

Making Inferences

Use your mind to read!



What are you thinking?

<p>Prior Knowledge: What prior knowledge about reading strategies do students need to have before entering this Unit of Study?</p>	<ul style="list-style-type: none"> ▪ Activating background knowledge about topic, author and genre (schema) ▪ Retelling ▪ Making connections ▪ Monitoring for meaning ▪ Asking questions
<p>Definition What is inferring? How do readers talk about it?</p>	<p>An inference is something that is probably true. You take the information you read in the text, combine it with your background knowledge, and make a theory about what you think is probably true. That's an inference.</p>
<p>Concepts to Teach What are the important concepts that you will teach within this Unit of Study?</p>	<ol style="list-style-type: none"> 1. Using dramatic action to define inferring 2. Inferring with wordless books 3. Inferring with picture books 4. inferring with text without illustrations 5. Inferring by making predictions 6. Inferring with poems 7. Inferring about characters 8. Inferring about characters - Part II 9. Inferring about theme 10. Inferring the meaning of unfamiliar words 11. Inferring the meaning of unfamiliar words - Part II 12. Inferring to answer questions

Unit of Study: Making Inferences

Grade: _____

Anchor Lessons	Text	Key Concepts
1. Using dramatic action to define inferring	Act out situations	<ul style="list-style-type: none"> Definition of an inference
2. Inferring with wordless books	<i>Hiccup</i> - Mercer Mayer	
3. Inferring with picture books	<i>Encounter</i> - J. Yolen	<ul style="list-style-type: none">
4. Inferring with text without illustrations	<i>Slower than the Rest</i> - Cynthia Ryland	<ul style="list-style-type: none">
5. Inferring by making predictions	<i>Legend of the Indian Paintbrush</i> - DePaola	<ul style="list-style-type: none"> We infer to make predictions
6. Inferring with poems	<ul style="list-style-type: none"> <i>Dinosaur</i> - Charles Malam <i>Garden Hose</i> - Beatrice Janosco <i>Compass</i> - Georgia Heard <i>The Tortoise</i> - Douglas Florian 	<ul style="list-style-type: none"> We infer with poems
7. Inferring about characters	<ul style="list-style-type: none"> <i>A Play</i> - Eloise Greenfield <i>Babuska's Doll</i> - Patricia Polacco 	<ul style="list-style-type: none"> We make inferences about characters
8. Inferring about characters - Part II	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
9. Inferring about theme	<ul style="list-style-type: none"> <i>Fables</i> - Arnold Lobel 	<ul style="list-style-type: none"> We infer theme and author's intent
10. Inferring the meaning of unfamiliar words	<ul style="list-style-type: none"> <i>Piggens</i> - J. Yolen <i>Super Stalkers and Fakers</i> 	<ul style="list-style-type: none"> We infer word meanings
11. Inferring the meaning of unfamiliar words - Part II	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
12. Inferring to answer questions	<ul style="list-style-type: none"> <i>Five Dollars</i> - Jean Little 	<ul style="list-style-type: none"> We make inferences to answer questions that are not explicitly answered in the text.

Unit of Study: Making Inferences

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<i>Anchor Charts</i>	<ul style="list-style-type: none"> What is an Inference? Venn Diagram - The intersection of meaning Ways to Talk About our Inferences Making Predictions Chart Character Chart Inferring the Meaning of Unknown Words (Three Column Chart) 	
<i>Ways to Record Thinking</i> Graphic Organizers, Post-its, Journals	<ul style="list-style-type: none"> Post-its Reading Log Just-right chart 	
<i>Small Group</i>	<i>Text/Level</i>	<i>Concept</i>
<i>Independent Reading</i> <i>Conference Points</i>	<ul style="list-style-type: none"> What kind of person is the character in your book? What clues from the text help you know that? What do you predict will happen next? Why do you think that? Did you make inferences in your reading today? What are you thinking? What makes you think that? Did you come to any tricky words in this book? Show me how you figured out the meaning of the word. 	
<i>Evidence of Understanding and Independence</i> (Oral and written)	<ul style="list-style-type: none"> Journal responses tracking thinking about inferences. <ul style="list-style-type: none"> I think_____ is probably true because...." Maybe it means_____. I think this because...." I predict_____. I think this because." Written reflection - An inference is... Interactive Read Aloud Response - oral discussion and <i>stop and jot</i>. Small group discussions. 	
<i>Celebrations of Learning</i>	<ul style="list-style-type: none"> 	

Unit of Study: Making Inferences

Recommended Model Text for Making Inferences

Title	Author	Notes
Hiccup	Mercer Mayer	Wordless Picture Book
Pancakes for Breakfast	Tomie DePaola	Wordless Picture Book
Free Fall	David Wiesner	Wordless Picture Book
Tuesday	David Wiesner	Wordless Picture Book
The Dot	Peter Reynolds	Picture Book - theme
Short Cuts	Donald Crews	Picture Book
Oliver Button is a Sissy	Tomie DePaola	Picture Book
Wednesdays Surprise	Eve Bunting	Picture Book
A Day's Work	Eve Bunting	Picture Book
Fireflies	Julie Brinkloe	Picture Book
The Other Side	J. Woodson	Picture Book
Encounter	J. Yolen	Picture Book
Quiltmaker's Gift	J. Brumbeau	Picture Book
Train to Somewhere	Eve Bunting	Picture Book
Legend of the Indian Paintbrush	Tomie DePaola	Picture Book
Abuela	Arthur Dorros	Picture Book - word
The Empty Pot	Demi	Picture Book - prediction
How Many Days to America?	Eve Bunting	Picture Book - Inferring to Answer Questions
Yo! Yes?	Chris Raschka	Picture Book
Ring Yo?	Chris Raschka	Picture Book
Hey Al	Arthur Yorinks	Picture Book
An Angel for Solomon Singer	Cynthia Rylant	Picture Book
I Want to Be	Thylias Moss	Picture Book

