Lesson 2: Inferring

What is Inferencing?

Inferring, **making inferences** and **to infer** all have the same meaning. If you are asked to infer while reading what you are being asked to do is filling in, in your head, what is not written on the page.

Like deep thinking questions, inferences lay in your head and not in the book. You make inferences by looking for clues from the book, such as words, the type of punctuation used, and the pictures! And you add it together with what you already know. You might already know something from earlier in the book, or from the book title.
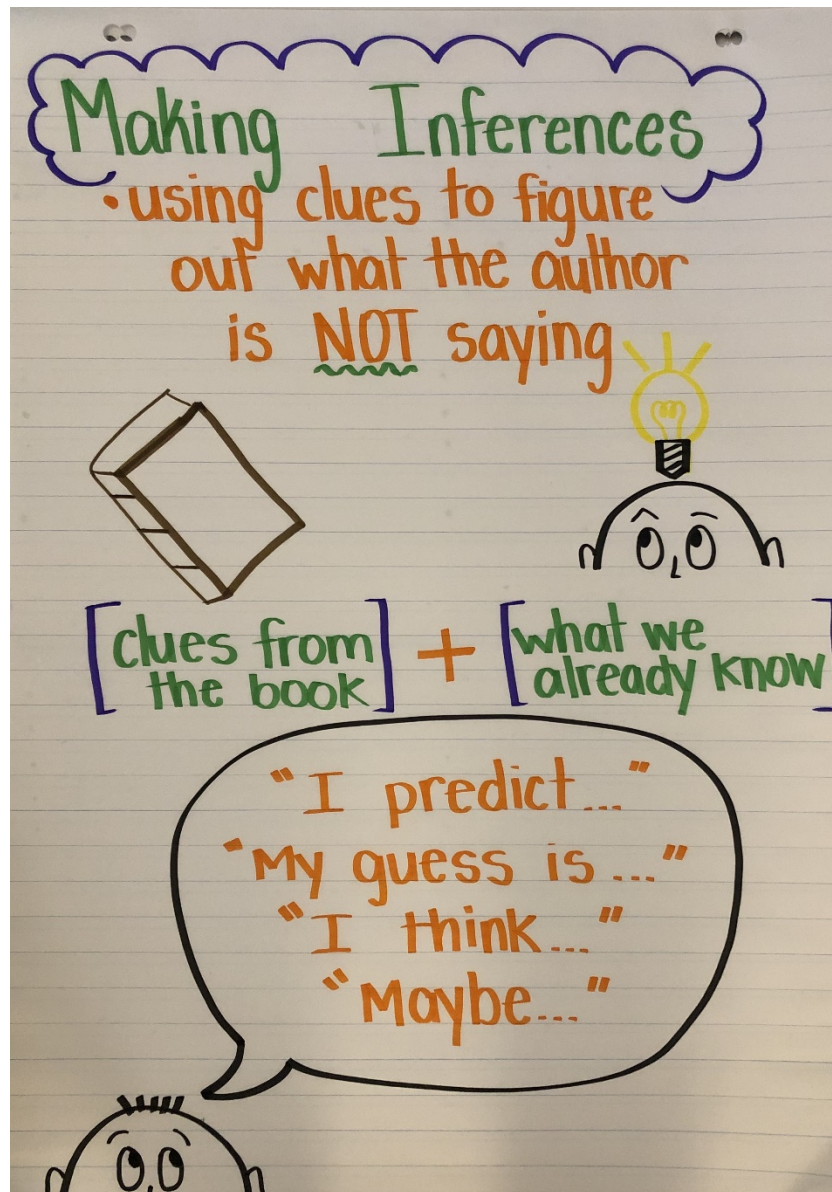
Prediction vs. Inference

You may be thinking that inferencing is the same as predicting. Although they are very similar there is a key difference. As we learned, predicting is simply guessing what could happen next. But inferencing, is **using clues** from a story AND **using knowledge** that we have about the story to fill in, in our heads, what the author didn't put on the page.

Let's take a closer look at the differences.

When we predict, we are simply guessing. Note the simple sentences we can use to share a prediction. "I think they will go to the park."

- "I am guessing that they will have ice cream."

