

LESSON OVERVIEW

OBJECTIVES

Vocabulary Objectives

- Learn target vocabulary to enhance reading comprehension.
- Apply target vocabulary in written responses and oral language.

Comprehension Objectives

- Make inferences based on information in stories.
- Use diagrams to organize information.

ESL MODIFICATIONS



Listening • Students will respond verbally or nonverbally to identify inferences from stories heard in the reading activity.



Reading • Students will infer information from text.



Speaking • Students will repeat new vocabulary and respond to questions about visuals.



Writing • Students will record clues and inferences from a simple text.

MATERIALS

READING FOR UNDERSTANDING

- Passage “Checkers,” Student Page 1

TEACH

- Passage “Checkers,” Student Page 1

GUIDED PRACTICE

- “Clues and Inferences,” Student Page 2

INDEPENDENT PRACTICE

- “Making an Inference,” Student Page 3
- Passage “End of Summer” Level 3, Student Page 6

ESL MODIFICATIONS

READING FOR UNDERSTANDING

- Passage “Checkers,” Student Page 1

TEACH

LEVELS 1–3

- Passage “Checkers,” Student Page 1

GUIDED PRACTICE

LEVELS 1–3

- “Clues and Inferences,” Student Page 2

INDEPENDENT PRACTICE

- LEVEL 1** • “End of Summer” Level 1, Student Page 4
- “Making an Inference,” Student Page 3

- LEVEL 2** • “End of Summer” Level 2, Student Page 5
- “Making an Inference,” Student Page 3

- LEVEL 3** • “End of Summer” Level 3, Student Page 6
- “Making an Inference,” Student Page 3

Performance definitions for levels of English language proficiency available as a downloadable Teacher Resource document at www.istation.com

VOCABULARY SUPPORT



Target Vocabulary Words

board games taught practicing
following confident

1. When introducing vocabulary words, model the correct pronunciation of the whole word and have students repeat. For multisyllabic words, say the word. Then say each word part slowly. Next, quickly repeat the whole word. Have the students repeat the steps above with you. Then, write the word on the board or chart. Read the definition of each word to students and give examples or sample sentences to build meaning.

board games board games ('bɔrd) ('gāms) A board game is a game you play by moving game pieces on a flat board. *Chess, checkers, and Monopoly are examples of board games.*

taught taught ('tɔt) *Taught* is the past tense of the verb *teach*. To teach is to explain to someone how to do something, or to show them how to do it. *My grandfather taught me how to fish.*

practicing prac • tic • ing ('prak-təs-ɪŋ) Practicing means doing something again and again so you will get better at doing it. *Because of all his practicing, Mike played the guitar like a pro.*

following fol • low • ing ('fä-lə-wɪŋ) Following can be used in different ways. In this sentence, it means “next.” *Gina worked on her project all evening long because it was due the following day.*

confident con • fi • dent ('kän-fə-dent) If someone is confident about doing something, he or she is not nervous and feels sure it can be done. *After studying all week, Anton was confident that he would make a good grade on his math test.*

2. Have students write sentences using the Target Vocabulary Words in an ongoing Vocabulary Log. Call on volunteers to read one of their sentences to the class.

ESL MODIFICATIONS

Level 1 • Use each word in a simple sentence and act out the sentence using gestures and pantomime. Have students repeat the sentence and do the actions with you. Then have students make a vocabulary card with the word and a picture to help them remember the meaning.

Level 2 • Have students write each Target Vocabulary Word at the bottom of an index card. Then have them draw a picture that helps show the meaning of the word. Invite them to share and explain their cards to the group or to a partner before adding them to their vocabulary card collection.

Level 3 • Ask students to work with a partner to write a sentence using each Target Vocabulary Word. Then have partners write one of their sentences on the board and leave a blank where the Target Vocabulary Word belongs. Invite the group or class to read and complete each sentence. Have students write the words and sentences in an ongoing Vocabulary Log.

READING FOR UNDERSTANDING



Distribute the passage “Checkers,” Student Page 1.
Read the passage aloud.

✓ Pause after each paragraph, and use these questions to check for understanding.

