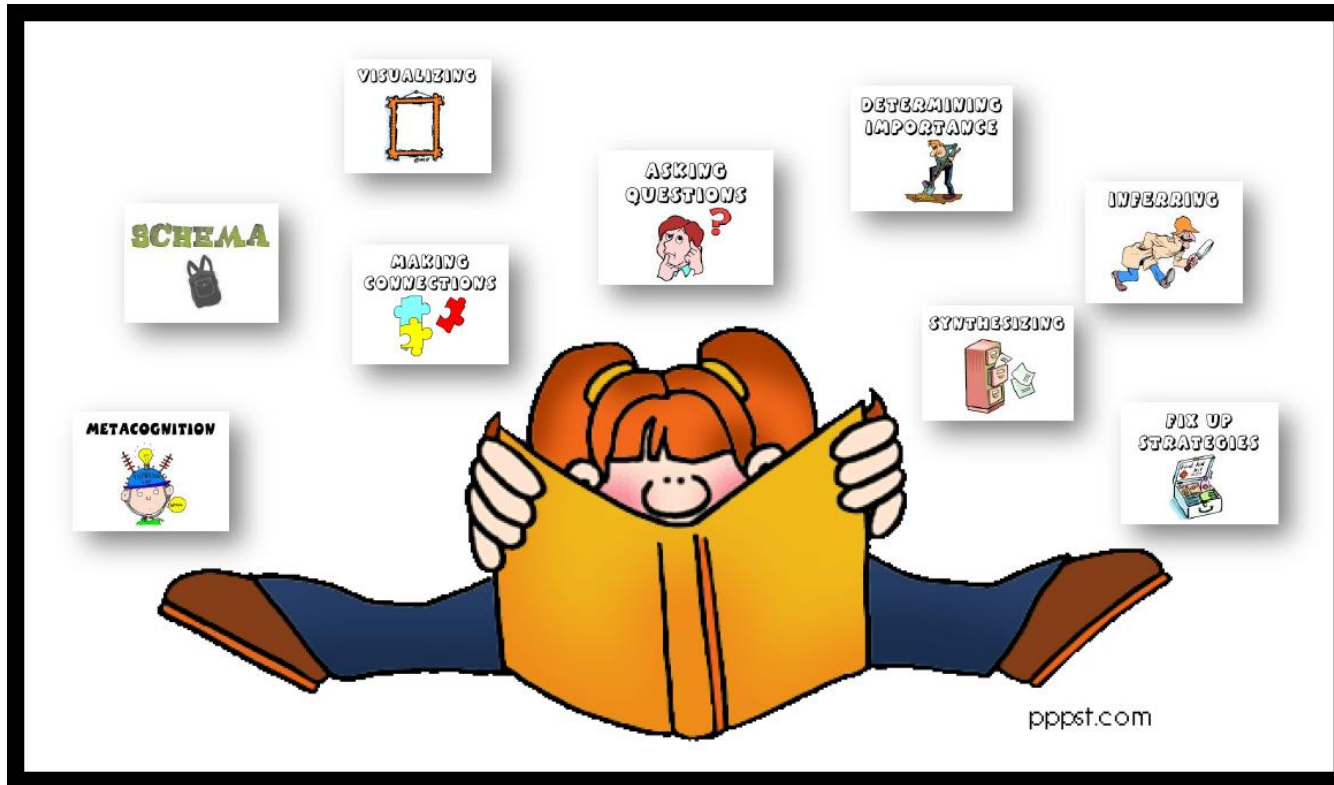


Reader's Workshop SCOPE and Sequence

Last Updated on 8-15-11



Inferring

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Reader's Workshop SCOPE and Sequence

INFERRING

Inferring: Trying to Make Sense of Words or Phrases That I Don't Know and Making Predictions Before, During, and After I am Reading

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
		✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

Guess Who? Guess Where? & CLUE

INFERRING



As I read . . .

I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.

