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# Inferencing

Making inferences can be a very difficult but rewarding strategy for children to master. This section provides activities that will help students form conclusions based on textual or pictorial clues. Students will use hands-on matching activities that can be done in a small-group or a whole-class setting.



## Suggested Books for Teaching Inferencing

Brett, Jan. *The Mitten*. New York: Putnam, 1989.

Nicki wants his grandmother to knit white mittens for him. She does it, but he loses one in the snow. Several animals make it their new home.

Fox, Mem. *Tough Boris*. San Diego, CA: Harcourt, 1994.

Boris may look like a mean and scary pirate, but when his parrot dies, he's as mournful as a regular person.

Munson, Derek. *Enemy Pie*. San Francisco, CA: Chronicle Books, 2000.

Jeremy moves into a new neighborhood and becomes "Enemy #1." Fortunately, Dad knows how to help—with pie!

O'Neill, Alexis. *The Recess Queen*. New York: Scholastic, 2002.

Mean Jean is the biggest bully on the school playground until a new girl arrives and challenges Jean's status as the Recess Queen.

Shannon, David. *David Gets in Trouble*. New York: Blue Sky Press, 2002.

When David gets in trouble, he has excuses right up until bedtime, when he realizes he really is sorry.

# Activities for Inferencing

## What Are They Doing?

This engaging activity will help your students practice this difficult reading skill. Copy What Are They Doing? (page 21) for each student. Have students read each sentence and look at the pictures at the bottom of the page. Have students use the clues in each sentence to determine which picture describes which sentence. Next, have students cut out the pictures and glue them next to the sentences that they describe.

## What's Happening?

This beneficial practice page will allow your students to familiarize themselves with inferencing. Copy What's Happening? (page 22), one per student. Have students read each sentence and decide what the character is doing, using the clues provided in the sentence. Then have them choose a word from the Word Bank and use it in a complete sentence next to the sentence that it matches.



## Inferencing Clue Cards

This culminating activity will allow students to practice inferencing independently. To begin, copy Inferencing Clue Cards (page 23) onto cardstock and laminate for durability. Cut them out. Then copy Inferencing Clue Cards Recording Sheet (page 24) for each student. Have students begin by reviewing each of the inferencing cards. Then have students match each inferencing card to the event it describes. After the students have matched each card, the students will record the event that matches the number on the inferencing card they used.

③ Dad puts the dog in the tub.  
He washes the dog with soap.  
Afterwards, he dries the dog.  
What is Dad doing?

giving a bath

# What Are They Doing?

**Directions:** Read each sentence. What is each person doing? Cut out the pictures at the bottom of the page. Match the correct picture to each description. Glue the pictures next to the matching sentences.

1. Joe walks to the plate. He holds the bat.  
What is he doing?



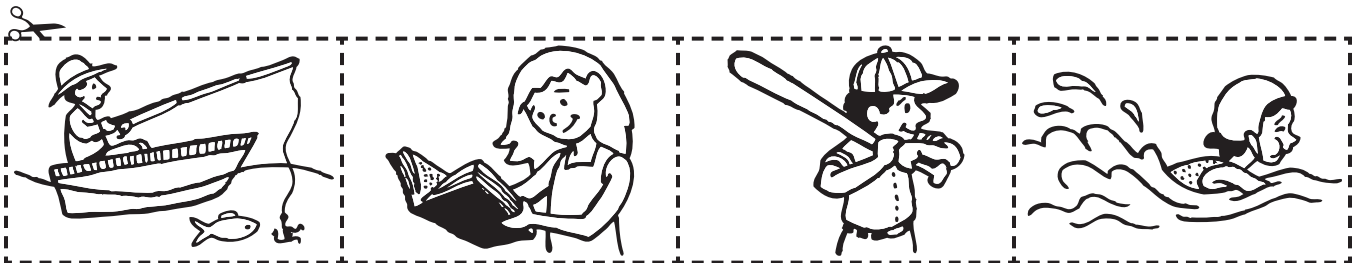
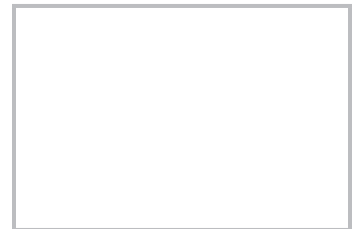
2. Bob puts bait on the hook and tosses it into the water. He sits quietly and waits.  
What is he doing?



3. Karen holds her breath. Water splashes all around her.  
What is she doing?



4. Becky turns the page. Her eyes scan each sentence.  
What is she doing?



# What's Happening?

**Directions:** Read each sentence. What is each person doing? Look at the Word Bank below. Choose the word that correctly describes the event that is happening. Use it in a complete sentence.

Word Bank

shopping      eating      baking      hiking

1. Imad takes a bite. He loves the smell of food. As he chews, he cannot believe how good it tastes.

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**What is Imad doing?**

2. The store is full of new clothes and shoes. Beth goes into a dressing room and tries on a shirt. She loves it!

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**What is Beth doing?**

3. Eric puts on his backpack and boots. He heads out to the mountains and begins to climb the hill. He loves to climb on the large rocks.

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**What is Eric doing?**

4. Ana turns on the oven. She starts stirring the chocolate chips into the mix. Then she gets the pan out.

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**What is Ana doing?**