1. **How are Lisa and Kim similar? How are they different?** (*They both like to play board games; Lisa likes to play checkers but Kim doesn't.*)
2. **How did Lisa get to be good at checkers?** (*Her father taught her how to play, and then she kept practicing.*)
3. **How does Kim change during the story?** (*At first she isn't good at checkers, but at the end she is confident she can beat Lisa.*)

ESL MODIFICATIONS

Use these comprehension questions to modify instruction.

Level 1

1. Reread sentence 3 of the first paragraph to students, then ask: **Does Kim like Monopoly or checkers?** (*Monopoly*)
2. Reread the first sentence of paragraph 2 to students, then ask: **Who taught Lisa to play checkers?** (*her dad*)
3. Reread the last two sentences of the story, then ask: **What does Kim want to play now?** (*checkers*)

Level 2

1. **What game does Lisa like?** (*checkers*) **What game does Kim like?** (*Monopoly*)
2. **How did Lisa learn to play checkers?** (*Her dad taught her.*)
3. **What does Kim say that surprises Lisa? Point to the words.** (*“Let's play checkers!”*)

Level 3

1. **Why don't Lisa and Kim play checkers often?** (*Kim isn't good at checkers.*)
2. **Why is Lisa better at checkers than Kim?** (*She has practiced a lot.*)
3. **How does Kim surprise Lisa?** (*She wants to play checkers.*)

TEACH



USING COMPREHENSION STRATEGIES

- **Imagine this situation: A friend invites you over to watch a movie. When she opens the front door, you smell hot, buttered popcorn. What guess can you make?** (Your friend is probably making popcorn to eat during the movie.)
- **You used two clues to make your guess: you have been invited over to watch a movie, and you smell popcorn. You also used something you know from experience—people often like to eat popcorn at the movies. When you put these clues together with what you know from experience, you can make a good guess about what is going on.**
- **When you make a guess based on clues and what you know from experience, you are making an inference. Good readers make inferences as they read. They use clues in the text to help them understand things the author may not state directly.**
- Give each student a copy of “Checkers,” Student Page 1. Draw the “Making an Inference” organizer on Student Page 2 on the board. **Let’s read this passage together and try to make an inference. As we read, we’ll pay attention to clues. We can put all the clues together to figure out what is happening and why it is happening.**
- Read the first paragraph aloud. **What do we learn about Kim in this part of the story?** (*She doesn’t like to play checkers because she isn’t very good at it.*) Record onto the organizer. **In the first Clue box, I’ll write *Kim doesn’t like to play checkers because she always loses.***
- **As we continue to read, let’s look for more clues.** Read the next paragraph aloud. **What does Kim find out about Lisa’s skill at playing checkers?** (*Lisa got better at checkers by practicing.*) Record the information in the second Clue box.
- Read the last paragraph aloud. **What surprising thing does Kim do?** (*She chooses checkers as the game they will play.*) Record the information in the third Clue box. **What is different about Kim’s attitude at the end of the story?** (*She is confident she can win at checkers.*) Write this in the fourth Clue box.
- **Now let’s look at all the clues we found. Kim wasn’t very good at checkers. Lisa told Kim that she got better by practicing. By the following week, Kim seemed confident that she could beat Lisa at checkers. Kim has a new attitude at the end of the passage. I can infer that Kim probably practiced playing checkers during the week.**

ESL MODIFICATIONS

- Give each student a copy of “Checkers,” Student Page 1, and a copy of “Making an Inference,” Student Page 3. Draw the “Making an Inference” organizer on the board.
- Use these comprehension questions to help students identify clues that support an inference as you record onto the organizer.

Level 1

1. **Does Kim like to play checkers?** (*no*)
When Kim plays checkers, does she win or lose? (*She loses.*)
2. **Is Lisa good at checkers?** (*yes*)
Did she play a lot or just a few times? (*a lot*)
3. **At the end, does Kim think she will win or lose at checkers?** (*win*)

Level 2

1. **What happens when Kim plays checkers?** (*She loses.*)
2. **Why is Lisa good at checkers?** (*She practices a lot.*)
3. **How does Kim feel about checkers at the end of the story?** (*She wants to play.*)

Level 3

1. **Why doesn’t Kim like playing checkers?** (*She isn’t good at checkers.*)
2. **How did Lisa’s dad say she could get better at checkers?** (*Keep practicing.*)
3. **Why does Kim want to play checkers at the end of the story?** (*She thinks she will win.*)

GUIDED PRACTICE



Let's practice making inferences.

