

INFERENCES

USING INFORMATIONAL TEXT

PASSAGES, TASK CARDS, GRAPHIC ORGANIZERS, & ACTIVITIES

Inferences: How to Make a Piñata

Name: _____

Directions: Read the information below and answer the questions.

When we think of piñatas, we usually think of the filled clay pots with treats and hung them in trees for hundreds of years ago, explorers from Spain brought them to Mexico.

To Make a Piñata:

Materials:

Large, Round Balloon

Newspaper

Paper Mache Paste (Mix together 1 part flour and 2 parts water)

Inferences: FOSSILS

Name: _____

Directions: Read the information below and fill in the chart to make inferences.



Scientists who study fossils, called paleontologists, help us learn about plants and animals that lived long ago.

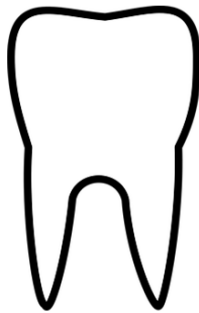
making inferences

Name: _____

What I Read:	What I Know:	Inferences:

INFERENCES: TEETH

When babies are born, their teeth are hidden. The first baby teeth break through around 6 to 12 months old. Soon, the entire first set of 20 teeth, called baby teeth, come in. This happens for many kids by the time they are three years old. Starting at age five or six, most kids start losing their baby teeth. These teeth get loose because they are pushed out by the permanent teeth that are under them. By age 12 or 13, most baby teeth have fallen out and kids have a full set of permanent teeth.



Make an Inference



Make an Inference - What



Clue: These were used to protect the head of a pigskin garment long ago.

THINK AND SEARCH

THE ANSWER IS
IN THE STORY
BUT YOU HAVE
TO PIECE IT
TOGETHER.



3RD GRADE

THE TEACHER NEXT DOOR

7 PASSAGES

Historical, Scientific, and Technical Texts

Questions:

- Open-ended
- Multiple choice

The collage features three reading comprehension passages and a computer monitor. The passages are:

- INFERENCES: TORNADOES**: A passage about tornadoes with a picture of a tornado. Questions include: "What is a tornado called before it touches the ground?", "What are the two triggers for tornadoes?", "Do all tornadoes look the same? What part of the text gave you this idea?", "Name at least three states that are part of Tornado Alley", "Tornado Alley is in an area called the Great Plains, which is very flat. Make an inference. Why do you think more tornadoes happen in a flat area rather than an area with lots of mountains?", and "Make an inference. Why might different areas of the country have different peak tornado seasons?".
- INFERENCES: TEETH**: A passage about teeth with a picture of a tooth. Questions include: "The author stated that when a baby is born, its teeth are hidden. Make an inference. Where are the baby's teeth?", "Make an inference. The author stated that wisdom teeth make the teeth too crowded. What does this tell you about the person's mouth when the wisdom teeth come in?", "What do the roots of a tooth do?", "Match the tooth to its description", "Why do you think you have different kinds of teeth?", and "Imagine a person had braces before they got their wisdom teeth. The braces made their teeth straight. What might happen when their wisdom teeth come in?".
- INFERENCES: FOSSILS**: A passage about fossils with a picture of a fossil. Questions include: "Paleontologists are scientists who study fossils. Fossils are the remains of ancient animals and plants and help us understand more about life from long ago. The word fossil comes from the Latin word 'fossils', which means 'dig up' and this makes sense because most fossils must be excavated or dug out of sedimentary rock. There are many fossils and they have been found on every continent. There are two main types of fossils. These are body fossils and trace fossils. Body fossils are made by a plant or animal's remains. Trace fossils give us clues to the activity of an animal. These include preserved tracks, footprints, fossilized egg shells, and nests. Not all plants and animals become fossils. Most animals or plants simply decay when they die, without a trace. In fact, paleontologists estimate that only a small percentage of the dinosaurs that have ever lived will be found as fossils. So, how exactly are fossils formed? The conditions have to be just right for a plant or animal to become a fossil. For example, an animal that is buried quickly after its death by sinking in the mud or being buried by sand in a sandstorm, may turn into a fossil. The animal's soft tissue rots away first. Then, the harder parts of the body, like bones and teeth, become encased in the mud and dirt called 'sediment'. Over time, chemicals in the animal's body changes and the bones decay and are replaced with rock-like materials. Eventually, over thousands of years, an exact copy of the original animal's bones is created, called a fossil."

