

Inference of the Week Flip Chart

Congratulations on your purchase of this Really Good Stuff® **Inference of the Week Flip Chart**, an interactive comprehensive tool for the explicit instruction of the skill of making inferences.

Meeting Common Core State Standards

Inference of the Week Flip Chart aligns with the following English Language Arts Standard(s):

Reading

Key Ideas and Details

Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

This Really Good Stuff product includes:

- *Inference of the Week Flip Chart*
- 1 Compact Disc
- This Really Good Stuff Teaching Guide

With the **Inference of the Week Flip Chart**, you can explicitly teach and reinforce the skill of making inferences. Beginning with images and moving on to literature and informational text passages, students are presented with a systematic way of combining background knowledge and clues to build meaning, greatly improving their overall comprehension and engagement with text. The dry erase passages provide an interactive space for analyzing content either in small or whole group format. The content of this flip chart is at the third- through fifth-grade level; however, the passages can be used to review inferences with students at any grade level.

Managing the *Inference of the Week Flip Chart*

- Display the flip chart on a table, or using the three holes at the top, hang it on a pocket chart stand or from hooks on a whiteboard.
- Be sure to have colored dry erase markers handy for highlighting text evidence with students.
- In advance of each lesson, print out and photocopy the passages from the CD for distribution as class work.
- Visit our Web site www.reallygoodstuff.com to download Really Good Stuff Teaching Guides.

Introducing *Inference of the Week*

Although we make inferences every day and usually without even being aware of it, teaching students to infer while reading can be tricky. Teaching students to identify and use the clues embedded in text, images, and text features, and then combine those clues with relevant background knowledge (schema), helps students get to a deeper meaning of the text and see the full picture the author is trying to create.

The flip chart is designed to teach students at any level how to make valid inferences. Starting with images, students are asked to focus on details that might reveal additional information about the subjects in the photos. For example, students are asked to look at facial expressions to infer mood, feeling, or inner thoughts, setting to determine what could have just happened or what might happen next, etc. Students are then asked to justify their thinking by explaining how they arrived at such conclusions: *I think the boy is feeling excited because he is smiling and is raising his hand up above his head. I raise my hand like that and smile when I have done something well and feel proud of myself.*

1. Who do you think these people are?
What helped you infer that?

2. What are they doing?
Why do you think so?

3. What can you infer from the setting?

4. How is the boy feeling? How is the man feeling?
Why do you think so?

5. What probably just happened?
What helped you infer that?

Evidence Schema Inference

Inference of the Week Flip Chart

Once students are in the habit of using clues in images to build meaning, they are ready to transfer their learning to making inferences during reading. There are 10 literature and 10 informational text passages, all from different genres, giving students practice making inferences across a wide variety of text. The structure of the flip chart is such that instruction using each passage can be spread out over a week. Focusing on one to two types of inference per day, start the week with questions about more general inferences related to organizational or visual features, and return to the passage to delve deeper into the details of the text to reveal character motive, implied author's purpose, point of view, etc. Record inferences, schema, and text evidence on the chart below each passage as you go.

Literature passages include questions that target inferences using character analysis (physical description, dialogue, inner thoughts, action, lesson), vocabulary, setting, mood, theme, and author's purpose. Informational text passages include questions that target inferences using text features, key details, main ideas, facts, cause and effect relationships, vocabulary, comparisons, point of view, and author's purpose.

The questions following the passages are color-coded according to inference type. For example, the text features question is pink across all the informational text passages while the key details question is blue. This helps students recognize and identify which inferences are more or less challenging for them, and helps teachers track which types of inferences need additional reinforcement. When marking text evidence, using a highlighter of the same color as the question makes it simpler for students to see the connection between evidence and inference.

The answer keys include both the passage and a table with possible answers. The text evidence that is used to make inferences (and answer the questions) is shown in underlined, colored print that corresponds to the colors of the questions. For example, text evidence related to character action is shown in red because the question using character action to make an inference is red in the flip chart. Below each passage is an answer key table with key sample responses

to the questions. Note that for each inference type, only a couple examples are given. Students may provide different answers depending on which part of the text they choose to highlight. For example, the green vocabulary question asks students to infer the meaning of an unfamiliar word, and they may choose a word that is different from the one that is shown in the answer key. As long as students can support their inferences with text evidence and/or schema, they are correct. Text evidence that can be used to make inferences and answer the questions but that is not used as an example in the table is shown in colored print but is not underlined.

John Henry and His Mighty Hammer
A Tall Tale

When John Henry was a baby, he could lift a hammer twice his weight. At age 18 he went to work as a steel-driver for the Chesapeake & Ohio Railroad. John Henry's job was to drill holes. To accomplish this, he swung his mighty 80-pound hammer, pounding thick steel spikes into solid rock.

