

# MINI LESSON

## Inferences



**Objective:** SW review what it means to infer in a text, use schema to make inferences, and understand the difference between inferring and predicting.

**Materials:** A variety of texts; basal readers, novels, magazines, articles, newspapers, children's books, textbooks, etc..., Smart board or projector, [inference or prediction worksheet](#), I.S.N.'s and pencils

**"I do":** TW tell the students that someone has stolen a book from her! TW expand on how the book was sitting right on her desk, and that Mr. Sebranek was asking about it earlier! And there was a Green Bay Packers shoe lace laying nearby where the book was! "Who in the world could have taken it?" "I'm clueless!" (Another teacher's name and likes can be used instead) SW INFER that it was Mr. Sebranek who took the book. TW ask, "How do you know?" SW provide the clues etc... TW explain that the students just made an inference based on what they already know about Mr. Sebranek (that he's SUPER SNEAKY), and the clues provided.

**"We do":** (During mini lesson, SW take notes on inferences.) TW then explain that you can make those same inferences when reading a text. "Making an inference is when you use prior knowledge (or schema) and clues from the text to draw conclusions and form your own ideas about the text. The author does not always tell the reader all that is going on. It is up to the reader to infer what is happening." TW read, [The Sweetest Fig](#) by Van Allsburg, to the class. Together, they will discuss the inferences made while reading this story.

**"You do":** With a partner, SW use the [inferring game card directions](#) to play the [inferring game](#)!

**Extension:** SW complete the following inferring worksheets, [making inferences 1](#), and [making inferences 2](#) for a homework or follow up assignment. This can be used to assess that students understood skill.

**Conferencing:** TW work with small groups to practice making inferences.

