


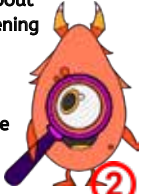
LESSON CHARTS:

Learning Intention
I am learning to infer or figure out more than I am shown in a picture.



1

Success Criteria
I will notice details in the pictures. I will listen and learn about how to use the clues to work out more than I am shown. I will share some ideas about what is happening in the picture. I will ask myself, "Is there a clue to match that idea?"



2


Inferring
Inferring means to figure something out without being told. Great readers infer by looking for clues in the words and pictures and connecting these with what they already know.



3

Learning Checklist
Check these off as you go.

Chat about these:	✓
What does it mean to infer?	
Where can you look for clues?	




4

TEXT MODELS:





View all text models, resources and BLMs on the:

'Comprehension Toolkit' Digital File Repository



ADDITIONAL RESOURCES:


What can you infer or figure out?

What can I see in the picture? Write only the clues you can see.	What I infer or think is happening:
	
	

BLM 92

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STRATEGY: Making inferences

PROCEDURE

1. Explain that we will practise inferring using stimulus pictures.
2. Revisit Chart 3 and introduce Chart 1 & 2.
3. Choose a text model.
4. Think aloud to demonstrate how you make inferences about the image. Highlight the way you use prior knowledge, or what you know as well as clues you can see. The following example can be used for the image of the sheep.
 - a. Begin by stating what is visible (evidence).
 - i. *I see three sheep.*
 - ii. *One is large and two are small.*
 - iii. *They are on a dirt track and there is long green grass near the track.*
 - iv. *The sheep are all facing the same way.*
 - v. *The sheep in the middle has one front foot in front of the other.*
 - b. Demonstrate how evidence or clues can be used to infer, or figure things out. Use a sentence structure which states **evidence/knowledge** followed by a **signal word** (so/therefore) and followed by an **inference** (use inference language such as *I think/I believe*). For example,

Some animals look after their babies, **so I think** the big sheep might be the mother and the small sheep might be the children.

When you are walking, you put one foot in front of the other, **so I believe** the sheep in the middle is taking a step.

APPLYING

1. Show another text model and support students to state what they can see (evidence).
 - * Jointly construct sentences using the sentence structure above: **evidence** + **signal word** + **inference**.
2. Repeat this lesson using other text models.

CHECKING FOR UNDERSTANDING

- Listen as students share and provide signal words, as needed, to support meaning making. For example, *I think ... because ... I believe, ... so ..., maybe, perhaps*

LEARNING REFLECTION

- Introduce Chart 4. Prompt for reflection using the learning checklist.