

# READING STRATEGY MINIPACK

## Making

# INFERENCES

### Making INFERENCES

Using clues to figure something out that's not stated in the text.



### Making INFERENCES

As you read, think about clues the author is providing in the text. Use the clues to make an inference.

Title: \_\_\_\_\_ Page: \_\_\_\_\_

Clues from the text	What I already know about this

Join

1. Read
2. Think
3. Figure

Say  
I can:  
I infer

### Making INFERENCES

Frank dragged himself down the street. He couldn't wait to get all the way home. It had been the worst day of his life. As he walked, the people walking in the other direction gave him funny looks. He considered this and realized he must look pretty strange. His face was covered in soot and his clothes were singed, with little holes burned and tattered around the edges. He'd even lost one of his shoes!

It had started out like an ordinary day. If only he'd taken his normal route to work! Why did he have to walk by the toothpick factory today, of all days! That was the last time he'd ever go down Burnham Street. He wouldn't take that risk ever again.

As he walked past the Shanahans' house, he could hear the TV blasting with the nightly news. "Well, Ted, it was all thanks to one local man! The flames were barely starting to creep through the windows when he arrived like Superman! Unfortunately, he didn't stay long enough to give his name. All we have is an item of clothing he left behind, probably as he climbed out the window after saving the building from ruin. Back to you at the studio, Ted." The Shanahans began discussing the program. "Wow! Did you hear that? Right here in our own neighborhood!"

Frank rolled his eyes and realized he'd never called his boss at work to explain why he didn't come in this morning. He hoped his boss would forgive him once he found out what a day he'd had. Climbing the steps in front of his house, he wearily turned the doorknob and opened the door. He called to his wife, "Sarah! You'll never believe what happened to me today!"

1. What clues can you gather about Frank?

2. What clues can you gather about Frank's day?

3. What clues can you gather about the event that happened this day?

4. What do you think happened to Frank?

### (A) INFERENCE CARD #1

Purpose Question: What activity is Maxwell participating in?

Maxwell was bored standing in the same position for such a long time. Nothing had come his way! He was just waiting. Waiting for three outs, waiting for the time when he could get his free snowcone. Suddenly, he saw it hurtling through the sky toward him. He raised his left hand and, "Pop!" He caught it! The crowd cheered as he raced all the way to the dugout.

TO MAKE AN INFERENCE:

1. underline clues
2. Think about what you know.
3. Figure out what makes sense.

I CAN TELL...

### (A) INFERENCE CARD #2

Purpose Question: What kind of animal is Betty?

The grass was green beneath Betty's hooves as she sauntered over to the fence. She switched her tail from side to side to swat away flies that were always surrounding her. Maybe it was all the manure they were attracted to! Betty leaned forward and chomped on some grass, slowly chewing it as she made her way back to the barn for milking time.

TO MAKE AN INFERENCE:

1. underline clues
2. Think about what you know.
3. Figure out what makes sense.

I CAN TELL...

### (A) INFERENCE CARD #3

Purpose Question: Where is Sammy?

Sammy was so excited that he didn't even wait for his mom to finish slathering sunscreen on his skinny arms. He raced across the sand, smashing through a sandcastle and almost knocking over a large umbrella. He leaped and landed with a splash, taking a big gulp of salty water and gasping for air.

TO MAKE AN INFERENCE:

1. underline clue
2. Think about
3. Figure out

I CAN TELL...

# Teacher Tips

# Making INFERENCES



## Introduce with a Concrete Example

Students learn best when they have a concrete or tangible experience to connect to. The strategy is clear and makes sense when we use hands-on activities. Use the activity titled, "Where Are We Going?" to start your teaching.

## I Do: Teacher Thinks Aloud

During the think aloud, the teacher models the strategy. Find the clues in the text that help you figure out the inference you're hunting. Explain to students how you know those clues will help you, or why you think they're important. Use the "Guided Practice" sheet from this product to model. This is a great time to add to the anchor chart or to share the one I've provided.

