

### Educator Information and Directions

#### Student Objectives

1. Students will be able to define inferencing and explain its importance.
2. Students will be able to understand the difference between explicit and implicit.
3. Students will be able to make their own inferences, using textual evidence.

#### DAY 1

- Watch the **Video Lesson** and complete your **Guided Notes**.
- Complete the **Your Turn Practice**.
- Complete the **Lesson Reflection**.
- Complete the **Online Practice 1**.

#### DAY 2

- Complete the **Warm-Up** exercise.
- Complete the **Whodunit?** activity.
- Complete **Online Practice 2** and **Online Assessment**.

#### Suggested Reward

Use your account to reward 100 Gold/\$coops for each worksheet completed in this packet.

### Extension Activities

**Read All About It:** Ask an adult to help you choose a few headlines from current news articles. Make inferences about what each one will be about, then read them to see how you did!

**Movie Magic:** Select a trailer for a movie you've never seen before – ask an adult for help! Watch the trailer and write inferences about what you think the movie will be about. Be sure to use evidence from the trailer!

**Fiction Fun:** Select a short story or book chapter of your choice. Write a paragraph making inferences about the passage. Remember to use the Inferencing Formula!



Complete While Watching Video



Example



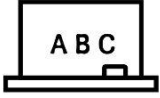
Student Practice



Write It Out!

# Day 1

## Guided Notes



**Guided Notes:** While you are watching the video, fill in the information below for your notes.

**Inferencing** is when you use \_\_\_\_\_ and \_\_\_\_\_ to find an idea that is not \_\_\_\_\_ stated or shown.

*Explicit* means something the author tells us \_\_\_\_\_.

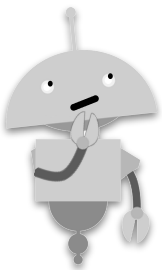
*Implicit* means something the author \_\_\_\_\_ at.

***Inferencing Formula:***



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

A time in my life when I might use inferencing is:



# Guided Notes - Passage



**Guided Notes:** As we read the passage, underline the main ideas.

Lena sat in the back of the classroom, staring out the window as her teacher droned on about fractions. Outside, the sky was overcast and gray, and she could hear the wind whistling through the trees. Lena sighed and leaned her head against the cool glass, lost in thought.

Suddenly, she noticed movement out of the corner of her eye. She turned her head to see a small bird perched on a tree branch, its feathers fluffed up, its body quivering slightly. Lena watched as it hopped from one branch to another, its beady eyes scanning the ground below.

The sight of the little bird reminded Lena of the nature walks she used to take in her old neighborhood. She felt a pang in her chest as she thought about the scavenger hunts in nature her and her old friends used to have, before her Dad got that new job. Lena wondered what it would be like to fly like a bird, to feel the wind rushing past her as she soared through the sky, back to her old house.

**My inference:** \_\_\_\_\_

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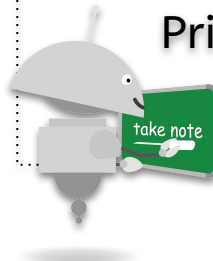
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**Remember:**

Evidence +

Prior Knowledge =

Inference



**Audio option:** Click or scan the QR code at right to listen to the text, and read along.



## Your Turn - *The House on Mango Street*

**DIRECTIONS:** Read the following passage from *The House on Mango Street* by Sandra Cisneros. Remember to underline to pick out main ideas. Make inferences about the passage, using the next page or another option of your choosing.



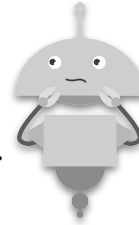
“But the house on Mango Street is not the way they told it at all. It’s small and red with tight steps in front and windows so small you’d think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don’t own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in our house, but they’re ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom - Mama and Papa, Carlos and Kiki, me and Nenny.

Once when we were living on Loomis, a nun from my school passed by and saw me playing out front. The laundromat downstairs had been boarded up because it had been robbed two days before and the owner had painted on the wood YES WE’RE OPEN so as not to lose business.

Where do you live? she asked.

There, I said pointing up to the third floor.

You live *there*?



*There*. I had to look to where she pointed-the third floor, the paint peeling, wooden bars Papa had nailed on the windows so we wouldn’t fall out. You live *there*? The way she said it made me feel like nothing. *There*. I lived *there*. I nodded. I knew then I had to have a house. A real house. One I could point to. But this isn’t it. The house on Mango Street isn’t it. For the time being, Mama says. Temporary, says Papa. But I know how those things go” (Cisneros 4-5).

