

Comprehension: Inference **Grade: 4**

LESSON INFORMATION	PASSAGE INFORMATION
<p>Goal: Students learn and practice making inferences.</p> <p>Time: 30 minutes</p> <p>Class Size: Small group</p> <p>Sample Passage Title: Grandmother's Secret Wish</p> <p>Materials Needed: Copies of the passage and graphic organizer</p>	<p>Genre: Literary</p> <p>Grade: 4</p> <p>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.</p>

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 two children and their grandmother, who wants to start a new business. Take a look at the chapter titles to get an idea of what the text might be about.

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 evidence from the story to make a conclusion that the author doesn't say. 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.



After reading the first three paragraphs of page 1. Look, something is missing here. The author tells us that Inez told Franco that they should go and tell Grandmother, but the author doesn't say what they will tell Grandmother, and why they need to tell her. We need to make an inference. Let's use our graphic organizer to make the inference. I read that Inez and Franco saw a "For Lease" sign on an empty building so I'll write that in the "What I Read" section. I also read that Inez thinks the building is perfect so I'll write that in the "What I Read" section, too.

From my background knowledge, I know that people often rent out these spaces. I also know that a "For Lease" sign means the building is for rent. I'll write these things in the "What I Know" section of my graphic organizer.

I can put what I know and what I read together to make my inference. The kids are probably going to tell their grandmother about this building. Grandmother is probably looking to rent out a space for some reason. The author didn't tell us why Inez and Franco had to speak to Grandmother, but we can make inferences about what they will tell her and why they would.

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 on this page. Why did Inez and Franco shout that Grandmother's first wish is granted? The author doesn't tell us. Turn and talk to your neighbor. Use evidence from the story and from what you know to make the inference.

After students have partner-shared. OK, let's share as a group. Why do you think Inez and Franco shouted that Grandmother's wish was granted?

This inference is a lot like the last one. I wrote my last inference in the "What I Read" section. We figured out that Grandmother is looking to rent out a space. I also know from my background knowledge that shouting often means you are excited about something. I wrote that in the "What I Know" section.

Using "What I Read" and "What I Know," I can make some inferences. Grandmother probably wished for a place to rent to start something she is really excited about. We can connect our inferences to other inferences to really understand the story.

- Continue reading the text as a group and pause to make inferences on the suggested pages below.

Possible Inferences

Page	Inference Question	Inference Instruction
2–3	Why is Grandmother giving the children a reward?	<p>What I Read: Grandmother asked the children for assistance and said she would give the children a reward if they found a place to open a new store; the children found her a building to rent</p> <p>What I Know: Stores need buildings</p> <p>Inference: Grandmother is giving the children a reward for finding the building.</p>
4	What was Grandmother's perfect solution?	<p>What I Read: Grandmother wants to open a new store. Grandmother brings frozen yogurt to the table. Grandmother points out that there are many different fruits grown around town.</p> <p>What I Know: Frozen yogurt can be fruit-flavored</p> <p>Inference: Grandmother wants to start a frozen yogurt store.</p>
6	Why did Grandmother ask Inez and Franco what flavors they wanted to try?	<p>What I Read: Franco and Inez were busy handing yogurt cups to all of the people who came to try the yogurt. Grandma likes to reward Inez and Franco for their help.</p> <p>What I Know: When you are serving other people food, you don't have a lot of time to do other things.</p> <p>Inference: Inez and Franco didn't have much time to try the yogurt because they were helping Grandmother. She probably wanted to reward them for even more help with her new shop!</p>

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. Use the graphic organizer to help you if you need to!

Question	Possible Answer
What did Inez and Franco find at the beginning of the story?	They found an empty building that was for lease.
What was Grandmother's old job?	She was a doctor.
Why did Grandmother want to start a small business?	She said she wanted to do something different and exciting.
Why did Grandmother ask Inez and Franco for help finding a place to open the new store?	She was new to the town and didn't know where to find a place.
What was Inez and Franco's dinner?	They ate plates of roasted chicken and vegetables.
Why didn't Grandmother eat dinner with the family?	She was preparing some frozen yogurt for them to try.
What flavors did everyone sample?	They all sampled raspberry, blueberry, lemon, and pear flavors.

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.

INFERENCE

