

# Making Inferences Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for Little House in the Big Woods by Laura Ingalls Wilder

## 4 Part Lesson Plans

**Book Club**

**Little House in the Big Woods**  
By: Laura Ingalls Wilder  
Grade Level: 4 / Guided Reading Level: Q

**Meeting #3**  
**A Note About the Discussion Questions and Vocabulary**

The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.

You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes ). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

**Chapters 4-5 Discussion Questions:**

- How did Prince save Aunt Eliza? (He warned her of a panther near the place where she gets water, pg. 71)
- What did Laura receive for Christmas? (A rag doll, pg. 74)
- Why did Laura dislike Sundays? (The children had to be quiet and listen to Bible stories, pg. 86)

**Chapters 4-5 New Vocabulary:**

- Catechism (pg. 89) - a book that explains the beliefs of the Christian religion by using a list of questions and answers
- Sabbath (pg. 90) - a weekly day of rest and worship that is observed on Sunday by Christians
- Tanned (pg. 96) - beat someone, such as a child (spank)

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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**Meeting #3 Continued**

**Inferring the Author's Purpose**

- Draw students' attention to chapter 5.
  - Give students a minute or so to review the chapter. Ask them what they think the purpose of the chapter was.
    - Possible answers:
      - to inform us about the Ingalls' religion
      - to show how Laura and her sister felt when they couldn't play on Sundays
      - to entertain us with the story of grandpa and the pig.
  - Next, ask students to support their inferences about the author's purpose with evidence from the text.

**Model How to Respond to Reading**

- Add students' inferences to the making inferences chart.
- Next, model how to add a note indicating the author's purpose following the example on the next page.
  - Remind students that authors have a variety of reasons to include specific details. When we are able to get even more information about characters, setting, plot, etc.
- Ask students to review the inferences they made during their independent reading and to make notes about the author's purpose.
- Invite students to share an inference and their inferred author's purpose in pairs or with the group.

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**Meeting #4 Continued**  
**Wrap Up the Book Club Meeting**

- Assign students to independently read chapters 9 and 10. Students should continue with Readers' Notebook entries and significant passages that support the themes they have identified.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.
- Tell students that they are responsible for the following:
  - Tracking inferences.
  - Making a prediction at the end of each chapter and supporting their prediction with an inference.
  - Responding to reading using the Reading Response Board.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Book Club**

**Cite the Text to Support Inferences**

Be sure to model how to use quotation marks and how to cite the page number.

- Ask students what the author's purpose might be in writing this passage.
- Sample answers: to show what life is like in 1870 in the wilderness; to give us a picture of her life as a little girl.

Page	In the story it says:	I infer that:
9	"Laura and Ma watched the fire for several days. When the smoke stopped coming through the cracks, Laura would bring more heavy chips..."	Laura has to work hard with her Ma and there isn't time for fun.

**Take Time to Reflect (2 minutes)**

- Distribute the student self-evaluation assessments.
- 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).

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Sample Notebook Entry for Making Inferences

**Introduce Making Inferences**

**Inferring the Author's Purpose**

**Drawing Conclusions Based on Inferences**

**Reflecting on Inferences and Predictions**

**Cite the Text To Support Inferences**

**Using Inferences to Make Predictions**

**Reflecting on Inferences, Predictions, and Conclusions (7-10 minutes)**

- Ask students to review the list of inferences they made over the course of the book.
- Discuss the work they did:
  - How did making inferences help them as readers?
  - Which type of inferences were most helpful?
  - Next, ask students to review their predictions.
    - Which predictions were best?
    - What conclusions can they make about the author's purpose?
      - How did the author's use of detail help you make inferences?
      - What clues did the author give us to future books in the series?
      - Why did the author end with the passage about "This is now?"

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