Language Arts – Grade 4 – Inference
Five Day Unit

Activities and Comprehension Strategies:

- 30-Second Mystery
- Questions from Pictures (*Harris Burdick* PPT) Activity and Discussion
- "I'm wondering…" (*Red Book)* Activity and Discussion
- "I Show- You Tell" Mystery Objects PPT
- Wordless Picture Book Modeling & Activity
- Book Talk

- Making Inference with pictures/passages PPT
- Comic Strip partner Activity and Discussion
- News Headline Writing Activity
- Picture Book Modeling & Activity
- Poem PPT
- "Stray" from *Every Living Thing* (Rylant)

Assessments:

- Informal Teacher Observation
- T-chart (Mystery Objects)
- Graphic Organizer (Wordless Picture Books)
- Inference Note Card

- Comic Strips
- Headline Worksheet
- Graphic Organizer for Picture Book Activity
- Short Story Activity

Standards:

Ohio Language Arts State Standards, G4

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
Content Statement
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.

CCSS
CCSS.ELA-Literacy.RL.4.1:
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.SL.4.1:
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1c:
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1d:
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Objectives:

- Students will be able to activate prior knowledge and verbally generate questions related to inference by viewing the pictures in *The Mystery of Harris Burdick* (Van Allsburg) and participating in a teacher-led discussion, as well as participating in the thought-bubble activity using Lehman's *The Red Book.*

- Students will be able to make predictions and inferences by participating in the following activities:

    1. listening to the instructor give multiple book talk and recording one inference on one side of the card and the evidence on the other.
    2. viewing pictures and recording what they believe they are used for and why onto a T-chart.
    3. viewing photos and passages and discussing the implications of each photo or passage.
    4. analyzing clues found in poetry.
    5. reading wordless picture books in pairs and recording their inferences and citing evidence in a graphic organizer.
    6. reading picture books and recording the inferences and supporting evidence in a graphic organizer.
    7. studying a comic strip in pairs (where the words from the last panel are removed) and writing in what they believe it could or should say, followed up by discussion of other groups who have the same comic strip.
    8. studying a headline and writing a one paragraph article or story based on what they believe the headline means.
    9. reading and analyzing a short story (Stray) from Rylant's *Every Living Thing* and recording these inferences onto the handout and circling or underlining the evidence within the text.

Materials, Day One:
1. PowerPoint of *The Mystery of Harris Burdick* (Van Allsburg)
2. Book, *The Mystery of Harris Burdick* (Van Allsburg) (in case of technology failure)
3. Book, *The Red Book* (Lehman)
4. "Thought Bubble" stick
5. Book, *30-Second Mysteries for Kids* (Moog)

Materials, Day Two:
1. "I Show-You Tell" PPT
2. T-chart, 52 copies total
3. Book, *Chalk* (Thomson)
4. Various Wordless Picture Books, 22 available
5. Graphic Organizer, Inference, 52 copies
6. Book, *Joey Pigza Swallowed the Key* (Gantos)
7. Note cards, 52 cards
8. Copies of *Off the Wall* (Chapter One of *Joey Pigza*)

Materials, Day Three:
1. Powerpoint, Photos/Passages
2. Comic Strips (10 different types, 3 each)
3. Comic Strip for teacher modeling
4. Headline worksheets, 52 copies
5. Note cards, 52 cards
6. Book, *Wonder* (Palacio)

Materials, Day Four:
1. Book, *Two Bad Ants* (Van Allsburg)
2. Various Picture Books, 22 available
3. Graphic Organizers, Inference, 27 copies
4. Book, *Rules* (Lord)
5. Note Cards, 52 cards

Materials, Day Five:
1. Poetry Inferring PPT
2. Story from *Every Living Thing* (Rylant), 52 copies
3. Book, *Because of Winn Dixie*(DiCamillo)

Procedure:
Day One- 50 minutes
Activate Prior Knowledge
Instructor will read "Case 18: The Secret Gang Leader, p. 43" from the book *30-Second Mysteries for Kids* (Moog) and prompt students to talk with those students near them about possible answers (turn and talk.) The instructor will add clues as needed. When students answer the mystery correctly, the instructor will ask what knowledge students already had in order to solve this mystery and what clues were given that helped them. Students will give several answers, and the instructor will explain that it is called making an "inference" or taking what you already know, combining it with what the text states and making an educated guess. She will explain that inferences can be made about characters (thoughts, feelings, relationships, etc.) the setting (where, when, etc.) the plot (what is going on, what might happen), and many other things like word meanings, etc. Good readers make inferences while they are reading which helps them understand the book more in a deeper way.
(10 minutes)
Practice
Instructor will begin the PowerPoint of the book, *The Mysteries of Harris Burdick* (Van Allsburg), showing each picture and asking students what questions they have and what they believe is going on. The instructor will then add the caption to each picture and ask if anything has changed. She will ask the students to think about what they already know and to combine that with the caption and the picture in order to make an inference.
(20 minutes)
Practice and Assess
The instructor will choose one student (using the pull-stick jar) to hold the "Thought Bubble" stick and announce that the class will be reading a wordless picture book called *The Red Book* by Barbara Lehman. The instruction will walk around the class, showing the books to the class, one page at a time. She will

explain that when someone has a question or idea about the book they should raise his or her hand and explain. The instructor will walk around the room showing the pages of the book to all students. When a student raises his or her hand, the instructor and helper will walk over to the student, and the helper will hold the thought bubble above the student's head. The students will share their thoughts about the book, and try to cite any evidence that supports their thoughts and ideas.
(30 minutes)

