Activity #1: Incredible Inferences

Directions

- Students identify inferences by reading clues.
- Place inference cards face down in a stack. Provide each student with a different inference triangle and game pieces.
- Taking turns, students select a card from the stack and read it.
- Look for phrase on triangle that answers the question. Read phrase and place game piece on that spot. Place inference card in a discard pile.
- If no phrase is found which answers question, place trivia card at the bottom of the stack.
- Continue activity until all matches are made.
- Peer evaluation

Activity #2: Picture This

Directions

- Place picture in front of your Child.
- Ask your child what can you (infer) from the picture or what do you think is going on in the picture
- Have your child Write responses on the Response card.
- Discuss with your child (inferences) he or she has drawn from the picture or why they believe this is taking place in the picture.

Supporting your reader at home

Questions to target your child's thinking before, during, & after reading

Ask **Questions**	Before you start to read, what questions do you have? What do you predict will happen next? Why do you think that? Did you confirm or adjust your prediction after reading further? Do you have any questions about parts/words that are confusing? Do you have any new questions now that you have finished reading?
Make **Connections**	What did you already know about this topic before you read? Does this remind you of something else that you've read? Has something like this ever happened to you? How does your background knowledge help you predict what will happen?
Create **Visualizations**	What can you picture in your imagination while you read? What can you smell, hear, feel, or taste? Can you draw a picture of what's happening in the reading? Is your mental picture changing, like a movie playing, while you read?
Retell & **Summarize**	Can you list the details in the text in order? What happened? What are the 5 W's and H (*who, what, where, when, why, how*) of the text? What are the story elements (*character, setting, plot*, etc.) of the text? Can you list the 5 most important details? How would you sum up the story?
Determine the **Main Idea**	What is this about? Can you explain the main idea in one sentence? What was the main idea? Do you think the author was for or against this idea? What do you think the author wanted you to learn/understand?
Synthesize Ideas	How do you feel about this subject now? What do you wish would happen because of this? How did the reading challenge your ideas? Where in the text did your thinking start to change? What new ideas do you have about this topic?

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THAT WAS THEN	THIS IS NOW
When I learned to read...	**When my child learns to read..**
Good reading included reading quickly, sounding fluent, and getting through the passage fast to get to the questions at the end.	Good reading is a combination of good-sounding reading (fluency) and thinking about what the author's words are meaning.
Students read passages selected from the textbook and the occasional novel/chapter book.	Students read a variety of texts, including th textbook, novels/chapter books, digital text (websites, iPads, etc.), real-world text (newsp pers, magazines, etc.), and more.
The whole class read the same texts all at the same pace.	Students read leveled texts at an appropriat pace and often within small groups, with the teacher nearby for support.
Long bouts of silent reading time included students staring into a book and remaining quiet while reading and thinking alone.	Short spurts of silent reading occur in between times of discussion with peers. Students share the thoughts they are having about the reading.
Students didn't know to track their thoughts. They simply looked at every word to get done.	Students are aware of their thinking and trac their thoughts before, during, and after read ing.
Tests given after reading checked that students could recall simple details from the passage. Answers to those questions were found literally within the text.	After-reading tests check for more than liter comprehension; they assess for deep understanding. Students are asked to draw conclusions, formulate opinions, and make inferences that are *not* answered in the text.

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More Incredible Inferences

Objective

The student will identify inferences.

Materials

- Inference triangles (Activity Master C.028.AM1a - C.028.AM1b)
- Inference cards (Activity Master C.028.AM2a - C.028.AM2c)
- Answer key (Activity Master C.028.AM3a - C.028.AM3b)
  An answer key is provided for optional use.
- Game pieces (e.g., counters)

Activity

Students identify inferences by reading clues.

1. Place inference cards face down in a stack. Provide each student with a different inference triangle and game pieces.
2. Taking turns, students select a card from the stack and read it.
3. Look for phrase on triangle that answers the question. Read phrase and place game piece on that spot. Place inference card in a discard pile.
4. If no phrase is found which answers question, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation

Extensions and Adaptations

- Make other inference triangles and cards (Activity Master C.027.AM4).
- Look at pictures from magazines, books, or other text and write inferences.

Answer Key A

Why was the room a mess?	someone made cookies
What was this event?	wedding
What was her dream?	to buy a bike
What was the bear getting ready to do?	hibernate
What is this place?	post office
Where is the cat's favorite spot?	by the window
What is this man's job?	carpenter
What did the boy find?	a snake
What is the sport?	running
What is the place?	fair or carnival

inference triangle A

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inference triangle B

The girl saved all her money. It was exactly what she wanted. She imagined gliding down the road pedaling effortlessly. She finally had enough money to make her dream come true.

What was her dream?