The new railroad was almost done, but there was a mountain in its way. It was called Big Bend Mountain. The big bosses at the C&O Railroad decided they couldn't go around the mountain. It was too huge. "We'll drill right through that dad-gummed mountain!" they announced.

It took three long years and cost many lives, but the Big Bend tunnels were almost done. John Henry worked gloriously, pounding with his 80-pound hammer. Every day he drilled 10 to 15 feet into the mountain. No one else in the work gang came close to matching his strength, his skill, or his determination.


One day a salesman came to the big bosses with a

steam-powered drill. "Gentlemen," he claimed, "This here drill can out-drill your mightiest man!"

"You never met John Henry, then!" the big bosses retorted.

They set up a contest between John Henry and that drill. The foreman ran the steam drill. John Henry used two 90-pound hammers, one in each hand. They drilled and drilled and drilled. Dust flew everywhere. The other workers shouted and hollered and cheered.

When time was up in about half an hour, John Henry had drilled two 10-foot holes. The steam drill had drilled only one nine-foot hole. "Hooray for John Henry!" everyone yelled. The big bosses gave him a raise—about time, too.



	Evidence	Schema	Inference
physical description	When John Henry was a baby, he could lift a hammer twice his weight / No one else in the work gang came close to matching his strength, his skill, or his determination	I helped build a bookcase, and the hammer became heavy after using it for a short time. You have to be strong to use it daily.	John Henry is very strong and hardworking.
dialogue	1. Salesman: "Gentlemen, this here drill can out-drill your mightiest man!" 2. Big bosses: "You never met John Henry, then!"	1. My mom sells houses and she says that to make a sale, you have to be confident and believe in what you are selling. 2. I am good at solving mental math problems, so my parents always proudly ask me to calculate the tip when we go out to eat instead of using the calculator on their cell phone.	1. The salesman is probably feeling confident that he will be able to sell his steam drill to the railroad company. 2. The big bosses are probably feeling proud of John Henry because he is their mightiest worker. They might have been thinking that a machine couldn't do the work of a person.
character action	The big bosses set up a contest between John Henry and the drill.	When you enter a contest, you try to beat out your opponents and be the best.	Their motive is to prove that John Henry is stronger than a machine.
lesson	The big bosses gave John Henry a raise / Everyone cheered John Henry on and said hooray when he beat the drill	My sister got a raise at work because she is responsible and works hard.	The characters learn that if you work hard, you will be rewarded and celebrated.
vocabulary	relentlessly	My cat is relentless when she wants to eat. She follows us around meowing until we feed her.	I think relentlessly means "without stopping and with full strength" because it says that he drills 10 to 15 feet into the mountain every day.
setting	Big Bend Mountain / Chesapeake & Ohio Railroad / It took three long years	I know that the railroads were extended westward after the Civil War.	I can infer that work on the tunnel was hard and dangerous because the author says that it cost many lives and that it took three long years.
central message	John Henry used two 80-pound hammers, one in each hand, and drilled two 10-foot holes. The steam drill had drilled only one nine-foot hole.	I know this is a tall tale and the facts are exaggerated to communicate a message about the value of hard work.	I think that the central message is if you are dedicated and work hard, you can accomplish anything, even outwork machines.

The answer key table gives key sample inferences that can be made using text evidence and schema.

The CD has all the passages and questions for student use. It also has the answer keys in full color.

How to Use the Inference of the Week Flip Chart Photo Section

Introduce the concept of making inferences using the photo section of the flip chart. Make enough copies of the *Inference of the Week Reproducible* for students to work in pairs. Select an image for discussion.

Inference of the Week Flip Chart

Explain to students that by focusing on and using the details of a photo, it is often possible to “see” more than what is pictured. Model how to do this using the think-aloud strategy. Read a question below the photo and answer it aloud. For example, if using the first photo of the flip chart—*Who do you think these people are? Why do you think so?*—your response could be, “I think these people are a mother, father, and son playing together because the woman looks the right age to be the boy’s mom, and when I was young, my parents and I would go to the park on weekends and play softball.” Tell students that seeing beyond what is pictured requires that they use their own experience or knowledge along with details from the photo to make a logical inference. Record your responses in the chart at the bottom of the page.

Model a wild guess so students can understand the difference—“I think that the people in the photo are probably strangers that met in the park who decided to play a game together.” Although this could happen, it is not supported by the details shown in the photo and it is less likely for a little boy to meet up with a couple of strangers in the park to play a game than it is for a little boy to go with his parents.