## We Do: Student Teams or Pairs

In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading for clues and making inferences. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.

## You Do: Independent Practice

When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice the strategy authentically. Have students read their book and use the "Independent Practice" scaffolded reading response sheet for this component.

# Making INFERENCES



Using clues to figure something out that's not stated in the text.

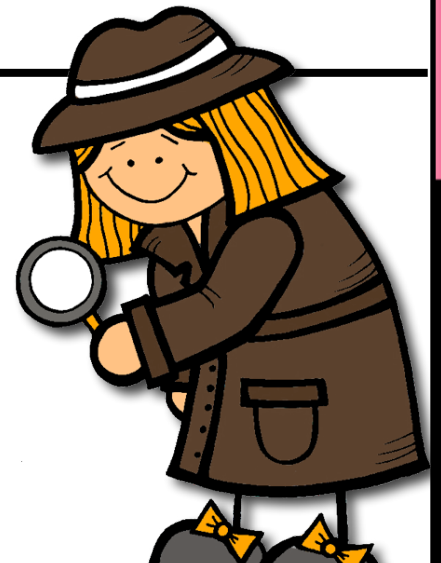
## To make an inference...

1. Read for clues.
2. Think about what you know.
3. Figure out what makes sense!

## Say...

I can tell... because...

I infer... because...



# Concrete Activity

## Where are we GOING?



### Providing a concrete experience

The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to “using the clues” can help them make sense of difficult readings.

### Team Task

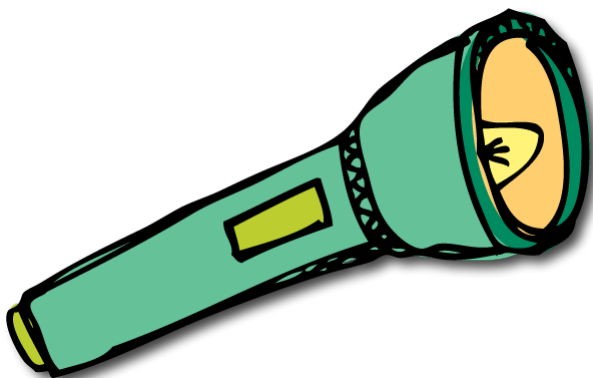
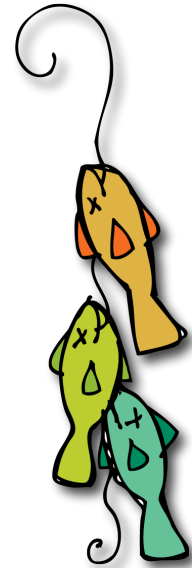
Provide one card to each group. Do not allow the groups to communicate about their cards. Based on the card they have, they need to brainstorm as many ideas as possible to answer the question: Where are we going? For example, the group that receives the backpack could brainstorm: school, a friend's house for a sleepover, mountain climbing, a long trip, camping, etc. All of these are possible answers because they are only using ONE clue. Good readers hunt for more than one clue to make a good inference. Ask groups to share their individual cards, one group at a time. They can use the sentence stem, “We infer we are going to...because...”

### Combine the cards

Once each group has shared their cards, it's time to put them together to make a good inference. Using all of the clues, ask students in teams to think about what inference they could make that will include ALL of the clues. “We infer we are going to.... because...”

### Guide the thinking

As teams offer their suggestions, make sure they are thinking with ALL the clues. It shouldn't be too hard once they see all the clues together, but make sure they can explain how each and every clue supports their inference.



# Making INFERENCES



Frank dragged himself down the street. He couldn't wait to get all the way home. It had been the worst day of his life. As he walked, the people walking in the other direction gave him funny looks. He considered this and realized he must look pretty strange. His face was covered in soot and his clothes were singed, with little holes burned and tattered around the edges. He'd even lost one of his shoes!

It had started out like an ordinary day. If only he'd taken his normal route to work! Why did he have to walk by the toothpick factory today, of all days? That was the last time he'd ever go down Burnham Street. He wouldn't take that risk ever again.

