

# YEAR 3-6 MODULE 7 DOWNLOADS



Teaching Inference

Margaret Menner

[www.advanceteachertraining.com.au](http://www.advanceteachertraining.com.au)

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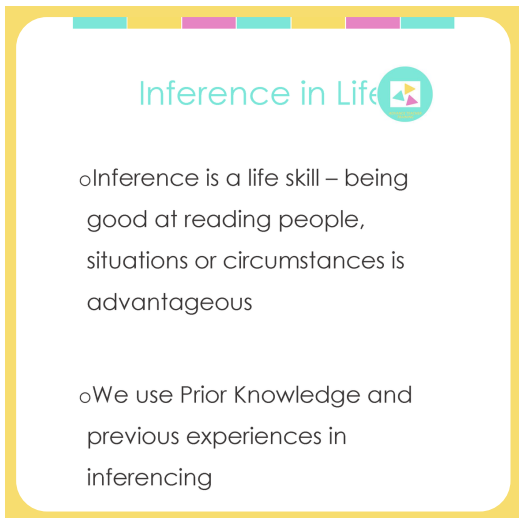
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Inference in Life

- o Inference is a life skill – being good at reading people, situations or circumstances is advantageous
- o We use Prior Knowledge and previous experiences in inferencing

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Inference in Text

- o Looking for hidden messages in the text and illustrations where the author has hinted at something but not stated it explicitly

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## Teaching Inference

- o Model or demonstrate the thinking behind our inferences
- o Talk to students about making assumptions by combining prior knowledge and evidence in the text
- o Ask leading questions to help students infer

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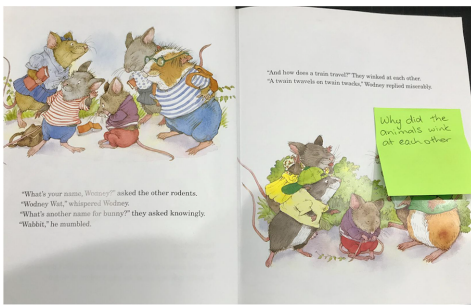
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## Inference in Text



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## Inference in Text



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# Inference



## Inference questions or prompts:

- oIs what I'm thinking probable?
- oIs what I'm thinking possible?
- oWhat is the author trying to hint at?
- oDoes my inference make sense based on the evidence in the text?

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Shared Reading Planning Sheet

Text: Hooway for Wodney Wat Date: \_\_\_\_\_

Monday		Strategy		
Tuesday		Strategy: Inference		
7. Can you infer why they winked at each other?	9. What do you infer about how Wodney was feeling?	11. What do you infer about what sort of person Camilla is?	12. What is your inference on why the author wrote 'accidentally on-purpose'?	15. What are you inferring about what the other animals think about Camilla? Why?
21. What is your inference about why the other rodents started to smile?	22. Do you have an inference about why the other rodents were giggling?	26. Why do you infer the author wrote 'how Wodney's voice was stronger...?'	28. What is your inference about Camilla now?	32. What is your inference about Wodney being a hero?
Wednesday		Strategy		
Thursday		Strategy		
Friday		Strategy		

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Shared Reading Planning Sheet

Text: \_\_\_\_\_ Date: \_\_\_\_\_

Monday		Strategy		
Tuesday		Strategy		
Wednesday		Strategy		
Thursday		Strategy		
Friday		Strategy		

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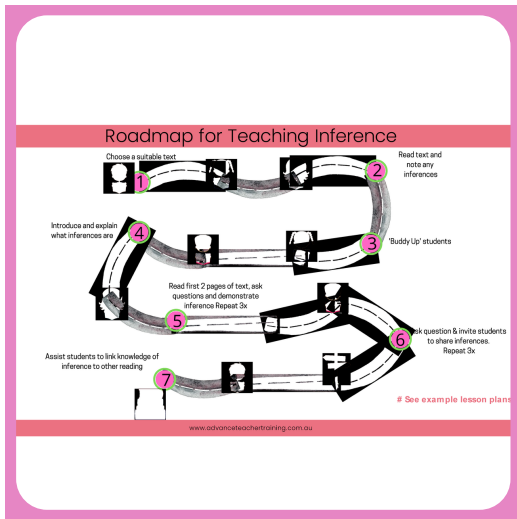
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### Next Steps - Teaching Inference

- Choose either a Big Book or a Picture Book and plan out a lesson teaching inference
- Make sure the text is enlarged so students can easily read the text and see the illustrations
- Teach your students how to 'Turn & Talk'
- Teach the inference lesson

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## Inference Book List Year 3-6

Margaret Menner

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## BOOK SUGGESTIONS FOR INFERENCE

Hi there,  
This is just a quick list of books I put together from books I happened to have used recently. Some of them may be out of print, but they are my favourites.

