ESOL CLASSES
WEEK OF NOVEMBER 3rd – NOVEMBER 9th, 2024

Wednesday, November 6th, 2024

&

Thursday, November 7th, 2024

HIGHER ORDER THINKING QUESTIONS: How might the author's purpose change if the organizational pattern were different?

Why is it important for a reader to understand the author's intent?

AGENDA

1) **DO NOW:** Activity: Display a short, ambiguous image (e.g., a person looking worried) on the board.

   Instructions: Ask students to write down what they think the person might be feeling or thinking and why.

   Goal: Activate prior knowledge and get students thinking about making inferences.

2) **Teacher Modeling**
   Read the passage aloud.
   Think aloud to demonstrate how to make inferences.

- **Example: "The character looked out the window with a frown. I infer that something is bothering them. Maybe they're worried about a friend."**

Highlight specific phrases or sentences that support these inferences.
Show how to cite the text evidence in their response.

Guided Practice **(15 minutes)**

Activity: Provide students with a different passage (short and age-appropriate).

Instructions:

- Read the passage together as a class.
- In small groups, ask students to identify inferences they can make and find text evidence to support their ideas.
- Circulate to assist groups and ensure they are correctly identifying text evidence.

Discussion: Groups share one inference and their supporting evidence with the class.

Independent Practice **(15 minutes)**

Activity: Give students a new passage (or use a different excerpt from the same book).

Instructions:

Students read the passage independently.

They will write a short response that includes:

An inference they made based on the text.

Text evidence to support their inference.

- **Goal:** Allow students to practice the skill independently while using the structure learned.

Higher Order Thinking Questions

How might someone else interpret the same text?

What evidence would they use?

DEMONSTRATION OF LEARNING

Given a text, students will make inferences and use text evidence to support a comprehensive response, with at least 80% accuracy.

EXIT TICKET **(5 minutes)**

Instructions: On a slip of paper, students will respond to the following prompt:

"What is one inference you made today, and what text evidence supports it?"

Goal: Assess understanding of the lesson and students' ability to articulate their inferences and support them with evidence.