

Class: 09 NAL	Teacher: Mr Mohammed Tashmeer
Topic: Drawing Inferences	Time frame: Term 3 Weeks 1 - 5
Curriculum Focus: Literacy	Level: 2/3
Key Competencies Focus: (choose) Thinking: Relating to Others: Understanding Text/Symbols: Managing Self: Participating and Contributing Using Language, symbols and texts, Thinking	
Assessments: (remember to check Markbook requirements) How assessed? Section A: Module Test at this module Section B: Bookwork / Homework Section D: Basic Facts Term Test	
Planning Inquiry – How does this unit feed-forward from previous work? What data, gathered formally/informally have I taken into consideration? (eg - asTTle, writing samples, student voice, assessment data, baseline data etc...)	
asTTle : identified areas relating to drawing inferences from texts. The easTTle results show that there is a need to devote more time towards drawing inferences. The unit is related to the previous work from Term 2 that related to identifying main ideas from texts.	

Texts	Online resources from resource bank. Teacher research relating to notes on different reading strategies
ICT use: Teacher Students	Ipads and computers for Maths Buddy (www.mathsbuddy.co.nz)

Assessment Learning Outcomes	Class Specific Learning Outcomes
All students will be able to: <ul style="list-style-type: none"> • identify main ideas and skim through texts • use skimming as a reading strategy to interpret the text • think critically about the text • recognize how the text is constructed 	All students will be able to: <ul style="list-style-type: none"> • skim for important ideas in texts • relate to organization of ideas • draw inferences relating to ideas discussed in a text

Strategies for Diverse Learners

Learning Styles Group work to suit different groups Activities to meet individual needs of students Student-centered lessons
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Self Review – (complete at end of unit)

Is there something I need to change about how I teach this?

Consider student voice and assessment data.

What should be the next steps for my students' learning?

How should this unit be changed for other teachers to use?

I started using reading as the means of drawing conclusions. However, while delivering the module I had to change to using both written and visual texts as a means of drawing conclusions. I had to use pictures and videos to engage students while teaching inference. It has been a good experience for me to teach a boys class as I had the opportunity to use different strategies and techniques to teach the concept to drawing inference. The instructions should be clear, as students tend to rewrite the plot or incidents rather than drawing conclusions from events.

It would be quite appropriate for teachers to start with drawing questions from texts and then the focus could be on reading. After that, students could be introduced to using variety of texts to draw inference. That would also establish a variation in the way the concept of drawing inference is taught.

This module needed me to pay attention to the individual needs of students, as some of the students were not able to read articles and respond articulately. Therefore, I used a variation of tasks and methods to engage the learners and allow them to develop a better understanding of the topic.

Next time when I will do a similar topic with students, I will have a better understanding of the sequencing of the module.

I will divide the lesson into different categories with emphasis being placed on:

- the strategies that students need to use
- different modes of materials
- different methods of teaching strategies
- different types of student activities

The main purpose of the changes and reflection would be to give students the opportunity to foster their understanding and work collaboratively as they engage with each other.