

Year 5 & 6

English/literacy – Exploring inference



Things your child will need

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

Ideal

- [Exploring inference video](#)
- Activity sheet 1: What is happening in this picture?
- Paper or workbook
- Pencil or pen

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

Backup

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

Activity too hard?

Have students use a range of photographs and discuss what might have happened before and after.

Before your child starts

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

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.

What your child needs to do

Your child will watch a video of a lesson to explore inference and use their background knowledge and clues to make an inference. The teacher will guide your child as they brainstorm and delve into the meaning of words within different contexts.

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

Extension/Additional activity

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

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English/literacy – Exploring inference

Activity sheet 1: What is happening in this picture?

Your tasks

- Use this image to write down what you think each person is thinking.
- Use this image to draw and write what you think might have happened before and after the image.



Year 5 & 6 English/literacy – Exploring inference

Activity sheet 1: What is happening in this picture? (continued)

Before



After

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English/literacy – Inference in text



Things your child will need

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

Ideal

- [Inference in text video](#)
- Activity sheet 1: Inference match and sort
- Activity sheet 2: Through the break
- Paper or workbook
- Pencil or pen

What your child needs to do

Your child will watch a video of a lesson to explore inference and use their background knowledge and clues in a text to make an inference. The teacher will guide your child as they brainstorm and delve into the meaning of words within different contexts.

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

Backup

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

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

- exploring what inference is
- using background knowledge and text clues to make an inference.

Before your child starts

This lesson explores inference and we will use our background knowledge and clues in text to ‘read between the lines’ and draw inferences or conclusions.

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English/literacy – Inference in text

Options for your child

Activity too hard?

Have students complete up until 'The Hobbit'; the next text is more complex.

Your child might enjoy watching Pixar short films and inferring from the images and characters. Ask questions such as:

- Who do you think?
- How might _____ be feeling?
- How do you know?

Extension/Additional activity

Have your child watch a TV show or movie or use Pixar short films to infer what is happening.

Activity too easy?

Have your child use a poem to design a range of inferential questions.

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English/literacy – Inference in text

Activity sheet 1: Inference match and sort

Your tasks

- Cut up and match the text clues, background knowledge and inference.
- OR draw a line to match the text clues and background knowledge with an inference.

Text clues	Background knowledge	What we can infer
The mug was stained a deep black.	Tea stains mugs black over time.	There is a baby in the house. There is chaos.
The girl held her handbag close to her, gripping it tightly.	Typically, girls keep items in handbags. People protect their valuables.	We are in a library. The people liked to read. Well educated.
Animals rushed into the darkness at the first tremble.	Animals run when frightened.	There was danger. There was something worthy of protection inside.
Beneath the bathroom sink there were two cans of shaving cream and a rusty razor.	Men typically use shaving cream. When metal items are old they rust when wet.	It was well-loved. It was old and used. The person enjoyed tea.
The house was a mess—there were nappies and dummies on every surface.	Babies wear nappies. Babies use dummies.	A man lived here. The man is growing a beard.
The dentures were yellowing in the glass by the bedside table.	Dentures are false teeth. People wear dentures when their teeth fall out. Things yellow with age.	An older person lives here. The teeth are quite old and used.
The boat was unsteady on the water, an ant in the blue.	When water is rough, this moves the boat. Ants are small.	The water was rough. The boat was unsafe. The boat was small.
It seemed never-ending; every surface was covered in books.	Libraries are full of books. Books are read by people.	It was night. There was danger coming. An Earthquake or volcano.

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English/literacy – Inference in text

Activity sheet 2: Through the break

Your tasks

Read the text carefully; you might reread a few times to really understand the text.

- Answer the multiple choice questions by selecting ONE answer.
- Scan the text to find keywords that can help you answer your questions.
- Highlight or underline any information that helps you to answer.

Through the Break

Breakers rise like hulking sea eagles. They glide, then crash, tossing their prey of bodies and surfboards to the sand, hissing to retreat and hurl again. Shai has been coming all summer, catching three buses to stand at the shoreline, close his eyes and crunch warm shell grit between his toes – like he did on his old island home, where currents were lazy and the waters warm and calm.

He watches surfers spear through waves. Counts one ... two ... three ... until they emerge, then watches the practised flick of their hair. He'll be out there with them ... one day. He grips the pitted second-hand board to his chest. 'Today,' he murmurs. 'Today.' Heart hammering, Shai wades in, flings his legs onto his board and strokes towards the looming curve of green crystal until it's too late to turn back.

The water wall shimmers and fragments above him. He dips his board's nose as he's seen others do, spearing into his fear. Ears, eyes and nostrils are swamped. He feels the shove of the wave, hears nothing but the dull rumble of the sea. Counts one... two... three...

Suddenly, body rigid, blue-knuckled, he shoots upwards, into the silk water beyond the wave that is now billowing behind him to shore. He yelps with joy and paddles until the breakers can no longer drag him back, feeling freer and freer with each pull.

Bobbing, drifting, he rests his head on his arms. The people on the beach dip in and out of view. The boy from far away, who all hot summer cringed in the shallows, fearing the waves, is no longer stranded on the sand. Turning his board, Shai claws his way until he is picked up by a swell and carried in a roaring rush towards the shore. He tumbles as his board is ripped from beneath him. He rolls with the sand and froth and shells until, panting and grazed, he lies on the land's edge, the edge of his new country.

