



# Inferring - Adding Your “Maybe’s” into the Text

*“Good writers leave spaces for our thinking.”*

*“Less inking means more thinking!”*

*“Go to where you know!”*

## **Inferring Lessons:**

- Scaffold students understanding of inferring – starting with PICTURES
- Explain that not all writers like to tell their readers everything. Our job as readers is to look for the clues that the writer tells us, and “fill in” what’s missing.

## **What is your brain doing when you infer?**

- Look carefully at the clues in the picture
- Think about your connections to the clues
- “Fill in” what is missing – add your “MAYBE”

## **Where to inferences come from?**

- Brain Pockets – memories, background knowledge, imagination

## **Mastering the Art of Inferring!**

### **Step One:**

Look and/or read the clues – What did the author actually write? What do you know for sure because you read it in the text or saw it in the illustrations?

### **Step Two:**

Think about what is NOT THERE. What did the author or illustrator leave out that you are wondering about?

### **Step Three:**

Make connections! Add your thinking (background knowledge or your own experiences) to the clues to infer what is NOT in the text.

### **Step Four**

Give a “Maybe...”

## **OWI – OBSERVE – WONDER – INFER**

- 3,2,1 OWI (page 4 of handout)
- Project a picture in your classroom
- Students use the 3,2,1 paper to record 3 things they see, 2 things they wonder and 1 “maybe”
- Partner share
- Class discussion – what are you inferring? Teacher shares background of picture.

## Recommended Books for Practicing Inferring:

**Yo! Yes!** – Chris Raschka

**Fox** – Margaret Wild

**Voices in the Park** – Anthony Browne

**The Arrival** – Shawn Tan

**Underground** – Shane Evans

**The White Cat and the Monk** – JoEllen Bogart

**The Mysteries of Harris Burdick** – Chris Van Alsbury

**The Chronicles of Harris Burdick** – Chris Van Alsbury

**Queen of the Falls** – Chris Van Alsbury

**The Sweetest Fig** – Chris Van Alsbury

**The Stranger** – Chris Van Alsbury

**The Queen’s Shadow** – Cybele Young

**Friends – True Stories of Extraordinary Animal Friendships**

**Shackleton’s Journey** – William Grill

**Flotsam** – David Weisner

**The Whale** – Vita Morrow

**100 Photographs That Changed the World** – TIME Life

(please note that not all photos in this book are appropriate for younger students)

Remember...

You can practice inferring from photos, images, comics, wordless picture books.

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# Inferring From Clues



I'm inferring they are feeling \_\_\_\_\_

Clues: \_\_\_\_\_

Connections: \_\_\_\_\_

Maybe \_\_\_\_\_

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I'm inferring he is feeling \_\_\_\_\_

Clues: \_\_\_\_\_

Connections: \_\_\_\_\_

Maybe... \_\_\_\_\_

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I'm inferring she is feeling \_\_\_\_\_

Clues: \_\_\_\_\_

Connections: \_\_\_\_\_

Maybe... \_\_\_\_\_

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I'm inferring they are feeling \_\_\_\_\_

Clues:

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Connections:

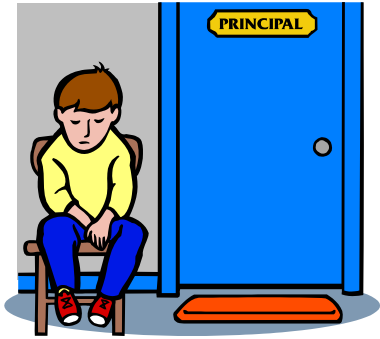
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Maybe...

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I'm inferring he is feeling \_\_\_\_\_

Clues:

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Connections:

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Maybe...

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I'm inferring he's feeling \_\_\_\_\_

Clues:

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Connections:

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Maybe...

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# Shoe Clues

What can you infer about the person who might be wearing these shoes?