Unit of Study: Making Inferences

Recommended Model Text for Making Inferences

Title	Author	Notes
A Chair for my Mother	Vera. B. Williams	Picture Book
Rose Blanche	Roberto Innocenti	Picture Book - Holocaust
Teammates	Peter Golenbock	Picture book
Good Grisselle	Jan Yolen	Picture Book - Vocabulary
Greyling	Jan Yolen	Picture Book
The Honest to Goodness Truth	Patricia McKissack	Picture Book
The Wretched Stone	Chris Van Allsburg	Picture Book
Amazing Grace	Hoffman	Picture Book
The Pain and the Great One	J. Blume	Picture Book-character/theme
Some Birthday	Patricia Polacco	Picture Book-character
My Rotten Red Headed Older Brother	Patricia Polacco	Picture Book-character
Dr. Desoto	William Steig	Picture Book - vocabulary
Brave Irene	William Steig	Picture Book-vocabulary
Birthday Surprises	Johanna Hurwitz	Short Stories
The House on Mango Street	Sandra Cisneros	Short Stories
Hey World Here I Am!	Jean Little	Short Stories
Every Living Thing	Cynthia Rylant	Short Stories
Fables	Arnold Lobel	Short Stories - theme

Unit of Study: Making Inferences

Anchor Lesson: 1. Using Dramatic Action to Define Inferring

Title of Text	Lesson Plan	Notes to Build Next Lesson
Select the materials. Choose a text that supports the strategy.	Text: No text used for this lesson. Teacher uses actions to help students infer emotion.	
Name the strategy. Explain. <i>"I have noticed that..."</i> <i>"A strategy good readers use is..."</i>	<i>A strategy readers use to think about what they are reading is called Making Inferences.</i> <i>An inference is something that is probably true. The author or illustrator doesn't directly tell us everything in a story, but sometimes they give us clues to help us think about things that are probably true. We make inferences in our daily lives. For example we can tell how someone is feeling by the tone of their voice or the way they act.</i>	
Demonstrate the strategy. Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>Let me show you what I mean.</i> Scenario One: (Actions) <ul style="list-style-type: none"> • Leave the classroom and walk in slamming the door as if you are mad. • Leave the room and walk in as if you are shy. • Leave the room and walk in as if you are curious. Scenario Two: (Voice) <ul style="list-style-type: none"> • Say the word, "What" as if you wonder, as if you are angry, as if you don't know, etc. (No/ Yes; Great; Good-bye) • Say the sentence, "You are so smart." in different ways (genuine, sarcastic) Scenario Three: (Facial Expressions) <ul style="list-style-type: none"> • Have the students infer what you are feeling by your facial expression: happy, sad, shy, angry, curious, bored, excited, 	

Unit of Study: Making Inferences

Anchor Lesson: 1. Using Dramatic Action to Define Inferring

	<p>etc.</p> <p><i>We infer all the time to make decisions about people and situations. Authors expect us to bring our own inferences to their writing. Inferring helps us to create a fuller/deeper understanding.</i></p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Invite students to participate in any of these activities.</p>	
<p>Provide independent practice.</p> <p>Remind students before they go off to read.</p> <p><i>"When you go to I.R. try..."</i></p>	<p><i>During Independent Reading see if you make any inferences about the characters in your books by the illustrations and the way they look or by the way they act.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none">• <i>Have you made any inferences about the characters in your book? What are you thinking? What makes you think that?</i>• <i>Look at this picture. How does the illustrator help you know what this character is feeling?</i>	
<p>Share/ Reinforce</p>	<ul style="list-style-type: none">• Have two students share any inferences they made while reading.• Have/remind students how their inferences helped them understand the story better.	

Unit of Study: Making Inferences

Anchor Lesson: 2. Inferring with wordless books

Title of Text	Lesson Plan	Notes to Build Next Lesson
Select the materials. Choose a text that supports the strategy.	Text: <u>Hiccup</u> by Mercer Mayer on overheads. Level: Wordless Picture Book	Other titles: Free Fall Tuesday Pancakes for Breakfast Other titles by Mercer Mayer
Name the strategy. Explain. <i>"I have noticed that..."</i> <i>"A strategy good readers use is..."</i> Introduce the Text.	<i>A strategy good readers use is called Making Inferences. An inference is something that is probably true. The author and illustrator don't always tell us everything about a story directly, but sometimes they give us clues to help us think like a reader and say, "This is probably true."</i> Introduce the Wordless Picture Book, <u>Hiccup</u> . In this book the author only uses pictures and the reader must analyze the pictures and think what are the character is probably feeling, or thinking, or saying. <i>This book is about a male and female hippopotamus who go on a picnic in a row boat one summer day.</i>	
Demonstrate the strategy. Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<ul style="list-style-type: none"> Place the first pages on the overhead. Think aloud by analyzing the illustrations and what the characters are probably saying and thinking. Write the dialogue in speech bubbles over each character. Continue with your own think aloud over the next few pages. Continue to write the text in speech bubbles. Make your inferences explicit by sharing how you are taking clues from the illustrations and your own experiences to decide what is probably true. 	This lesson will probably take 3-4 days. The finished book can be copied and bound for the class collection.

Unit of Study: Making Inferences

Anchor Lesson: 2. Inferring with wordless books

<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<ul style="list-style-type: none"> Decide at what point the students should join in and help to write the text. Ask for a few options for each page and have the students share how they made their inferences. (What clues from the text made them think that? What from their background experience makes them think their inference is probably true?) 	<p>Students can work with a partner and write their own version.</p> <p>Students can work with a partner on a different text.</p>
<p>Provide independent practice.</p> <p>Remind students before they go off to read. <i>"When you go to I.R. try..."</i></p>	<p><i>During Independent Reading see if you make any inferences about the characters in your books by the illustrations and the way they look or by the way they act.</i></p>	<p>Provide other Wordless Picture Book tiles for students to read through inferring during I.R.</p>
<p>Conference Points</p>	<ul style="list-style-type: none"> <i>Have you made any inferences about the characters in your book? What are you thinking? What makes you think that?</i> <i>Look at this picture. How does the illustrator help you know what this character is feeling?</i> <i>If students have wordless book- Tell me how you are thinking about what is happening in this story.</i> 	
<p>Share/ Reinforce</p>	<ul style="list-style-type: none"> Have two students share any inferences they made while reading. Have/remind students how their inferences helped them understand the story better. 	