- "I predict they are going to take the dog for a walk."
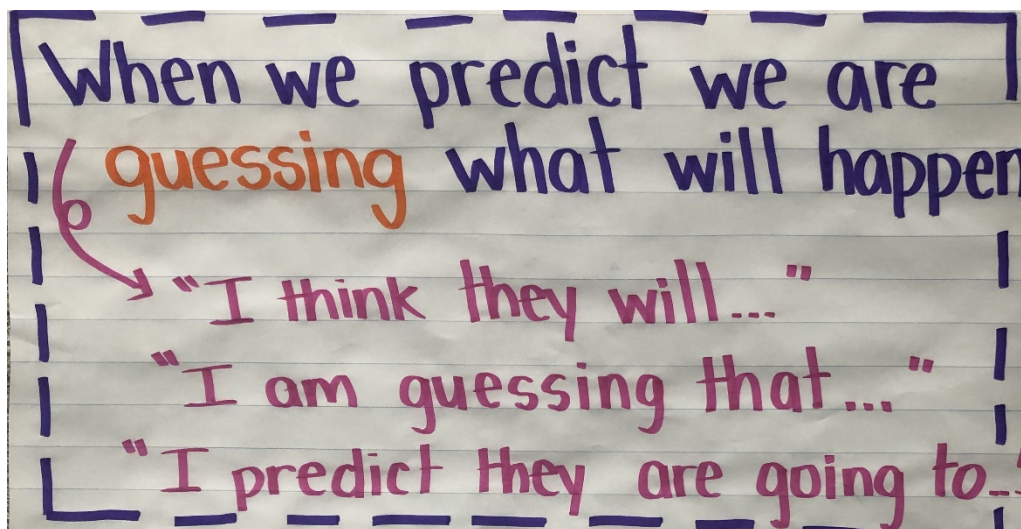
When we infer, there is a lot more detail. It is VERY important that we explain what clues we used and what knowledge we used to reach that inference.
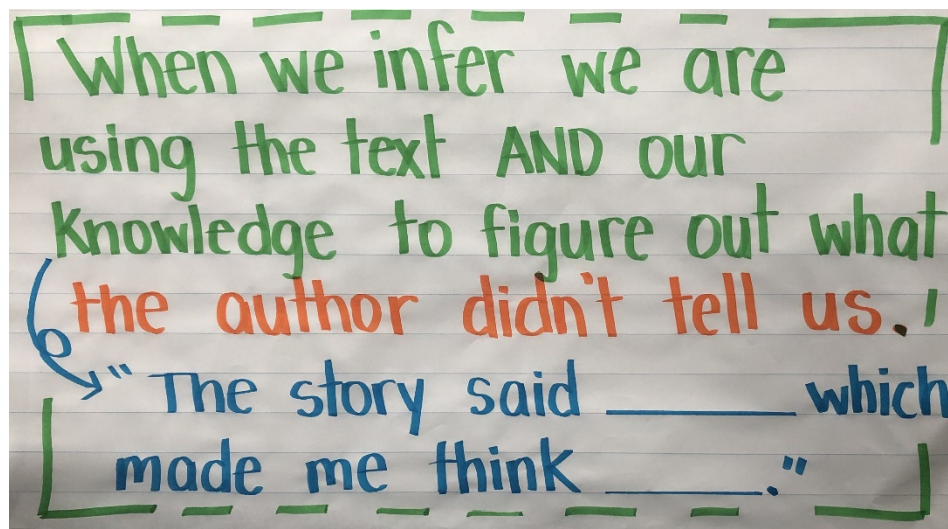
The same sentences are used below. Notice the details added to create a strong inference.

- "I think they will go to the park **because they have hats and running shoes on.**"

- "I am guessing that they will have ice cream **because Jim said it was really hot outside and he wanted to eat something sweet.**"

- "I predict they are going to take the dog for a walk **because the owner has a leash in their hand in the picture and they are standing by a door.**"

Inference Practice

Let's practice with the pictures below. You are going to **infer or make an inference** about what is not being shown. In your head think, predict, or guess about these emojis. The two pictures are from two different stories.

Picture 1

Picture 2

What clues helped you infer for both pictures?

Chances are you chose to infer about these emoji's emotions. Pictures are a great tool to use when making an inference about the feelings of the characters.

Inferencing Detective

Becoming an inference detective will help you look for clues throughout the book.