The man measures the wood and uses a saw to cut it. He puts the wood in place and hammers nails into it. He continues until the entire wall is built.

What is this man's job?

The waves crashed against the beach. Thunder cracked and lightning lit the sky. The wind howled and bent trees over sideways. People put shutters on their windows, bought supplies, and were ready.

What were the people expecting?

The rain was hard and steady. Sue stomped around the room and checked the clock every five minutes. The book that she bought the day before was flung in the corner beside the picnic basket and blanket. She stamped her feet and voiced her displeasure with nature.

What plans did Sue have for the day?

The boy found it in the middle of the road on his way home from school. It was very tiny so he picked it up. He fed it food for several weeks. Soon, it grew and got very long.

What did the boy find?

The boy rode his bike to his friend's house after dinner. When he got there, he rang the bell. He waited, but no one came to the door. He looked in the driveway. The car was not there. There were no lights on and the windows were all closed. The boy got back on his bike and went home.

What did the boy think?

The girl showed the lady her ticket. Then she walked down the stairs and found her seat. The players ran onto the field. They got into their positions. The ball went up in the air and the game began.

Where was the girl?

The bear ate lots of nuts and fish. Her fur got thick. She prepared her den. The leaves fell from the trees and the days turned colder.

What was the bear getting ready to do?

The girl sneezed. Her dad felt her forehead and took her temperature. She told him her throat hurt. He pulled the blankets over her. He told her to try to sleep while he called her teacher.

Why did he call her teacher?

The young woman looked down at her long dress. She felt like a princess. She and the others stood in the hall. They listened to the music. Then she heard the cue. She walked down the aisle as she held her flowers.

What was this event?

People giggled and pointed at her feet. She didn't understand until she looked down. She turned red with embarrassment. She realized she should not have gotten dressed in the dark.

Why shouldn't she have gotten dressed in the dark?

Mailboxes are lined up outside the door. There is a long counter inside with scales. You can buy stamps, envelopes, and boxes. There are slots where you can mail a letter and long rows of boxes where some people go to pick up their mail.

What is this place?

The decision was difficult. No one would find out. She was the only one that would know. It would guarantee her a good grade, but was it worth it? Would she really feel proud passing this way?

What was her struggle?

The cat stretches and yawns. She strolls over to her favorite spot. The sun shines in and makes it very warm. She watches the birds and squirrels. Sometimes the fresh air blows in on her. She climbs up into her soft bed and looks at the animals for a while. Then she curls up and goes to sleep.

Where is the cat's favorite spot?

There are many things to see. Many farm animals are on display. The midway is full of people playing games and eating food. There is also a place where you can go on many different rides.

What is the place?

The children looked up at the twinkling lights. The background was pitch black. Although the air was a bit cool they didn't mind. They were busy looking at shapes, designs, and even some streaking lights.

Where were the children?

These athletes train a great deal. They eat a very healthy diet. Some compete in short races and others compete in long races called marathons.

What is the sport?

The room was a mess! Pots and pans were piled in the sink. Drawers and cabinets were flung open. Chocolate chips dotted the floor and empty cartons were on a sticky counter, but the smell was delicious.

Why was the room a mess?

The students were very quiet when the teacher walked over to the science center. The children sat at their desks and looked down at their hands. No one made a sound. The teacher looked around the classroom. Then she saw the pieces on the floor.

What happened in the classroom?

Even though the man didn't want to do it he knew it had to be done. He picked up the phone and made the necessary arrangements. A few hours later, he found himself in a brightly lit room. He sat down in the movable chair. The person in charge bent over him as he began.

Where was he?

Answer Key B

What plans did Sue have for the day?	go on a picnic
Where was the girl?	football game
Where was he?	dentist's office
Why shouldn't she have gotten dressed in the dark?	put on two different shoes
What were the people expecting?	hurricane
What was her struggle?	whether or not to cheat
What happened in the classroom?	someone broke a glass beaker
Where were the children?	planetarium
What did the boy think?	no one was home
Why did he call her teacher?	she was sick and would be absent

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Picture This

Directions:

1. Place picture in front of your child.

2. Ask your child, "What can you (infer) from the picture or what do you think is going on in the picture?"

3. Have your child write down his/her responses on the response card.

4. Discuss with your child (inferences) he/she has drawn from the picture or why he/she believes this is happening in the picture.

Norman
Rockwell

FOR MOM
Norman Rockwell

Cousin Reginald Catches
the ThanKsgiving TurKey

Norman
Rockwell

OFFICE
HOURS
Norman
Rockwell

Norman
Rockwell

HAMP
BE A MAN

Norman Rockwell

PRINCH
Norman
Rockwell

SPECIAL TODAY

Response Card

1. _____
2. _____
3. _____
4. _____
5. _____

Response Card

1. _____
2. _____
3. _____
4. _____
5. _____