- Distribute “Clues and Inferences,” Student Page 2.
- Have volunteers read aloud the text under to each picture. Guide them in connecting clues to make a logical inference.
- Finally, have students draw a picture that shows what they think scared the girls. Then have them write their inference about what happened and why next to their drawing.

ANSWERS

Clues:

The girls hear something hitting their tent.

Jake climbs into his window right after the girls run past.

Jake has a tennis racket in bed with him.

Inference:

Jake hit the tent to scare the girls so they will invite him to their campout.

ESL MODIFICATIONS

Use these strategies to build vocabulary and to help students make inferences. For all levels, distribute Student Page 2.

Level 1

1. Point to and name things in each picture. Have students point to the same thing and repeat *This is ____*. Review by pointing to the items in random order and having students name them.
2. Use the same nouns to ask questions about the pictures. (Examples: **Is this a window? Is this girl happy?**) Have students respond with yes or no.
3. Read the story to students. On a second reading, ask students to listen for clues about what scares the girls. Pause after each section to ask questions and to guide students to clues in the text. **What is Jake doing now? What is Jake holding?** Model recording each answer. After the story has been reread, have students draw a picture to show their answer to the final question. Then write the inference for students to copy next to their drawing.

Level 2

1. Name and describe things in the pictures. Pause and have students point to each thing you discuss. Then have partners take turns using the sentence stems *This is ____* or *These are ____* to name the items for each other.
2. Read the story to students and ask them to listen for clues about what scares the girls. Then reread the story, pausing after each section to have students identify and record the clues they find. Next, have students respond to the last question and draw a picture showing their idea. Then help them write their inference next to their drawings.

Level 3

1. Ask students to name and describe things they see in the pictures.
2. Ask students to listen for clues about what scares the girls as you read the story. Then have volunteers read the boxed sections of the text. After each section, have students identify and record the clues they find. Once the story has been reread, ask students to respond to the final question. Have partners compare their drawings and inferences.

INDEPENDENT PRACTICE



Now read another passage and use story clues to make an inference.

1. Distribute a copy of “Making an Inference,” Student Page 3; and a copy of “End of Summer,” Student Page 6.
2. Monitor students’ progress and remind them to try to figure out the reasons for events or characters’ actions, even if the author does not tell the reasons. Have students record story clues and their inference on their graphic organizer.

ANSWERS**Level 1****Clues:**

It is the last day of summer.

There are no cars in the lot.

No one is selling tickets.

The park is empty.

Inference: The water park is closed.

Level 2**Clues:**

Summer is almost over.

There are no cars in the lot.

The ticket booth window is covered.

The pools are empty.

Inference: The water park is closed for the year.

Level 3**Clues:**

It is the last weekend of the summer.

The parking lot is empty.

The ticket booth window is covered.

The pools are empty.

Inference: The water park is closed for the year, just as Bella feared it would be.

ESL MODIFICATIONS

Have students work independently using the following modified passages and the Inference graphic organizer on Student Page 3. Level 1 Student Page 4 has a picture glossary. Level 2 Student Page 5 has a Word Study section that defines key vocabulary. Tell students that the Word Study section will help with the bold words in the text.

**Level 1 • Distribute a copy of “End of Summer”
Level 1, Student Page 4.**

Read the story. Then ask questions to elicit clues from the text: **Is summer going to start or end? Are there cars at the water park? Are there people there? Is someone selling tickets? Does Bella see people playing/swimming?** Have students respond by saying the answer or by pointing to it in the text. Guide students in copying clues from the text.

**Level 2 • Distribute a copy of “End of Summer”
Level 3, Student Page 5.**

Point out and read the words *Clues* and *Inference* on Student Page 2. Review the meaning of each word. Then reread each section of the passage. Have students read or point out clues that help them figure out what is going on. Have students copy or paraphrase the clues from the text to complete their organizer. Then ask: **Why does Bella start to cry?** Have students use their clues to make an inference that answers the question.