	<p><b>I see...</b></p> <hr/> <hr/> <p><b>My connection...</b></p> <hr/> <hr/> <p><b>I'm inferring...</b></p> <hr/> <hr/>
	<p><b>I see...</b></p> <hr/> <hr/> <p><b>My connection...</b></p> <hr/> <hr/> <p><b>I'm inferring...</b></p> <hr/> <hr/>



**I see...**

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**My connection...**

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**I'm inferring...**

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**I see...**

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**My connection...**

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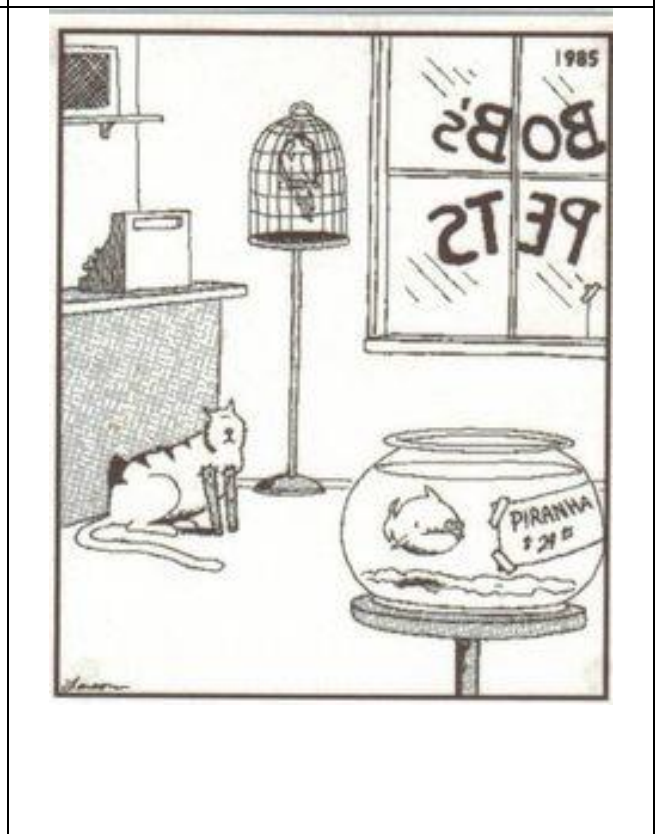
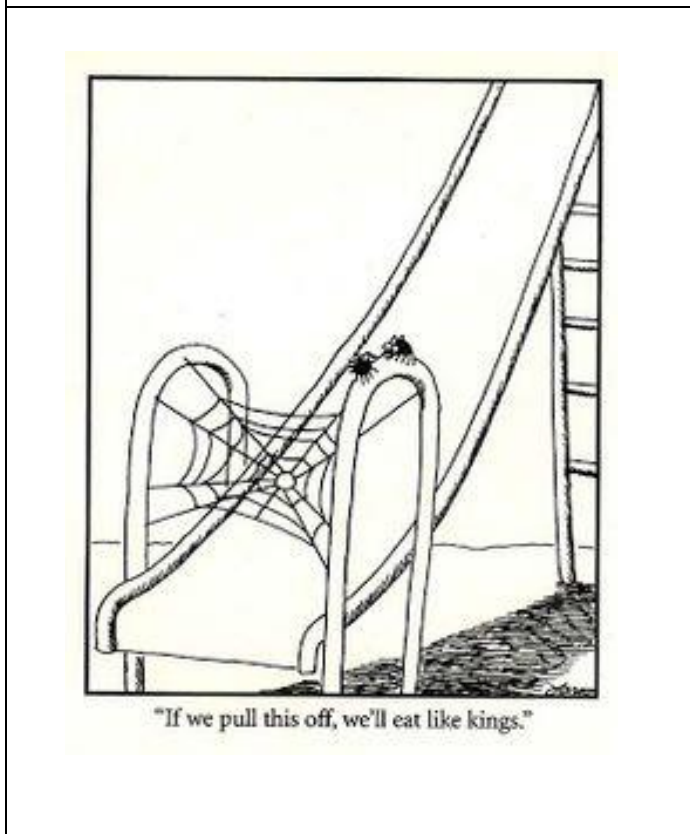
**I'm inferring...**

