

# Brief Focus Lesson

**Comprehension:** Infer and Support with Evidence (Grade 1)

**Text:** *The Farmer and the Clown* by Marla Frazee

<b>CAFE Goal</b>	Comprehension
<b>CAFE Strategy</b>	Infer and support with evidence.
<b>Observe/Relate</b>  (1 – 2 min.)	Have you ever seen a book that doesn't have any words? I love to look at books without words. The writer tells the story with pictures. I feel like a detective when I look at the pictures. I look carefully at the clues in each picture and add them to what I already know to figure out what is happening. That's what readers do when they infer. You might not have heard the word "infer" before, but it is a very important word for all of us readers. Can you say it with me? <i>Write the word on the board and state, "Let's spell it together... I-N-F-E-R spells infer."</i> Readers have to infer because the writer doesn't always tell them everything. They need to figure out what the writer wants them to know. After they infer, they check that there is evidence to back up their thinking.
<b>Teach and Reinforce</b>  (2 – 3 min.)	<p><b>Establish purpose</b> – <i>Today we are learning to infer and support with evidence.</i></p> <p><b>Create urgency</b> – <i>We are learning to infer and support with evidence because it helps us to understand a story better! Plus it is fun to put the clues together with what we already know and make an inference.</i></p> <p><b>Explicit teacher modeling</b> – Today I have a fun story to share with you. It is called <i>The Farmer and the Clown</i> by Marla Frazee. This is a very interesting book. It does not have any words. The writer tells the story with pictures. I will use them to figure out what the writer wants to tell me. <i>(If possible, use a document camera to share the story so that children can see the pictures better).</i></p> <p>First, I think about the clues I see. Then I think about what I already know. I put the clues and what I know together to make an inference. Share your thoughts about the pictures in this way:</p> <p><u>Page 3:</u> <b>I see</b> a clue. <i>(Form "glasses" with your fingers and place them in front of your eyes).</i> A farmer is digging in a field all by himself. I put the clue together with what I already know. <b>I infer</b> that he might be lonely <i>(point to your temple to indicate you are thinking.)</i> <b>My evidence is</b> that he is all by</p>

himself and there is no one else around (*point to the page indicating that you are looking for evidence*).

Pages 4-5: **I see** a clue (*form glasses*). The farmer is watching a train go by. I put the clue together with what I already know. **I infer** that he is interested in the train and where it is going (*point to your temple*). **My evidence is** that he stopped working to look at the train (*point to the page indicating that you are looking for evidence*).

Pages 6-7: **I see** a clue (*form glasses*). Oh, no! Something has fallen off the train. I put the clue together with what I already know. **I infer** that the farmer is shocked (*point to your temple*). **My evidence is** that he looks like he is going to run to the train (*point to the page indicating that you are looking for evidence*).

Pages 8-9: **I see** a clue (*form glasses*). The farmer is just standing there. I put the clue together with what I already know. **I infer** that he is not sure what is happening (*point to your temple*). **My evidence is** that he is just standing there, waiting to see who or what is coming toward him (*point to the evidence in the book*). He looks more afraid on page 8, but less afraid on page 9 because he sees that it was a little clown that fell off the train.

**Practice**  
(2 – 3 min.)

I had so much fun being a detective and figuring out what was happening in the pictures from *The Farmer and the Clown*. Now you will have fun, too. Look closely at the next picture. What do you see? You will use these words to tell about your ideas. (*Practice reading the words with students*). Remember to do the actions, too.

**I see a clue** \_\_\_\_\_ (*form glasses*)

*I put the clue together with what I already know.*

**I infer** \_\_\_\_\_ (*point to temple*)

**My evidence is** \_\_\_\_\_ (*pretend to point to a book*)

After a couple of minutes, invite a couple of volunteers to share their ideas. Be sure to ask them to show the evidence in the picture that supports their inference.

Students might talk about examples similar to these below:

**Picture 1:**

**I see** a clue. The clown is pointing to the train that has left.

**I infer** that the clown wants the farmer to help him get back to the circus.

**My evidence is** that the clown is telling the farmer what happened through his actions.

**Pictures 2-3-4:**

**I see** a clue. The clown is showing how he fell off the train.

**I infer** that the clown wants the farmer to laugh at the story of how he fell off the train.

	<p><b>My evidence is</b> that he is doing the same kinds of things that he might do in a circus act.</p> <p><b>Picture 5:</b>  <b>I see</b> a clue. The clown running toward the farmer.  <b>I infer</b> that the clown likes the farmer.  <b>My evidence is</b> that the clown is smiling and hugging the farmer.</p> <p><b>Picture 6:</b>  <b>I see</b> a clue. The farmer is not hugging the clown back.  <b>I infer</b> that the farmer is not being friendly because he does not know the clown. Maybe he does not trust him yet.  <b>My evidence is</b> that the farmer is standing very straight and does not want to touch the clown.</p>
<p><b>Encourage and Plan</b>  (1 – 2 min.)</p>	<p>We just learned how to use a very special strategy called Infer and Support with Evidence. It was fun to use the clues from a book without pictures, along what we already knew, to make the inferences. Pictures can help us to infer. So can the words and sentences that the author uses. Whether you have a book with or without words, you can infer and support with evidence.</p>
<p><b>Common Core Alignment</b></p>	<p>Most strategies are applicable to all grade levels. Infer and Support with Evidence aligns with Standards RL.1.4 and RL.1.7 on our <a href="#">Grade 1 CAFE Menu</a> or <a href="#">CCSS Grade Level Matrix</a>.</p>