

Making Inferences and Predictions Cognitive Strategy Routine



<p>Step 1 Use a real-world example to create a context</p>	<p>Bring in a sample backpack with several items inside (see below for suggestions). Take one item out at a time. Show the "clue". Think aloud or ask participants to infer something about the owner of the backpack from the clue. Follow up with the question, "What makes you think that?" to show how they use their background knowledge (BGK) together with the clues to make an inference.</p> <p>Sample Think-aloud:</p> <p><i>Say: Boys and girls, I have a backpack here. I don't know to whom it belongs. There is no name on it. Let's be detectives and use our background knowledge and the clues inside the backpack to help us figure out to whom it belongs. I notice that it has pink flowers on it. Let's see what's inside. (Pull out a tube of lip gloss). Lip gloss. It's cherry flavor. This backpack is similar to my daughter's backpack. She also likes to wear lip gloss. This is information that's in my background knowledge—my experience. I know that girls often have flowers on their backpacks and that they like to use lip gloss. Not many boys carry lip gloss in their backpacks. These clues, plus my background knowledge help me to infer that this backpack likely belongs to a girl. Would you all agree with my inference?</i></p> <p>Continue in this manner. Pulling each clue out, one at a time. Identify the clue, share your background knowledge and the inference that you make or ask participants to share their thinking.</p> <p>Clue: hair brush + a hair scrunchie BGK: I know that many of you with long hair have brushes and scrunchies in your backpacks. Inference: I'm inferring that the backpack belongs to someone who has long hair. Clue: chapter book BGK: When I flip through this book, I can see that the print is small and there are 250 pages in it. This looks like a book that a fourth or fifth grader might read. Inference: Based on all of the evidence, I predict that the backpack belongs to an older female student. Say: We were able to make some good inferences and an overall prediction about the person who owns this backpack. Just like a detective, we looked at the clues and used our background knowledge to figure out some things.</p>
<p>Step 2 Give the Strategy a Name</p>	<p>"Today we are going to learn a strategy called Making Inferences and Predictions"</p>
<p>Step 3 Define Strategy, how and when it is used, and how it helps with Reading.</p>	<p>Strategy Definition An inference is when we combine our background knowledge along with the information in the text to understand what the author is not directly telling us. Inferring helps us understand the text more fully.</p> <p>How it helps us understand "An inference is something a reader knows from reading but the author doesn't include it in the book. It helps you understand the story more deeply and helps make books mean something very personal to you."</p>

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<p>Step 4</p> <p>Give students touchstones</p>	<p>Provide students with a hand motion that signals "Making Inferences and Predictions" Display strategy poster in the classroom.</p> <p>Touchstones: Model hand gesture, explain strategy poster and refer to the anchor lesson.</p> <p>"When I make an inference, I will show you by making this hand signal. My two fingers point down towards the text to indicate I am combining my background knowledge with evidence in the text to make an inference. Look at the detective on our poster. He is searching for clues in the text and using his background knowledge to make an inference. We make inferences when we tried to fire out to whom the backpack belonged."</p>
<p>Step 5</p> <p>Think Aloud</p>	<p>To further help and SHOW students how we use the strategy with reading. Model.</p> <p>To further support students in their awareness of the inferences they make, we will also use this supporting poster during the lesson. It's another visual way to help students understand what we mean when we say that some information is directly told to the reader versus when a reader must make an inference. We use the terms direct and inference which is another way of saying explicit and implicit.</p> <p>When thinking-aloud, use language like.....</p> <ul style="list-style-type: none"> • I learned _____. I know this because the author told me directly. It says so, right here on page _____. I can touch the words. I am not making an inference. • I also learned _____. I know that is true, but can't seem to find those words in the text. There are some clues in the text that help me to know this. It says, _____ on page _____. From my background knowledge, I know _____. The clues in the text plus my background knowledge helped me to make an inference.
<p>Step 6</p> <p>Engage</p>	<p>Engage students by providing opportunities for them to share their thinking during reading. Practice shared application with planned discussion prompts.</p> <ul style="list-style-type: none"> • Plan at least one place to engage students with Think, Turn, and Talk. • Write your question on a sticky note and place it directly on the text.
<p>Step 7 – 8</p> <p>Independent Practice</p>	<p>To be completed over time as students become familiar with the strategy.</p>