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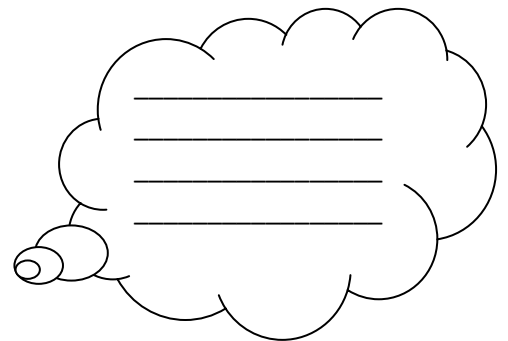
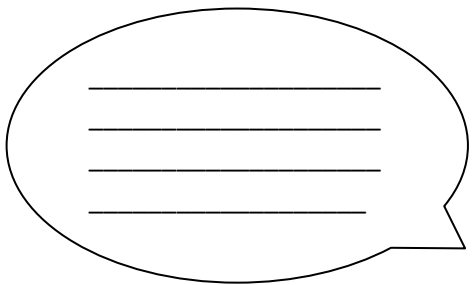
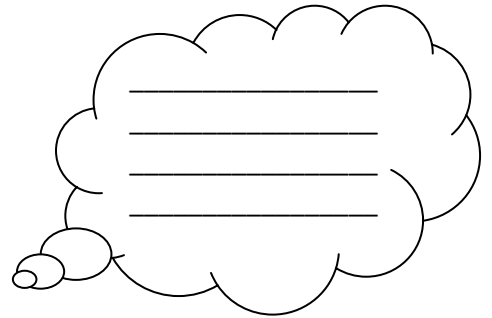
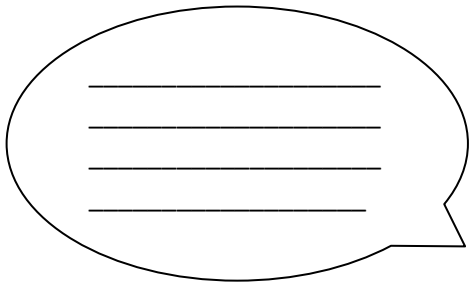
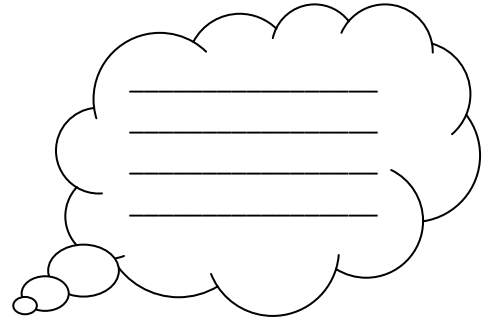
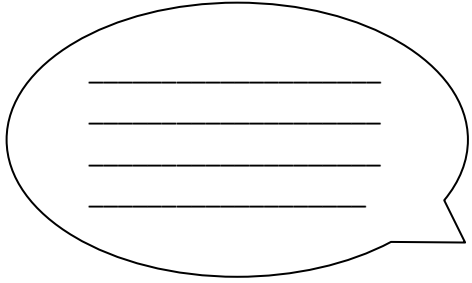
Credit for this lesson "Inferring from Shoes" goes to SD 62 Sooke

# Inferring from Comics

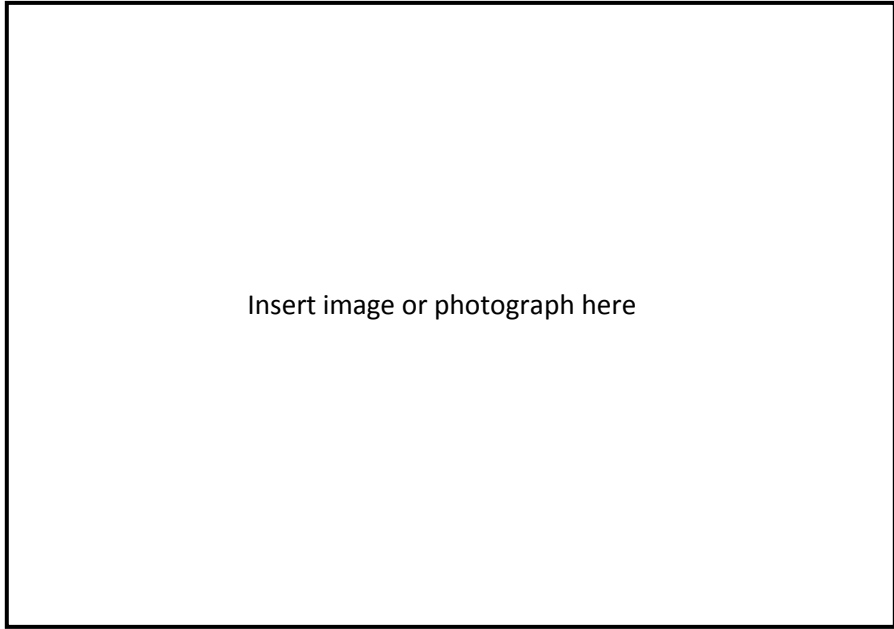


# Talking and Thinking Bubbles

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



# Inferring



I wonder...	I infer...
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<hr/>	<hr/>
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# O.W.I

