

Name: _____

Subject: Language Arts

Lesson: Inferencing Crime Scene

Integration of Learning Outcomes

1. The students will complete the worksheet organizer with a partner as they examine the crime scene.
2. The students will use the clues to make logical inferences about what occurred. These inferences will be written on their worksheet, or expressed through discussion.

Standards

PA 1.2.2.D: Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.

Set up

- The teacher will set up a crime scene in the classroom
 - o Desks turned over, things rearranged around the room
 - o Green small footprints, golden coins, lucky charms box
 - o Open window, ladder up to the window
 - o Green writing in some notebooks
 - o Small green hat, shoe
 - o Leave the note from the leprechaun
 - o Remove zebra chair

Anticipatory Set

When the students walk in the room, the crime scene will already be set up. The teacher will tell the students there was a crime in the room and not to touch anything. Once the students get settled for the day, the teacher will call the students to the rug to explain the crime scene.

The teacher will tell the students that they need to be detectives to find out who made the mess in the room. The students will need to use evidence/clues to make inferences “guesses” about what happened, and who committed the crime.

Procedures

1. Using the document camera, the teacher will review the worksheet packet with the entire class. The teacher will explain what the students need to do, including drawing pictures of the evidence, describing the crime scene, and drawing conclusions.
2. The teacher will then give students the time to observe the crime scene. They will observe with a partner.

Closure

The teacher will bring the class back together to discuss the packet. The teacher will review each page, and go over the inferences/conclusions the students made.

Name: _____

Differentiation

Above level students will be required to make 2 more inferences.

Formative/Summative AssessmentFormative Assessment

- Throughout the observation period, the teacher will walk around the room to check on students to make sure they are drawing logical conclusions

Summative Assessment

- The teacher will collect the packets and check for logical answers to each question

Materials/Equipment

- 1 packet for each student
- Small green footprints
- Gold coins, small green hat
- Note from leprechaun

Technology

The teacher will use the document camera to display each page of the packet as it is reviewed with the students.

Name: _____

Take Photos of the Evidence

1.



2.



3.



4.



Name: _____

Description of the crime scene

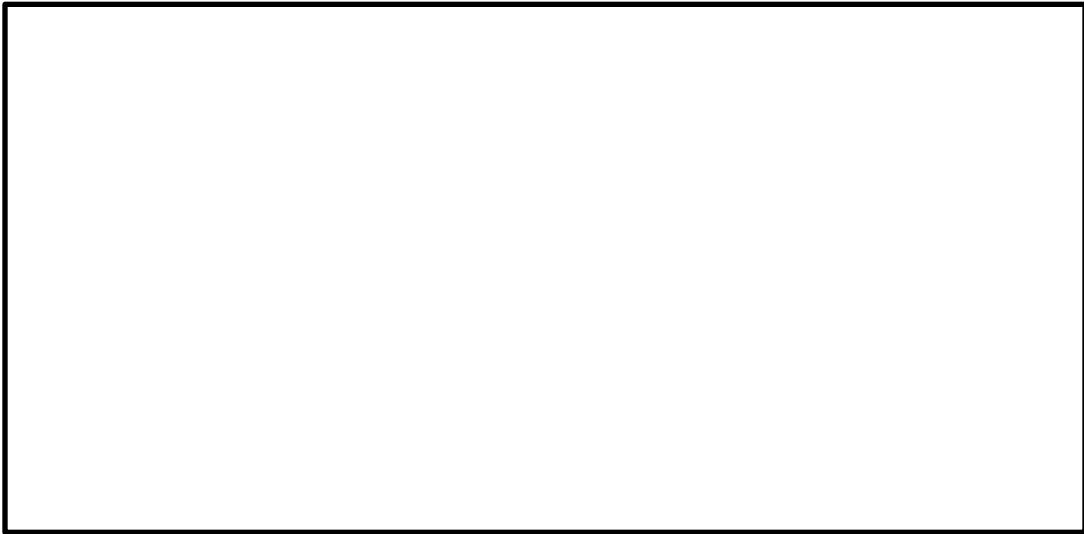
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

What I saw	Inference/Conclusion

Name: _____

Drawing of the suspect based on the evidence



Key evidence used to create my drawing