



Cycle 12 Comprehension: Inferencing

Materials

- projector or whiteboard
- “The Nosebleed” (one per student)
- Scenarios (one per student)
- Inferencing Chart (one per student)
- one set of Emotions cards

ESL Modifications

- Use picture cards for Emotions game.
- Read aloud, choral read, or echo read.
- Partner work enables students to practice listening and speaking skills.
- Sentence stems that are included on the chart allow students to practice English language structure.

Teach



- Remind students of what it means to “make inferences” and “draw conclusions” from text. Suggested teacher language:
- **Remember, making inferences and drawing conclusions are very similar. An *inference* is an idea that is suggested by the facts or details in a passage. Making an inference is like being a detective and figuring out answers based on the “clues” or facts you are given in a story.**
- **When we draw a conclusion, we make a decision about what may happen or about the result an event may have. We are “filling in the blanks” for information the author left out about what will probably happen next.**
- **We make inferences and draw conclusions all the time. One of the ways that we make inferences in our daily lives is when we “read” people. We look at people’s faces and their actions to determine how they are feeling. When we determine how they are feeling without even talking to them, we have *drawn a conclusion*.**
- **Let’s practice this skill by using the Emotions cards to play a game. Each person is going to act out the emotion that is on your card and the rest of you will try to determine what the emotion is.**
- Distribute one Emotions card to each student. Allow students to read the word that is on their card, but instruct them to keep the word secret from their classmates. Play a game similar to Charades where each student acts out the emotion listed on his or her card, and the other students make inferences and draw conclusions about what that emotion is.
- Play the game until everyone has had a turn to act out the emotion on his or her card. Once everyone has had a turn, move on to the Making Inferences page. Suggested introduction for the Making Inferences page is below:
- **We make inferences in our daily lives without even realizing that is what we are doing. Those inferences can help us form a conclusion or opinion about what might be happening. When we “read” the emotions, we made inferences. However there was not enough information given to us to actually draw a conclusion about the emotion, such as the reason for the emotion or what the person might do next.**





Cycle 12 Comprehension: Inferencing

Guided Practice



- **Let's try making inferences using a few scenarios. We will have more information than we did when you acted out the emotions, so we will first infer what is happening and then draw a conclusion about what might happen next.**
- **As we read each scenario, we will stop and talk about the information given and what we know about this information from our own experiences.** This activates prior knowledge and also lets the teacher know which students do not have sufficient background knowledge about the particular situation. **As we read each scenario, we will fill out a chart to help us keep track of our thoughts. Good readers sometimes take notes as they read to help them comprehend what they are reading.**
- Read the first scenario and fill out the chart together. **What are some facts that we read in the scenario? We need to go back to the text to make sure that what we are writing is actually in the scenario.** (*Facts from the story: loud crying, candy aisle, little girl trying to pull cart back down the aisle.*)
- **Now that we've written down the facts, what are some things that we know based on our previous experiences?** Accept reasonable responses (*e.g., small children often have tantrums when they don't get what they want, many children like to get candy at the grocery store*).
- **Let's draw a conclusion based on what we have read and what we know from our own experiences. What can we infer about the little girl in the scenario?** Accept reasonable responses (*e.g., the little girl was crying because she wanted candy, and her mom was not getting her any*).
- **What can we conclude about this scenario?** Accept reasonable responses (*e.g., The mom was headed to the checkout line and would not be returning to the candy aisle; depending on the girl's age, she might be crying for a long time, or the crying may escalate into a full tantrum*).
- Make sure to give students time to write in their charts.
- **Now let's do the same thing with the second scenario, but this time you will work with a partner.** Continue with the second scenario.
 - o Facts from the story: house is a mess, trash on floor, furniture knocked over, couch cushions ripped, shoes all over living room, shoes are wet and eaten, puppy is on the couch.
 - o What I know from experience: puppies like to chew, puppies get lonely and can get into trouble when left by themselves
 - o I can conclude that: the puppy got bored while you were out and tore things up.
- **How do you feel about making inferences and drawing conclusions?** Allow students time to respond and clarify any misconceptions. **We've learned that we make inferences and draw conclusions all the time, most of the time when we don't even realize it. Now we are going to practice this skill using a short story. As you are reading the story, I want you to think about places in the story where the author leaves something out or provides a clue for you to figure something out by yourself. When we notice those places in the story, we are going to use our reading strategy and stop to make notes on our chart.**