Cisneros, Sandra. *The House on Mango Street*. Vintage Books, 1991.


**Audio option:** Click or scan the QR code at right to listen to the text, and read along.



# My Inferences - *The House on Mango Street*

**DIRECTIONS:** Use the space below to write your inferences. Some parts have been added to help you get started! Use your Guided Notes to help you.



Text Evidence +	Prior Knowledge	= Inference
	When an author repeats a word, it tells us it's an important detail to notice.	
		The narrator and her family used to live somewhere that was dangerous.
<p>“You live <i>there</i>? The way she said it made me feel like nothing. <i>There</i>. I lived <i>there</i>. I knew then I had to have a house.”</p>		
		

# Lesson Reflection

**DIRECTIONS:** Consider what you have learned from today's video lesson. Follow the directions in the spaces below and answer each question. You may answer each section by drawing, writing, or talking to a loved one about your answer.



While completing this lesson, I felt...

If I can sum up today's lesson in 3 words, they would be...

A question I still have is...

I could use what I learned today in my own life by...

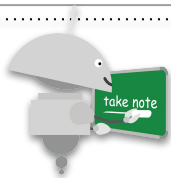
# Day 2

## Warm-Up



**DIRECTIONS:** Read each sentence that you might find in a story and make an inference. **REMEMBER:** Use the Inferencing Formula!

Sentence	Inference
The sound of rustling leaves drew their attention to the shadowy figure lurking in the trees.	
The forest was alive with the sounds of chirping birds and a rippling creek while the sun warmed the hikers.	
The young magician tried to pull a rabbit out of her hat, but it turned out to be a rubber chicken.	
The teenager's heart raced as they tiptoed down the dark hallway, trying not to make a sound.	
The classroom was quiet, except for the sounds of pencils scratching and the student snoring in the back row.	



### ***Inferencing Formula:***

**Evidence + Prior Knowledge = Inference**

# Whodunit?

**DIRECTIONS:** Read the following news article. Remember to underline the main ideas as you read. Then, use the box or a device to record your inferences.



It was a dark and stormy night when she got the call. Detective Kinsey arrived on the scene and was immediately struck by the eerie silence that surrounded the mansion. The only sound that could be heard was the rain pelting against the windows and the distant rumble of thunder.

As Kinsey made her way through the elaborate front door, she could tell something was not right. There were no signs of forced entry, but the entrance hall was in disarray, with furniture overturned and broken pieces of pottery littering the floor. As she made her way deeper into the house, she found the owner, Mr. Smith, lying on his office floor unconscious! He stirred, sat up, and asked, “What happened?” as Kinsey called an ambulance.

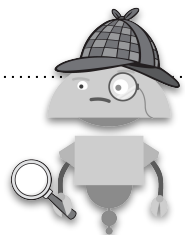
The room was in shambles, with papers strewn about and drawers pulled out from desks and cabinets. It was clear that there had been a struggle, but the intruder had been careful to cover their tracks. As Kinsey left the mansion, her mind was racing. She had dealt with Mr. Smith before and had a strong hunch about who the intruder was, but she knew she needed concrete evidence and a motive before making an arrest.

As she began to investigate, she learned that wealthy Mr. Smith had many enemies. He had recently fired his assistant, who had been with him for over a decade, because there were rumors that he had been stealing money from the company. Mr. Smith’s fashion model ex-wife, who had recently been cut out of his will, was also a suspect, as were several business partners who had fallen out of favor with Mr. Smith.

Detective Kinsey spent the next few days poring over the case files, analyzing the evidence, and questioning the suspects. A huge break came when she spotted a footprint in one of the crime scene photos. The heel consisted of a small dot that reminded Kinsey of her own pair of high-heeled stiletto shoes. As she delved deeper, her suspicions were confirmed, and she knew without a doubt who had committed the crime.



**Audio option:** Click or scan the QR code at left to listen to the text, and read along.



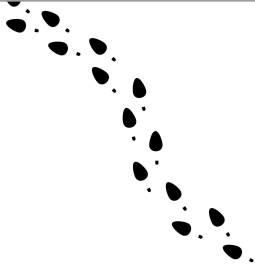




# Whodunit? - My Inferences

**DIRECTIONS:** Use the organizer below to make inferences about the Whodunit. Some clues have been added to get you started! Also use your Guided Notes to help you.



Evidence +	Prior Knowledge	= Inference
<p>“There were no signs of forced entry...”</p> 		
	<p>Important documents are often kept in offices.</p> 	
		<p>The criminal is none other than...</p> <p>_____!</p>