Place photo or illustration here

What I <b>O</b> bserve	What I <b>W</b> onder	What I <b>I</b> nter
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
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# 3,2,1 O.W.I.



OBSERVE	WONDER	INFER

# 3,2,1 O.W.I.



OBSERVE	WONDER	INFER

# Extended O.W.I

Complete the top row of the OWI using only the picture. Then read the information on the back of the picture. Complete the second row.

What I <b>OBSERVE</b> ...	What I <b>WONDER</b> ...	What I <b>INFER</b> (Maybe...)
Now I <b>KNOW</b> ...	But I'm still <b>WONDERING</b> ...	My final <b>MAYBE</b> ...



## O.W.I with Text

Good readers **INFER** when they read. Authors sometimes don't tell us everything. Readers need to become "book detectives" and look for the clues and try to think about the possible "maybes".

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

**Author:** \_\_\_\_\_

<b>OBSERVE</b> What the author wrote - facts from the text	<b>WONDER</b> A question you have - what did the author NOT tell you?	<b>INFER</b> Add your "maybe..." - what are you <b>thinking</b> about?

# Inferring Dialogue

Create a dialogue between two people. Each person is only allowed to say ONE or TWO words each time they speak. Use "speaking" and "thinking" bubbles. Leave clues in the pictures and in the font size to help the reader "infer" what the characters are saying:




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

### **My Questions**

Something the author did not tell you but you're wondering about. Make sure your question is connected to the **MEANING** of the story

### **My Inferences**

Answer the question and add your own thinking to the story to make it more meaningful to you. Try to begin your inference with "I think..." or "Maybe..."

<b>My Questions</b> Something the author did not tell you but you're wondering about. Make sure your question is connected to the <b>MEANING</b> of the story	<b>My Inferences</b> Answer the question and add your own thinking to the story to make it more meaningful to you. Try to begin your inference with "I think..." or "Maybe..."



## Assessment Rubric for Inferring

Not Meeting	Approaching	Meeting	Fully Meeting	Exceeding
<ul style="list-style-type: none"> <li>I am unable to make inferences. I have difficulty understanding anything beyond what is included directly in the text.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to think beyond the story by making a prediction. <i>"I'm inferring that this is what is going to happen next."</i></li> <li>I have difficulty using the clues in the text to infer anything other than a prediction.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to recognize, in books provided, that sometimes an author does not include everything in the story and that inferring is "adding my maybes" to the book.</li> <li>Sometimes my inferences ("maybes") are connected to the story and sometimes they aren't.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that not all authors tell you everything.</li> <li>I am able to use clues in the book (illustrations and/or text) PLUS my own experiences to "fill in" what the author didn't say.</li> <li>My "maybes" are relevant to the story and show that I am thinking beyond the text to find meaning.</li> <li>I am also beginning to use the word "infer" in situations other than reading.</li> </ul>	<p>See Fully Meeting PLUS:</p> <ul style="list-style-type: none"> <li>I demonstrate a strong understanding of the concept of inferring.</li> <li>I am able to infer not only in selected texts, but am able to apply this strategy to other texts.</li> <li>My inferences are strongly related to the text, use evidence from the text and demonstrate that I am thinking beyond the story and looking for deeper meaning.</li> <li>I am able to infer authors' intent. "I'm inferring that the author probably wanted me to know that..."</li> </ul>

## INFERRING - Assessment Comments

<b>Making Inferences</b>	<b>NY</b>	<b>A</b>	<b>M</b>	<b>FM</b>	<b>EX</b>
Is able to make simple inferences from a picture or photo.					
Uses background knowledge and experiences PLUS the clues from the text to support his/her inference					
Is able to generate questions that enhance understanding and are directly related to the meaning of the text.					
Is able to explain how his/her connection has helped them understand the text better. ("B.I.B.B.")					