Unit of Study: Making Inferences

Anchor Lesson: 3. Inferring with picture books

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials.</p> <p>Choose a text that supports the strategy.</p>	<p>Text: Encounter</p> <p>Level: Upper Elementary</p>	<p>Other texts:</p> <p>Teammates by Peter Golenbock</p> <p>Rose Blanche by Roberto Innocenti</p> <p>Wednesday's Surprise by Eve Bunting</p>
<p>Name the strategy.</p> <p>Explain.</p> <p>"I have noticed that..."</p> <p>"A strategy good readers use is..."</p> <p>Introduce the Text.</p>	<p><i>A strategy good readers use is called Making Inferences. An inference is something that is probably true. The author doesn't tell us exactly but we can take clues from the text and combine it with what we already know and say, "This is probably true." That is an inference.</i></p> <p>Show the students the Venn Diagram that illustrates inference as the intersection of meaning.</p> <p>Introduce the text by sharing the title, author, and the cover illustration.</p>	
<p>Demonstrate the strategy.</p> <p>Say: Think aloud.</p> <p>Show: Model.</p> <p>Explain: How this will help them as a reader.</p>	<ul style="list-style-type: none"> • Say: Readers make initial inferences about what a text will be about just from the title and cover illustration. (A prediction is a type of inference.) Think aloud your own thinking and record your thinking on the Venn Diagram. • Show students some illustrations from the text and ask them to share what they infer the text will be about. Record some thoughts on the Venn Diagram. • (p. 1) "The moon was overhead 	

Unit of Study: Making Inferences

Anchor Lesson: 3. Inferring with picture books

	<p>and our great fire had burned low." Reread this first sentence and think aloud what you infer it means. Record your thinking on the Venn Diagram.</p> <ul style="list-style-type: none"> Mark a few more spots to model how you make inferences over the next few pages. 	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<ul style="list-style-type: none"> Decide when in the text to invite students to share some of their own inferences. Ask students to turn and talk to their partners about what they are thinking and why they are thinking that. Guide students to articulate which clues from the text and which experiences from their schema helped them create the inference. Record the thinking on the Venn Diagram. 	<ul style="list-style-type: none"> Move from turn and talk to stop and jot before sharing out.
<p>Provide independent practice.</p> <p>Remind students before they go off to read. <i>"When you go to I.R. try..."</i></p>	<p>Invite students to use a post-it to mark places where they made an inference as they were reading.</p> <p>OR</p> <p>Have students record their inferences in their reading journals by drawing a Venn Diagram and recording their thinking.</p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> <i>Did you make any inferences in your reading today? What are you thinking? What makes you think that?</i> <i>Use the Venn diagram to explain what clues in the text and what background knowledge you used to make you come to that conclusion.</i> 	
<p>Share/ Reinforce</p>	<p>Have 1-2 students share inferences they came up with today. Encourage students to articulate how making inferences as they read helped them understand the story better.</p>	

