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English Language Arts
3rd Grade Character Inferences Lesson Plan

1. **Goal** –
   The learning goal for this lesson is for students to make inferences using the information provided in a text. Students will also practice asking questions about a text that may help them form an inference. The students will be demonstrating their abilities to look at evidence provided by the author to create their inferences in The Stranger by Chris Van Allsburg.

2. The **national and/or state standard** addressed are English Language Arts Common Core Standards:
   A. CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
   B. CC.3.RL.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
   C. CC.3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3. **Objective(s)** –
   A. Students will be able to create inferences using evidence from the text about characters.
   B. Students will be able to explain their inference and discuss their opinions with peers.

4. **Connections** –
   A. This lesson builds on previous lessons by allowing students to continue to practice making inferences. With other texts, the students have used this reading skill, and this is further practice. This lesson also dives deeper into The Stranger, as this is the second time students are reading the text, each time focusing on something different.

5. **Instructional Activities**
   Introduction: Review observations, questions and inferences that students made on the first day of reading The Stranger.

   Activity: Pass out copies of the text to students. Read the text aloud, while students are following along with their own copy. Tell them to place a sticky note on any page that might give clues or information about the stranger to help determine who he is. This is individual.

In their groups, students will work together to try to highlight all of the information that is given about the text. Using these clues from the author, students will work together and discuss who they think the stranger is. Each group will write down their ideas on a poster paper.

As a whole class, students and teachers will discuss who they think the stranger is. Each group will be able to present their information, using the poster they created. After each group has shared, the class will discuss and make one final poster, putting together the ideas of all students. Once students have shared who the stranger is, tell them that he has characteristics of jack frost.

If time, complete the character, setting, problem, solution, clues and theme on the class bulletin board, to go along with other Chris Van Allsburg books.

6. **Instructional resources and materials** –
The Stranger by Chris Van Allsburg
copies of the text for each student
sticky notes
poster paper

7. **Assessment** –
The formative assessment will be student discussion and presentations about who the stranger is. Each student will be assessed on whether they are able to use information in the text to create an inference about who the stranger is.