However, it is important to remember that any good quality picture book will have inferences throughout it. My personal guess is that authors try to not only appeal to the child they are writing for, but also to the adult who might be reading the book.

Once you start teaching inference, you will start noticing it all the time and so will your students.

I hope you have as much fun with these books as I have had.  
Enjoy!

Margaret Menner



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### INFERENCE BOOK LIST picture books: yr 3-6

- The Dumb Bunnies [series] by Dav Pilkey
- Hooway for Wodney Wat by Helen Lester
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- Miss Nelson is Missing by Harry Allard & James Marshall
- Piggybook by Anthony Browne
- Too Many Pears by Sue Denim
- Miss Malarkey doesn't live in Room 10 by Judy Finchler
- Click, Clack, Moo, Cows that Type by Doreen Cronin
- The True Story of the Three Little Pigs by Jon Scieszka
- Little White Dogs Can't Jump by Bruce Whatley & Rosie Smith
- Tacky the Penguin by Helen Lester
- Pete the Sheep by Jackie French
- Willy the Wimp by Anthony Browne
- Grandpa's Teeth by Rod Clement
- Greetings from Sandy Beach by Bob Graham



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got questions?

Email me at [margaret@menner.com.au](mailto:margaret@menner.com.au)

need more resources?

Visit my website at [advanceteachertraining.com.au](http://advanceteachertraining.com.au)



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Teaching Questioning

Margaret Menner

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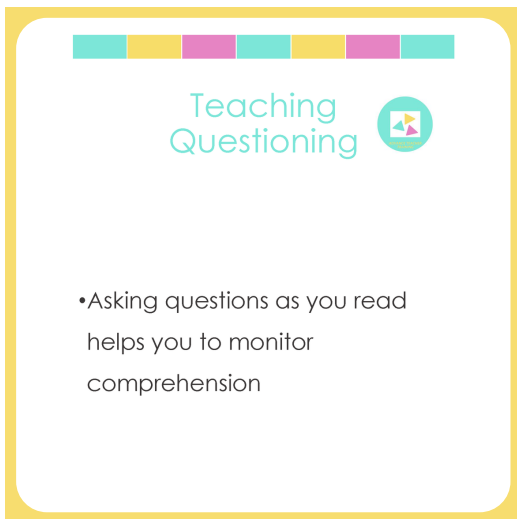
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Teaching Questioning

- Asking questions as you read helps you to monitor comprehension

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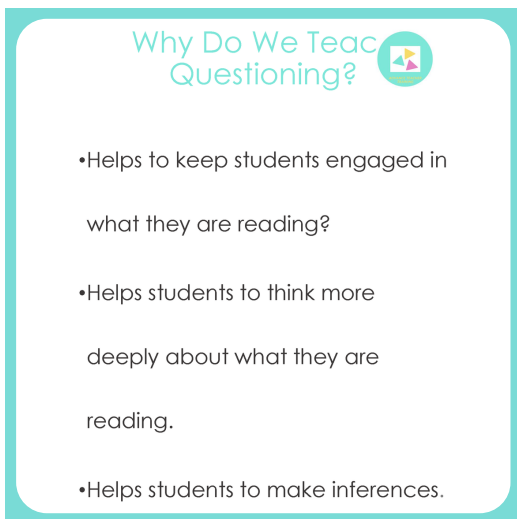
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Why Do We Teach Questioning?

- Helps to keep students engaged in what they are reading?
- Helps students to think more deeply about what they are reading.
- Helps students to make inferences.

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 My Favourite  
 Introduction to  
 Questioning 

• I wonder...?

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Different Types of  
 Questioning 

• **Skinny Questions:** Questions that can be answered in one or two words

• **Fat Questions:** Questions that require a longer and more complex answer

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 Different Types of  
 Questioning 

• **Right There Questions [Literal Questions]:** The answer is right there in the text

• **Think and Search Questions [Inferential Questions]**  
 The answer can be inferred by things the author has hinted at

• **On My Own Questions [Evaluative Questions]** The answer won't be told or inferred in the text, the reader must think of the answer in his/her head.