There are many ways to find clues. As we practiced with **pictures**, we are now going to practice looking for clues in the **words**, using **our own knowledge**, thinking about the **characters**, and thinking about the **plot and setting** of the story.
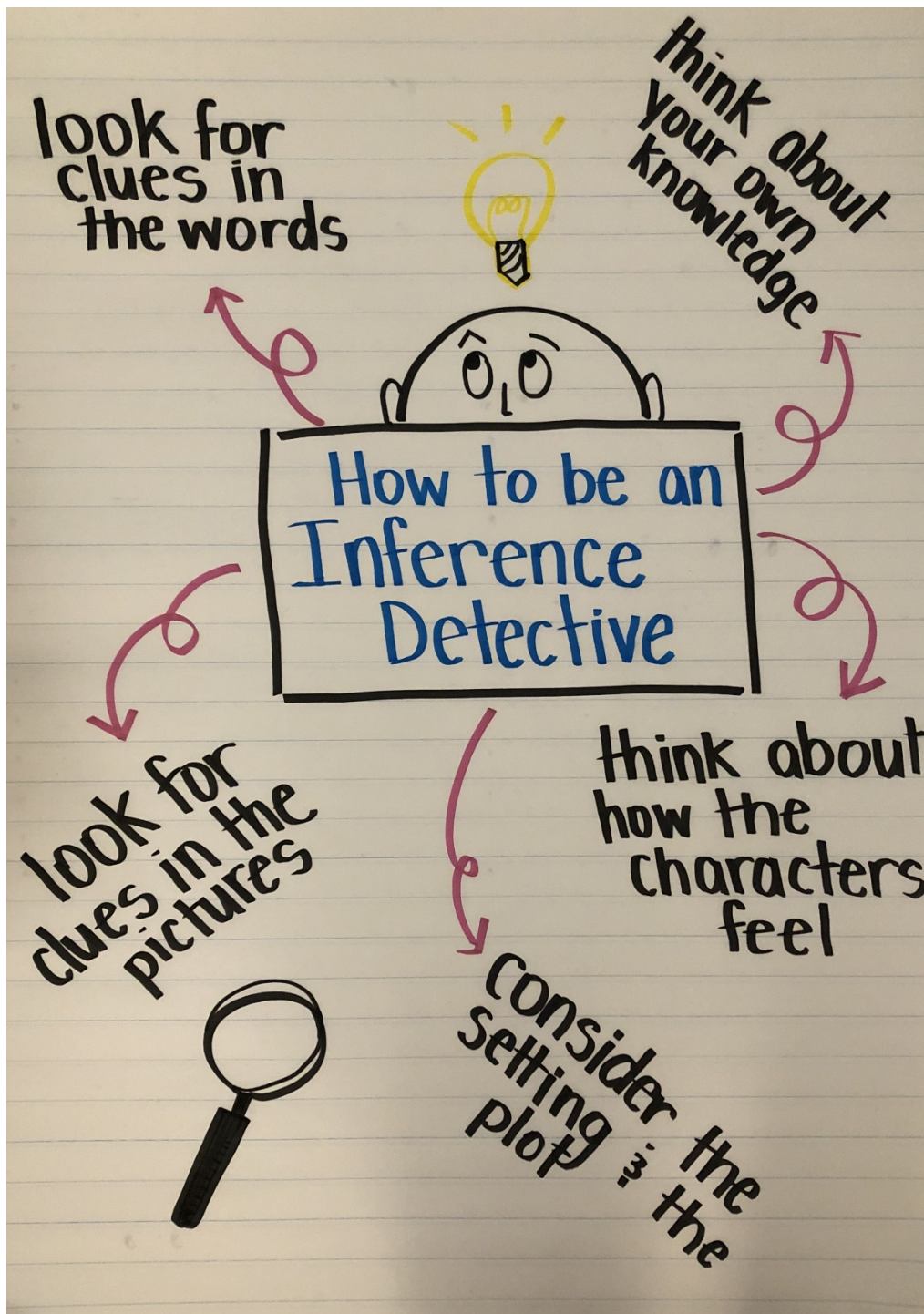
Making an Inference

When sharing your inferences, it is important to state the [clues] and [what you know] that helped you make your inference. It is important be specific because **inferences** *can* look just like **guesses and predictions** if you don't add details.

Notice the details in the sentence starters.

There are no words!

The following is a short wordless film. There are zero words but there is lots to know about this story! Let's practice our inferencing skills.

Watch the YouTube video. Then use the inferring sheet, **Inferring from Clues,** and mark down which clues helped you make an inference. Write down your inference using one of the sentence starters provided in your learning guide. **Make sure to be specific and add details.**

Snack Attack: https://youtu.be/38y_1EWIE9I

Inferring from Clues

Answer the following questions after watching "*Snack Attack*" on the course. Use these sentence starters to get your inferences started...

"The story said … which made me think …"
" I think … will happen because …"
"When I read… it made me realize …"
"How the character acts tells me …"
"How the character feels tell me …"
"What the character says tells me …"
"I can tell _____ is _____ because …"

1. What did you infer while watching this story? (minimum 2 inferences)

2. What clues helped you infer?

Clues in Words

Now that we have practiced using picture and character clues, we are going to try to infer using just words. The following 3 stories have no pictures. You will read the short stories and complete the next activity.

What you need to do:

The following stories are in your learning guide. As you read each one, answer the questions.

<u>*Story 1:*</u>

A woman finished reading a story and close the book. About 20 children got up from the carpet and went to a corner of the room. They began taking coats and hats off of hooks. After putting on their coats and hats, the children lined up.

What is this woman's job? What clues helped you infer that?

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<u>*Story 2:*</u>

A boy asked his mother for help getting some things off a shelf. She took down some jars and brushes, and the boy brought them to the kitchen table. Next, he went to his mother's desk and took out blank sheet of paper. He put the piece of paper on the kitchen table. Finally, the boy filled up a cup of water and sat down at the table with all of these things.

What was this boy doing? What clues helped you infer that?

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<u>*Story 3:*</u>

A class of students walked with their teacher to a special room in their school. They sat down, and a woman came out to read them a story. After she read them the story, the children began looking around at the shelves of books. Each student chose one book. The children lined up, and the woman scanned their books using a special computer. When everyone was finished, the children left with their teacher, and the woman stayed in the room.

What is this woman's job? What clues helped you infer that?

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