As he walked past the Shanahan's house, he could hear the TV blasting with the nightly news. "Well, Ted, it was all thanks to one local man! The flames were barely starting to creep through the windows when he arrived like Superman! Unfortunately, he didn't stay long enough to give his name. All we have is an item of clothing he left behind, probably as he climbed out the window after saving the building from ruin. Back to you at the studio, Ted." The Shanahans began discussing the program. "Wow! Did you hear that? Right here in our own neighborhood!"

Frank rolled his eyes and realized he'd never called his boss at work to explain why he didn't come in this morning. He hoped his boss would forgive him once he found out what a day he'd had! Climbing the steps in front of his house, he wearily turned the doorknob and opened the door. He called to his wife, "Sarah! You'll never believe what happened to me today!"

1. What clues can you gather about Frank?

2. What clues can you gather about Frank's day?

3. What clues can you gather about the event that happened this day?

4. What do you think happened to Frank?

# Making INFERENCES



The next three pages are task cards to help students practice making inferences independently. They are great for a station! Have students read the purpose question at the top and then hunt for evidence as they read. They underline their evidence in the text. Then they answer the purpose question.

There are three levels of task cards. Level A is least challenging and C is the most challenging. This is a great way to help students work with appropriate content and differentiate!

Answer Key:

- (A) 1. Maxwell is playing baseball.
- (A) 2. Betty is a cow.
- (A) 3. Sammy is at the beach.
- (B) 1. Sheryl is mailing a package to her grandkids for Christmas.
- (B) 2. Danielle is watching a scary movie in the theater.
- (B) 3. Mrs. Johnson is a nurse.
- (C) 1. Mr. Tobin had a baseball accident that injured his leg.
- (C) 2. Zachary is hiding from bullies in the school restroom.
- (C) 3. Darryl is trying to survive a tornado.

# **(A) INFERENCE CARD # 1**

Purpose Question: What activity is Maxwell participating in?

Maxwell was bored standing in the same position for such a long time. Nothing had come his way! He was just waiting. Waiting for three outs, waiting for the time when he could get his free snowcone. Suddenly, he saw it hurtling through the sky toward him. He raised his left hand and, "Plop!" He caught it! The crowd cheered as he raced all the way to the dugout.

## **TO MAKE AN INFERENCE:**

1. Underline clues.
2. Think about what you know.
3. Figure out what makes sense.

**I CAN TELL...**

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# **(A) INFERENCE CARD # 2**

Purpose Question: What kind of animal is Betty?

The grass was green beneath Betty's hooves as she sauntered over to the fence. She switched her tail from side to side to swat away flies that were always surrounding her. Maybe it was all the manure they were attracted to! Betty leaned forward and chomped on some grass, slowly chewing it as she made her way back to the barn for milking time.

## **TO MAKE AN INFERENCE:**

1. Underline clues.
2. Think about what you know.
3. Figure out what makes sense.

**I CAN TELL...**

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# **(A) INFERENCE CARD # 3**

Purpose Question: Where is Sammy?

Sammy was so excited that he didn't even wait for his mom to finish slathering sunscreen on his skinny arms. He raced across the sand, smashing through a sand castle and almost knocking over a large umbrella. He leaped and landed with a splash, taking a big gulp of salty water and gasping for air.

## **TO MAKE AN INFERENCE:**

1. Underline clues.
2. Think about what you know.
3. Figure out what makes sense.

**I CAN TELL...**

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## **(B) INFERENCE CARD #1**

Purpose Question: What is Sheryl doing?

Sheryl placed her box on the counter. The cashier helped her weigh it. "It'll cost \$26.50 to get there by Tuesday, the 25th." Sheryl frowned. "Well, that's kind of expensive." The cashier shrugged, "It's the busy season. The only way to get it there in time is to pay for the express service." Sheryl nodded, "Well, if that's what it costs, I'll pay it. It's important to me that my grandkids get this in time."

