overhead transparency and overhead projector
- Handouts provided
  - [Inference/Prediction](#)
- Words to know
  - infer

#### **FORMATIVE ASSESSMENT**

Students read the rest of the book independently and complete number three on the Inference worksheet.

#### **LEARNING ACTIVITIES**

1. Spend a few minutes discussing the differences between city and country life.

<b>Questions for Students</b>	What are some things that city and country life have in common? What are some differences between city and country life? What community do you think is the best to live in? Why?
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2. Using the book, *Town Mouse Country Mouse* by Jan Brett model how to stop and make inferences as you read. Read the first portion of the text up to the point of number one on the Inference worksheet. Students share ideas and model by writing the inference you had.

3. Students independently read the text *Town Mouse Country Mouse* up to the point of Inference two, stopping to complete number two on the Inference/Prediction worksheet.

<b>Idea</b>	It is helpful to place sticky notes on the places you wish students to stop before handing the books out.
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4. Students share the inference they made for number two.

<b>Idea</b>	For more background information on inferring, see books such as <i>Mosaic of Thought</i> by Susan Zimmerman and Ellen Oliver Kcenc and <i>Strategies That Work</i> by Stephanie Harvey
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