Pass out an *Inference Reproducible* to each student pair. Read the second question aloud. Review the inference response starters in the box below. Give student pairs time to discuss their inferences and record them on their graphic organizers. Have a whole class discussion and then have one student pair record their answers on the flip chart. Continue until all the questions have been answered.

Inference Response Starters

I can infer that...
It could be that...
I think...
Maybe...
Perhaps...
This could mean...
The character could be...
The character is...probably...
Based on the evidence, I think...
The author probably...because...

Text Section

Teach the skill of making inferences using text in a consistent, explicit way. Follow the steps below, using one passage per week.

Once students have become proficient at making inferences using images, move on to the text section of the flip chart. On each page, you will find a literature passage (yellow border) on one side, and on the opposite side, you will find an informational text passage (green border), all with six to seven questions that follow. Because each question elicits a varied number of responses, the time you spend on each one may vary as well. It’s important to thoroughly discuss each inference type as they all reveal something unique about the text that ultimately reveals its deeper meaning and what the author is really trying to say.

Before the lesson, draw a large three-column chart on butcher paper to match the three-column chart at the bottom of the flip chart. Set it aside until later. Use the *Literature and Informational Text Passages Tables* to select an appropriate passage for your group. Locate the passage on the CD, print it out, and make copies for individual student use. Use the answer key as needed.

Questions:

- Who do you think these people are?
Why do you think so?
- What can you infer from the setting?
- Who do you think is pitching the ball?
What helped you infer that?
- How do you think the boy and the woman are feeling?
Why do you think so?
- Why do you think they are playing baseball?
- What do you think will happen next?
Why do you think so?

Evidence	Schema	Inference
The age of the woman	My parents and I used to play together in the park	I think this is a mother, father, and son playing together.

Inference of the Week Flip Chart

Day 1

Tell students that similar to seeing beyond what is pictured in photos, they will learn how to “read between the lines” using clues and background knowledge to make logical inferences about text.

Open the flip chart to the passage and read it aloud or have a student read it aloud. (Note that if using an informational text passage that begins with a text feature question (pink), read and discuss that question first, and then read the passage.) Read the first question aloud. Model how to respond to it by using the think-aloud strategy. For example, if using *The First Moon Walk* passage, the first question is about physical description—Describe what a character looks like (facial expressions, clothing, hair, etc.) or what a significant object looks like using the author’s words. What can you infer about the character or object? Locate the part of the text that describes a character or significant object. (Use the answer key as needed.) Point to the first line of the passage and use a light brown dry erase marker to highlight the sentence as you say, “The author says here that *Linda sat between Mommy and Daddy on the couch*. I can infer that Linda is young because she is sitting between her parents and the author refers to them as *Mommy and Daddy*. I only referred to my Mom as *Mommy* when I was very young. The author doesn’t directly tell us her age but I can use my own experience along with the author’s description of Linda to make a logical inference about her age.” Record your responses in the appropriate columns of the chart below the questions.

Have students find other parts in the text that describe a character or object and record their responses on the *Inference of the Week Reproducible*. Invite students to come up and highlight the text evidence on the flip chart and then record some of the responses in the chart below. Discuss each inference and make sure students are able to validate their hypotheses by citing text evidence and offering valid schema. At the end of the lesson, transfer the responses to question 1 to the chart on the butcher paper using a colored marker that matches the color of the question.

The First Moon Walk

Linda sat between Mommy and Daddy on the couch. The whole family was glued to the television. Even Linda’s brother, Mark, looked interested. A teenager, Mark’s usual attitude was “Ho hum, everything is so boring.”

Linda was worried that the astronauts wouldn’t walk on the Moon until it was past her bedtime. During summer vacation she was supposed to be in bed by 9:30. Mark could stay up as late as he wanted. It wasn’t fair.

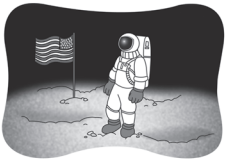
The TV guys kept talking about “the lem.” “What’s a lem, Daddy?” Linda asked.

“Hmm,” he said. “It’s initials. Lunar Something Module, I think.” The family guessed what the *E* might stand for. Dad guessed *Expedition*. Mom guessed *Enterprise*. Mark guessed *Experience*. Linda guessed *Excellence*.

Then Walter Cronkite said it was about to happen, and it wasn’t even 8 o’clock yet! Linda was going to get to see it after all! Neil Armstrong, the head astronaut, opened the hatch. It was hard to see what was happening. The picture on the black-and-white TV screen was all blurry. But good old Walter told them everything. Now Neil Armstrong was moving slowly down the ladder.