The computer monitor displays a website with the text "The TEACHER next Door" and a search bar.

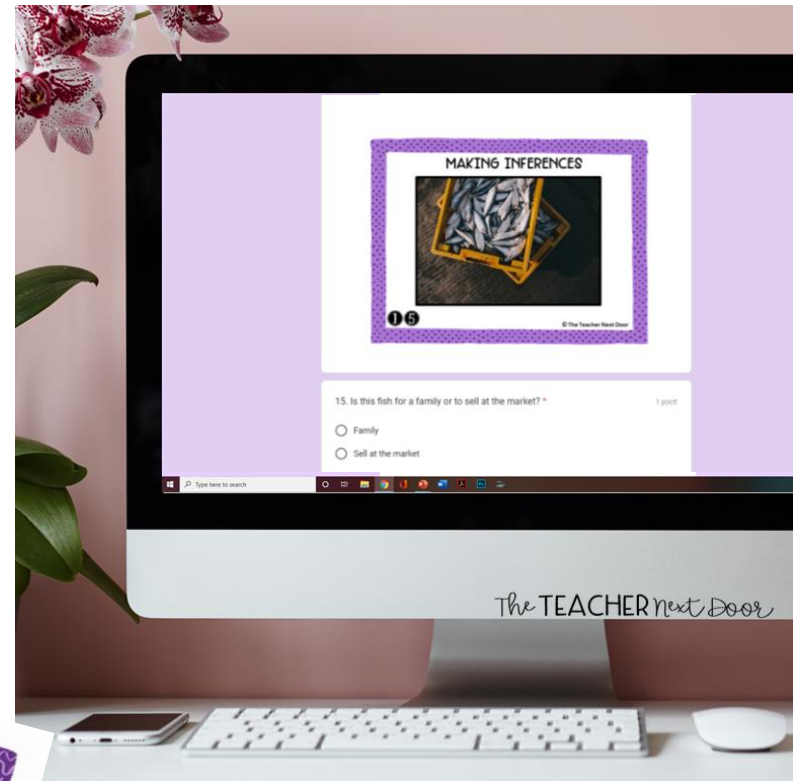
WORKS WELL FOR:

- Independent Work
- Small groups/partners
- Guided Reading

2 SETS OF TASK CARDS

To give your students focused practice!

- 32 "Picture Inference" Task Cards
- 32 "What is it?" Task Cards



Can be used for:

- Small Groups
- Partner Practice
- Whole-Class Games

To engage your students while learning!

-
- TOP SECRET:**
- # Inference Bag Home
- Name: _____
- Due: _____
- Directions: Your job is to go home and find something that will fit inside a brown lunch bag. This item must not be living, and must be school appropriate. Do NOT tell any classmates what you selected for the bag, so it can be kept a secret for this activity.
- After selecting an item, write down four clues on the paper below. Try to make these clues somewhat challenging but not impossible. The idea is for your classmates to use these clues to make an inference about what's in the bag.
- Bring your item in a brown lunch bag on the due date and make sure the bag is closed so the item cannot be seen. You will be reading your clues to the class and will be sharing your item on the above date.
- TOP SECRET**
CONFIDENTIAL
- My clues:**
- _____
 - _____
 - _____
 - _____
- © 2000 The McGraw-Hill Companies

INFERENCES FROM THE TRASH

17. Which one would NOT be a possible inference? *

1 point

- ☐ A flower was getting old and dry.
- ☐ A flower was just starting to bloom.
- ☐ A flower wasn't watered enough.