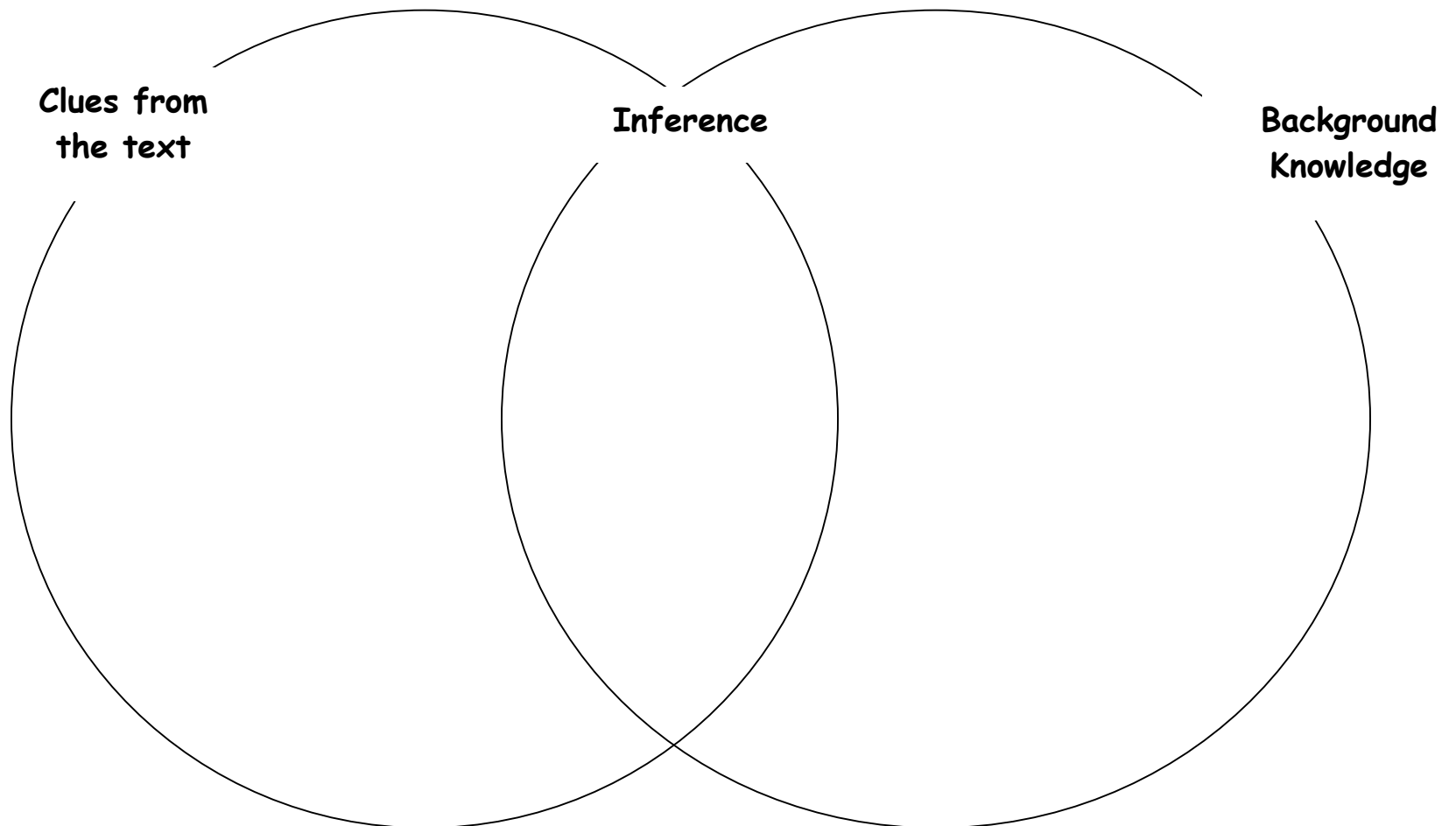
Unit of Study: Making Inferences

Anchor Lesson: 3. Inferring with picture books

Name _____ Date _____

Title _____

An Inference is the Intersection of Meaning



Unit of Study: Making Inferences

Anchor Lesson: 4. Inferring with text without illustrations

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	<i>Slower than the Rest</i> , by Cynthia Rylant, from Every Living Thing Snippets - Attached	Other Texts: <i>Stories from Every Living Thing</i> , Rylant <i>Excerpts from Hey World Here I Am</i> , Jean Little
Name the Strategy. Explain. <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text.	<i>I have noticed that you are very successful making inferences using picture books because not only are you using the text, you are also using the illustrations.</i> <i>Now that you are in fourth grade many of you are also reading chapter books with very few or no pictures. Today we will work on making inferences in text without illustrations.</i> Put <i>Slower than the Rest</i> text on the overheard. Use the Venn diagram to remind students how to make inferences.	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<i>Let's work on making inferences in a text without pictures so that we can really focus on making inferences and then using the words in the text to support our thinking.</i> <i>Watch me.</i> Model making inferences throughout the first few pages. <i>p. 1 - I am thinking that Leo is a caring person and an animal lover. I am thinking this because in the text it says, "There's a turtle!" It also says, "Leo was allowed to pick it up off the highway and bring it home."</i>	

Unit of Study: Making Inferences

Anchor Lesson: 4. Inferring with text without illustrations

	Continue modeling inferences from the first few pages of the text.	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	Place another page from the story on the overhead. Ask students to read the text and have them discuss their inferences with a partner. Encourage partners to share what lines in the text helped them to make those inferences. OR (If you finished the story and want additional guided practice) Read the Snippets excerpts with a partner and ask students to record their thinking on the appropriate sheet.	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>Today at independent reading I want you to record a few of your inferences on the Venn Diagram or on a two-column chart. Please make sure to think about the information in the text and your background knowledge that helped you to make your inference.</i>	
Conference Points	<ul style="list-style-type: none"> ▪ <i>What are you thinking?</i> ▪ <i>What parts of the text helped you to make that inference?</i> 	
Share/reinforce	A few students share their inferences. Students need to use the Venn Diagram to explain the thinking behind their inferences.	

Unit of Study: Making Inferences

Anchor Lesson: 4. Inferring with text without illustrations

Two Column Chart to Record Inferences

Name _____ Date _____

Title _____

Quote From Text	My Inference

Unit of Study: Making Inferences

Anchor Lesson: 4. Inferring with text without illustrations

Making Inferences - Snippets

Name _____

Date _____

Snippet

"It sure is dark in here. Could we turn on some lights?" asked Wendy and Jack.

"The fun house is too spooky!" said Jack as he walked through it.

"I'm ready to go on the Ferris wheel," said Wendy.

My Thinking

Clues from the Text

Background Knowledge

I'm inferring, _____

Unit of Study: Making Inferences

Anchor Lesson: 4. Inferring with text without illustrations

Making Inferences - Snippets

Name _____

Date _____

Snippet

"I am not jealous of your new dress," said Mary. "I don't like that color on me anyway. My mother buys me more expensive things than that. I think the material looks like it would rip easily and not wash well. Where did you buy it? Was that the only one they had left?" asked Mary.

My Thinking

Clues from the Text

Background Knowledge

I'm inferring, _____

Unit of Study: Making Inferences

Anchor Lesson: 5. Inferring by making predictions

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Text: The Empty Pot by Demi Anchor Chart- Making Predictions Level: Read Aloud	
Name the Strategy. Explain. <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text.	<i>One way readers made inferences is by making predictions and they read. When you think about what might happen in a story or what you think a story may be about you are making a prediction. Predictions get your mind ready to expect something and then as you read you need to be on the look out for what you predicted. You will either confirm or contradict the prediction you originally made and revise your prediction with the new information you have from the text. When we make predictions and search for information it helps us understand the story better. Let me show you how.</i> <i>This text is entitled <u>The Empty Pot</u>. Let's see if we can make some predictions to help us understand the story better.</i>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: <i>How this will help them as a reader.</i>	<i>Before I read the text, I am going to think about the title and the picture on the cover. I am going to think about what I know about this topic and what I think it is going to be about.</i> Model: Think aloud about your background knowledge on the topic and share a few predictions you have and how you will use these predictions as you read to search for information. Document your initial predictions on an enlarged	