Shai staggers to his feet and looks out to the horizon. He says goodbye to another island, out there somewhere, beyond the break. He smiles, collects his board, limps up onto the dry sand and breathes deeply the air of the place he'll now call home.

Year 5 NAPLAN Reading Paper, 2012 ACARA

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English/literacy – Inference in text

Activity sheet 2: Through the break (continued)

Questions

1. The last paragraph suggests that Shai is:
 - A. afraid of the future.
 - B. longing for the past.
 - C. ready for the future.
 - D. worried about the past.

2. “Counts one...two...three...until they emerge, then watches the practised flick on their hair.” What does this sentence suggest?
 - A. Shai is anxious about the surfers’ safety.
 - B. Shai is familiar with the surfers’ behaviour.
 - C. Shai is critical about the surfers’ technique.
 - D. Shai is bored with the surfers’ repetitive routines.

3. The text draws attention to which of the following issues?
 - A. age
 - B. gender
 - C. poverty
 - D. immigration

4. What is the effect of the phrase too late to turn back?
 - A. It encourages readers to evaluate Shai’s actions.
 - B. It shows readers that Shai has made a wrong decision.
 - C. It makes readers appreciate the drama of Shai’s situation.
 - D. It helps readers form an opinion about what Shai should do next.

5. In what way has Shai changed by the end of the text?
 - A. He has gained new confidence.
 - B. He has realised the need for patience.
 - C. He has accepted that he can learn from the past.
 - D. He has discovered that failures lead to opportunities.

Year 5 & 6

English/literacy – Using clues in writing



Things your child will need

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

Ideal

- Using clues in [writing video](#)
- Activity sheet 1: Improving with clues
- Activity sheet 2: Show don't tell
- Pencil or pen

What your child needs to do

Your child will watch a video of a lesson to explore how to include clues in a description so that a reader can make their own inferences. The teacher will guide your child as they brainstorm and delve into the meaning of words within different contexts.

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

Backup

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

What your child can do next

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

- improving sentences by adding clues
- creating a more detailed description using clues.

Before your child starts

This lesson gives opportunities for students to add clues into a description; to show, don't tell. This helps to enhance descriptions and allows the reader to infer and draw their own conclusions about what is happening. This lesson is best completed after the inference lessons.

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English/literacy – Using clues in writing

Options for your child

Activity too hard?

Play a game where an item is hidden. Give clues about the item without saying its name.

Have your child do the same thing with an item they are familiar with. Once done verbally, your child may write this down.

Extension/Additional activity

Your child might like to play a game with a partner where they give clues for their partner to guess a target word. There is a catch where your child will have three words they cannot use in their clues. For example, the target word is 'school' but your child cannot use the words 'learning', 'teacher' or 'student' to give their partner clues.

Activity too easy?

Your child might take an extract from an easier story or picture book and create a more sophisticated description using clues.

Year 5 & 6**English/literacy – Using clues in writing****Activity sheet 1: Improving with clues****Your tasks**

- Use the target word or select your own.
- Brainstorm some words and phrases that are clues for the target word.
- Create an improved sentence using clues for the target word.
- You might like to add more detail in your sentence or change more words to clues.

Boring sentence:

The koala climbed the tree.

Improved sentence:**Boring sentence:**

The boy was scared.

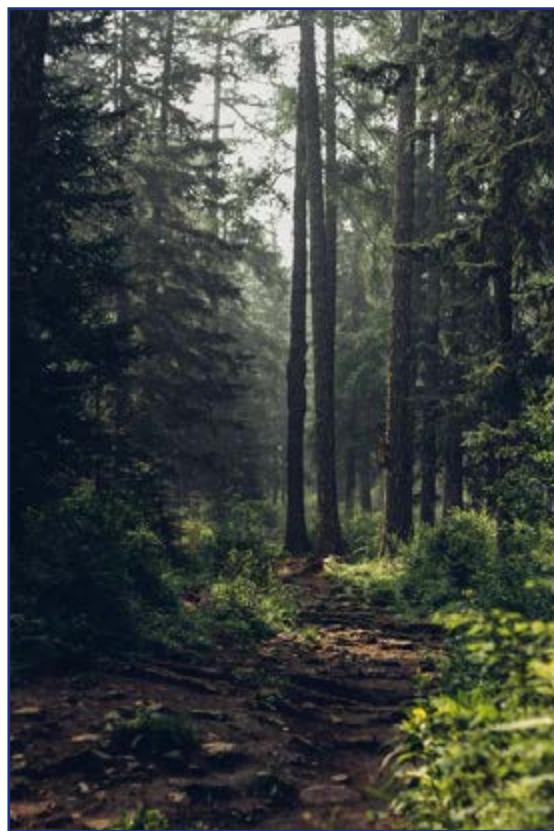
Improved sentence:**Boring sentence:**

The castle was huge and scary.

Improved sentence:

Year 5 & 6**English/literacy – Using clues in writing****Activity sheet 2: Show don't tell****Your tasks**

- Use the image to create a brainstorm.
- Create a paragraph to describe your image using clues.
- Banned word: forest.

**Description:**