Lesson 5

Making Inferences based on Quotes from the Text

Inferring about Characters Based on the Challenges They Face

Entrance Ticket

Students must think of a good title for the chapter and explain why using evidence from the text.

Discuss their answers and evidence

Work Time

1. Vern has given Charlotte many words of wisdom. In this lesson, the students will get a chance to look more carefully at them using the “mystery quote” protocol. See website for more specifics:
2. [https://www.engageny.org/resource/grades-3-8-ela-curriculum-appendix-1-protocols-and-resources](https://www.engageny.org/resource/grades-3-8-ela-curriculum-appendix-1-protocols-and-resources )
3. Using the text based questions, discuss Charlotte’s challenges and responses. Add to anchor chart from previous day’s lesson as needed.

Exit Ticket

* On an index card, answer one text based question completely, using textual evidence to support your answer.
* Begin reading chapter 5. Assign students to complete chapter

reading for homework.

Entrance Ticket Chapter 4

What is a good title for this chapter?

Why? Use evidence at least one piece of evidence to support your answer?

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**Mystery Quotes**

**Purpose**

This protocol offers participants a chance to work together to uncover the heart of meaning of a mystery quote/passage/image

before they read more about it or work more deeply with inference as a critical thinking strategy. It allows participants to work in

a fun, collaborative environment to use new information from a partner, and to draw on their own background knowledge to

uncover meaning. This protocol also asks participants to put things in their own words, to compare text to experience, and to

work with a variety of partners.

**Procedure**

1. Decide on quotes, phrases, sentences or words directly from the text to copy onto strips or index cards.

2. Don’t paraphrase the text. You may omit words to shorten a sentence, but don’t change the words.

3. Have participants select a quote/passage and without revealing it to a partner, tape it on his/her back. Participants may look

for a partner who seems like just the right person for the quote, or selections can be randomly determined.

4. Participants mingle about the room and stop when prompted, facing a partner.

5. In one minute or less, participants read each other’s quotes and think about one hint to give the partner about his/her quote.

6. In one minute total, each participant shares a hint about the partner’s quote.

7. Participants mingle about the room again and stop when prompted, facing another partner.

8. Offer time to read the quote and think about a story that exemplifies or reminds you of it.

9. Each participant shares the story related to the partner’s quote in a set timeframe.

10. Continue additional rounds as desired, offering a range of prompts right for your situation, such as “Create a metaphor or

simile to describe the quote,” “Give an example of the idea in the quote in action,” etc.

11. Debrief: Bring the whole group together to each share a final inference about the meaning of each quote. Participants then

pick their quotes from a list of all quotes. For more support, participants can pick their quotes first and share how their

inferences compare to the actual text. Discuss strategies for inferring, lingering questions about the activity, and discuss what

it was like to engage this way. Consider recording debrief notes on an anchor chart.

**Variations**

1. Participants carry index cards with them, recording their current thinking about the essence of their quotes after each partner

activity.

2. Vary partner instructions or adapt numbers of partners or rounds.

3. To monitor understanding and support participants struggling to infer the quotes’ meaning, facilitators can circulate and give

these participants a “ticket” in the form of a colored card or sticky note. At an opportune time, call a meeting of an invitational

group for anyone with tickets or anyone who is struggling.

Quotes for Mystery Quotes

“The easy way ain’t always going to get you anywhere.” Pg 34

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“ You gotta do what your heart tells you.” Pg 40

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“ Plants can’t breathe in a box that’s too tight.” Pg 47

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“A horse rides the way it is ridden.” Pg 8

Text Dependent Questions

Chapter 4

1. How does Charlotte feel when she gets to Worcester, Massachusetts? Use evidence to support your answer?
2. What does she find that helps her to feel more at home?
3. What is Charlotte’s new challenge and her response to this challenge?

Homework

Lesson 5

Complete reading of chapter 5 ( pg 54-65). How is Worcester different from the orphanage? Use details from the text to support your answer.

As you read, think about this question. Use your post-its to mark specific passages in the text. You do not need to write out answers as part of your homework.

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