Unit of Study: Making Inferences

Anchor Lesson: 5. Inferring by making predictions

	<p>anchor chart.</p> <p>Read the first portion of the text and think aloud about how you search for information and interact with the text to confirm/revise your predictions. Think aloud about your predictions and how you used background knowledge and information in the text to make your predictions. Record ideas about your thinking on the overhead.</p> <p>Continue reading and stop at turning point in the text when you have the opportunity to rethink your prediction. (e.g. "Who would his successor be? How will the Emperor choose?")</p> <p>Think aloud: <i>I think Ping is going to be his successor because in the text it said that both Ping and the Emperor loved flowers and gardens. I also know that Ping is a main character in the story and often authors introduce a character early in the story when something big is going to happen later in the story. I am also thinking that the Emperor is somehow going to use growing flowers to choose the new Emperor. I am going to read on to see what happens.</i></p>	
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Unit of Study: Making Inferences

Anchor Lesson: 5. Inferring by making predictions

Provide guided practice Invite the students to practice the strategy with teacher guidance.	Read aloud another section of text and invite students to share how they search for information as they read and make new predictions. Guide students to explain how they use information from the text and background knowledge to form their predictions. Record their predictions on the anchor chart.	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>When you go to Independent Reading today, think about the predictions you have before you read and as you read in your text. Try to notice and remember how you searched for information to confirm/contradict your predictions. You can use post-its to track your thinking on this chart. Good readers make predictions and follow their thinking as they read.</i>	
Conference Points	New text- <i>What do you think this book will be about? Why do you think that?</i> In the middle of text: <i>What is happening in your book now? What do you predict will happen? Why do you think that?</i>	
Share/reinforce	Have 1-2 students share predictions they came up with today. Encourage students to articulate how making predictions helped them understand the story.	

Unit of Study: Making Inferences

Anchor Lesson: 5. Inferring by making predictions

C = confirmed

Title: _____

Quote or Picture from Text	Prediction	Revision	What Happened

Unit of Study: Making Inferences

Anchor Lesson: 6. Inferring with poems

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Text: Poems - Dinosaurs by Charles Malam - Garden Hose by Beatrice Janosco - The Tortoise by Douglas Florian - What in the World? by Eve Merriam Level: Elementary	-Compass by Georgia Heard -Paper Clips by Rebecca Kai Doltlich
Name the Strategy. Explain. <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text.	<i>A strategy good readers use is called Making Inferences. An inference is something that is probably true. The author doesn't tell us exactly but we can take clues from the text and combine it with what we already know and say, "This is probably true." That is an inference.</i> <i>This is a poem. The author purposely does not tell us what s/he is writing about. We need to look for clues and make a decision what the poem is probably about. We need to infer.</i>	
Demonstrate the Strategy. Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	Place a poem on the overhead. Read it through one or two times. Think aloud about how you take certain clues to decide what the poem is describing. Use the two column format Inferring With Poetry to "track" your thinking.	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	Place a second poem on the overhead. Read it through one or two times. Guide students in finding clues that help them infer what the poem is about.	

Unit of Study: Making Inferences

Anchor Lesson: 6. Inferring with poems

Provide Independent practice Remind students before they go off to read ... <i>"When you go to IR try ..."</i>	Provide students with a third poem to work on independently or with a partner. Have them record their thinking on the two-column sheet. OR... Invite students to use a post-it to mark places where they made an inference as they were reading.	
Conference Points	<ul style="list-style-type: none">• <i>Did you make any inferences in your reading today?</i>• <i>What are you thinking? What makes you think that?</i>	
Share/reinforce	Put the poem that you gave the students for I.R. on the overhead. Ask the class what they think the poem is describing. Have them identify the clues in the text and their own background knowledge that made them come to that conclusion.	

Unit of Study: Making Inferences

Anchor Lesson: 6. Inferring with poems

Name _____

Date _____

POEM

The dinosaurs are not all dead.
I saw one raise its iron head
To watch me walking down the road
Beyond our house today.
Its jaws were dropping with a load
Of earth and grass that it had
cropped.
It must have heard me where I
stopped,
Snorted white steam my way,
And stretched its long neck out to
see,

MY THINKING

I'm inferring, _____

Unit of Study: Making Inferences

Anchor Lesson: 6. Inferring with poems

Name _____

Date _____

POEM

I wear a helmet
On my back.
It's hard
And guards
Me from attack.
Or if I wheeze,
 Or sneeze,
 Or cough,
The shell I dwell in
Won't fall off.
 It's glued without
A screw or mortise.
I'm born with it,
For I'm a _____.

MY THINKING

I'm inferring, _____

Unit of Study: Making Inferences

Anchor Lesson: 6. Inferring with poems

Name _____

Date _____

POEM

In the grey evening
I see a long green serpent
With its tail in the dahlias.

It lies in loops across the grass
And drinks softly at the faucet.

I can hear it swallow.

Beatrice Janosco

MY THINKING

I'm inferring, _____

Unit of Study: Making Inferences

Anchor Lesson: 6. Inferring with poems

Name _____

Date _____

POEM

With tiny teeth
of tin
they take
one slender
breath
before they make
a move,
and then ---
a silver pinch!
With jaws
no bigger
than an inch
these dragon grips
are small and slight—
but
conquer pages
with
one
bite.

Rebecca Kai Dotlich

MY THINKING

I'm inferring, _____

Unit of Study: Making Inferences

Anchor Lesson: 6. Inferring with poems

Name _____

Date _____

POEM

MY THINKING

I'm inferring, _____

Unit of Study: Making Inferences

Anchor Lesson: 7. Inferring about characters

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p>	<p>Text: "A Play" from <u>Childtimes</u> by Eloise Greenfield</p> <p>Anchor Chart- Two Column Chart for Making Inferences- Quote from Text/ My Inference</p> <p>Level: Elementary</p>	<p>Other Texts: <i>Stories from Every Living Thing, Cynthia Rylant</i> <i>Excerpts from Hey World Here I Am, Jean Little</i></p>
<p>Name the Strategy. Explain.</p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy readers use is ..."</i></p> <p>Introduce the Text.</p>	<p><i>A strategy good readers use is called Making Inferences. An inference is something that is probably true. The author doesn't tell us exactly but we can take clues from the text and combine it with what we already know and say, "This is probably true." That is an inference. We can infer how a character probably feels, what a character may be thinking, or what a character may do by using information from the text and what we know about those situations from our own life.</i></p> <p>Place the text on an overhead. You may decide to also give students copies of the text to read along with you.</p> <p><i>As I read this story I know the author doesn't tell me everything about the characters. I have to think about what is probably true. Let me show you how.</i></p> <p><i>The name of this short story is called "A Play." It is a true story about when the author was in fifth grade.</i></p>	

