

Subject: Inference 5

Duration: 60 minutes

1. Small Group Work

DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students:

- Readiness and Interests:** using our skills of inference that we have learnt, we are going to solve a crime scene
- Learning Styles:** kinaesthetic, auditory and visual
- Environment:** in a classroom, with clues (maybe the stage)

How to find out:

- What I see
- What I think
- What I know (evidence)
- What I don't know
- Perspective

Differentiated Instruction Response:

- Topic:** Inference
- Learning Environment:** in the classroom or on the stage
- Ways of Learning:** working in small groups
- Ways of Demonstrating Learning:** partner work in solving the crime scene

CURRICULUM CONNECTIONS

Big Ideas:

- Inferences
- I see, I think, I know, I wonder
- Evidence
- Point of view

Overall Expectations: By the end of Grade 6, students will:

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Specific Expectations: By the end of grade 6 students will:

1.5 use stated and implied ideas in texts to make inferences and construct meaning

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Learning Goals:

By the end of today's lesson, students will have attempted to solve a crime using the skills that we have been learning and practicing.

ASSESSMENT AND EVALUATION

Assessment/success criteria

Achievement Chart Category

- Knowledge and Understanding: subject-specific acquired in each grade (knowledge), and the comprehension of its

Assessment Tools

- Observation

meaning and significance (understanding).

- Thinking: the use of critical and creative thinking skills and/or processes.
- Communication: the conveying of meaning through various forms.
- Application: the use of knowledge and skills to make connections within and between various contexts.

PRIOR LEARNING

Prior to this lesson, students will have:

Students will have done a few activities that tested and worked their inference skills. They will have practiced asking the important questions that are needed in order to make sound inferences.

MATERIALS AND RESOURCES

- Crime scene worksheet
- Clue worksheet
- Suspect descriptions
- Crime scene materials
 - Caution tape
 - Shoes

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MINDS ON (Hook) 5 minutes

Description:

We have been working really hard to perfect and grow our inference skills. We have come to understand that in order to make educated and sound inferences, we have to ask ourselves some important questions. These questions look like:

- What do I know
- Have evidence to support it
- Link previous experience

Ask the students what the questions are that we need to ask ourselves in order to make sound inferences:

- I think
- I know (evidence)
- I wonder

Today our inference skills are needed... Needed to solve a crime!

Structures and Strategies:

- Group discussion

Assessment for learning, linked to the learning goal:

Review of inference skills, concepts and questions.

ACTION 30 minutes

Structures and Strategies:

- Small groups

Description of New Learning Activities:

The students will be divided into groups of 5:

- 5/6 Group 1: Edrees, Kyle, Danica, Luka and Bianca
- 5/6 Group 2: Aiden, Calla, Mackenzie, Kieran and Mohammad
- 5/6 Group 3: Katie, Joshua, Alice, Kate and Harley
- 5/6 Group 4: Priya, Eve, Joe, Sarah C and Alex
- 5/6 Group 5: Noah, Izzy, Sara H, Gurjaap and Taryn

- 6 Group 1: Jessica, Natassia, Abhyuday, Maggie and Brian
- 6 Group 2: Erica, Braeden, Roshan, Katey and Sam
- 6 Group 3: Connor, Maria G., Miranda, Paige and Vanessa
- 6 Group 4: Olivier, Abigail, Nam, Evelyn and Jane
- 6 Group 5: Reese, Madelaine, Anna, Grace, Maria Z.

Explain to the class that in their groups, they will be working together so solve the crime scene. They are working for independent investigation teams so they need to make sure that they are keeping their information top secret!

Right now, the lead investigator, Detective Lyons has 5 suspects in custody, it is your job to try and figure out who did it!

Each suspect has a description that will be posted at the bureau's home base (the classroom). The description will contain the following information:

- age
- height
- shoe size
- hair colour
- any injuries
- previous infractions

With their group, students will investigate the crime scene and work to find clues that would point to the culprit. When students find clues, they are to write them down on their clue sheet in detailed form.

After students have assessed the crime scene fully, they will head back to the investigation bureau and as a team go through their clues. Using these clues and what they know about each suspect, they will develop a report, which indicates who they believe to be the culprit of the crime.

Remind students that it is **very** important to provide justification (i.e., evidence) to support their charges and decisions.

Students will be given a worksheet at the end which will ask them a series of questions, prompting them to ask the questions that they have been working with previously:

- What do I know?
- What do I see?
- What don't I know?

Assessment As Learning linked to learning goal:

After investigating the crime scene, students will develop a report to present to the lead investigator, charging one of the suspects. This report will need to contain evidentiary support for their claims!

CONSOLIDATING AND CONNECTION 25 minutes

Structures and Strategies:

- Group discussion
- Group presentation

Each group will present who they believe to be the culprit and will present their reasoning.

Assessment Of Learning:

We will see how different groups interpreted the clues differently and how this affected their inferences.