

Inferencing

By: Alejandra Mendez

Subject: Reading Grade Level: Third

Objective(s):

- The student will be able to make his own inferences by using evidence given in the text to support his own ideas and predictions, discussing inferences during an activity, as well as produce his own examples.

- **TEKS:**

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017. (b) Knowledge and skills. (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;

Introduction

- Entry/Daily Review/Anticipatory Set:

I will begin the lesson by first showing him a video on YouTube of a short clip of an inferencing cartoon, *Carrot Crazy*. Throughout the video there are constant things happening that lead you to believe that something else is going to happen. When watching this video, his schema will be activated from prior knowledge of what some of the tools both men use in the video are for. The video also has a very surprising ending. These elements of the video will allow us to have a good discussion on the topic before we go into our main lesson.



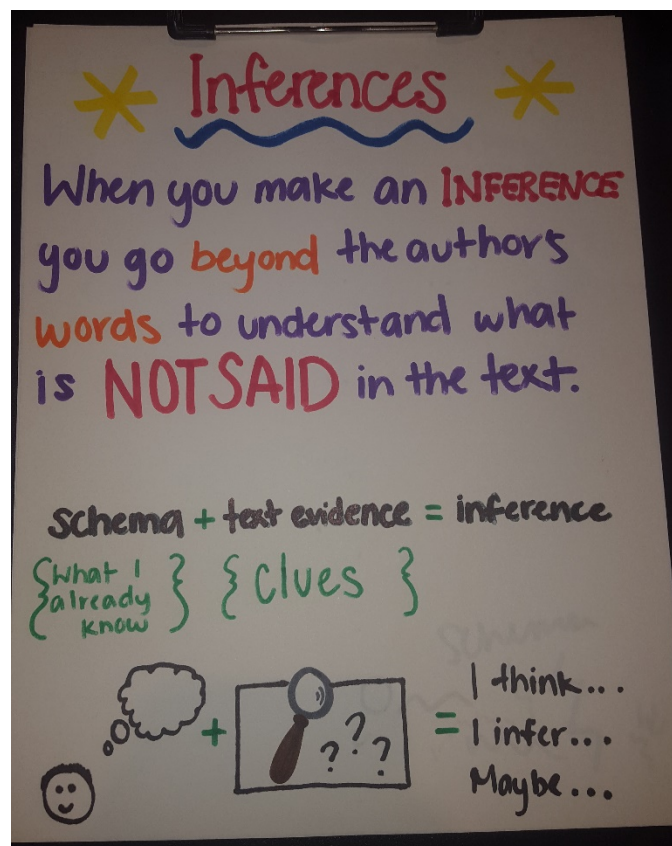
- Lesson Rationale:

After going over some examples of inferencing and how we come across these obstacles in real life with him, I will explain to him how we will be using these ideas and knowledge of inferencing with the book I have brought for him and I to read together and the activities I have brought for him as well. I will emphasize to him how important it is for us to be able to distinguish these methods to be better and more fluent readers. I will explain, "We become better readers by understanding these methods used by authors because by doing so, we can paint an accurate picture in our minds of the story and what the author intends to tell us. Making inferences not only helps us understand what the author is trying to tell us as readers, but it can also help us put pieces of the plot in the story together."

Body

- Input/Presentation/Modeling:

We will begin the main part of the lesson by going over what inferencing is. I will have an anchor chart with the explanation of what they are and an example he has seen or can possibly easily relate to as well. I will also list some words or phrases he can use when inferring. We will read this together and discuss more examples common to our daily lives.



- Guided Practice/Monitoring and Adjusting/Checking Understanding:

I will then present my tutee with the book I have brought for him. I will ask him to read the title and see the illustration, so he can tell me what he thinks the story will be about based on the observations he has made on just the cover alone. I will have him read through the story as I carefully follow along with him. As he reads, I will stop him to see if he can make any inferences as to what might happen next or why he thinks an action is being done.

THERE'S A NIGHTMARE IN MY CLOSET



written and illustrated by **MERCER MAYER**

As we read through the story, I will ask my student questions such as:

Q- Can you guess why the nightmare might be crying?

Q- What would you do if there was a nightmare in your closet?

Q- Would you let your nightmare sleep in your bed next to you?


By the end of the story, he should feel comfortable with making inferences based on the clues from the text.

- Independent Practice/Opportunities for Practice:

As independent practice, I will have my student complete an inferencing worksheet based on the story by filling the appropriate column for their background knowledge and make their inferences from the clues and knowledge column. He will fill in the spaces based on the information given to him in the text.

There's a Nightmare in my Closet

Clues (Information)	Schema (Background Knowledge)	My inference
The little boy closes his closet door.		
The nightmare would not stop crying.		
The nightmare slept with the little boy.		
The nightmare slept with one eye open.		
There was no room for three in the little boy's bed.		





Conclusion

- Assessment for Learning:

This will be determined by how well the student is able to make appropriate inferences and use his schema in doing so as well as how well he is able to fill out the worksheet I have brought for him. He should be able to explain to me what his inferences are and why he thinks they are correct based on context clues in the story.

- Extension

I will have my student do an activity where similar to our previous activity, he will activate his schema to make inferences. He will identify the evidence shown in the statements given to him. From this, he will activate his schema to make an appropriate inference.

Name: _____Date: _____

Adding Up Inferences

Make **inferences** (guesses) using **evidence** from the text and **schema** (what you already know).

Example: Juliana put on shorts and sandals.

shorts, sandals	+	usually worn on a hot day	=	Juliana is going outside on a hot day.
evidence		schema		inference

1. Tommy stopped crying when his dad gave him a bottle of milk.

_____	+	_____	=	_____
evidence		schema		inference

2. We saw lions, monkeys, and penguins before we stopped for ice cream.

_____	+	_____	=	_____
evidence		schema		inference

3. The bell rang just as Tien turned in her homework.

_____	+	_____	=	_____
evidence		schema		inference

- Closure

To finish our lesson, I will review everything we've learned in this session. I will remind him of tools and skills we used as well. I will then ask him if he has any questions or still finds the lesson difficult. I will also ask what he has learned on this session. Once he feels content with what he's learned, we will pack up and head back to the classroom.

Materials Needed

Inferencing Chart

There's a Nightmare in my Closet Activity

Inferencing Activity

Pencil

"There's a Nightmare in my Closet" by Mercer Mayer

Resources:

Mayer, Mercer. "There's a Nightmare in my Closet" *A Puffin Pied Piper*, 1968.

"Adding Up Inferences," Education.com

<https://www.education.com/worksheet/article/adding-up-inferences/>

"Carrot Crazy"

<https://www.youtube.com/watch?v=7V7Mok0FZrg&list=PLeKk1HrONgp5eL6JG-oR2dC8xobO6t4WJ>