Unit of Study: Making Inferences

Anchor Lesson: 7. Inferring about characters

<p>Demonstrate the Strategy. Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p>Read aloud the first paragraph and then stop to think aloud. <i>I think Eloise was probably shy when she was in fifth grade. I think that because she didn't want the part and because here she says she liked being part of a group. I understand that because when I am not comfortable with something I don't want to be in front of a group. But it does say that she was famous. So I think she probably did a good job.</i> Record your thinking on the chart.</p> <p>Continue to read the story one paragraph at a time. Think aloud... (para. 2) <i>Here I am thinking that the teacher probably wanted to show Eloise that she could do it. I think the teacher had faith in her. I know that because teachers often try to push us to try new things. I think that is why she said she had to do it anyway.</i></p>	
<p>Provide guided practice Invite the students to practice the strategy with teacher guidance.</p>	<p>(para. 3) Right here (pointing), <i>it says that her voice couldn't come out loud, why do you think that?</i> Record the students thinking on a 2-column chart.</p> <p>(para. 4) <i>It says Eloise was famous and the other children were pointing... Show me how they said that. Show me how they were pointing. How do you know that is probably true? Have you seen people do that before? What do you think was the expression on Eloise's face? What do you think she was probably feeling? Why do you think that is probably true?</i></p>	

Unit of Study: Making Inferences

Anchor Lesson: 7. Inferring about characters

	(paragraph 4) <i>Pretend you are the teacher. How did she say that? What kind of person do you think the teacher is? Why do you think that? What clues from the text form that inference?</i>	
Provide Independent practice Remind students before they go off to read ... <i>"When you go to IR try ..."</i>	Invite students to use post-its or their own two- column chart to record their inferences.	
Conference Points	<ul style="list-style-type: none">▪ <i>Did you make any inferences in your reading today?</i>▪ <i>What are you thinking?</i>▪ <i>What makes you think that?</i>	
Share/reinforce	Have 1-2 students share inferences they came up with today. Encourage students to articulate how Making Inferences as they read helped them understand the story better.	

Unit of Study: Making Inferences

Anchor Lesson: 7. Inferring about characters

A Play

by
Eloise Greenfield

When I was in the fifth grade, I was famous for a whole day, and all because of a play. The teacher had given me a big part, and I didn't want it. I liked to be in plays where I could be part of a group, like being one of the talking trees, or dancing or singing in the glee club. But having to talk by myself ---uh uh!

I used to slide down in my chair and stare at my desk while the teacher was giving out the parts, so she wouldn't pay any attention to me, but this time it didn't work. She called on me anyway. I told her I didn't want to do it, but she said I had to. I guess she thought it would be good for me.

On the day of the play, I didn't make any mistakes. I remembered all of my lines. Only—nobody in the audience heard me. I couldn't make my voice come out loud.

For the rest of the day, I was famous. Children passing by my classroom door, children on the playground at lunchtime, kept pointing at me saying, "That's that girl! That's the one who didn't talk loud enough!"

I felt so bad, I wanted to go home. But one good thing came out of it all. The teacher was so angry, so upset, she told me that as long as I was in that school, I'd never have another chance to ruin one of her plays. And that was such good news, I could stand being famous for a day.

Unit of Study: Making Inferences

Anchor Lesson: 8. Inferring about characters – Part II

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Text: <i>Babuska's Doll</i> , Patricia Polacco	
<p>Name the Strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p> <p>Introduce the Text.</p>	<p><i>A strategy that good readers use while reading fiction is to gather information about the characters in the story. Good readers think about the characters in the story and determine some of the characters' traits. Good readers also look for the ways that characters change or grow or what they learn throughout the story. Doing these things is a way of making an inference.</i></p> <p>Introduce the text.</p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i></p> <p>Show: <i>Model.</i></p> <p>Explain: <i>How this will help them as a reader.</i></p>	<p><i>Authors don't usually tell us a character's traits. They rarely say, "_____ is brave." However, the author writes the story so that the reader can figure out if the character is brave.</i></p> <p>Introduce the Character Recording Sheet.</p> <p><i>Authors often tell us about their characters by describing what they look like, telling what they say and explaining what they are doing. Watch me as I look for these clues.</i></p> <p>Read the first few pages of the book showing the students how to find information about a character. Record the information on the chart.</p> <p>Once you have collected a lot of information on the chart, talk to students about how you can use</p>	

Unit of Study: Making Inferences

Anchor Lesson: 8. Inferring about characters – Part II

	these traits to figure out important aspects of a character's personality - or character traits.	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	After reading several pages, ask the students to read a page and talk with their partners	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>Today when you go to read independently, try to make inferences about the personalities of the characters in your books. Complete the 3-column sheet on one of the characters in your book?</i>	
Conference Points	<ul style="list-style-type: none"> • <i>Did you make any inferences about the characters in your book?</i> • <i>What words in the text helped you to make that inference?</i> • <i>How has the author let you know that about the character?</i> • <i>What are you thinking? What makes you think that?</i> • <i>Use this Venn diagram to explain what clues in the text and what background knowledge you used to make you come to that conclusion.</i> 	
Share/Reinforce	Have 1-2 students share inferences they came up with today. Encourage students to articulate how they determined some of the character's traits.	

Unit of Study: Making Inferences

Anchor Lesson: 8. Inferring about characters - Part II

Determining Character Traits

Name _____

Date: _____

What does the character look like?	What does the character say?	What does the character do?

