Amplify.

Comprehension: Inference **Grade:** 2

LESSON INFORMATION	PASSAGE INFORMATION
Goal: Students learn and practice making inferences. **Time:** 20 minutes **Class Size:** Small group **Sample Passage Title:** Grandma's Yo-Yo **Materials Needed:** Copies of the passage	**Genre:** Literary **Grade:** 2 **Passages:** When selecting passages, be sure that they include rich content and are on the higher end of the qualitative and quantitative text complexity continuum for the grade level.

Introduction (2 minutes)

1. **Preview the text**

   • Provide a brief explanation of the text.

   > We are going to read a new passage today. It is about a boy named Hong and his grandma from China.

2. **Explain the skill**

   • Provide a brief explanation of the target skill for the lesson.

   > We are going to practice making inferences today. Making an inference means using clues in the story to find information that authors sometimes leave out. We need to make inferences so that we can understand the whole story.

Close Reading (25 minutes)

1. **Model the skill**

   • Read the text as a group. Randomly call on students to read portions of the text. Ensure your pattern of calling on students is unpredictable so all students continue to read along.

   • When you come to a portion of the text that requires an inference, pause and describe the necessary inference.

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After reading page 1. **Look, something is missing here. Hong comes home and starts looking for his mother. The author didn't tell us why Hong was looking for his mother. I can use the text to make an inference. Hong's grandma says that she will be taking care of Hong after school from now on. That means that before, Hong's mom probably used to take care of Hong after school. The author didn't tell me, but I can make an inference about why Hong may have been looking for his mom.**

2. Practice the skill

- Continue reading the text as a group.
- When you come to a portion of the text that requires an inference, pause, have students turn and talk to share the inference, and then state the inference for the group.

After reading page 1. **I think we need to make another inference, too. Why did Hong and his mom move to a new town? The author doesn't tell us. Turn and talk to your neighbor. Use clues from the story and from what you know to make the inference.**

OK, let's share as a group. Why did Hong and his mom move to a new town? I know from the story that his mom got a new job. I can make an inference that Hong and his mom probably moved because his mom got a new job. I can make an inference to help me understand everything that is happening in the story, even things the author doesn't say.

Possible Inferences

Page	Inference Question	Inference Instruction
2	Why does Hong only want to watch TV?	I know from the text that Hong is sad and grumpy. When you are grumpy, sometimes you don't want to talk to anyone.
2	Why does Hong miss his mom?	I know from the text that he is looking for his mom after school. He probably is used to seeing her all the time and misses her.
6	Why does Hong want his grandma to take care of him after school every day?	I know from the text that Hong had a lot of fun playing with the yo-yo. He likely wants to have more fun with his grandma.

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3. Ask text-dependent questions

> Now that we read the whole story and learned to make inferences. Let's keep using what we learned to answer some questions.

Question	Possible Answer
Who greets Hong when he gets home from school?	His grandma
What does Grandma do to try to make Hong feel better?	She asks Hong if he'd like to play with her.
What is the first thing Grandma shows Hong?	She shows him photos of China.
How long does Hong play with the yo-yo?	He plays with it for a whole hour.

Wrap Up (3 minutes)

1. Encourage use of the skill outside of the lesson

- State the target skill and explain its importance.

> Today we practiced inferences. Knowing when and how to make inferences will help you understand a story or text when the author leaves something out.

Common Core Anchor Standards:

CCSS.ELA-LITERACY.CCRA.R.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.