Divide class into groups of four. Have them play guessing games such as *Guess Who*, *Guess Where*, and *CLUE*. Have them work in partnerships (2 against 2). Encourage them to use the pictures, words, and their background knowledge (SCHEMA) to play the game. When the activity is over, discuss how the pictures, words spoken, and their SCHEMA helped them during the game. Share that, "Readers use the pictures, words, and their SCHEMA to infer as they read. When readers infer, they make predictions and draw conclusions about what they are reading." Dismiss the readers and encourage them to think deeply about the text. Remind them to be metacognitive-- to think about their thinking and notice when they make connections, ask questions, determine importance, and visualize.

- Guess Who
- Guess Where
- CLUE



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Mini Lesson

Materials and Resources

Identifying Inferring
Thinking Stems (Ongoing)

INFERRING



As I read . . .
I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.

What do readers do while they are reading? Reiterate that readers THINK about their reading. Readers use their schema, make connections, create mental images, ask questions, and determine importance as they read. Model this for students. Read aloud a book you are familiar with and use the "think out loud" strategy INFERRING. Use the "inferring thinking stems" that you'd like your students to begin using. When you have finished reading and thinking out loud, ask students to make observations about you as a reader (what you were doing, what words you used, etc.). Record their answers on the Inferring anchor chart. As you dismiss students, encourage them to think about what they are reading, and to start using inferring thinking stems as they read. Add to the chart as the unit progresses.

- Read Aloud you've previously read
- Inferring Thinking Stem Statements:

Thinking Stems...	I predict... I infer... It could be that... Maybe... Perhaps... My guess is... This could mean...
--------------------------	---

Continue to add to the chart as the unit progresses!

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		✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

The Shoe's Story

INFERRING



As I read . . .

I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.

Display the shoe. Ask students to identify what type of person would wear it. What would they do while wearing it? What do they notice about the shoe? Ask them to use their schema and the clues from the shoe's appearance to come to a conclusion as to what happened to the person wearing the shoe.

- High Heel Shoe (broken, wet, muddied, scratched, scuffed, stretched)



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		✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

The Lunch's Story

INFERRING



As I read . . .

I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.

Display the lunch sack. Share with the class that you found a lunch sack in the hallway. You've tried to figure out who it belongs to, but can't and you need their help. Empty the contents of the sack. Display in the middle of the carpet, with the class around the carpet perimeter. Ask the class to use their eyes only at this time. Ask them to use their SCHEMA and the clues from the lunch to predict what happened at lunch for this student. Hold up each item without commenting. When finished allow time for observations. Share with students that they are inferring when they use their SCHEMA and clues. State that we've been using our schema and the clues from the lunch sack to draw conclusions about who's lunch it might have been and what happened while they ate lunch. Remind students that readers also infer. They use the author's clues and their own SCHEMA to make predictions about what they are reading.

- Lunch Left-Overs/Wrappers: empty applesauce container, empty pudding container, sandwich crusts, spoon with pudding remnants, nearly empty water bottle, loose M&Ms and cookie crumbs, unopened baggie of mini-carrots, bead bracelet (girl's), etc.
- Possible Observations/Comments:
 1. they don't like crusts because they only ate the middle of the sandwich
 2. They don't like vegetables very much because they didn't eat them
 3. They ran out of time and couldn't eat the carrots/vegetables.
 4. They ate the applesauce first and then the pudding.. see the pudding on the spoon?
 5. They had an M&M cookie.
 6. It must belong to a girl, because girls wear bead bracelets.
 7. Etc.

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Mini Lesson

Materials and Resources

Inferring Poster

INFERRING

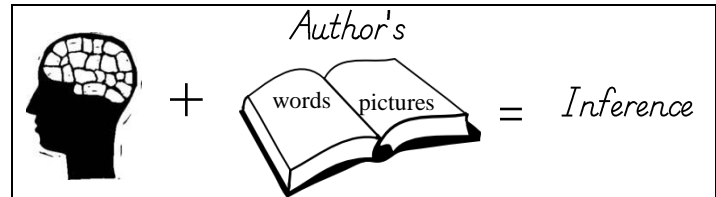


As I read . . .