**Level 3 • Distribute a copy of “End of Summer”
Level 3, Student Page 6.**

Review the meaning of the words *Clue* and *Inference*. Reread the last two sentences of the story. Then ask: **What fears came true?** Explain that students must make an inference to answer the question. Then have students underline clues in the text that help them infer the answer. Choose volunteers to read their clues. Affirm or provide corrective feedback. Then have students write their clues and their inference on their organizer. Have students share and compare inferences with a partner or group.

RETEACH SUGGESTIONS

If students still have difficulty with the comprehension skill “Inference”, provide additional opportunities for them to practice this skill. Repeat these activities as many times as necessary, varying the sources or story starters.

1. Make inferences based on cartoons and comic strips.

- Provide cartoons and comic strips from newspapers or books. Find examples of cartoons, with and without words, that require the reader to make an inference in order to get the punch line.
- Show and read the examples to students. Have them help you figure out why each one is funny. Point out that cartoons without words always require the reader to figure out what is happening without it being stated directly. Then show how other cartoons require readers to read what is said, but use details in the pictures to infer why the situation is funny.
- Invite students to look through cartoons and comic strips to find an example of one that requires the reader to make an inference. Have them share their cartoons, tell what the reader must infer, and explain what clues lead to the inference.
- You may wish to have students write down their clues and inferences to display on a bulletin board along with the cartoons.

2. Make inferences about classmates.

- Ask students to think of an experience that was exciting, frightening, confusing, or surprising. Have them keep their idea a secret from classmates. Explain that they will write clues about the experience and then let classmates use the clues to make an inference about what happened.
- Model by describing what you felt, thought about, said, and did before or after a memorable experience. Example: *I felt scared and jittery. I thought about everyone in the audience looking at me. I told my mother I had forgotten the words to the song. My knees and hands were shaking as I walked to the microphone. What do you think was happening?* (Inference: *You had stage fright before singing on stage.*) Point out that you never stated directly what was happening, but your clues gave enough information for students to infer what was happening.
- Write the following ideas on the board to guide students in thinking of clues they might give: *what I felt, what I thought about, what I said, what I did, what I saw, what I heard*. Then have students write their list of clues. Remind them to end with one of these questions: *What do you think had just happened? What do you think was happening? Or, what do you think was about to happen?*
- Have students take turns reading their clues and questions. Coach students in elaborating clues or adding new ones when needed. Then have classmates discuss the clues and work together to make an inference. Invite students to comment on how the clues led them to make the correct inference and which clues were most helpful.

Checkers

Every Wednesday after school, Kim and Lisa met to play **board games**. Lisa's favorite game was checkers, but they didn't play that one very often. Kim preferred Monopoly because she wasn't very good at checkers. Once in a while, Lisa talked Kim into playing checkers. Kim always lost. "How did you get to be so good at checkers?" she asked Lisa one day.

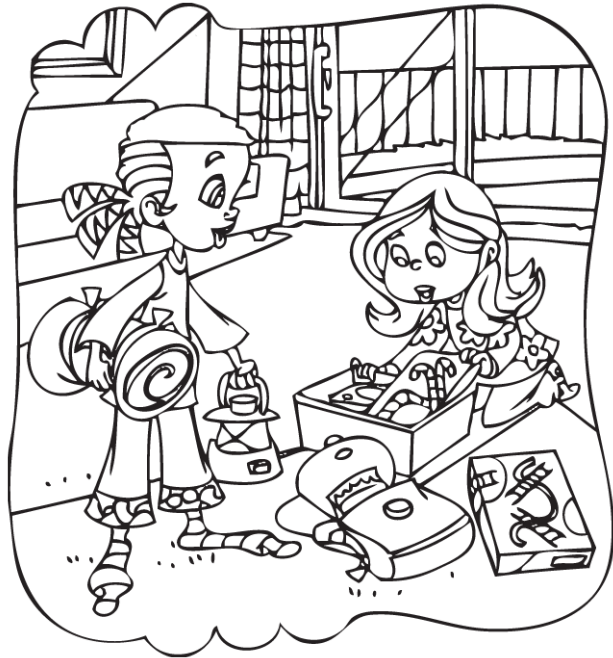
Lisa told her, "When my dad first **taught** me how to play, I wasn't very good. He told me that the only way I would get better would be to keep **practicing**. So I did."

