Making Inferences – Grade 5 – Lesson #1

Objective:

The purpose of these lessons is to reinforce and expand upon making inferences when reading, watching, listening, or looking at various information. In this first lesson, students will draw on their prior knowledge, their own life experiences, and use the clues they see to communicate the inference that is being made in a picture or in text.

Indiana State Standard Covered:

5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

AASL Standards Covered:

1.1.2 Use prior and background knowledge as context for new learning.
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
2.3.1 Connect understanding to the real world.

Materials Needed:

- Picture Cards (see page 5 of this document)
- Post-It Notes
- Pencils
- Inference Triangles Game Boards and Inference Cards (see pages 18-25 of the following pdf: http://www.fcrr.org/Curriculum/PDF/G4-5/45CPartThree.pdf)
- Game Pieces
- Student computers with Internet Access

Procedure:

1. Review Inferences

Divide students into small groups. Display the 5 picture cards on the chalkboard. Each group should take a post-it note and write a quick sentence about each of the five pictures and then post their response near the appropriate picture on the chalkboard. What details helped them figure out how the characters in the pictures feel? How did facial expressions and body language help them understand what was happening in the pictures? Discuss responses.

Explain that by participating in these lessons, students will build upon their prior knowledge and better understand how making inferences and forming context clues connect with and tie into the author’s purpose.

2. Guided Group Practice

Explain how students will review this skill in class. Go over directions to the “More Incredible Inferences” game. Distribute copies of the triangle game boards, inference cards, and game pieces. Students will take turns drawing inference game cards and locating what the inference is on their triangle game piece. Students will use the game
pieces to indicate that they have an inference match. Allow time to play the game. Then review the students’ responses (from the triangle game boards) and discuss how students were able to make their inferences.

3. Independent Practice

Next, allow students to get on a computer and access the following websites gaining more practice with various kinds of inferencing:

- **Drawing Inferences** – how to be a critical reader  
  ([http://www.tv411.org/lessons/cfm/reading.cfm?str=reading&amp;num=11&amp;act=2&amp;que=1](http://www.tv411.org/lessons/cfm/reading.cfm?str=reading%26num=11%26act=2%26que=1))

- **Inference Riddle Game** - infer what is being described by the clues you read  
  ([http://www.philtulga.com/Riddles.html](http://www.philtulga.com/Riddles.html))

- **How are They Selling It?** - students read three advertisements and evaluate the type of persuasive writing being employed  
  ([http://www.tv411.org/lessons/cfm/reading.cfm?str=reading&amp;num=4&amp;act=3&amp;que=1](http://www.tv411.org/lessons/cfm/reading.cfm?str=reading%26num=4%26act=3%26que=1))

- **Inference Battleship** - interactive game with questions  
  ([http://www.quia.com/ba/41785.html](http://www.quia.com/ba/41785.html))

4. Assessment

Listen to students’ conversation and make informal observations to determine if students are comfortable using what they know to make inferences. Students should be able to use their prior knowledge along with the pictures or text to make an inference.
Making Inferences – Grade 5 – Lesson #2

Objective:

The purpose of these lessons is to reinforce and expand upon making inferences when reading, watching, listening, or looking at various information. In this follow-up lesson, students will again draw on their prior knowledge, their own life experiences, and use the clues they see to communicate the inference that is being made in newspaper cartoons.

Indiana State Standard Covered:

5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

AASL Standards Covered:

1.1.2 Use prior and background knowledge as context for new learning.
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
2.3.1 Connect understanding to the real world.

Materials Needed:

- Overheads with a variety of newspaper comic strips
- Comic samples from newspaper for students to use

Procedure:

1. Review Inferences

Review the definition of an inference with the students. (An inference is the ability to connect what is in the text with what is in the mind to create an educated guess.) Discuss two basic types of inferences: text-based and knowledge-based. Go over definitions and give examples of each kind of inference: Text-based is information the author supplies in the text, and knowledge-based is knowledge that each of us has about the world.

2. Guided Instruction

Explain to students that they make inferences not just when they read, but when they watch television, movies, plays, or look at pictures. Display overhead copies of a few different comic strips. Demonstrate through “thinking aloud” the humor that can be provided in comic strips. Introduce the title and illustrator. Explain what each frame is showing. After explaining each frame, tell students what inferences you needed to help make the cartoon humorous to you.

3. Group Practice

Divide students into small groups. Pass out different comic strips to each group. Have students walk and talk through the frames together trying to find the humor in the cartoon. Then have each group share their cartoon with the rest of the class explaining their inferences.
4. Independent Practice

Each student chooses a comic strip that has not been shared with the class. Instruct students to write their inferences about their comic strips in their reading journals.

5. Assessment

Collect reading journals and use attached rubric (see page 6 of this document) to assess today’s activity.

6. Challenge/Extension

Students can be challenged by trying to find their own cartoons that they don’t understand and sharing them with the class to see if they can come up with the humor together. Students could also be challenged to create their own comic strip to share with the teacher and/or class.
Picture Cards to use with Lesson #1
## Inference Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceptional (4)</th>
<th>Admirable (3)</th>
<th>Acceptable (2)</th>
<th>Amateur (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participated in inference lesson and discussions.</strong></td>
<td>Excellent listening skills exhibited, and student was respectful of others' views and opinions in the discussions.</td>
<td>Attentive listener, interacted in discussion, was respectful of others' views and opinions in the discussions.</td>
<td>Showed some interest in lesson, was an attentive listener, there was some evidence of discussion.</td>
<td>Little to no interaction; very brief conversations, distracted or disinterested in lesson.</td>
</tr>
<tr>
<td><strong>Followed directions throughout lesson.</strong></td>
<td>Stayed on task throughout entire lesson and was a good role model for others to follow.</td>
<td>Stayed on task throughout entire lesson.</td>
<td>Student needed occasional redirection.</td>
<td>Student needed frequent redirection.</td>
</tr>
<tr>
<td><strong>Used complete sentences with proper capitalization and punctuation in reading journal.</strong></td>
<td>Writer makes no errors in capitalization or punctuation, so the entry is exceptionally easy to read.</td>
<td>Writer makes 1 or 2 errors in capitalization or punctuation, but the entry is still easy to read.</td>
<td>Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td>Writer makes several errors in capitalization and/or punctuation that catch reader's attention and greatly interrupt the flow.</td>
</tr>
<tr>
<td><strong>Stayed on topic in reading journal.</strong></td>
<td>There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.</td>
<td>Main idea is clear but the supporting information is general.</td>
<td>Main idea is somewhat clear but there is a need for more supporting information.</td>
<td>The main idea is not clear. There is a seemingly random collection of information.</td>
</tr>
<tr>
<td><strong>Overall response to cartoon.</strong></td>
<td>Outstanding responses provided for cartoon.</td>
<td>Age appropriate, good responses provided for cartoon.</td>
<td>Satisfactory responses provided for cartoon.</td>
<td>Attempted response was made – but did not make sense.</td>
</tr>
</tbody>
</table>

**Student Comments:**

**Teacher Comments:**

**Overall Score Received:** _____ / 20