

# Inference Activities

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Thank you for taking the time to look at the **Inference Activities** program. All of the activities have been tested on many of my students over a long period of time.

The questions and activities in the program have been designed to be as user friendly as possible. The activities will assist your students to sharpen and improve their **inference** and **thinking skills**.

I have included a full table of contents and thumbnails of some of the exercises and activities included in the program to give you a sense of the look and feel of the activities.

I give you my **personal assurance** that the activities will engage your students' attention and deliver results.

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# Some thumbnails of activities in the program...

Inference Activities: Teaching Comprehension and Thinking Skills

## Inference from Pictures and Text



*'We flew to the ruined and deserted city.'*

a. Why does the caption read, *'...the ruined and deserted city'*?  
Answer: \_\_\_\_\_

b. Would the plane have difficulty landing on the city? Do you know that?  
Answer: \_\_\_\_\_

c. Why would it be cold to fly an airplane with an engine?  
Answer: \_\_\_\_\_

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## Sentence Level Inference

**Concept: Location**

Location refers to being able to surmise *where* something or a person is from implied information. Location is suggestive of *where* someone or something is in an environment.

**Example:** Peter paddled his canoe skillfully between the big rocks.

**Question:** Where is Peter?

**Answer:** Peter is paddling his canoe down a river.

**Critical Information:** The important words here are *between* and *down*. The image shows Peter guiding his canoe with his paddle.

### Inference Exercise

a. The passenger jet landed and taxied to the plane.  
Where is the passenger jet?  
Answer: \_\_\_\_\_

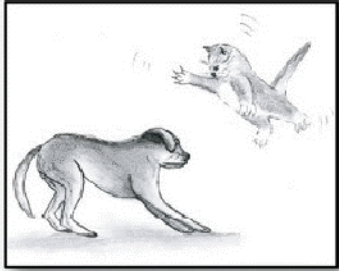
b. Sasha walked with her mother past the enclosure.  
Where is Sasha?  
Answer: \_\_\_\_\_

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## Chapter 11

### Whimsy - Paragraph Level



*'Our Cat, Proust, is a little bit mad. He likes to torment Jed, the neighbor's dog. Jed is big and tough, and would love to get his paws on Proust.'*

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Features original illustrations and captions filled with intrigue.

# Some thumbnails of activities in the program *cont...*

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Stories: Paragraph Level - *Whimsy*

a. My grandmother tries to feed me fish oil. 'Omega 3, good for growing boys,' she says. She pours it lovingly onto a spoon and gestures to me. 'Come boy, take your medicine.' I back away as she laughs her terrible laugh. I feel as poor Hansel must have felt in the gingerbread house. I search for an exit. There! The kitchen door! I lunge. I am fast, but my grandmother is faster. Soon I am gagging as the wretched oil works its way down my throat.

Question 1: What is the boy inferring his refers to Hansel and the gingerbread house?

Answer: \_\_\_\_\_

Question 2: Did the boy make it out the kitchen door?

Answer: \_\_\_\_\_

b. There was a knock at the door. Oh no! It was Uncle Angus. The worst kind. The kind that holds you in his grip while you squirm and yell and laugh in desperate social graces are observed, he had me pinned. I was strong enough. Angus's rotten fingers found my back. I began. I couldn't help it. I wanted to yell "STOP!" but the words from laughing so hard.

Question 1: What could a few social graces be?

Answer: \_\_\_\_\_

Question 2: Why might the character be laughing?

Answer: \_\_\_\_\_

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Nonfiction Text: Paragraph Level - *History cont...*

b. Napoleon Bonaparte's armies were defeated at the battle of Waterloo in 1815. Despite his armies' many victories in past years, the defeat at Waterloo shattered the French emperor's power. After the battle, Napoleon was sent into exile to the tiny island of St Helena, where he died a few years later.

Question 1: Had Napoleon's armies been successful before the battle of Waterloo? How do you know that?

Answer: \_\_\_\_\_

Question 2: Did Napoleon rule France after 1815? How do you know that?

Answer: \_\_\_\_\_

c. The first printing press was invented by Johannes Gutenberg. The printing press changed civilization by making books quickly and easily. Before Gutenberg's invention, scribes copying hand written sheets of paper.

Question 1: Why do you think this was an important invention?

Answer: \_\_\_\_\_

Question 2: Why do you think printing was important before Gutenberg's invention?


Answer: \_\_\_\_\_

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Chapter 3

## History - Paragraph Level



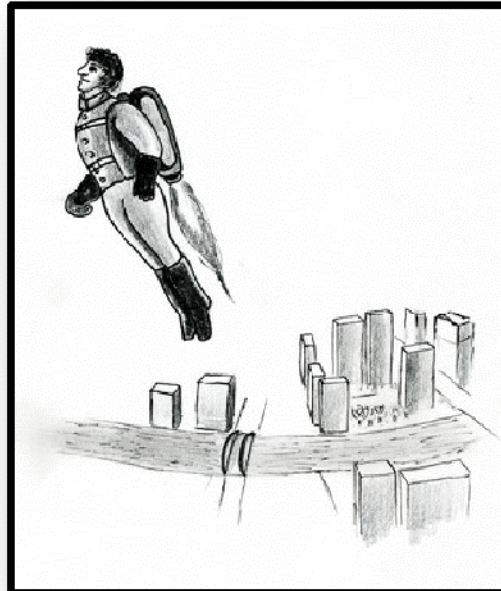
"History is a guide to navigation in perilous times. History is who we are and why we are the way we are." David C. McCulloch

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The inference activities program features *hundreds* of **high-interest** sentence and paragraph level texts.