Finally, Neil Armstrong set one big boot on the Moon. Nothing terrible happened. In the news, people had been wondering if it was safe to step on the Moon. Maybe the surface was so deep and powdery that the astronauts would just sink right in; then they would disappear forever. Or maybe the Moon was so hot that they would burn right up.

But no, good old Neil was still alive. Walter repeated what Neil said: “That’s one small step for a man, one giant leap for mankind.”



1. Describe what a character looks like (facial expressions, clothing, hair, etc.) or what a significant object looks like using the author’s words or the picture.

What can you infer about the character or object?

2. Find an unfamiliar word. What do you think it means?

What context clues helped you to infer its meaning?

3. Describe the setting using the picture or the author’s words.

What can you infer from that (location, time of day, era)?

4. What is the mood of the story?

How does the author create that mood?

5. What is the theme or central message?

What clues from the text helped you to make that inference?

6. Why do you think the author wrote this story?

What clues helped you to determine the author’s purpose?

physical description

vocabulary

setting

mood

theme

author’s purpose

Evidence	Schema	Inference
Linda sat between Mommy and Daddy on the couch.	I only referred to my Mom as Mommy when I was very young.	I can infer that Linda is young.
surface	One time I stepped on wet earth and my foot sank a little bit.	I think surface refers to the part of the moon that Neil Armstrong is stepping on because he is walking on the moon and the author says that if the surface were deep, he would have sunk.

Modification: If students struggle with finding a correct part in the passage from which to make an inference, refer to the answer key, and work backwards—highlight a piece of text and ask students what questions they might have about it and what inferences they can make from it. Do this as necessary until students are able to identify the parts of the text called for in the questions.

Day 2

Read the passage again. Respond to two more questions. Record new inferences and discuss how they were made. Transfer the responses of questions 2 and 3 to the chart on the butcher paper, using the correct colored markers.

Day 3-4

Return to the passage. Respond to the remaining questions and follow the same procedure as described above.

Inference of the Week Flip Chart

Day 5

Reflect and review the full chart of inferences.

Have students look at their own work and at the class chart. Discuss which parts of the text presented more opportunities for making inferences and why that might be.

- What clues did the author include or what did the author leave out that created the opportunity for those inferences to be made?
- What parts of the text were easier to access and use for making inferences (for example, headers, images, descriptive words, etc.)? Which parts were more difficult?

- How did your background knowledge affect the inferences you made?
- How did your understanding of the text change from Day 1 to Day 4?

Have students write a summary of their reflections at the bottom of their *Inference Reproducibles*.

Related Really Good Stuff Products

Study Stickies: Inferences for Literature (#306601)

Study Stickies: Inferences for Informational Text (#306588)

Common Core Inference 12-in-1 Poster Set (#306786)

Literature Passages

Page #	Title	Genre	Lexile	Flesch-Kincaid
11	The First Moon Walk	historical fiction	500	4.0
13	A Gift from Beyond	science fiction	530	4.8
15	Golden Delicious	fantasy	560	3.1
17	The Bundle of Pencils	fable	600	4.8
19	Bellerophon, Pegasus, and the Chimera	myth	600	4.9
21	The Case of the Missing Indoor Cat	mystery	690	4.1
23	My Two Sisters	realistic fiction	690	4.4
25	Why Anansi the Spider Has Eight Thin Legs	folktale	730	4.0
27	John Henry and His Mighty Hammer	tall tale	780	4.3
29	Born in Slidell, Louisiana in 2005	poem	800	3.5

Informational Text Passages

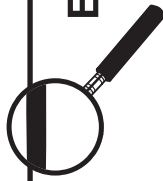
Page #	Title	Genre	Lexile	Flesch-Kincaid
12	Flamingos	informative nonfiction	580	3.9
14	Speech Honoring Grandma Tillie on Her 100th Birthday	speech	610	4.9
16	Gymnastics: Gabby Douglas Cartwheels into Columbus	newspaper article	640	4.9
18	The Goliath Bird Eater Tarantula	scientific account	700	4.6
20	How to Make Pancakes with Your Name on Them	training manual	740	4.1
22	Letter from Animal Shelter	letter	770	3.8
24	Summer Classes at the Albany Community Center	brochure	790	4.7
26	I Say "No" to Video Games	opinion	790	5.6
28	Jesse Owens Timeline	timeline	850	6.7
30	Food Chart	magazine article/chart	n/a	4.1

Name: _____

Inference of the Week

Title: _____

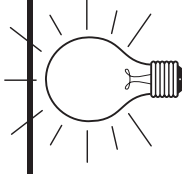
Genre: _____



Evidence



Schema



Inference

Summary