### **TO MAKE AN INFERENCE:**

1. Underline clues.
2. Think about what you know.
3. Figure out what makes sense.

**I CAN TELL...**

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## **(B) INFERENCE CARD #2**

Purpose Question: Where is Danielle?

Danielle was on the edge of her seat. The music was growing louder and she could tell something bad was about to happen. She waited, holding her breath, until she couldn't bear to look any longer. Turning to her friend, she whispered, "Tell me when it's over!" She clutched the armrests and tried not to squeal with fear.

### **TO MAKE AN INFERENCE:**

1. Underline clues.
2. Think about what you know.
3. Figure out what makes sense.

**I CAN TELL...**

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## **(B) INFERENCE CARD #3**

Purpose Question: What does Mrs. Johnson do for a living?

Mrs. Johnson walked slowly to her car. It had been a long day. Many of the people she'd helped today were really unwell. There must be some sort of virus going around. Mrs. Johnson's hands were dry because of so much hand-washing, and she couldn't wait to get home and change out of her uniform. Her comfortable shoes were feeling less comfortable after such a long day on her feet.

### **TO MAKE AN INFERENCE:**

1. Underline clues.
2. Think about what you know.
3. Figure out what makes sense.

**I CAN TELL...**

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# **(C) INFERENCE CARD #1**

Purpose Question: What happened to Mr. Tobin?

Mr. Tobin walked slowly toward his house. When he walked, he sounded like Morse code: the long scrapes of his right leg, short taps of his cane making a series of bars and dots. The steps were the hardest part. He was used to it. It had been years since he'd been able to run around the bases. If only he hadn't tried to make it all the way home, maybe he wouldn't be having so much trouble right now.

## **TO MAKE AN INFERENCE:**

1. Underline clues.
2. Think about what you know.
3. Figure out what makes sense.

**I CAN TELL...**

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# **(C) INFERENCE CARD #2**

Purpose Question: Why is Zachary hiding in the bathroom?

Zachary peered around the corner, searching for anyone coming down the hallway. No one was there. He slunk down the hall, stepping inside the boy's restroom. The bell hadn't rung yet, so no one was supposed to be inside. He knew he'd get in trouble if he got caught, but he couldn't bear to wait on the playground anymore. The last time he'd gone out there, he'd gotten a black eye. Better to wait in here and be safe.

## **TO MAKE AN INFERENCE:**

1. Underline clues.
2. Think about what you know.
3. Figure out what makes sense.

**I CAN TELL...**

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# **(C) INFERENCE CARD #3**

Purpose Question: What is the problem Darryl is facing?

Darryl stood outside his house, watching the dark clouds gather. Leaves and small branches began to swirl over the ground and lift off towards the sky. He lifted the heavy door on the outdoor cellar and dropped in a gallon of water and a few cans of food. Climbing down the steps, he made his way to the bottom to wait until everything was clear.

## **TO MAKE AN INFERENCE:**

1. Underline clues.
2. Think about what you know.
3. Figure out what makes sense.

**I CAN TELL...**

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# Making INFERENCES

Independent  
Practice



As you read, think about clues the author is providing in the text. Use the clues to make an inference.

Title: \_\_\_\_\_

pgs: \_\_\_\_\_

Clues from the text	What I already know about this

Use these sentence starters to help you write your response:

- \*I can tell... because...
- \*I think this means... because...
- \*I infer... because...
- \*When I read..., I figured out...

Write your response below using your thinking.

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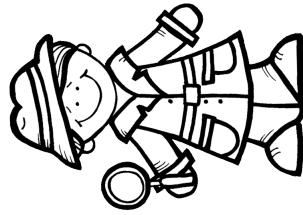
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## *Making* **INFERENCES**

Using clues to figure something out that's not stated in the text.



