

READING FOR IMPLIED MEANING

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning to identify implied meaning in a text

Objectives

Students should be able to;

- Read for implied meaning.

Assessment Activity

- Ask students to explain their understanding of implied meaning.
- Divide students into two groups
- Ask students in group one to each create a sentence with a hidden meaning
- Ask students in group two to identify the implied meaning in the sentences created by group one

Summary

1. Review on the importance of finding a hidden meaning in a text
2. Create a text with a hidden meaning and ask a student

Activity Starter/Instruction

1. Teachers should use the activity sheets, posters and stories in their textbooks.
2. Tell the students "Today as we read through the story, we're going to be looking for clues.
3. There are parts of the story that the author doesn't write down, but if we pay attention, we can figure them out on our own.
4. This is called inferring" or "implied meaning."
5. Let's practice.... Ask the students: if I sit like this (lean back pretend to be sleepy)
6. Even though I'm not telling you anything, what can you guess about how I'm feeling?
7. What can you infer or what does it mean? Resp: (That you are sleepy, that you didn't go to bed early enough, etc.)
8. Let's try another one...if I look like this (put on a sad face) ...
9. Even if I don't tell you anything, use clues to guess how I'm feeling.

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Introduce the metaphor of turning on a light in a person's mind when they have a 'bright idea'.
2. Ask the question, 'How is getting an idea like turning on a light bulb in your mind?'
3. Explain that as they read, students can 'turn on' the meaning by using questions as 'switches' to help them understand the writer's ideas.
4. Ask students if there is only one meaning in a text.
5. Discuss how there can be more than one interpretation, more than one kind of meaning.
6. Introduce the poster for this activity.
7. Explain that there are three different kinds of light bulbs on the poster and that we are going to learn how to turn on the meaning for each one of them.
8. Draw students' attention to the first light bulb

Materials Required

- Activity sheet
- Storybooks
- Posters
- Personal whiteboards and whiteboard Markers
- Light bulbs

Additional Resources

- <https://education.nsw.gov.au/teaching-and-strategies/literacy/reading/stage-2/inferenti>
- <https://study.com/academy/lesson/implied->
- <https://www.google.com/amp/s/www.austrkids-infer-themes-lesson-looking-clues/amp>
- <https://www.cambridgeenglish.org/learning-implied-meaning>
- <https://www.k12reader.com/reading-activit>

Additional Notes

to identify the hidden meaning.

3. When doing the review make sure you erase the lesson on the board.

10. What can you infer or what do you think it means?" resp: (That you're sad, upset, etc.)

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Ask students to silently read 'Furry fights' on the activity sheet.
2. Tell them to then write a question (literal, **implied**, personal).
3. Tell Students to exchange questions with a partner, answer the questions
4. Discuss whether the questions really were literal, inferential or personal as categorized.

Teacher Guide

Day 3/ Lesson 3: 20mins

1. Tell students that this activity helps students identify and create examples of ambiguous and figurative language that have hidden meaning.
2. It makes implied meaning concrete for students so that they can search for hidden meanings as they read.
3. Draw students' attention to the poster for this activity.
4. Explain that it shows a child thinking about the double meaning of a statement.
5. Read the words in each speech bubble.
6. Ask 'What is funny about the child's reply?'
7. Explain that readers expect that the word 'checked' refers to an examination by an optometrist.

9. Explain that readers sometimes don't understand what they are reading because they don't understand the words.

10. Explain that what the words say is one kind of meaning, and it is called the literal meaning.

11. Draw students' attention to the second light bulb

12. Explain that sometimes sentences mean more than just what the words say.

13. Tell them that as readers construct meaning they make inferences — these are ideas suggested by the words.

14. Tell them that when readers link these inferences to other things they know, or other parts of the text, they are constructing implied meaning.

15. Talk about the third light bulb.

16. Explain that an idea in a text can have special significance for some people because it connects to something personal to them;

17. It might remind them of what happened to them or how they felt in the past.

18. Tell them that People can make personal meaning when they read any text.

19. Information in texts can mean different things to different people.

Teacher Guide

Day 4/ Lesson 4: 25mins

1. Provide examples of figurative language, such as the proverb 'The early bird gets the worm'.

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8. When they realize that the question can also refer to a checkerboard pattern on the eyes, they are amused.
 9. This incongruity or unexpected twist is what makes the double meaning of jokes funny.
 10. Draw attention to the difference between literal and implied meaning so that students realize that language can have double meanings.
 11. Explain that readers search the sentence for hidden meanings.
 12. Emphasize that understanding only the literal meaning does not allow us to appreciate the joke.

Guided Practice

Day 5/ Lesson 5: 10 Mins

1. Have students practice identifying the ambiguities and writing or drawing the hidden meanings in the sentences from the following activity sheet.
2. Walk around to inspect on the students as they practice the activity.
3. Have each student submit as they complete the activity.
4. Correct whatever mistakes made.

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2. Ask students to explain the literal and inferential meanings.
 3. Then ask 'Which is the more important meaning: birds get up early to eat? Or: starting the job on time makes it easier to do?'
 4. Point out that the implied meaning is hidden but it is the important message.
 5. Discuss other examples of figurative language such as 'Don't cry over spilt milk'.
 6. Use the following questions to generate discussion:
 - How did you know the implied meaning?
 - Is it easy to find the hidden meaning?
 7. Emphasize that to find the meaning, readers must make the effort of constructing the meaning from the sentence.
 8. Use examples of puns or riddles to show ambiguity in language, for example:
 - Q: How do you make antifreeze?
 - A: Take away her electric blanket.
 9. Use examples of similes and metaphors to show the difference between literal and implied meaning.
 10. Ask students to describe the literal and inferential meaning for each of the sentences listed below:
 - She was as white as a ghost.
 - The sky is a grey blanket.
 - He ate like a bird.
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