THE TRASH:

You and your group empty doggie treat

- **Independent Work**
- **Homework**
- **Small groups**

GRAPHIC ORGANIZERS, HANDOUTS, AND POSTERS

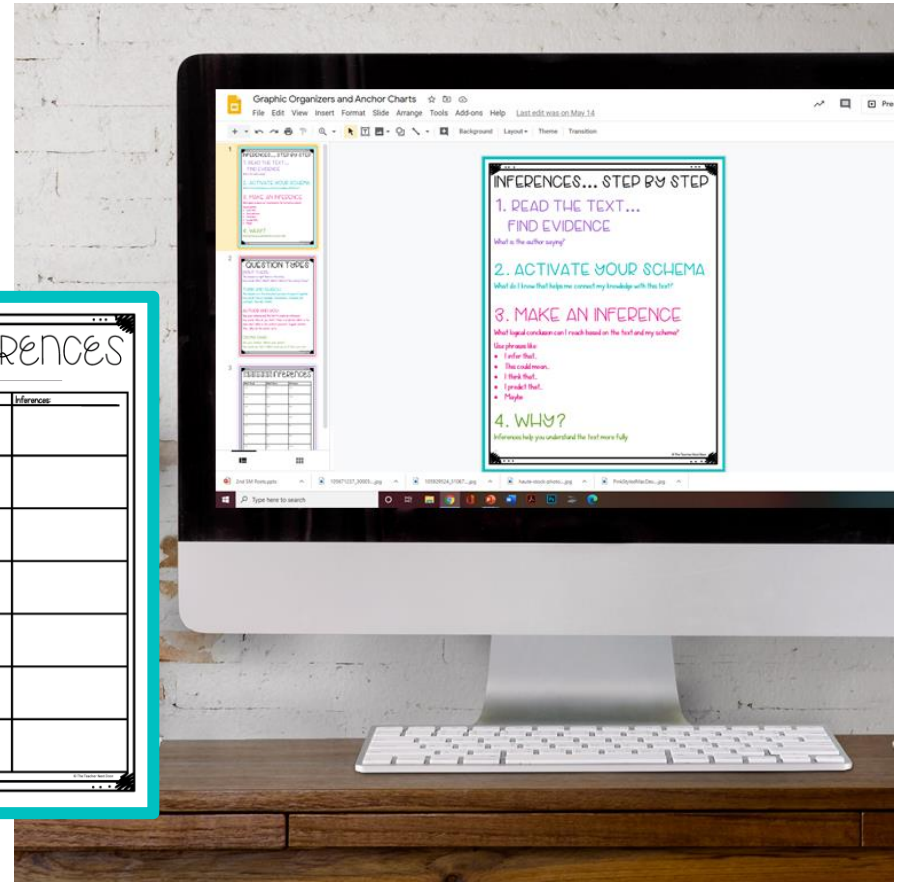
Shrink the inference
reference sheet to add to
interactive notebooks

Use with any
nonfiction text!



Posters are a great
teaching tool!

MAKING INFERENCES		
Name: _____		
What I Read	What I Know	Inferences



**INFERENCE
QUESTION
TYPES**



**RIGHT
THERE**

YOU CAN FIND
THE ANSWER
RIGHT IN THE
TEXT.

**THINK AND
SEARCH**

THE ANSWER IS
IN THE STORY
BUT YOU HAVE
TO PIECE IT
TOGETHER.

**AUTHOR
AND YOU**

USE YOUR
SCHEMA AND
THE TEXT TO
MAKE AN
INFERENCE.

**ON MY
OWN**

USE YOUR
SCHEMA.
WHAT'S YOUR
OPINION?

TEACHERS ARE SAYING THIS:

Great product to support inferential thinking at a higher level! Easy to differentiate and use!
(April V.)

The activities are engaging and easy to implement.
(Andrea G.)

Inferencing is hard! This resource was really helpful with practicing this skill!
(Elizabeth H.)

This resource kept students engaged... and was easy for them to use independently. I loved it so much I purchased several of your other reading comprehension resources...
(Tina P.)

