**Reading Strategy Action Plan**

**Instructor’s name**:

**Reading Strategy**: Cartoon Cloud Boxes

**Description of students/learners**: Kindergarten (small group of 3-4 students)

**Content Area Application**: English Language Arts (Guided Reading)

**Unit, lesson, or topic title**: Making inferences

**Materials needed**: Inferencing cards (Klassen, n.d.), copies of *Why Can’t I?* leveled reader (D), cartoon bubble sheet, scissors, glue, pencil, *The Reading Strategies* book, p. 167

| **Instruction of the Reading Strategy**  | **Description/Explanation**  |
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| **Before:**How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge? | (Whole Group Discussion and instruction)Hello boys and girls! Today we are going to learn a special word for what happens when we look at pictures or read words and the author doesn’t always write down the words to match. Sometimes we need to use clues from the picture or words to help us figure out what is happening. When we do this, we do something called inferring. Sometimes we make guesses about what we think is going to happen and those are called predictions, but today, we are going to use clues from the pictures and words to **infer** and see how someone might be feeling or what they might say.Using the inferencing cards, show students 6 of the cards and use the prompts found on page 167 from *The Reading Strategies Book*. Ask students to tell you what they see, what they know, and what they think is happening in the picture. When they are telling you what they think is happing, encourage them to use the phrase “I infer \_\_\_\_\_\_\_\_\_\_.” The teacher will model first. For example, one of the pictures shows a birthday party. So, the teacher would say, “I see a lot of children sitting around a table wearing party hats and decorations on the ceiling. I know that party hats and decorations mean there is a celebration. I infer that this is a birthday party. Now it’s your turn. Tell me what you see and what you infer from the picture (show students other pictures from the inference packet). Remember to use “I infer \_\_\_\_\_\_\_” in your responses.\*After whole group instruction, students will be going off to stations/centers and will be in small groups to continue the activity. |
| **During:**What will you model for instruction?What will the students do?How will you support students during the lesson? | (Small Group Instruction)So, now that we had some practice with our cards inferring what people are doing and what some people are feeling, we are going to use this book (show them the cover of *Why Can’t I?)* and do some more inferring. I am going to start first and make an inference. Say, “I see there is a boy on a bed and a mom standing in the doorway. I noticed the title is *Why Can’t I?* and it looks like the boy is jumping on the bed. I am also looking at the mom’s face and see that she does not look happy. I infer that the boy is asking why he cannot jump on the bed. I can also infer that the mom is not happy to see her boy jumping on the bed. Would your mom be happy if she saw you jumping on the bed? What do you think she would say if she saw you jumping on the bed? I infer that the mom would say, “it will break” if the boy asks why he cannot jump on the bed. We are going to read the rest of the book and make inferences about what the mom is saying.After we finish reading, we are going to go back and write down our inferences on what we think the mom might say. We are going to use cloud boxes (show them the page) and glue these by the mom, so it looks like she is saying what we infer. Read the book with the students having them follow along with their ‘reading finger.’ Once you read a sentence, have them echo read the sentence back to you. Support them when they get stuck on a word by having them use their sounds or word wall. Have them use picture clues and the first letter of a word when it comes to words they may not know such as paint, shelves, kitchen, and wash. Fill in the tricky word, read it, and ask them if it makes sense.Continue to have them echo read with you as you finish the story. Stop at the phrase, “because I said so” and have the students state what they think the mom would say. They should use the phrase “I infer the mom is saying \_(you will get hurt) or (I don’t want you to fall\_\_\_” when the boy is trying to climb the book shelf for example.  |
| After Reading | Upon finishing the book, go back to the front cover and show students an example of what they will be doing. They are going to be cutting out speech bubbles and gluing it by the mom. The book has the mom saying “because I said so” repeatedly. Using the speech bubble and what the boy is doing in each picture, what else could the mom say when the boy asks if he can do something. For example, when Jose asks, “Why can’t I jump on the bed?” I would have the mom say “it will break.” If you asked that question at home, what would your mom say? The students will use clues from the pictures to write what the mom will say when Jose asks why he can’t paint on the floor, dance on the table, climb on the shelves, or slide in the kitchen. They will share their inferences with the small group. The teacher will check for understanding to see if inferences match the picture appropriately. |

