

Making Inferences Lesson Plans for Book Club Meetings

The following preview shows all of the Book Club Meetings for Inventing the Future: A Photobiography of Thomas Alva Edison by Marfé Ferguson Delano

4 Part Lesson Plans

Inventing the Future: A Photobiography of Thomas Alva Edison
By: Marfé Ferguson Delano
Grade Level: 4 / Guided Reading Level: R

Book Club

Discussion Questions and New Vocabulary

Meeting #2 Continued

Chapters 24 – 31 Discussion Questions:

1. What important people did Edison meet around 1870? How do you know these people were special to Edison?
Answer: He met Charles Batchelor and John Kruesi, a machinist and a clockmaker. I know they were special to him because they worked together for over 20 years! He also met Mary Stilwell, his future wife. (page 25)
2. What can you infer about the way Edison's work affected his family? How do you know?
Answers will vary. Sample answers include: Edison nicknamed his first two children "Dot" and "Dash" after the Morse code telegraph signal. He also often worked long hours through the night and wouldn't come home for several days at a time. This was probably hard on his family. (page 26)
3. How did Edison's work help improve the design of the telephone?
Answer: Edison was able to add a carbon button transmitter to improve the sound and the range of the telephone. (page 28)

Chapters 24 – 31 New Vocabulary:

1. Laboratory (page 24) - a room or building with special equipment for doing scientific experiments and tests
2. Machinist (page 25) - a person who makes, repairs, or operates machine
3. Transmitter (page 28) - a device that sends out radio or television signals

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Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Making Inferences Using Nonfiction Text Features

Meeting #2 Continued

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Making Inferences Using Nonfiction Text Features (7-10 minutes)

- Invite students to share the inferred character traits that they made while reading independently.
- Review with students that when we make inferences, we use text clues and our background knowledge to come to a new understanding of the information that the author did not explicitly state.
- Explain to students that today we are going to continue making inferences, but this time we'll be focusing on using the nonfiction text features in the book to help us.
- Review examples of nonfiction text features that the students will see in the book.
 - For example:
 - Captions are words placed near an image that describe the image. Captions help readers understand what is happening in an image.
 - Diagrams are drawings that have been labelled. A diagram helps readers understand the parts of people, places, or things in the text.

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Book Club

Meeting #2 Continued

Take Time to Reflect (2 minutes)

- Distribute the **Student Self-Evaluation Assessment**.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students **pages 32-55** for independent reading.
- While reading independently, students are responsible for adding 10 character traits based on nonfiction text features to their **Making Inferences About Thomas Edison** graphic organizer. Students must infer the character trait, identify the nonfiction text feature, explain the clue, and list the page number to complete the chart.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Making Inferences

Meeting #1 Continued

Time to Teach: Making Inferences

- Provide students with a few minutes to look through Inventing the Future: A Photobiography of Thomas Alva Edison.
- Ask students what they notice about this book? (Possible answers: I noticed that there are lots of real photographs from Thomas Edison's life. I noticed that the photographs are all black and white and look old.)
- Explain that Edison lived from 1847 to 1931. During his life, he kept notebooks and many photographs were taken.
- Discuss that historians use these items to tell about Edison's life. Sometimes people may want to know about something in his life that was not written in black and white. When this happens, inferences can be made using details from Edison's notebooks, photographs, and things that are known about the period in which he lived.
- Define making an inference as "reading between the lines" or using clues and what we already know to help us understand what is happening.
- Direct students to turn to page 3 of Inventing the Future: A Photobiography of Thomas Alva Edison. There is a quote at the top of the "Genius is 1 percent inspiration and 99 percent preparation." There is also a black and white photograph of a person in a black top hat, a white shirt, and a white tie.
- Tell students that from this information, they can make several inferences such as:
 - The person in the photograph is Thomas Edison.
 - He is wearing a top hat, a white shirt, and a white tie.
 - He is likely a man of business or a professional.
 - He is likely a man of the late 19th or early 20th century.
 - He is likely a man of the late 19th or early 20th century.
- Invite student volunteers to compare their inferences and support their inferences from the text and their own knowledge.

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Making Inferences Using Nonfiction Text Features

Using Nonfiction Text Features

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Time to Teach: Making Inferences Using Nonfiction Text Features (7-10 minutes)

- Invite students to share the inferred character traits that they made while reading independently.
- Review with students that when we make inferences, we use text clues and our background knowledge to come to a new understanding of the information that the author did not explicitly state.
- Explain to students that today we are going to continue making inferences, but this time we'll be focusing on using the nonfiction text features in the book to help us.
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Reflecting on Making Inferences with a Nonfiction Text

Final Meeting Continued

Kick-off the Book Club Meeting (5-7 minutes)

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Time to Teach: Reflecting on Making Inferences with a Nonfiction Text (7-10 minutes)

- Engage students in a group discussion about making inferences. Encourage them to share what they learned about making inferences in their own words.
- Prompt students to look back at their **Making Inferences About Thomas Edison** graphic organizer to reflect on the following questions:
 - Which inferences about Thomas Edison's life were the most important to learn about?
 - How did making these inferences help them to have a deeper understanding of who Thomas Edison was?
 - Why is making inferences an important skill when we read nonfiction?
- Explain to students that through the text and the inferences that they made, they now have a deep understanding of Thomas Edison. We are now going to use the inferences that we made throughout the story to help us predict how Thomas Edison would react to situations that he has today.

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