Cycle 12 Comprehension: Inferencing

Independent Practice



- Give each student a copy of “The Nosebleed” and Student Chart 1. Project Student Chart 1 so that students can follow along with you as you take notes. Suggested stopping points are indicated with the ❖ icon.
- Read the selection as you would in a guided reading setting. Offer support and scaffolding as you are reading. As students read, listen to a few read aloud and make anecdotal notes on accuracy and fluency. Suggested story introduction and guiding questions to check for understanding are below:
- **This is a short story called “The Nosebleed.” Has anyone ever had a nosebleed before?** Listen to answers from students. **What caused your nosebleed?** Student answers will activate prior knowledge and let the teacher know who doesn’t have background knowledge. If none of the students have ever had a nosebleed, discuss different things that could cause nosebleeds.
- **This story is about four boys. Their names are Michael, Gabriel, Jack, and Josh. As you are reading, remember that the author has intentionally left details out. It is your job to try to figure out or infer what happens when these four boys get together to play. Let’s read to the first stopping point and see if we can make an inference about what is going to happen in the rest of the story.**
- After students have read to the first stopping point, ask the following questions to check for understanding and to guide the discussion and note-taking:
- **One of the first things I noticed was a word in bold print. We need to figure out what the word *expectantly* means. This word has a suffix, *-ly*. I know that the suffix *-ly* means “in this way.” I think that the root word *expectant* means that I’m expecting, or I am looking forward to, something. I think that the word *expectantly* means that the boys are expecting, or looking forward to, something.**
- **What do we know about Michael and Gabriel?** (*They are waiting for someone to arrive at their house. Mom said to be patient.*) **Let’s put this fact on our chart in the Facts from the story section. Remember, when we take notes, we don’t have to write in complete sentences, but we do need to make sure we understand what we have written.**
- **What do we know from our own experiences about kids and waiting for someone to arrive? Let’s record our thoughts on our chart.** (*Kids get excited when someone comes for a visit.*)
- **What can we infer or conclude? Let’s make sure to record on our chart.** (*Michael and Gabriel are excited about their friends coming for a visit.*) **Let’s keep reading to see if we are correct.**
- After students read to the next symbol, stop and ask the following questions:
- **Who was in the van that pulled up in front of the house?** (*Jack and Josh.*)
- **What other facts did we learn?** (*The boys were giving fist bumps and high fives. All four boys ran upstairs.*)
- **What do we know from experience?** (*This means that they were excited to see each other.*)
- **We can infer/conclude that:** (*All of the boys were excited to see each other and were running upstairs to play.*)
- After students have had time to record all responses, ask the following question:
- **Was our first inference correct when we said that Michael and Gabriel were excited about their friends coming for a visit? Let’s look back at our chart to see if our inference was correct.** (*Yes, we were correct based on the new facts that we learned from the story.*)





Cycle 12 Comprehension: Inferencing

Independent Practice (cont.)

- **Let's read to the next stopping point. While you are reading, I will be listening to a few of you read quietly.**
- Listen to one or two students read while you take anecdotal notes. Then ask the following questions and check students' charts. Remind them that they don't have to write complete sentences when they are taking notes.
- **While we were reading, I noticed two more words in bold print. The first one is *drifting*. Let's use context clues to determine what drifting means. Remember, when we use context clues, we read around the word for "clues" that help us determine the meaning of the word.** Allow students to answer and clarify as needed. (*Drifting means moving. The laughter and giggles were upstairs, but Mom could hear the sounds downstairs, so the sounds were moving downstairs.*)
- **The next word I noticed in bold print is the word *streaming*. Use context clues to figure out the meaning of this word.** (*When I use context clues, I can determine that this word means that blood is flowing or coming quickly out of Josh's nose.*)
- **Now that we've figured out the meanings of the bold words, let's move on to making inferences.**
- **What are some important facts that we have discovered about the events leading up to the nosebleed?** (*Loud thumps, screaming, Mom's heart racing, Michael holding a cloth to Josh's nose, blood all over floor and Josh.*)
- **What do we know about these facts from our own experiences?** (*Loud thumps coming from upstairs sometimes mean that children are wrestling or jumping. Screaming usually means that someone is hurt. When a person's heart races, they could be exercising or they could be nervous or scared. When someone holds a cloth to someone else's nose, they are trying to stop something from coming out.*)
- **We can infer that:** (*Maybe the boys were playing around too much and Josh got hurt. Mom doesn't know what has happened, so she is scared.*)
- **We still don't know exactly what has happened, but based on the facts and our previous experiences, we can draw a pretty good conclusion that maybe some of the playing got a little out of hand and caused Josh to get hurt.**
- This concludes the guided portion of the lesson. The rest of the lesson will be independent work. Students are expected to read the rest of the story and complete the final chart on their own to determine who was responsible for the nosebleed.
- **Now that we have practiced making inferences together in the story and with the scenarios, it is your turn to make some inferences together with your partner. You will practice being detectives together. You will need to work with your partner to use context clues to determine the meaning of the word *gushing*. It is also your job to find all of the facts from the story and then put those facts and the experiences that you have had in your life together to draw your own conclusion about what actually happened to cause the nosebleed.**
- **You will read the rest of the story and then work with a partner to fill out the last chart and draw a conclusion about what really happened and who was responsible for the nosebleed.**





Cycle 12 Comprehension: Inferencing

Independent Practice (cont.)

