

Making Inferences – Grade 1 – Lesson #1

Objectives:

The purpose of these lessons is to introduce younger students to making inferences when reading, watching, listening, or looking at various information. In the first lesson, students will draw on their prior knowledge and use the information from the pictures in the book, Animals Should Definitely Not Wear Clothing to communicate the inference the author is making in the text.

Indiana State Standard Covered:

1.2.7 Relate prior knowledge to what is read.

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:

- Animals Should Definitely Not Wear Clothing by Judi Barrett
- Construction paper
- Crayons

Procedure:

1. Introduction

Begin by writing this short story on the board:

Old Mr. Chicken was standing by the side of the road. He heard what sounded like a BIG TRUCK coming. He decided to cross the road anyway. Unfortunately, he never made it to the other side - poor Old Mr. Chicken.

Ask students what happened to Mr. Chicken. Discuss how the reasonable conclusion – or inference – of Mr. Chicken being run over by the truck could be reached by really looking at the author's clues. The author seems to want us to think that Mr. Chicken was run over by a truck, and we do. That's called "making an inference." It's also called "reading between the lines." Making an inference means understanding something from the text that the author doesn't tell us directly.

2. Focused Instruction

(Before reading this book to students, cover up all illustrations on each page so only the words can be seen.) Show students the cover of the book, Animals Should Definitely Not Wear Clothing by Judi Barrett and brainstorm all of the types of clothing that students wear. Ask students why animals should not wear clothing and make a list of reasons as a class.

Explain that sometimes an illustrator gives clues about the author's meaning. In other words, the picture helps us make an inference.

Tell students that they will make inferences about why the author thinks that certain animals should not wear clothing. Then use the illustrations to check the inferences.

Start reading the story: "Animals should definitely not wear clothing...because it would be disastrous for a porcupine..."[show the text, but not the picture.] Then model your thinking aloud to students about why it would be disastrous for a porcupine to wear clothing.

Emphasize throughout the lesson that students' inferences will be different because they are based on our background knowledge. Tell them that this knowledge is unique to all of us.

3. Guided Practice

As you read each page (again keep in mind illustrations are already covered up), ask why each animal should not wear clothing. Read the text, and give students two minutes to describe the picture in their mind to a partner. Continue through the book, encouraging students to make inferences between the text and what they know.

*Stop before the page that says, "...because moose could never manage."

4. Independent Practice

When you get to this page, ask each student to infer why a moose could never manage clothes. Have student take a piece of construction paper and crayons to draw and explain or write about their inferences.

Have students continue the process with the next page, "because opossums might wear it upside down by mistake." Ask students to share their inferences and illustrations and explain why they think that opossums might mistakenly wear clothes upside down.

5. Assessment

Examine students' drawings and listen to their conversation to determine if they are comfortable using what they know to make inferences. Students should be able to use their prior knowledge along with the text to make an inference.

Making Inferences – Grade 1 – Lesson #2

Objective:

The purpose of these lessons is to introduce younger students to making inferences when reading, watching, listening, or looking at various information. In this follow-up lesson, students will again draw on their prior knowledge and use the clues they see to communicate the inference that is being made in a movie, skit, or picture.

Indiana State Standard Covered:

1.2.7 Relate prior knowledge to what is read.

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:

- Recorded television program such as “The Cosby Show,” “Family Ties,” or “Who’s the Boss?”
- Pre-made Scenario Cards (see page 6 of this document)
- Pencils
- Large Index Cards
- Various pictures of people in different situations taken from magazines or newspapers

Procedure:

1. Review Inferences

As readers, we are often asked to make inferences about what the author wants us to understand, even though we do not have all the necessary information. We have to use clues in the text to get the full meaning. That’s part of the fun of reading. Explain that because everyone uses their own experiences, we may all make different inferences. Not everyone understands the story in the same way. However, it’s important that we be able to explain the inferences we make by pointing to the clues in the text that we used to make the inferences.

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. Show a quick 5-minute segment of a taped television program without sound and see if students can follow some of the plot and understand the characters. What details helped them figure out how the characters feel? How did facial expressions and body language help them understand the show?

Next, break up the class into small groups of 2 or 3 students, and give each group a scenario card (see page 6 of this document) to be acted out for the rest of the class. Allow a few minutes of discussion so that groups can come up with their presentations. Then students perform their skit in front of the rest of their classmates. Have audience members discuss each skit and describe what details helped them figure out what happened.

3. Independent Practice

Explain the saying, "A picture is worth a thousand words." Discuss how pictures also reveal clues to how people are feeling based upon body language and facial expressions, etc. Then have students choose from a pre-selected group of pictures from a magazine or newspaper and an index card. Students must observe what a person in the picture is doing to infer how the person felt at that particular moment. Then students provide a written response in a sentence format based on the picture. These could then be displayed on a bulletin board in the media center for others to enjoy.

4. Assessment

Use attached half-page rubric (see page 5 of this document) to assess today's activity.

Inference Rubric

Name _____ Date _____

	Very Good 3	Satisfactory 2	Poor 1
Participated in inference discussions.			
Worked and shared with others in group.			
Followed directions throughout lesson.			
Overall response to the picture.			

Overall Score Received = _____ / 12 points

Teacher Comments -

Inference Rubric

Name _____ Date _____

	Very Good 3	Satisfactory 2	Poor 1
Participated in inference discussions.			
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Teacher Comments -

Scenario Cards to Use During Lesson #2

You are at your birthday party with your friends. You open up your birthday gifts.



You are playing basketball with your friends, and one person hurts his ankle.



You are watching a movie with your friends. All of a sudden, there's a scary part.



You paint a picture with a friend and then give it to your teacher.



You are reading a very funny book with a friend.



You go to a pet store and get to pick out a kitten to bring home as a new pet.



You are at school - all of a sudden you feel sick to your stomach.



You are running in gym class - all of a sudden your shoelaces come untied.



You are outside playing with your friends. The ice cream truck stops by and everyone gets to get some ice cream.



You are playing in the championship softball game on the same team as your friends. You win the game.



You are helping your mom clean up after dinner in the kitchen. You touch the hot stove and burn yourself.



You are all riding bikes together when one of you falls off the bike and crashes to the ground.

