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| **Text: Boss Hog – Part 1** | | |
| Standard:  RI8.1  Cite the textual evidence that most strongly supports an analysis of what the text says **explicitly** as well as **inferences** drawn from the text. | Targets:  Determine strongly supporting details for what is explicitly stated and inferences made  Make inferences about what is said in the text | **Vocabulary – Tier III**  Catchment pit  Terminal  Immunological  Immobility  Susceptible  Spritelike  Coliform bacteria |
| Comprehension Strategy:  Predicting, Making Connections, **Inferring,** Visualizing, Questioning, Clarifying and Monitoring, Summarizing, Text Structure |
| **Purpose** | Analyze what the text say explicitly and inferentially | |
| **Accountability** | ERT with an emphasis on inferencing | |
| **Congruency** | RI8.1 | |
| **Eyes on Text** | Independent Read - Boss Hogg Part 1 | |
| **Lesson Description** | | |
| **Before:**  **I Do - Modeling and Teacher Talk**  **20 Minutes** | 1. **Rivet** for Vocabulary Introduction and Definitions Only 2. Teacher provides a brief overview of **PACE** and topic of study for the day – Pork Processing. Teacher discusses purpose with clarity. 3. **Mind Mapping** – Students participate in the Mind Mapping Structure listing all the things they currently know about Pork Processing. 4. **Preparing for Reading** – Teacher reminds students that good readers make inferences. **Inferencing** means that the text may not always explicitly state specific information. Good readers may have to use background knowledge to figure out the meaning of the text. Questions may include: What can you infer if I walk in the building and I am dripping wet? What can you infer if people are walking in shorts? Remember when we read The Minister’s Black Veil and the text stated “After the first church service where Reverend Hooper wore the mysterious black veil Mr. Richmond did not ask him to Sunday dinner, as usual. Instead of running alongside him, children stayed away. What did we infer from that text? 5. **Teacher will display the 2 inferencing text samples on the Smartboard**. Teacher will use A/B Partners to allow students to discuss what the inference would be. 6. **Class share out using Kagan Mats** | |
| **During**  **We Do - Guided Practice**  **15 Minutes** | Students will participate in a **Kahootz** that includes questions on inferencing. Teacher will stop and discuss after each question. Students will record their responses on the **Kahootz** Accountability sheet after responding with devices for future analysis of misconceptions. | |
| **During**  **You Do -**  **Independent Work**  **15 Minutes** | Teacher refocuses student’s attention to **PACE** before beginning independent work.  **ERT** with an emphasis on inferencing. Students will read Boss Hog Independently | |
| **After**  **Wrap Up**  **5 Minutes** | Students will participate in **Round Table Consensus** to answer an assigned question from the **ERT**. Teacher will use **Kagan mats** for whole group discussion and review.  Students revisit the **Mind Map** to add new knowledge. | |