Day Two: 60 minutes
Prior Knowledge and Practice
Instructor will pass out T-charts to class, bring up PPT "I Show- You Tell" and explain to students that we will be guessing some mystery objects. The instructor will explain that students should write what they believe the purpose of the each mystery object on the left side, and the explanation of why they believe that on the right side. The instructor will remind the students of how to make an inference- combining what we already know with what we are reading or seeing to make an educated guess. The instructor will go through each slide, allowing students time to write. After each slide, the instructor will engage students in a classroom discussion on what the class believes the purpose of each object to be, and why they think so.
(15 minutes)
Model
The instructor will explain that making inferences doesn't always include words, like in the mystery objects activity. We can also infer from what we see. The instructor will "read" *Chalk* (Thomson) to the class, modeling making inferences starting with the cover. She will gradually welcome students to participate by asking questions about the story.
(10 minutes)
Practice
The instructor will invite students to do the same and explain that they will be working with a partner (or trio if necessary), where they will choose a book to read, and record 3 inferences and evidence in a graphic organizer. The instructor will ask students to partner up with the person directly next to them, and then group any students without a partner due to odd-number of desks in a row. The instructor will allow groups to select a book in waves, and allow students to pick up the graphic organizers (one per group) as they pick up their books. Students will read through the books and have one student record 3 inferences and evidence in the graphic organizer.
(20 minutes)
Assess
The instructor will pass out note cards to each student and explain that the students are going to make an inference while they listen to the instructor read the first chapter of *Joey Pigza Swallowed the Key* (Gantos) and record it onto the front of the card, and the evidence from the text on the back of the card. *Copies of chapter one will be available for reference as needed.* The instructor will read the first chapter of *Joey Pigza Swallowed the Key* (Gantos.) The students will listen, write their inferences on the front of the card, and cite the evidence on the back of the card.
 (15 minutes)

Day Three: 60 minutes

Practice

The instructor will start the PowerPoint and ask students questions pertaining to what is happening, what happened, how a person is feeling, etc., and how do we know. Instructor will read the passages within the PowerPoint and ask the students what clues we have, what we already know, and to answer the question posed on the PowerPoint.

(15 minutes)

Model and Practice

The instructor will ask students to partner up with the person directly next to them, and then group any students without a partner due to odd-number of desks in a row. She will pass out a comic strip to each group and explain that students will study the comic strips and write in what they think it could or should say in the last panel. The instructor will model with a different comic strip. Students will take about 5-7 minutes to work on their comic strips. When students are finished, the instructor will ask the students to group together with other partner-groups who have the same comic strip and discuss what they decided to have the character/s say and why they chose these words.

(15 minutes)

Assess

Instructor will pass out the "Headline" worksheet to students and explain the directions. Students will study their headlines and then write at least a one-paragraph story based on what they believe the headline means. When they are finished, the instructor will ask the students to group together with other students who have the same headline and discuss what they decided to write about and why.

(15 minutes)

Assess

The instructor will pass out note cards to each student and explain that the students are going to make one inference related to character, and one other inference, while they listen to the instructor read the first and second chapter of *Wonder* (Palacio) and record it onto the note card, and the evidence from the text on the back of the card. *Copies of chapter one and two will be available for reference asneeded.* The instructor will read the first and second chapters of *Wonder* (Palacio.) The students will listen, write their character inference and evidence on one side of the card, and the other inference and evidence on the other side of the card.

 (15 minutes)

Day Four: 60 minutes

Model

The instructor will explain that the class will be making inferences using picture books today and show the class *Two Bad Ants* (Van Allsburg.) The instructor will study the cover and make an inference about the cover, citing evidence and prior knowledge. The instructor will continue to make inferences while reading and gradually invite students to make inferences by asking questions about the plot, the characters, etc.

(20 minutes)

Practice

The instructor will explain that like on day two, pick out their own picture book, and write at least three inferences in the graphic organizers. However, students will work independently. The instructor will allow groups to select a book in waves, and allow students to pick up the graphic organizers (one per group) as they pick up their books. Students will read through the books and record three inferences and evidence in the graphic organizer.
(25 minutes)

Assess

The instructor will pass out note cards to each student and explain that the students are going to make one inference related to setting (when, where), and one other inference while they listen to the instructor read the first chapter of *Rules* (Lord) and record one inference and evidence on the front of the note card, and the second inference and evidence on the back of the card. *Copies of chapter one will be available for reference as needed.* The instructor will read the first chapter of *Rules* (Lord.) The students will listen and write their inferences and evidence on the note cards.
(15 minutes)

Day Five: 60 minutes
Practice

Instructor will start the poetry PowerPoint and read the poems to the students. She will ask the students to pay attention to the clues and try to figure out what the poems are about. The instructor will have the students phrase their predictions as "I'm inferring….. because…." by modeling this phrasing.
(15 minutes)

Practice

The instructor will pass out "Stray" from *Every Living Thing* (Rylant) to the students and explain that we will be making inferences together as a class. The instructor will read as the students follow along, stopping at marked places. At the end of each stopping point, she will ask the students to write an inference (on the paper in the margins) about what we have just read together, and underline or circle the evidence within the text. The instructor will ask students what inferences they have made and we will discuss these as a class. The instructor will move onto read until the next stopping point, repeating steps 4-5.
(30 minutes)

Assess

The instructor will pass out note cards to each student and explain that the students are going to make an inference while they listen to the instructor read the first chapter of *Because of Winn Dixie* (DiCamillo) and record it onto the front of the card, and the evidence from the text on the back of the card. *Copies of chapter one will be available for reference as needed.* The instructor will read the first chapter of *Because of Winn Dixie* (DiCamillo.) The students will listen, write their inferences on the front of the card, and cite the evidence on the back of the card.
(15 minutes)