

# Brief Focus Lesson

**Comprehension:** Infer and Support with Evidence (Grade 5)

**Text:** *Mr. Peabody's Apples* by Madonna

<b>CAFE Goal</b>	Comprehension
<b>CAFE Strategy</b>	Infer and support with evidence.
<b>Observe/Relate</b>  (1 – 2 min.)	<p>What do you know about making inferences? You would probably be surprised by the number of inferences you make each day. Here's an example of an inference that I made recently. One Saturday morning, I saw the family next door loading a couple of long, narrow canvas bags into their trunk. They also carried water bottles and bags of snacks. The grown-ups each had a folded-up lawn chair, too. To figure out what they were doing, I used my background knowledge and clues. Soon I realized that I had all the information that I needed to infer what was happening! First of all, I have seen sports players carry their equipment in bags; those long, narrow bags had to contain baseball bats. Secondly, I knew that sports players get thirsty and hungry. I recalled that families take turns bringing water and snacks to the game. I've often seen moms and dads sit in lawn chairs and watch their sons and daughters play baseball at the park. After I saw one of the children run down the stairs in his baseball uniform, I was certain that I was right! The family next door was going to a baseball game! When they invited me to come, I said "Yes!" as I ran to get my lawn chair.</p>
<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 the text. It's fun to infer using what we already know and clues from the text. To be sure that our inference makes sense, we need evidence to back it up!</i></p> <p><b>Explicit teacher modeling</b> – Now we are going to read about some baseball players and their coach in a memorable story titled <i>Mr. Peabody's Apples</i>. Show the introductory pictures and then call attention to the one on page 8 as well as the caption. Say to students: in this picture, Mr. Peabody looks so happy. The boys look like they are having a good time, too. Listen as I read about Mr. Peabody and his little league team. After reading the first two paragraphs say, "The text says that Mr. Peabody congratulated the team even though they didn't win. I also learned that he worked on Saturdays during the summertime to set up baseball games for kids. Based on that information from the picture and caption on page 8 and the text on page 9,</p>

	<p>I can make an inference. Mr. Peabody must love baseball and working with the players! I'm not just making a guess--the evidence from the text supports my inference."</p> <p>Let me see what other inferences I can make. <i>Read the first paragraph on page 10 and comment:</i> I can infer that Mr. Peabody is well-liked and that the townspeople are friendly. I made that inference because I noticed that he greeted the townspeople, and they greeted him back. There is evidence to support my inference.</p> <p>The writer also tells readers that Mr. Peabody likes apples. On his way past the fruit stand, he picked up an apple and kept walking. Since he didn't pay for the apple, I wonder if the owner told him to take whatever he wanted. The coach seems like such a nice man, so I don't think he would steal the apple. In the picture it looks like the store owner is standing right in front of him, too. It's doubtful that anyone would steal something when the owner is watching. <i>Continue reading to the end of page 13 and say,</i> "Wow! I can infer that Tommy and his friends jump to conclusions or like to gossip. They didn't even bother to think of any possible reason why Mr. Peabody might take that apple without paying. They just spread rumors about him."</p>
<p><b>Practice</b> (2 – 3 min.)</p>	<p>You just heard me share how I infer and support with evidence when I read. It's your chance to use this strategy. Listen as I read the next paragraph. Think carefully about what you can infer and what evidence supports your inference. Pass around sticky notes and say: On the front of your sticky note, write an inference you made about what you just heard. List the evidence supports your inference on the other side of the paper.</p> <p><i>When everyone is finished, invite a few students to share their inferences and the evidence that supports them. Finally, ask students to write their names on the sticky note and collect them to gauge students' use of the strategy. Place the book in your classroom library and invite interested students to finish it on their own (provided it is a good fit for them). Or, continue the read-aloud later in the week; remember to invite students to share their inferences and supporting evidence.</i></p>
<p><b>Encourage and Plan</b> (1 – 2 min.)</p>	<p>Why is "Infer and Support with Evidence" such a helpful strategy? (<i>Call on a few students to share their ideas</i>). Remember that writers want to keep you interested in reading their books, so they do not tell you everything. Instead they want readers like you to infer and support those inferences with the evidence from their writing and pictures. So, whenever you read, you have the opportunity to infer and use evidence to support your thinking. Use this strategy whenever you can—in fact, try using it today!</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.5.1 and RI.5.1 on our <a href="#">Grade 5 CAFÉ menu</a> or <a href="#">CCSS Grade Level Matrix</a>.</p>