Character Traits:

Unit of Study: Making Inferences

Anchor Lesson: 9. Inferring about theme

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Text: <u>Fables</u> by Arnold Lobel "The Hippopotamus at Dinner"	
<p>Name the Strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p> <p>Introduce the Text.</p>	<p><i>Authors sometimes write to teach us something or to send us a message. Good readers often finish a book and are left thinking and wondering why the author wrote the story. When readers draw conclusions or think about the theme of a story, they are making inferences. They are using their background knowledge, the pictures and the words to come up with the theme or lesson of the story. Let me show you how.</i></p> <p>This text is entitled <i>The Hippopotamus at Dinner</i>. It is a fable. Fables are written to teach a lesson. Let's see if we can infer the message Arnold Lobel is teaching us.</p>	
<p>Demonstrate the Strategy.</p> <p>Say: Think aloud.</p> <p>Show: Model.</p> <p>Explain: How this will help them as a reader.</p>	<p><i>As I read the text, I am going to think about my own life and if I can make any connections to the plot of the story. I am going to think about what I know about this situation and what is happening in the text. This will help me draw conclusions and determine the lesson in this fable.</i></p> <p>Model: Think aloud as you read about the personal connections you are making. Make explicit how you felt in the situation and how you therefore can infer how the character would feel. Demonstrate how you would use this knowledge and the information in the text to determine the lesson the author is</p>	

Unit of Study: Making Inferences

Anchor Lesson: 9. Inferring about theme

	<p>trying to teach us.</p> <p><i>This reminds me of a time when I went hiking with my husband. We went to the Half Dome, which is a huge mountain and decided we could hike it in one day. Everyone told us it was a long hike for one day, but we thought we could do it. No one's advice could stop us from what we thought we could accomplish. We wanted to get that hike done the first day so we could do other hikes throughout the week.</i></p> <p><i>The hike was so long that we both got sick and hurt our feet so badly that we could not hike for the rest of our trip. We didn't get to see the other waterfalls and mountains we wanted to visit.</i></p> <p><i>Thinking about how I felt that day makes me understand the Hippopotamus in the story. Sometimes our eyes are bigger than our stomachs or our feet in my case. When you have too much of something you want, sometimes you regret it.</i></p>	
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Unit of Study: Making Inferences

Anchor Lesson: 9. Inferring about theme

Provide guided practice Invite the students to practice the strategy with teacher guidance.	Read the text aloud again and ask students if they learned a lesson from the fable. Ask students to explain how they used their prior knowledge and textual clues to draw a conclusion.	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>When you go to Independent Reading today, think about the story you are reading. Try to notice if you are left thinking about a message or lesson the author has sent you. Are you thinking about something in a new way?</i> <i>You can use post-its, your reading response journal or a 2-column chart to track your thinking.</i>	
Conference Points	<ul style="list-style-type: none">• <i>Have you made any connections in the book?</i>• <i>Have you made any inferences?</i>• <i>What do you think the author is trying to teach us?</i>	
Share/reinforce	<i>Let's share some of what you were thinking about in your books during Independent Reading.</i> Have students share any inferences of about the themes in their books Remind students how their inferences helped them understand the story better.	

Unit of Study: Making Inferences

Anchor Lesson: 10. Inferring about the meaning of unfamiliar words

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	<i>Piggens - J. Yolen</i>	Other Texts: <i>Good Grisselle, Jane Yolen</i> <i>Greyling, Jane Yolen</i> <i>Picture Books written by William Steig</i>
Name the Strategy. Explain. <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text.	<i>Sometimes when you are reading, you come across a word that you don't know but you can figure it out by information in the sentence, the rest of the paragraph or a nearby illustration. When you figure out the meaning of a word, it is an inference.</i>	
Demonstrate the Strategy. Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<p>Read the text and think aloud to show students how to infer the meaning of unknown words.</p> <p><i>Watch Me:</i> <i>Pg. 2 - (dither, lavalier)</i> <i>Dither - I can say dither but I don't know what it means. So I am going to have to make an inference. To do that I am going to read on to get more information.</i></p> <p><i>I am thinking that dither means: being confused or upset.</i> <i>Let me tell you why I think that:</i> <i>Text Part: I cannot find my diamond lavalier - She can't find something</i> <i>Background knowledge: When I can't find something, I get upset.</i></p> <p><i>Now, let's see how we can infer the meaning of Lavalier. I am thinking that it must be something kind of jewelry</i></p>	

Unit of Study: Making Inferences

Anchor Lesson: 10. Inferring about the meaning of unfamiliar words

	<p><i>because the text says the word diamonds, and then later on the text says, "At last they find the necklace right where it belongs in Mrs. Ray."</i></p> <p><i>Background Knowledge: Diamonds are in jewelry.</i></p>	
<p>Provide guided practice Invite the students to practice the strategy with teacher guidance.</p>	Continue to read the text. Pause after reading a portion with a difficult vocabulary word. Ask students to turn and talk and discuss possible meanings for the vocabulary words. Ask students to talk about how they could figure out the meaning of the word.	
<p>Provide Independent practice</p>	<p><i>Ask students to record a few unknown words as they read.</i></p> <p><i>Explain to students that these words will be words that they might be able to pronounce but they are unsure of what they mean.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Take me to a place in the text where you saw an unfamiliar word.</i> • <i>Show me how you figured out the meaning of this word.</i> • <i>What were you thinking when you read this passage?</i> 	
<p>Share/reinforce</p>	<i>Share a strategy you used to figure out an unfamiliar word.</i>	

