ELA SKILL LESSON · GRADE 3

Clever Beatrice

What She Says, What He Infers

TIME	30 minutes full · 15 minutes short
PRIMARY SKILL	Distinguish explicit information from inference
OBJECTIVE	Separate Beatrice's actual words/actions from the giant's inferences and show how those inferences change his decisions.
STUDENT EVIDENCE	Three says/does -> infers/fears -> result chains and a shared-pattern statement.
ESSENTIAL QUESTION	What does Beatrice actually say or do, and what does the giant add in his own mind?

Before teaching

Read or play the complete book before the timed lesson. Mark the door, well, and iron-bar wagers.

Materials:	The book; Student Evidence page; pencil.

Mark these moments: door bet · well bet · iron-bar bet

Lesson sequence

TIME	TEACHING MOVE
4 min	Separate fact from inference Use one exchange to list only what Beatrice actually says or does.
6 min	Model the giant’s inference Show how he supplies a frightening conclusion that Beatrice never states.
10 min	Compare all three exchanges For each wager, record Beatrice’s words/action, the giant’s inference or fear, and the result.
10 min	Find the repeated pattern Explain how her polite, indirect language leaves him believing he is choosing to stop.

ELA SKILL LESSON · TEACHER SUPPORT

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Access routes

SOLO	Use the marked pages to complete all three says/does -> inference -> result chains and the shared pattern.
SUPPORTED	Use three labeled cards: SHE SAYS/DOES -> HE THINKS/FEARS -> RESULT. Complete the first row together, then rehearse the next two orally.
LISTENING	Replay one wager at a time. Pause after Beatrice’s words and ask what the giant concludes; dictate each chain before moving on.

EXTEND	Decide whether pride, fear, or care for what he owns most drives the giant's inferences. Use two wagers as evidence.

Teacher guidance

Keep language and inference separate. Beatrice's power comes from letting the giant supply the frightening conclusion and then accepting his decision as if she were simply following his wishes.

Accuracy note: Avoid the simplistic claim that Beatrice "never lies." In the first wager she deliberately encourages a false inference even if she avoids a direct false statement.

Assessment

- Separates Beatrice's words/actions from the giant's inference.
- Builds a complete inference-and-result chain for at least one wager.
- Explains what the giant values or fears.
- Recognizes that he stops each test.
- Identifies the repeated pattern across all three exchanges.

Short route · 15 minutes 3 min - reread the door exchange. 4 min - model statement versus inference. 8 min - complete the well and iron-bar chains and state the pattern.

STUDENT EVIDENCE · GRADE 3

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Name _____ Date _____ For each wager, separate Beatrice's actual words or action from the giant's inference and the resulting decision.

DOOR BET

She says/does -> he thinks/fears -> result

WELL BET

She says/does -> he thinks/fears -> result

IRON-BAR BET

She says/does -> he thinks/fears -> result

SHARED PATTERN

What repeats in all three exchanges?

EXIT CHECK

The giant stops because he infers _____.

TEACHER KEY · GRADE 3

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Strong response

At the door, the giant infers that Beatrice felled the pine and worries about his door. At the well, he sees her rope around the whole structure and fears losing his water. With the iron bar, he treats her proposed directions as threats to a brother. Each time Beatrice leaves the frightening conclusion for him to supply, and his own inference leads him to stop and pay.

Expected evidence

- Door: her words/actions -> his conclusion about the tree.
- Well: rope around the well -> fear of losing the water.

- Iron bar: proposed direction -> fear for a brother.

Watch for

- Writing the giant’s inference as if Beatrice actually said it.
- Calling any interpretation “evidence” without naming the words/action first.

Independent success

The student accurately separates explicit information from inference in at least two exchanges and explains how the inference drives the result.