

Teacher Notes



Making Inferences

Activity What's Missing?

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Reading Strategies
- ◆ **Topic:** Making Inferences
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ TI-83 Plus
- ◆ Teacher Sample: **What's Missing?**
- ◆ LearningCheck™ Application
- ◆ LearningCheck™ File: **Reflecting On What You've Done**
- ◆ TI External Keyboard
- ◆ TI Connectivity Cable (USB), Unit-to-unit Cables
- ◆ Optional Student Work Sheets:
Reflecting On What You've Done

Activity Overview

After the teacher shares an example of a **What's Missing** paragraph, students will write their own incomplete paragraphs for other students to complete.

Directions

Before the Activity Begins

Make an overhead transparency of the **What's Missing?** teacher page in this activity. Using the overhead projector, present to the students the example paragraph.

Note: There may be times when you want your students to see the Word Bank and times you do not. Use it at your discretion.

Give the students 5-10 minutes to fill in the blanks. Offer extra credit for students who come up with more than one possible word for a given blank.

During the Activity

Now that students are familiar with the exercise, ask them to create their own incomplete paragraphs. Students may write original paragraphs or “borrow” existing paragraphs. If borrowing paragraphs, emphasize that students must credit the source.

Student can write on a variety of topics:

- ◆ Abstract concepts, such as love, hate, jealousy, and contentment
- ◆ Current events
- ◆ Personal experiences
- ◆ Recent topics and units

Students can use the computer to type their paragraphs into the “fill in the blank” question type in the Learning Check Creator. After they’ve written their paragraph, they send the file to their own TI 83 Plus.

After the Activity

Have the students exchange their paragraphs by using the unit-to-unit cable. The writer of the paragraph can grade the paper, though it might be interesting to have a third student be the grader.

Homework

Have students complete the LearningCheck™ file entitled **Reflecting On What You’ve Done**. (This is also provided as a paper-based work sheet.)

Student Work Sheet
Reflecting On What You've Done

Name: _____

Date: _____

What did you like about this activity?

What did you not like about this activity?

Is there anything you would have done differently if you were the teacher?

What was the most challenging part of this activity?

What was the easiest part of this activity?

Teacher Sample

What's Missing?

Incomplete Paragraph

The study of _____ is divided into several theoretical _____, including behavioral psychology and psychodynamic psychology. Other than sharing an interest in _____ human behavior, these theories are divergent, and in most cases, actually compete with one another. Behavioral psychology relies _____ on measuring observable behavior, while the psychodynamic _____ attempts to understand behavior by exploring inner thoughts, beliefs, and feelings.

Word Bank

exclusively, branches, approach, psychology, understanding

Original Paragraph

The study of psychology is divided into several theoretical branches, including behavioral psychology and psychodynamic psychology. Other than sharing an interest in understanding human behavior, these theories are divergent, and in most cases, actually compete with one another. Behavioral psychology relies exclusively on measuring observable behavior, while the psychodynamic approach attempts to understand behavior by exploring inner thoughts, beliefs, and feelings.

Note: There may be times when you want your students to see the Word Bank and times you do not. Use it at your discretion.