Kim thought about what Lisa said. The **following** Wednesday, Lisa asked what Kim wanted to play. Kim's answer surprised her. "Let's play checkers!" Kim said with a **confident** grin. "I think I can beat you this week."

Clues and Inferences

Tanya and Sue planned to camp out in the backyard. Tanya's brother Jake wanted to camp out, too. He felt left out when they said it was a campout for girls only.

1. Clue: The girls only campout made Jake feel left out.



The girls had just climbed into their sleeping bags when they heard a noise. "What is hitting our tent?" whispered Sue.

"It sounds like a big animal!" cried Tanya.

2. Clue: _____



“I wish Jake was here,” said Sue. “He never gets scared.”

“Well, I do!” said Tanya. The girls ran to the house. A minute later, Jake climbed through the window and got back into bed.

3. Clue: _____

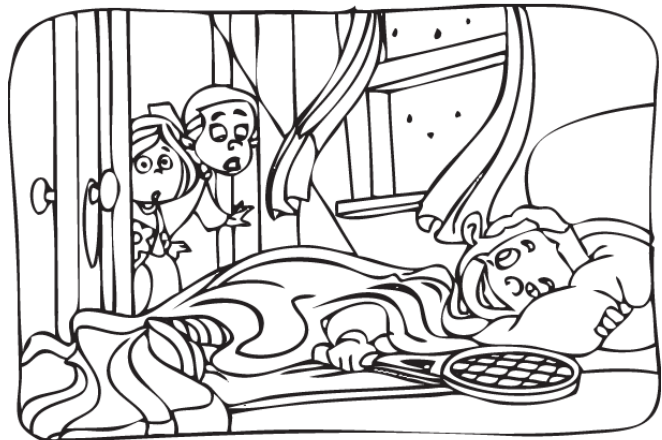


“Let’s get Jake to camp out with us,” said Sue. “Then we won’t be scared.”

The girls hurried to Jake’s room.

“That’s odd,” said Tanya. “I’ve never seen Jake sleep with a tennis racket before.”

4. Clue: _____



Think about the clues. What inference can you make? _____

Making an Inference

Story title: _____

Think about what happened in the story. Ask yourself, “Do I understand something about the characters or events that the author did not say directly? Which clues helped me figure that out?”

Record your inference and the clues that helped you make it.

Clue

+

Clue

+

Clue

+

Clue

=

Inference

End of Summer

¹ It is the last day of **summer**. Bella and her family go to the water park. There are no cars in the lot. There are no **people**. Bella frowns.

² They go to the **gate**. No one is selling **tickets**. Bella looks through the **fence**. No one is playing. No one is **swimming**. The park is **empty**. Bella starts to cry.



Picture Glossary

summer



people



gate



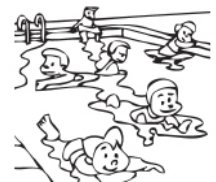
tickets



fence



swimming



empty



End of Summer

¹ **Summer** is almost over. Bella and her family **drive** to the water park. Something is wrong. There are no cars in the **lot**. Bella starts to **worry**.

² They drive past the **ticket booth**. No one is inside and the **window** is covered. Bella climbs out of the car and looks through the **fence**. No one is around. The **pools** are **empty**. This will not be the fun day Bella wanted. A **tear** rolls down her **cheek**.



Word Study

summer the hottest time of year

drive to go somewhere in a car

lot a big, open place where cars can park

worry to feel bad about what might happen

ticket booth a place to buy tickets

window part of a house that is made of glass to let in light

fence something built around land to keep people out or keep animals inside

pools holes filled with water for swimming

empty with nothing inside

tear water that falls from your eye when you cry

cheek the big soft part on the side of your face

End of Summer

¹ It is the last weekend of summer. Bella and her family head to the water park. When they pull into the parking lot, they discover that it is empty. Bella feels a bad feeling in the pit of her stomach.

² As they drive closer to the ticket booth, Bella can see that the window is covered. She climbs out of the car and peers through the fence. The pools are empty. She wipes away a tear. Her fears have come true.