*To make*  
*an inference...*

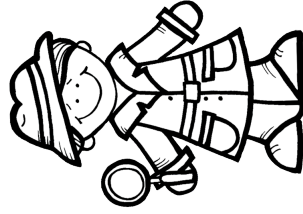
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*Say...*

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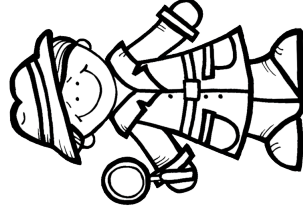
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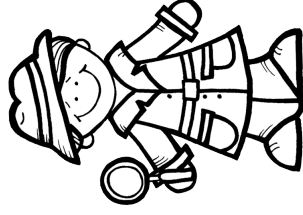
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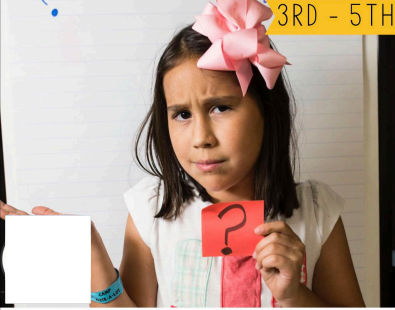
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*Say...*

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# Reading Strategy MiniPacks!

## ASKING QUESTIONS 3RD - 5TH



READING STRATEGY MINIPACK

## READING STRATEGY MINIPACK



SUMMARIZING 3-5  
STORY ELEMENTS

## CAUSE & EFFECT 3RD - 5TH



READING STRATEGY MINIPACK

## FACT & OPINION 3RD - 5TH



READING STRATEGY MINIPACK

## AUTHOR'S PURPOSE 3RD - 5TH



READING STRATEGY MINIPACK

## MAKING INFERENCES 3RD-5TH GRADE



READING STRATEGY MINIPACK

## MAIN IDEA 3RD - 5TH



READING STRATEGY MINIPACK

## NONFICTION TEXT STRUCTURE 3RD - 5TH



READING STRATEGY MINIPACK

## ANALYZING CHARACTERS 3RD - 5TH



READING STRATEGY MINIPACK

## ANALYZING POINT OF VIEW 3RD - 5TH



READING STRATEGY MINIPACK

## VISUALIZING SENSORY DETAILS 3RD - 5TH



READING STRATEGY MINIPACK

## THE BIG BUNDLE OF READING STRATEGY MINIPACKS 3-5

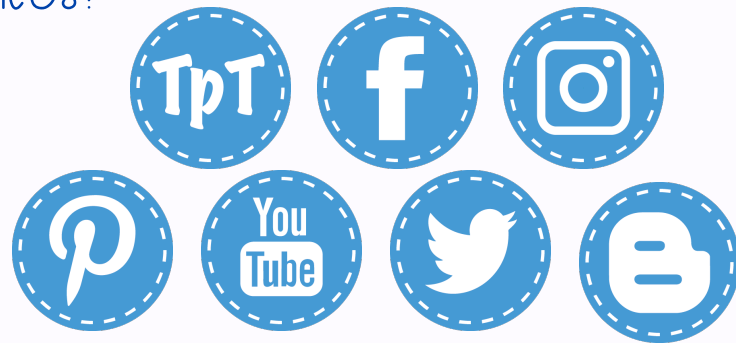
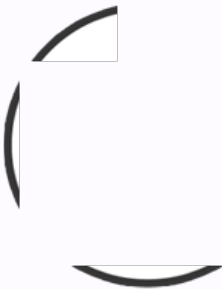


READING STRATEGY MINIPACKS

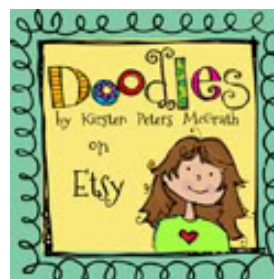
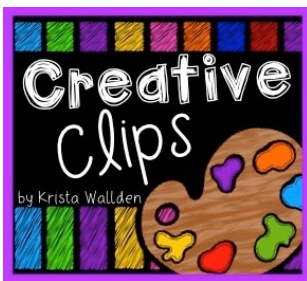


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