I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.

Add a visual definition for the *Inferring Thinking Stem Statements* chart. Create a visual that defines the process of making an inference. Share that readers use their thinking (minds) and the author's words/pictures to make inferences about what is probably true about what we are reading. Refer to it whenever you model inferring during read aloud times.

- Inferring Poster



Readers use schema and text clues to draw conclusions and form unique interpretations of text!

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Mini Lesson

Materials and Resources

Wordless Books

INFERRING



As I read . . .

I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.

Display a collection of wordless picture books. Share that, "Some authors tell the story in pictures. They don't use words. They give the reader all the clues they need to know and read the story in pictures only." Model how to read a wordless pictures book. Encourage students to practice using their SCHEMA and the author's picture clues to INFER what the story is about. Allow time for students to interact with and read wordless picture books. During share time, have students talk about the books they've read. Remind students that readers use their SCHEMA and the clues from pictures and words to make predictions about what will happen in the story and to draw conclusions about what is probably true about what they are reading.

- Wordless Picture Books



- <http://www.weberpl.lib.ut.us/content/booklists/sort/t/31>
- <http://www.kimskorner4teachertalk.com/bookstore/wordless.htm>
- <http://www.proteacher.net/discussions/showthread.php?t=56947>
- <http://www.lfpl.org/kids/kids-booklist-wordless.htm>

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Mini Lesson

Materials and Resources

Day-to-Day Read Alouds

INFERRING



As I read . . .

I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.

As you read books to your class, stop and take time to infer at appropriate times. Refer to the *Making Inferences* visual whenever you model inferring during read aloud times. For example, when we read the part about Mr. Popper wiping his eyes, we stopped to infer, "That he was beginning to cry because he was sad about the penguins leaving for the North Pole with Admiral Drake. We inferred that he was sad because he had invested so much time with them, and grew to love them. He loved them so much that he was willing to send them away because it was what was best for them. Even though it made him sad to say goodbye." Remind students that readers use their SCHEMA and the clues from pictures and words to make predictions about what will happen in the story and to draw conclusions about what is probably true about what they are reading.

- Chapter book read alouds



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		✓	✓	✓	✓	✓	✓

Mini Lesson

Characterization #1

INFERRING



As I read . . .

I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.

Work on characterization with your class. Start by defining character trait by asking the class to describe you as a teacher. Example responses-- *funny, silly, goofy, strict, kind, smart, clumsy, etc.* Have them briefly share what it is about you that makes you _____. Share that these examples are called "proofs" for why I am _____. Give examples of character traits for you students... (1) Michael is *CURIIOUS*. He is always asking questions about nature. (2) Mia is a *LEADER*. She helps other first graders remember hallway expectations. (3) Etc... Say, "Just like we can use words to describe the people on our lives, we can also use words to describe the characters in the books we read." Display a few books that you will read to practice identifying character traits. Tell the class that they will be using these books over the next few days to practice inferring character traits using the clues an author gives.

Materials and Resources

- Picture Books with Strong Characters in Them



- Character Trait Words
 - http://www.illinoisstate.edu/reading_resources/Character_Trait_Descriptive_Adjectives.htm
 - <http://www.teachervision.fen.com/writing/resource/2669.html>
 - <http://www.lauracandler.com/books/TPT/AnalyzingCharacterTraitsPreview.pdf>

- Post It Notes



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Mini Lesson

Characterization #2

INFERRING



As I read . . .

I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.

Remind students that we can use words to describe the characters in the books we read. Display a few post it notes with character trait words prewritten on them. They should characterize the character in the book you read aloud. Ask students to read the words. Ask them to listen closely to the story and pick out parts in the story that show (prove) the character to be ____, ____, or ____. Model for and guide students in this process as you read the book. Stick the post it notes to the appropriate pages.