Reflect on the action plan with a peer educator face-to-face. Include his/her reaction and ideas for modifying or adapting the action plan for future use in the sections below:

| **Reflection Element** | **Reflection**  |
| --- | --- |
| **PROFESSIONAL LEARNING AND LEADERSHIP** PEER EDUCATOR’S REACTION:Describe two or more details of your peer educator’s reaction including the value of the reading strategy for aiding learning and helping students understand the content and his/her suggestions to improve the activities. For example, specific changes for introducing and modeling the reading strategy, or recommendations of additional materials to use when teaching the reading strategy. | The peer educator that I shared my action plan with for inferring thought that it was a great way to introduce the topic. She liked the activity at the beginning to activate background knowledge and to “turn the student’s thinking caps on.” She also liked having the students use a ‘reading finger,’ echo reading the words back, and the use of the word wall and picture clues to find unknown words. She thought a way to help some ELL students would be to find the Spanish words for kitchen, dance, shelves, etc., to help with their understanding a bit more. She also thought acting out some of the actions or even having students create a play out of the book would be enjoyable and the students could use their cloud boxes for what they inferred the mom would say. She and I both agreed that inferring could be taught on a daily basis during read alouds and we started coming up with other books that we might be able to find on Reading A-Z that would focus on this skill.  |
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| Diversity:Explanation of ways you would adapt and implement instructional approaches, as well as materials, to meet the language proficiency needs of (a) students who struggle with learning to read and write, and (b) students who are not fluent with the English language. For example changes for **introducing and modeling the strategy with struggling learners and ELL learners, (a) students who struggle with learning to read and write, (b) students who are not fluent with the English language,** supporting students, materials used with the strategy, and reflection or follow-up. | For students who struggle with learning to read and write* Have students track the print and repeat back as you read
* Have students use picture clues to identify words they do not recognize
* Utilize a word wall in the classroom for high-frequency words
* Students can tell the teacher what they want to write and the teacher can help the student with sound spelling, and they can write the words together
* Instead of having student’s read a text, look for a wordless picture book and model the strategy with students

For students who are not fluent with the English language* Encourage students to use picture clues and describe what they see
* Find words that you want them to focus on and find the translated word in their language to help with understanding
* Rather than use pictures cards for inferring, bring a ‘mystery bag’ for students to see real-life items that they can have a conversation about
* Model the strategy multiple times if needed to support the student

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| **PROFESSIONAL LEARNING AND LEADERSHIP**Description of how you will share your learning with individual or groups of teachers in the future. For example, level one coaching such as: providing instructional materials to colleagues (handout of best practices, graphic organizer, a list of recommended books and websites). Another example is facilitating a discussion about differentiated instruction and/or adaptations that will help ELL students transfer lessons to obtain full literacy and be agents of their literacy learning.  | I would like to share my plan with my kindergarten team and see how they feel it could be incorporated into one of our units of study. I would also like to talk with our ELL teachers on how they approach teaching inferring with our young learners. I will be sharing a list of the websites and a list of the books that I have started collecting on Google Drive from our online class discussions that I feel are valuable and will be very helpful. I will also share with them the Inferential Reading Comprehension Consideration Packet (Pennell, 2002).  |
| **Written Communication**Self-assess your action plan’s organization and presentation of ideas for clarity, cohesiveness, and professional language, and proof for spelling, grammar, and or mechanical errors. | I feel that I have thoroughly looked through my action plan and feel that I have addressed all of the required components. My peer educator also feels that it flows well and is structured well for a kindergarten classroom.  |

References

Buyok, R. (n.d.) *Why can’t I?* Leveled reader retrieved from https://www.readinga-z.com/book.php?id=1567

Klassen, J. (n.d.). Freebie-inference cards. Retrieved from https://www.teacherspay teachers.com/Product/FREEBIE-Inference-cards-683091

Pennell, D. (2002). *Inferential Reading Comprehension Consideration Packet.* Training & Technical Assistance Center. The College of William & Mary.

Serrvallo, J. (2015). *The reading strategies book.* Portsmouth, NH: Heinemann