- **Remember, you are only looking for facts that clue you in to why and how the nosebleed actually happened. You can circle or underline the evidence you find in the passage.**
- Students then read the rest of the story by themselves. Listen to a few of them while they are reading and take notes. Once they finish, partner them up to complete the last chart. Provide support as necessary. After they finish, check for understanding. They should have completed their charts correctly and come to the conclusion that the boys were playing around and Jack kicked Josh, which caused Josh's nose to bleed.



Cycle 12 Comprehension: Inferencing

Emotions Cards

scared	happy
sad	hurt
confused	nervous





Cycle 12 Comprehension: Inferencing

Name: _____

Date: _____

Scenario 1

1. As you are walking in a grocery store, you hear loud crying coming from the next aisle over. You decide to investigate and walk over to find a little girl and her mother in the candy aisle. The mother is pushing the cart toward the front of the store while the little girl is trying to pull the cart back down the aisle.

<u>Facts from the story</u>	<u>What I know from experience</u>
<u>I can infer/conclude that . . .</u>	



Cycle 12 Comprehension: Inferencing

Name: _____

Date: _____

Scenario 2

2. As you return home from swimming, you notice that the whole house is a mess. There is trash all over the floor, furniture has been knocked over, the couch cushions are ripped open, and the stuffing is hanging out. It appears that every shoe you own has been taken out of your closet and thrown all over the living room, and when you pick one of the shoes up, it is wet and looks like it has been half eaten. You look around and see your new St. Bernard puppy on the couch with a guilty look on his face.

<u>Facts from the story</u>	<u>What I know from experience</u>
<u>I can infer/conclude that ...</u>	



Cycle 12 Comprehension: Inferencing

Name: _____

Date: _____

The Nosebleed

1 Michael and Gabriel waited **expectantly** by the front door. Each car that passed or slowed down drew their attention. After a few minutes, Michael ran to his mom and asked, "How much longer until they get here?" Mom looked at her watch and answered, "Not much longer. Be patient." ❖

2 Two minutes later, a silver minivan slowed down and parked in front of Michael and Gabriel's house. Gabriel yelled, "They're here! Jack and Josh are finally here!" Mom heard the front door open, and soon after, four boys burst through the front door giving each other fist bumps and high fives. All four boys ran straight upstairs. ❖

3 A few minutes later, Mom could hear laughter and giggles **drifting** down the stairs. It seemed as if everything was going well, so she decided to start dinner. But just as



she put dinner on the table, she heard a loud thump followed by four more thumps and then screaming.

4 Mom's heart started racing, and she ran up the stairs, three at a time. When she reached the top of the stairs, she discovered Michael in the bathroom holding a cloth to Josh's nose. Josh had blood **streaming** down his face onto his hands, and there was blood all over the bathroom floor. ❖

5 As Mom assessed the situation, she could see Gabriel and Jack in the game room. They were sitting on the couch and looked okay but a little nervous. Michael seemed okay as well. It appeared that only Josh was hurt. ❖



Cycle 12 Comprehension: Inferencing

The Nosebleed (cont.)

- 6 The first thing that Mom did was try to stop the bleeding. Blood was **gushing** out of both nostrils, and it didn't look like it was going to stop any time soon. Michael remembered the steps for treating a nosebleed from his first aid class:
1. Have the person look down.
 2. Hold a cloth under the nose.
 3. Pinch the soft part at the top of the nose for ten minutes.
 4. Put an ice pack on the nose to help with swelling.
 5. If the bleeding doesn't stop after twenty minutes, take the person to a doctor.
- 7 Mom and Michael followed the first aid steps, and Josh's nose finally stopped bleeding.
- 8 Now it was time to find out why his nose started bleeding in the first place. Mom took a deep breath and walked quietly into the game room. No one made a sound until Mom noticed the blood on Jack's sock. Jack and Gabriel's eyes darted around nervously. They knew they had been caught, and they both started talking at once, each trying to explain his side of the story first . . . ❖





Cycle 12 Comprehension: Inferencing

Name: _____

Date: _____

Inferencing Chart

The Nosebleed

<u>Facts from the story</u>	<u>What I know from experience</u>
<u>I can infer/conclude that ...</u>	

<u>Facts from the story</u>	<u>What I know from experience</u>
<u>I can infer/conclude that ...</u>	



Cycle 12 Comprehension: Inferencing

Name: _____

Date: _____

Inferencing Chart (cont.)

The Nosebleed: Independent Practice

Facts from the story

What I know from experience

I can infer/conclude that . . .





Istation Lesson: Teacher Observation Page

Use Istation's Teacher Observation chart to make anecdotal notes about reading behaviors, skills, strategies, and needs, or to take a short running record of reading accuracy. The information noted can then be used in addition to the Priority Report to shape instructional decisions and groupings.

Student	Observations