Materials and Resources

- Picture Books with Strong Characters in Them



- Character Trait Words
http://www.lt.appstate.edu/reading_resources/Character_Trait_Descriptive_Adjectives.htm
<http://www.teachervision.fen.com/writing/resource/2669.html>
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Mini Lesson

"What does that mean?"

INFERRING



As I read . . .

I use the pictures, the words, and my background knowledge to make predictions and draw conclusions about what is probably true about what I am reading.





Have you ever been reading a book and one of your students asks, "What does that mean?" Building vocabulary knowledge is critical and can easily be integrated naturally into your school day. As you read books, stop to talk about new and interesting words. If your students don't notice new and interesting words, stop and point them out to students. Discuss what the word means. Use context clues. Start to build a word bank chart for words you run across as you read. Model how to infer a word's meaning:

1. Reread the text.
2. Look for clues in the text.
3. Check picture(s) for clues.
4. Use your schema.

Encourage students to be metacognitive as they read...noticing new/interesting/confusing words. Encourage them to use their schema, the surrounding text, and the pictures to infer the word's meaning.

Materials and Resources

- Read Aloud Texts: *Poetry, Mentor Texts, Chapter Books*
- Vocabulary Chart: *Inferring a Words' Meaning*

Book	Word	Text	What We Infer It Means
	fender	So they raced each other all the way, and in the last block they tried to pass each other, and one of the fenders got torn off	<ul style="list-style-type: none"> • metal or plastic part that covers the front and back end of a car
	quiver	He could feel the Smallest Fox's body pressed tightly against his own, quivering with excitement.	<ul style="list-style-type: none"> • shivering • shaking • shuddering
	pummel	...I don't want to be stepped on, or kicked in the face, or pummeled, or crushed in any way, or squashed, or buffeted about...	<ul style="list-style-type: none"> • hit • smacked • struck
	soil	We are being careful about our graduation gowns, aren't we Grace? We are being careful not to soil them?	<ul style="list-style-type: none"> • mess them up • get them dirty

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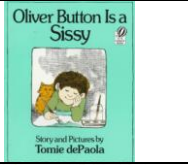

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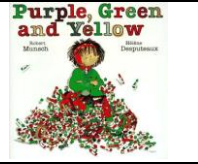

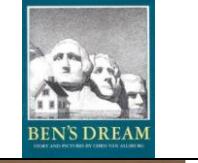
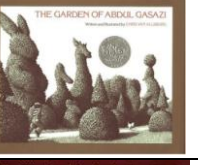

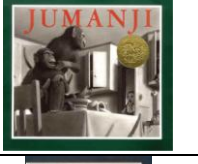
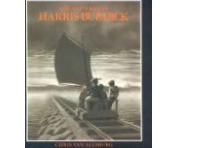


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Additional Books to Use for Inferring Throughout the Year:

A Day's Work Bunting, Eve	
Dandelions Bunting, Eve	
Fly Away Home Bunting, Eve	
Going Home Bunting, Eve	
How Many Days to America Bunting, Eve	
The Memory String Bunting, Eve	
The Wall Bunting, Eve	
The Wednesday Surprise Bunting, Eve	

Dancing in the Wings Allan, Debbie	
Oliver Button is a Sissy dePaola, Tomie	
Possum Magic Fox, Mem	
Shoes from Grandpa Fox, Mem	
Night Noises Fox, Mem	
Oink! Geisert, Aurthur	
Grandpa's Face Greenfield, Eloise	
Tight Times Hazen, Barbara Shook	

Purple, Green, and Yellow Munsch, Robert	
The Stranger Van Allsburg, Chris	
Ben's Dream Van Allsburg, Chris	
Ghe Garden of Abdul Gasazi Van Allsburg, Chris	
The Wreck of the Zyphyr Van Allsburg, Chris	
Jumanji Van Allsburg, Chris	
The Mysteries of Harris Burdick Van Allsburg, Chris	

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