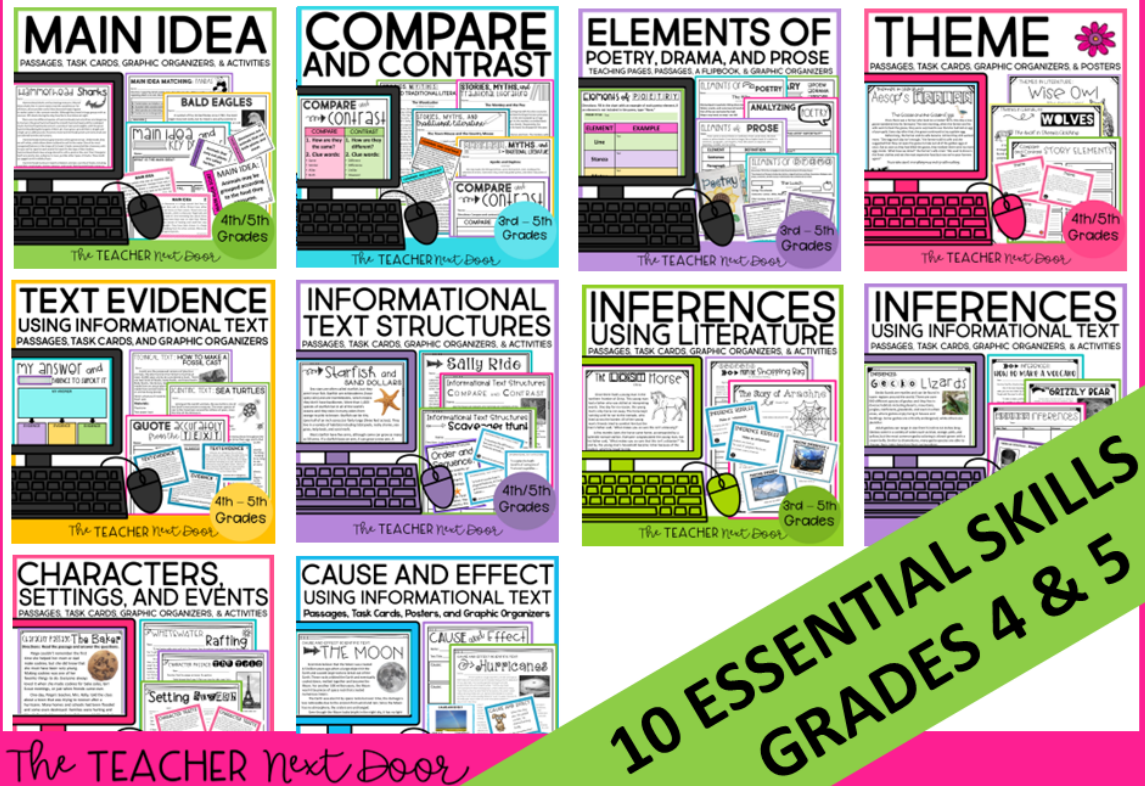


SAVE more and get MORE when you purchase the Reading Bundle

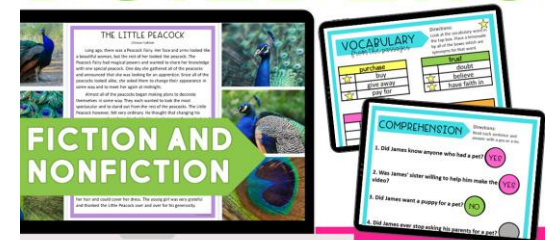
CLICK [HERE](#) to take a look!

More Reading
Resources:

ULTIMATE READING SKILLS COMPANION



KNOWLEDGE BUILDERS



MEGA BUNDLE THE TEACHER NEXT DOOR 4TH GRADE

CLICK [HERE](#) to take a look!

KNOWLEDGE BUILDERS



MEGA BUNDLE THE TEACHER NEXT DOOR 5TH GRADE

CLICK [HERE](#) to take a look!

At *The Teacher Next Door*, we know that you strive to be an effective reading teacher while maintaining a healthy work-life balance. In order to do that, you need resources that are impactful, yet simple. The problem is that most reading resources and curriculums out there are far from simple. The pages upon pages of daily lesson plans are just plain overwhelming. We believe teachers should be living their lives outside of the classroom, and not spending hours lesson planning and searching for resources.

Now, more than ever, teachers need space to be themselves which is why we create and support teachers with timesaving tips and standards-aligned resources.

We can't wait to help you get started.

A NOTE ABOUT OUR CEO AND FOUNDER: Jenn Larson is the creator and founder of The Teacher Next Door. With over 20 years of experience in the classroom and a Master's Degree in Curriculum and Instruction, Jenn specializes in creating resources for upper elementary students. Her goal is to support teachers by providing ready-to-use resources that target standards and help students grow in amazing ways.

REACH OUT AT: contact@the-teacher-next-door.com



The TEACHER Next Door