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**Shared Reading Planning Sheet**

Text: Click, Clack, Moo, Cows That Type      Date: \_\_\_\_\_

Monday				
Tuesday				
Wednesday				
2. How do the cow's hooves fit on the typewriter?	4. Where did they get the typewriter?	6. How do they know how to spell?	8. Sometimes our questions get answered...they found the typewriter in the barn.	10. How do the cows and hens talk to each other?
18. What's a neutral party? What's an ultimatum?	22. How did duck carry the typewriter?			
Thursday				
Friday				

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**Shared Reading Planning Sheet**

Text: Click, Clack, Moo, Cows That Type      Date: \_\_\_\_\_

Monday				
Tuesday				
<b>Notwell Statement:</b> This is a narrative about the cows and ducks on the farm going on strike because they want electric blankets.	<b>Strategy: Activating Prior Knowledge and Predicting.</b> What do you know about going on strike?  What animals do you know on the farm? What else do you know about farms?	What do you know about typewriters?  What do you know about ducks?	Turn to your buddy and make a prediction about what you think might happen.	
Wednesday				
2. How do the cow's hooves fit on the typewriter?	4. Where did they get the typewriter?	6. How do they know how to spell?	8. Sometimes our questions get answered...they found the typewriter in the barn.	10. How do the cows and hens talk to each other?
18. What's a neutral party? What's an ultimatum?	22. How did duck carry the typewriter?			
Thursday				
A contraction is a shortened word that leaves out certain letters and the apostrophe represents the missing letters. An example of a contraction is: Can't. Turn to your buddy and see if you can think of any others.	<b>Strategy: Contractions</b> Today while I read I want you to record any contractions you see on your whiteboard.  Teacher records all contractions on whiteboard: couldn't, we'd, we're, they'd	Discuss with class what words they represent and what letters are missing.  Use magnetic letters to show the whole words and then how to take letters out: cannot - can't		
Friday				
<b>Title:</b> The cows and hens wanted electric blankets because they were cold and wrote notes to the farmer about this.	<b>Problem:</b> The farmer didn't get any milk or eggs when the animals went on strike.	<b>Solution:</b> The duck and hens exchanged the typewriter for electric blankets and gave milk and eggs.	<b>Conclusion:</b> The duck tricked everyone and used the typewriter to blackmail for a ding board.	

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**Next Steps - Teaching Questioning**

- Choose a picture book
- Plan out some 'I wonder' questions
- Make sure you can enlarge the text in some way
- Include 'Turn and Talk'
- Teach a shared reading lesson focussing on questioning



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# Teaching Re-reading and Reading On

Margaret Menner

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### The Three Reading Cue Systems

- Prior Knowledge
- Illustrations
- Story sense
- The message

**Meaning**  
Semantic Cue System  
Does it make sense?

**Structure**  
Syntactic Cues System  
Does it sound right?

**Visual**  
Graphophonic Cue System  
Does it look right?

- Sounds & Symbols**
- Print conventions:**
  - words/spaces
  - letters
  - beginnings/endings of words
  - punctuation
  - directionality
- Visual details within the print**

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## Re-reading

- Reread the sentence or phrase and make a meaningful guess
- Reread the sentence or phrase and checking first letter
- Reread the sentence or phrase and checking picture
- Reread the sentence or phrase and checking picture and first letter
- Rereading sentence or phrase and chunking a part of a word
- Rereading sentence or phrase, chunking a part of a word and checking the pictures

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On Friday,  
he watched the farmers.  
They scritch and  
scratched in the garden  
with their [redacted]



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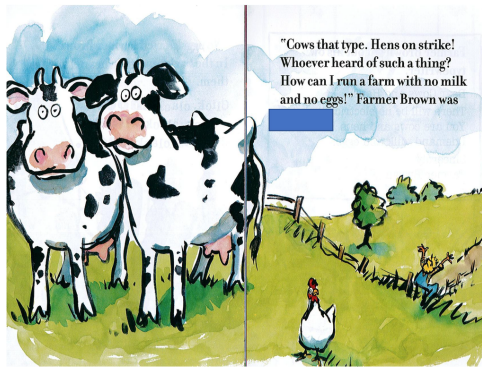
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### Reading On



