# Brief Focus Lesson

**Comprehension:** Infer and Support with Evidence (Grade 3)
**Text:** *Voices in the Park* by Anthony Browne

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| **CAFE Goal** | Comprehension |
| **CAFE Strategy** | Infer and support with evidence. |
| **Observe/Relate**<br><br>(1 – 2 min.) | One day, I went for a run in the park. It was a gorgeous sunny day, and I took my time looking at all the beautiful scenery. I stopped on the running path when I heard a lady calling, "Max! Max! Where are you?" in a frantic voice. I saw that she was holding a dog leash and collar in her right hand and a ball in her left hand; I immediately knew that she was looking for her dog.<br><br>"Let me help you look for your big dog Max," I said.<br><br>"Max is a very big dog; how did you know that? How did you know that my dog is missing as well?"<br><br>"Oh, I saw that you were holding a leash and collar as well as a ball in your hands. I know that people like to bring their pets to the park to play and get some exercise—that's why you have a ball. The collar was big, so I figured that Max must be a large dog."<br><br>"Wow! You are very good at making inferences," the lady exclaimed.<br><br>"Thanks!" I replied. "I don't think that you have to worry about Max," I declared. "Is that him, standing near that family that is having a picnic?"<br><br>"Yes, that's him," she cried. "Max is always hungry, so it makes sense that he is near a picnic basket!" |
| **Teach and Reinforce**<br><br>(2 – 3 min.) | **Establish purpose –** *Today we are learning to infer and support with evidence.*<br><br>**Create urgency –** *We are learning to infer and support with evidence because it helps us to understand the author's message even if the writer does not tell us it directly.*<br><br>**Explicit teacher modeling –** Today I have an interesting story titled *Voices in the Park* to share with you (*with a pencil, lightly insert the page numbers for quick referencing*). It is about some very different people who go to the park. I think that the author of this book, Anthony Browne, is very clever. Through the text and pictures, he gives clues about the characters and what they are feeling, but he doesn't tell readers directly. Please listen as I read the first part and explain how I use this helpful strategy of Infer and Support |

with Evidence. I think that I will be able to tell a lot about this lady from what she says, how she acts, and how she looks in the pictures. I will record my inferences and the evidence that supports them on chart paper.

Begin reading and stop after the first page of the story. Point out that the author tells readers that the lady has a special time to take her son and her dog for a walk. *Explain that* I can infer that the lady is very organized. My evidence is that she has a schedule for going to the park. Let me add that information to the chart (*shown below*).

Here's another inference I can make—I think that the lady is rich. She doesn't have just *any* dog. She has a pedigreed dog; sometimes those kinds of dogs are expensive. From the picture I can see that she is dressed in fancy clothes just to go to the park. My evidence is that her clothes and her pedigreed dog indicate that she is rich. Let me keep reading to learn more about her."

*Read the next two pages, and say* I infer that this lady thinks she is better than others. She thinks that her dog is better than other dogs, too. My evidence comes from the second page of her section when she called another dog a "scruffy mongrel" and a "horrible thing" because it chased her dog, Victoria. I thought that chasing each other is what dogs do for fun!

When she talked to her son, Charles, she ordered him where to sit. What will she do next? *Read the next three pages and say*, Well, the lady seems afraid that the other people in the park will bother her son. Her comment that "You get some frightful types in the park these days," is evidence that she thinks that she is better than some other people. She calls another child "rough-looking," too.

Worse yet, she talks to her son and her dog in almost the same way. In fact, she talks to Victoria more politely than to Charles by using the word, "please." I infer that she wants to be in control. My evidence is that she does not want her son or dog to play with others. Since the lady and her son walked home without talking, they must not be having much fun. When I put this evidence together, I infer that the lady is unfriendly and cold. She does not talk to people in the park or to her son.

| Inference | Evidence |
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| The lady is organized. | She has a schedule for going to the park. |
| The lady is rich. | She has a pedigreed dog and nice clothes. |
| The lady thinks she is better than others. | She calls another dog "a scruffy mongrel" and a "horrible thing." She says that another child is "rough-looking." When she looks at the man on the bench, she says, "You get some frightful types in the park these days." |
| The lady wants to be in control. | She doesn't want her dog or son to play with others. She talks to the dog and her son in almost the same way. |
| The lady is unfriendly and cold. | She doesn't talk to other people in the park or to her son in a nice way. |

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| **Practice**<br><br>(2 – 3 min.) | I just shared the first voice with you from *Voices in the Park*. There are other voices in this story, and you will be able to use the strategy of Infer and Support with Evidence as you learn about the other characters.<br><br>Now it's time for the second voice. Listen carefully as I read this section the first time. Try to make an inference about this character. Remember that you make an inference using what you already know and clues in the story. Listen for pieces of evidence that support your inference. Write that inference along with the evidence that supports it on your white board. After you finish, I'll ask you to hold up your boards and invite you to share your ideas (*call on 2-3 students*).<br><br>Here is a sample inference that students might make about this character along with examples of evidence:<br><br>| Inference | Evidence |<br>|---|---|<br>| The man feels sad. | He is tired of being in the house.<br>He doesn't have much energy.<br>He hopes that he can find a job, but he has been looking so long that he thinks it is a waste of time.<br>His daughter knows how he feels and tries to cheer him up. | |
| **Encourage and Plan**<br><br>(1 – 2 min.) | Readers can learn so much about characters based on what they do and say. Even though the author Anthony Browne did not tell us information directly about the first two voices in the story, we were able to infer by using our background knowledge and clues from the story. We had evidence to support those inferences. Whenever you read a story, remember to use the very valuable strategy of infer and support with evidence. Of course, you need to have evidence in the text like the author's descriptions and the characters' words as well as pictures to back up your inferences. |
| **Common Core Alignment** | Most strategies are applicable to all grade levels. Infer and Support with Evidence aligns with Standard RI.3.1 on our Grade 3 CAFE Menu or CCSS Grade Level Matrix. |