

Really Good Stuff®

Instructional Guide

Inference Ask & Answer

Congratulations on your purchase of **Inference Ask & Answer**, a fun, interactive exercise for introducing inference skills.

Meeting the Standards

Inference Ask & Answer aligns with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website’s Standards Match.

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:

- 32 Inference Cards
- 12 colored Answer Tokens
- Storage Bag
- This Really Good Stuff Instructional Guide

Inference Ask & Answer is a great early activity for introducing and studying inferences. The *Inference Cards* provide both text and graphics from which your students can make simple inferences. With your guidance, students read or hear a multiple choice question while looking at a card and use clues in the illustration to infer which answer makes sense. Demonstrate the activity for a whole class or group, and then have students work in pairs or individually at centers.

To make **Inference Ask & Answer** more engaging, we provide *Answer Tokens* that students use to show the correct answer. The *Answer Tokens* are in three colors to match the colors of the three answer options for each multiple choice question. You can even use the tokens to play a group game in which all students are engaged on every turn.

Managing Inference Ask & Answer

- Visit our website www.reallygoodstuff.com to download Really Good Stuff Instructional Guides.
- To help with management, each *Inference Card* is numbered on the back in the bottom left corner. These numbers correspond to the numbers on the *Progress Monitoring Sheet*.
- Each student gets one of every color *Answer Token* (blue, red, and green). There are 12 tokens, enough for four students to do the activity at once.
- In advance of your demonstration, choose the *Inference Card* and gather one of each color token.
- After the activity, show students how to store the *Inference Cards* in numerical order and sort the *Answer Tokens* by color.

Introducing Inference Ask & Answer

The primary grades might seem early for teaching inference, but in reality these students are already making inferences—every day. To ease students into studying inference, we provide a simple question with a picture. The text and image work together to provide clues. Students learn to combine those clues with their relevant background knowledge (schema) in order to get the whole picture and answer the question.

Teaching students to identify and use the clues embedded in text and images, along with their schema, prepares them to find deeper meaning and enjoyment in their reading. This activity also builds vocabulary and verbal skills, making it a helpful activity for English language learners.

With **Inference Ask & Answer**, students are asked to focus on details that might reveal additional information about the subject in the picture. For example, they look at physical objects in the background to infer setting or to determine what could have just happened or what might happen next. Or they might consider a person or animal’s position or facial expression to infer thoughts or feelings.

All instructional guides can be found online.

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Modeling Inference Ask & Answer

Show students one Inference Card and the three Answer Tokens. Discuss the image and question, and answer this first one as a group. Model using think-aloud so that students can see how you used what you already know plus details in the picture (and sometimes also hints in the question) to answer the question.

For example, #10 What is in this bag? dirt? eggs? or paper?: I'm going to look at the whole picture first. I see this man is dragging a bag. Would he drag a bag of eggs this way? No. Why not? Right, they would break. Now I'm thinking about where he's dragging the bag: outside on the ground. What do we use outside and keep in big bags like this? That's right, dirt for gardening. Have you seen bags of dirt like this? Have you seen bags of paper like this? No, paper is used inside, and it usually comes in smaller, rectangular packages. We think DIRT is the correct answer. Point to the word. So what color token do we hold up? Right, blue, because the blue token matches the color, blue, of the answer we chose, dirt.

Hold the blue token next to the blue box on the card. Flip the card over to show the correct answer. Again hold the blue token next to the blue box. The token color matches, so I know that my answer is correct.



Discuss the answer, showing students how to explore schema. Let's read the question again: What is in this bag? Dirt. Point to the bag. What do you all think this person is going to do with a bag of dirt? Yes, he might pour it into a garden box. Then what? He can plant seeds and grow vegetables or other plants. And what else will he need to make the seeds turn into plants?...and so on.

There will be moments in which students disagree with the answer. They may present a logic that proves a different answer true. Encourage this type of discussion, but also help them understand which is the best answer of the three and all the details that make it so.

You can have students work in pairs or individually at centers, or you can play a group activity with up to four students. Model the activity before having students play. Each student gets a blue, red, and green token. They see the card and hear the question. After you say "Go!" they hold up the color token for the answer they choose. Then flip the card to see who got it right. You can also have students work in groups of five with one student holding up the card and saying "Go!" They can take turns being the "teacher." Following independent work or group games, always reflect on the activity with the student(s).

Progress Monitoring Sheet Reproducible

The sentence frames with corresponding numbers are listed on the Progress Monitoring Sheet Reproducible so you can track and assess student progress.

Name: _____

Inference Ask & Answer Progress Monitoring Sheet Reproducible		Completed	Notes
#	Inference Question		
1	Jay fell in the ____.		
2	Dad is mad. Who was playing ball?		
3	Meg has a ____.		
4	What do lions do in their den?		
5	The thorn ____ my hand.		
6	What did Deb break?		
7	What caused these marks in the road?		
8	What is this man about to do?		
9	What is Jan making?		
10	What is in this bag?		
11	Right now Nev is ____.		
12	What is Mrs. K asking for?		
13	The two boys are ____.		
14	Liz just ____.		
15	Jon stopped to get ____.		
16	Aunt Jo is hugging her ____.		
17	This sound is ____.		
18	The stove is ____.		
19	What did Pam do before she fell asleep?		
20	What are these kids doing?		
21	What is in these bags?		
22	Where is this boy?		
23	What does the dog want right now?		
24	Pip's owner ____ her a lot.		
25	Jen wore her boots in the ____.		
26	Fox ate too much. Now he will ____.		
27	On the ground there are ____.		
28	Where is Mel about to go?		
29	Where did the family go on vacation?		
30	This wrecking ball is very ____.		
31	Mr. Lee cleaned out his ____.		
32	This basketball player probably feels ____.		