Unit of Study: Making Inferences

Anchor Lesson: 11. Inferring about the meaning of unfamiliar words – Part II

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	<p>Text: "Super Stalkers and Fakers"</p> <p>Anchor Chart: Inferring the Meaning of Unknown Words</p>	
<p>Name the Strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p> <p>Introduce the Text.</p>	<p><i>Good readers notice when they read a word and they are unsure of its meaning. They stop and think about what they can do to help themselves figure out the meaning of an unknown word. When the text is nonfiction, it helps to think about what you know about the topic. Thinking about your prior knowledge about this topic and using other words in the text may help you figure out the meaning of the unknown word. Let me show you how</i></p> <p><i>This is a nonfiction text entitled "Super Stalkers and Fakers."</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: Think aloud.</p> <p>Show: Model.</p> <p>Explain: How this will help them as a reader.</p>	<p><i>I am going to read this article on the overhead. When I come to a word I do not understand I am going to stop and try to infer its meaning. I will circle the word I do not understand and write what I think it means next to it. I will reread the sentence and see if it makes sense with my definition.</i></p> <p>Model: Read aloud the text and stop when you come to a word that you do not understand. Think aloud about how you would use the picture, the surrounding words and your</p>	

Unit of Study: Making Inferences

Anchor Lesson: 11. Inferring about the meaning of unfamiliar words – Part II

	<p>prior knowledge to infer its meaning.</p> <p>Continue to read aloud and infer the meaning of words you do not understand. Think aloud about what helped you figure out the meaning.</p> <p>Show how rereading helps figure out the meaning of unknown words.</p>	
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Unit of Study: Making Inferences

Anchor Lesson: 11. Inferring about the meaning of unfamiliar words – Part II

Provide guided practice Invite the students to practice the strategy with teacher guidance.	Decide at what point the students should join in and identify words they do not understand. Ask for a few ideas on the meaning of the unknown word and have the students share how they made their inferences. (What clues from the text made them think that? What from their background experience makes them think their inference is probably true?)	
Provide Independent practice	<i>During Independent Reading see if you find any words that you do not understand. If you do stop and think about how you can help yourself figure out the meaning. Write the word on a post-it and also write the sentence you found the word in. Then write what you think it means.</i>	
Conference Points	<ul style="list-style-type: none">• <i>Did you come to any tricky words in this book?</i>• <i>Show me how you figured out the meaning of this word.</i>• <i>Check your post-its to see if there were any words you wanted to talk about together.</i>	
Share/Reinforce	<i>Let's share some of what you were thinking about in your books during Independent Reading.</i> <i>Did anyone come across a word they did not know today in Independent Reading?</i> <i>How did you infer its meaning?</i>	

Unit of Study: Making Inferences

Anchor Lesson: 11. Inferring about the meaning of unfamiliar words - Part II

SAMPLE ANCHOR CHART

Inferring the Meaning of Unfamiliar Words

Word	What We Infer it Means	Why We Think That

Unit of Study: Making Inferences

Anchor Lesson: 12. Inferring to answer questions

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Text: "Five Dollars" from <u>Hey World, Here I Am!</u> by Jean Little	
Name the Strategy. Explain. <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text.	<i>Good readers ask themselves questions as they read. When you ask questions it helps you set a purpose for your reading and stimulates our thinking as we read. We read more deeply as we our driven to find the answers to our questions. Sometimes authors do not directly answer our questions in the text and leave us wondering. We have to infer to answer these questions. Let me show you how.</i> <i>This text is entitled Five Dollars.</i>	
Demonstrate the Strategy. Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>As I read the text, I am going to think about the questions I have as I read. I am going to write these questions on the anchor chart and then when I am finished with the text I will choose a question to try to answer.</i> Model: Share a few questions you have as you read and think aloud about how to answer a question that is not explicitly answered in the text. Document your questions on an enlarged anchor chart. After you read the text, think aloud about how you search for answers by using your schema, the pictures, and the words in the text to construct meaning and infer answers. Record ideas about your thinking on the anchor chart. Key Questions for "Five Dollars" <ul style="list-style-type: none"> <i>Why is it always the wrong</i> 	

Unit of Study: Making Inferences

Anchor Lesson: 12. Inferring to answer questions

	<p><i>time?</i></p> <ul style="list-style-type: none"> • <i>Why does she remember during history?</i> • <i>Why didn't she just ask her?</i> • <i>What did she really use the money for?</i> 	
<p>Provide guided practice Invite the students to practice the strategy with teacher guidance.</p>	Choose another unanswered question on the anchor chart and invite students to share how they use their schema, the pictures and the words to infer answers. Record their ideas/questions/answers on the anchor chart.	
<p>Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."</p>	<i>When you go to Independent Reading today, think about the questions you have as you read. If it is a question that leaves you still wondering at the end, write it down. Think about how you use your schema, pictures, and words to infer the answers to your questions that are not explicitly answered by the author. You can use post-its to track your thinking.</i>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Is there a question you are wondering about in your reading?</i> • <i>What do you think might be the answer? What do you infer?</i> • <i>What clues from the text help you think that? What in your background knowledge makes you think that?</i> 	
<p>Share/reinforce</p>	<i>Let's share some of what you were thinking about in your books during Independent Reading.</i>	

Unit of Study: Making Inferences

Anchor Lesson: 12. Inferring to answer questions

Five Dollars

by Jean Little

A long time ago, last August or September, I took a five-dollar bill from my Mother's purse. I even forget, now, what I needed it for. She was sleeping and I didn't want to bother her. I think I had to pay a fine at the Library and pick up some shoes that had been repaired. I really don't know.

I was going to tell her, though, as soon as I got back, but I forgot. And she never missed it. When I did remember, she was at work. I kept forgetting--- and remembering again, always at the wrong time.

In bed at night, I'd think of it, or in school, right in the middle of History. The absolutely crazy part of it is, she wouldn't have minded. Not back then. But, by now, it's been too long. By now, if I told her, it would be like confessing. By now, I feel as though I stole it. I didn't though. I'll tell her. I'll just casually tell her. (I can't. I've tried.)

I'll have to put five dollars back sometime when she has enough money she won't notice. But five dollars! There are always so many places to spend five dollars.

I'll tell her tonight. She'll understand. It's nothing really. We'll both laugh about it once it's done. Oh, I wish it was over!

Little, J. (1986). Hey World, Here I Am!. NY: Harper Trophy.
