

Week 6 - Package 1 - Year 3 and 4 English/literacy - Exploring inference - Part 1

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Exploring inference - Part 1 video](#)
- Activity sheet 1: Making inferences from an image 1
- Activity sheet 2: Making inferences from an image 2
- Pencil or pen

Back up

- [Printed version of the PowerPoint presentation](#)
- Paper

Before your child starts

This lesson explores inference and how we can use a range of information in an image to make an inference or a conclusion.

What your child needs to do

Your child will watch the [Part 1 video](#) to explore inference and use their background information and image clues to make an inference.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

What your child can do next

Your child will be completing a range of activities, including:

- exploring what inference is
- exploring what information we might use to make an inference
- making an inference from an image.

Options for your child

Activity too hard?

Have students look at a range of photographs or images in books. Discuss what might be going on in the photo or picture and what the people or characters might be thinking or feeling.

Activity too easy?

Have your child hunt for clues in a novel they are reading and really become conscious of when they have made an inference.

Extension/additional activity

Your child might make a video explaining inference and giving examples.

Activity sheet 1: Making inferences from an image 1

Your task

Use this image to answer the questions and to make an inference about the image.

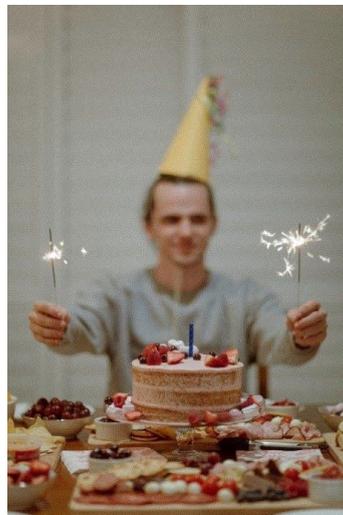


Photo by [Kyle Head](#) on [Unsplash](#)



What clues can you see?



What questions can you ask?



What connections can you make to your background knowledge?



What can you infer?

Activity sheet 1: Making inferences from an image 2

Your task

Use this image to answer the questions and to make an inference about the image.



Photos sourced on [Unsplash](https://unsplash.com)



What clues can you see?



What questions can you ask?



What connections can you make to your background knowledge?



What can you infer?

Week 6 - Package 2 - Year 3 and 4 English/literacy - Exploring inference - Part 2

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Exploring inference - Part 2 video](#)
- Activity sheet 3
- Activity sheet 4
- Pencil or pen

Back up

- [Printed version of the PowerPoint presentation](#)
- Paper

Before your child starts

This lesson explores inference and how we can use a range of information in an image and a text to make an inference or a conclusion.

What your child needs to do

Your child will watch the [Part 2 video](#) to explore inference and use their background information and image clues to make an inference.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

What your child can do next

Your child will be completing a range of activities, including:

- exploring what inference is
- exploring what information we might use to make an inference
- making an inference from an image and a text.

Options for your child

Activity too hard?

Children can benefit from hearing what is going on in someone's head as they read and make inferences. By thinking 'out loud' about what you do when you are reading, you may be able to help your child to learn how to infer. Read a picture book with your child and 'think out loud' about the characters, the pictures and what you think is going on. Ask your child questions such as:

- What do you think this character is thinking?
- What do you think will happen next?
- What makes you think that?

Activity too easy?

Have your child complete the Stage 3 resources based on inference.

Extension/additional activity

Look at some famous paintings that contain people. Many art galleries have sections of their collections online. Have your child use thought bubbles to explain what the people in the paintings might have been thinking.

Activity sheet 3: Making inferences from a sentence

Your task

Read the sentence below. Answer the questions and make an inference about what might be going on.

As the water filled the boat, the passengers huddled in the cabin and watched the crew scramble for buckets.



What clues can you see?



What questions can you ask?



What connections can you make to your background knowledge?



What can you infer?

Activity sheet 4: Making inferences from a passage

Your task

Read the excerpt from *A wrinkle in time*.

Highlight or underline the important text clues.

Record your thoughts from your background knowledge.