- Reading on past an unknown word and predicting the word using meaning,
- Reading on past an unknown word and predicting the word using structure cues
- Reading on past an unknown word and predicting the word using visual cues
- Reading on past an unknown word and predicting the word using meaning, structure and visual clue

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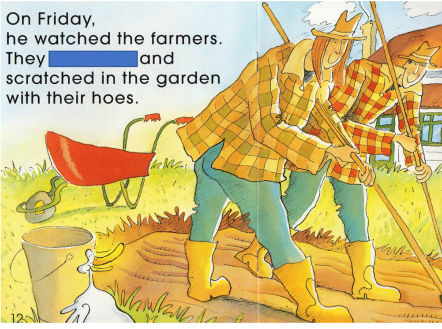
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On Friday,  
he watched the farmers.  
They [redacted] and  
scratched in the garden  
with their hoes.



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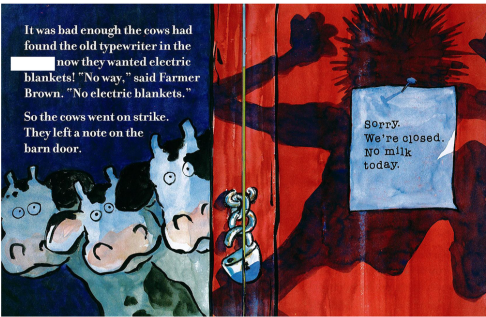
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It was bad enough the cows had  
found the old typewriter in the  
[redacted] now they wanted electric  
blankets! "No way," said Farmer  
Brown. "No electric blankets."  
So the cows went on strike.  
They left a note on the  
barn door.



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### Tips



- When you first introduce re-reading or reading on try to cover words that have multiple meanings so students feel successful
- Don't cover too many words as it interrupts meaning
- To simplify it for students, cover a word at the end of a sentence for re-reading
- To simplify it for students, cover a word in the middle of a sentence for reading on

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## Tips



- Don't teach reading on too early  
[after level 12]
- Once students have mastered making meaningful guesses teach them to combine meaning and visual:  
i.e. reading on and chunking  
  
e.g. The train went thr\_\_\_\_\_ the tunnel.
- Once this is mastered teach students to read on and use meaning, structure and visual cues

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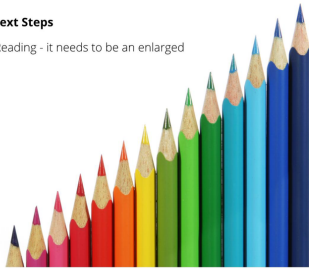
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### Next Steps

- Choose a text for Shared Reading - it needs to be an enlarged text
- Plan a 'Reading On' lesson
- Teach the lesson
- Include 'Turn & Talk'




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### Shared Reading Planning Sheet

Text: The Cat & The Monkey's Tail Angela Shelf Medearis Date:

Monday	Strategy - rereading			
Good readers reread when they come to a word they don't know and make a meaningful guess. They check that their guess makes sense and looks right.	4. back	6. cow	8. tail	10. river
	12. farmer	14. rain	17. danced	23. content
Tuesday Strategy				
Wednesday Strategy				
Thursday Strategy				
Friday Strategy				

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**Shared Reading Planning Sheet**

Text: Fearless Phil – Jill Eggleton

Date: \_\_\_\_\_

Monday	Strategy - Reading On		
We will be reading past the errors and then having a guess as to what word would make sense. Good readers Read On, make a guess and then check their guess. Today we won't be checking the guess because you firstly need to learn how to make a meaningful guess.	4. Shouted	6. fixed	8. rumbled
	10. snarling	12. big	20. grass
Tuesday	Strategy		
Wednesday	Strategy		
Thursday	Strategy		
Friday	Strategy		

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**Shared Reading Planning Sheet**

Text: \_\_\_\_\_

Date: \_\_\_\_\_

Monday	Strategy		
Tuesday	Strategy		
Wednesday	Strategy		
Thursday	Strategy		
Friday	Strategy		

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## Teaching Exit Inference & More

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In this Module I....

Check me off once completed...



- Planned and taught a Shared Reading lesson on Inference
- Planned and taught a Shared Reading lesson on Questioning
- Planned and taught a Shared Reading lesson on Reading On

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