

Making Inferences—

Who Wears this slipper, work boot, soccer cleat, or evening shoe?

By Lucinda Wolters

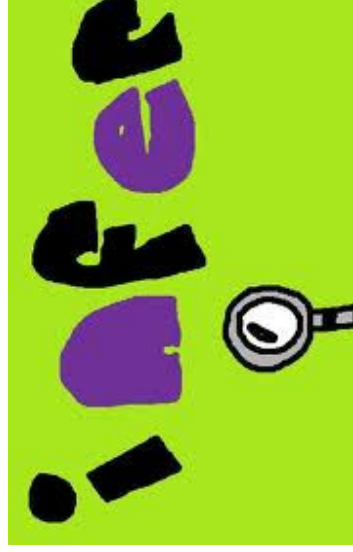
Learning Intention:

- I can make inferences by looking at a variety of objects.
- Background knowledge + Evidence = an Inference

Criteria for success:

- I carefully look at each shoe and describe what I see (evidence).
- I think about what I already know about his kind of shoe, what it is used for and who might wear it (background knowledge).
- I make an inference based on the evidence and my background knowledge.
- I use “thinking starters” when I write my inference (e.g. My guess is ... Maybe ... Perhaps ... It could be that ... This could mean ... I infer ...)

	a start	getting there	that's it	wow!
Evidence	I didn't describe the shoe.	I described little bits about the shoe.	I describes lots of things about the shoe.	I described things others did not think about.
Background knowledge	I didn't really think about my background knowledge.	I used a bit of background knowledge.	I made really good use of my background knowledge.	My background knowledge allowed me to make insightful inferences.
Inference	I didn't make an inference; or my inference didn't make sense.	My inference is beginning to make sense. I used a thinking starter to help.	My inference makes sense, is based on background knowledge and I used a thinking starter or something similar.	My inference was unique and original. It is based on my background knowledge. I used an original thinking starter.



Feel free to use the following pages that have pictures of shoes, but better yet, bring in a variety of shoes to the classroom.

Place one shoe with a small group of children and have them talk about their background knowledge, then make inferences about the type of person who might be the owner of the shoe. When I brought a very well worn moccasin into my class, I thought kids would say things like it belongs to a person who is money-conscious and too cheap to buy a new pair. Instead I heard things like this person has a new puppy who chews things and this person loves comfy things and doesn't like to part with them ~ just like my bear that I've had since I was a baby!

As students talk about their thinking, and others hear their thoughts, the thinking is a lot deeper. That's the role of oral language in our curriculum.

INFERRING MEANING FROM SHOES

Based on the Book, Comprehension Connections by Tanny McGregor

Name: _____

Evidence

+

Brilliant Thinking

=

An Inference



I can see ...

So I infer ...

I can see ...

So I infer ...

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