Make some inferences about the passage.

An excerpt from *A wrinkle in time* by Madeline L'engle.

She wasn't afraid of weather. It's not just the weather, she thought. It's the weather on top of everything else. On top of me. On top of Meg Murry doing everything wrong.

School. School was all wrong. She'd been dropped down to the lowest section in her grade. That morning, one of her teachers had said crossly, "Really, Meg, I don't understand how a child with parents as brilliant as yours are supposed to be can be such a poor student. If you don't manage to do a little better you'll have to stay back next year."

Week 6 - Package 3 - Year 3 and 4 English/literacy - Exploring inference - Part 3

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Exploring inference - Part 3 video](#)
- Activity sheet 5
- Activity sheet 6
- Activity sheet 7
- Pencil or pen

Back up

- [Printed version of the PowerPoint presentation](#)
- Paper

Before your child starts

This lesson explores inference and how we can use a range of information in an image and a text to answer inferential questions.

What your child needs to do

Your child will watch the [Part 3 video](#) to explore inference and use their background information and image clues to make an inference and answer inferential questions.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

What your child can do next

Your child will be completing a range of activities, including:

- exploring what information we might use to make an inference
- making an inference from an image and a text
- answering inferential questions from an image and text.

Options for your child

Activity too hard?

Have your child complete the tasks orally or draw a picture to show their inferential understanding.

Activity too easy?

Have your child complete the Stage 3 resources based on inference.

Extension/additional activity

Find a picture book that is unfamiliar to your child. Before reading the text, look through the images and make inferences based on the pictures. As you read the text with your child, stop to discuss what inferences you are making based on the text clues and your background knowledge.

Activity sheet 5: Drop off

Your task

Complete the thought bubbles to explain what you think the man and the child are thinking in the image.

Drop off

[Image credit Pascal Campion](#)



Activity sheet 6: Magic carpet - Part 1

Your task

Answer the questions based on the image.

Magic Carpet

[Image credit Goro Fujita](#)



What clues can you see?



What questions can you ask?



What connections can you make to your background knowledge?



What can you infer?

Activity sheet 6: Magic carpet - Part 2

Your task

Answer the inferential questions based on the image Magic Carpet.

How do you think the boy is feeling? Why do you think this?

How do you think the carpet is floating? Why do you think this?

What do you think the boy would say to the dog?

Activity sheet 7: Trumpet troubles

Your task

Read the story Trumpet troubles.

Use your background knowledge and the text clues to answer the inferential questions.

Trumpet troubles

Text credit: Year 3 NAPLAN Reading Magazine, 2014

Tilly woke to the sound of pouring rain, noisy and relentless like factory machinery. Tilly groaned.

It was very early, but the band was leaving for the competition at 8 o'clock. She dragged herself out of bed unwillingly and dressed. There was hardly time for breakfast but her dad insisted. She gobbled down some toast, hauled her backpack onto her shoulders and stood at the door like a soldier ready for combat.

It was so very wet but the bus was coming and she had to run for it. She took off through the deluge, reaching the bus stop just in time. She struggled up the slippery metal steps, leaning forward to rescue her backpack from the doors.

'Move down the back of the bus,' called the driver, repeating the same plea he made at every stop.

The bus was very full, as it always was on wet days. Tilly shuffled down the aisle resting the base of her trumpet case on the floor and pushing it along with her foot as she went.

The bus lurched from side to side, winding its way through the narrow suburban streets. Having claimed the last seat, Tilly soon drifted off to sleep. She didn't notice the trumpet case slipping under the seat in front of her.

Tilly was woken by the sudden silence of an empty bus. She jumped up from her seat and stumbled down the aisle and out through the door.

It was only as she ran through the dripping school gates that she realised her right hand was empty. No trumpet!

She turned back in panic, looking out to the street just as the bus disappeared from sight.

Inferential questions

How does Tilly feel about getting up?

What might Tilly have been thinking as she “stood at the door like a soldier ready for combat.”

How do you think Tilly was feeling as she saw the bus disappearing?