**Feel free to print out  
the bonus inference  
activities *pictures &  
text* and *'kid's stuff'*  
chapters below...**

# Inference from Pictures and Text



*'Peter expertly launched the rocket and was thrilled with its speed and power.'*

- a. Is Peter having fun? How do you know that?

Answer: \_\_\_\_\_

- b. Is Peter up high? How do you know that?

Answer: \_\_\_\_\_

- c. Is Peter in control of the rocket? How do you know that?

Answer: \_\_\_\_\_

## Chapter 12

# Kid's Stuff - Paragraph Level



“My older teenage sisters were fighting over who had used Jasmine’s hairbrush. Jasmine had found dog hair in it. She asked Karen if she had used the brush to brush the dog’s hair. Karen scoffed at such an absurd suggestion.”

## Stories: Paragraph Level – *Kid's Stuff*

- a. Ah, fish and chip night; the most glorious night of the week. It is the one evening when all vegetables are banished from our kitchen table. Instead, my family embraces the humble chip, and its partner, fried fish. An explosion of flavor in my mouth, as the first chip touches my tongue. I start with one, held between my thumb and index finger. One becomes two; two soon progresses to become a handful at a time. Such bliss as I lick the salt from my fingertips.

**Question 1:** Does the first chip taste nice? How do you know that?

**Answer:** \_\_\_\_\_

**Question 2:** What is the character holding a *whole handful of at a time*? How do you know that?

**Answer:** \_\_\_\_\_

- b. It was time to leave. My older teenage sisters were fighting over who had used Jasmine's hairbrush. Jasmine had found dog hair in it. She asked Karen if she had used the brush to brush the dog's hair. Karen scoffed at such an absurd suggestion. It was only a matter of time before the finger of blame swung onto me. And it wasn't really my fault, was it? Yesterday, the *dog's brush* was nowhere to be found. His coat was tatty and I used the first thing I could find.

**Question 1:** Why might the character think it was time to leave?

**Answer:** \_\_\_\_\_

**Question 2:** Did the character use his sister's hairbrush to brush the dog's hair? How do you know that?

**Answer:** \_\_\_\_\_

## Stories: Paragraph Level –*Kid's Stuff* cont...

- c. They were all *so* mouth-watering. There they sat, in their little tubs. All the colors of the rainbow and even colors I could not name. And there were many different flavors to try. There was such an abundance of sweetness and goodness that I scarcely knew where to start. I scanned the contents of the glass freezer and made my selection. I pointed to the strawberry and chocolate flavors. The attendant scooped the stuff into a waffle cone.

**Question 1:** What is the character about to buy? How do you know that?

**Answer:** \_\_\_\_\_

**Question 2:** Were there more than two flavors on offer? How do you know that?

**Answer:** \_\_\_\_\_

- d. I scrambled after the large vehicle. It had to make a stop on Western Avenue, so I knew I would get one opportunity. If I didn't manage to catch it at the next stop, I would be late for school. I ran so hard I thought my lungs would burst. With a final lunge I pushed through the doors and paid the driver my fare. I had made it.

**Question 1:** What is the large vehicle?

**Answer:** \_\_\_\_\_

**Question 2:** What was the character referring to when he/she stated, '*I knew I had chance?*'

**Answer:** \_\_\_\_\_

## Stories: Paragraph Level –*Kid's Stuff* cont...

- e. I remember Grandma's apple pie. Grandma was raised during the war years. It was a time of hunger and desperation and food was scarce. She was taught to never waste food. Grandma would always put the *whole* apple into her pies: the core, the pips, stem – everything. As I ate her pie, I waited for that horrible moment when a piece of apple core got stuck between my teeth or I crunched on a hard pip.

**Question 1:** Why did Grandma put the whole apple into her pies?

Answer: \_\_\_\_\_

**Question 2:** Does the character enjoy eating Grandma's apple pie? How do you know that?

Answer: \_\_\_\_\_

- f. All I needed was a 3 or more on the dice roll and I would win. My friend and I had been playing the game for what seemed an age. In the final moments of the game, I was *just* ahead. It had all come down to the final dice roll. If I rolled a 3, 4, 5, or 6 the game was mine and I would be the victor. The odds were on my side. I rolled the dice. The number staring up at me was a 2. My friend gave a triumphant cheer as I slumped to the floor in defeat.

**Question 1:** Had the children been playing the game for long? How do you know that?

Answer: \_\_\_\_\_

**Question 2:** Why were the odds on the character's side?

Answer: \_\_\_\_\_

## Stories: Paragraph Level –*Kid's Stuff* cont...

- g. It was midnight. I counted the chimes from the old grandfather clock in the lounge room. I had to go to the toilet but knew I had to confront the long dark of the hallway. The hall light bulb had blown and had not been replaced. With an extreme effort I threw off the quilt cover and stood up. The hardwood floor was as cold as the arctic. I quickly paced down the hallway and groaned when I banged into the sideboard. Ouch! I groped forward and clicked on the switch in the toilet. I was suddenly bathed in light.

**Question 1:** How did the character know it was midnight?

**Answer:** \_\_\_\_\_

**Question 2:** Why did the character bang into the sideboard?

**Answer:** \_\_\_\_\_

- h. I felt very small. I was psyching myself to dive off the highest diving board in the state. All the other kids were lined up behind me. They were impatient. They bawled at me to jump. I had to do something. I walked pigeon-toed to the edge and looked down. Big mistake! I felt dizzy and nearly fainted. But I had made my decision. I closed my eyes and leapt through the air. I splashed into the pool's water a few moments later.

**Question 1:** Why was it a big mistake to look over the edge?

**Answer:** \_\_\_\_\_

**Question 2:** Why were the other children impatient?

**Answer:** \_\_\_\_\_

## Stories: Paragraph Level –*Kid's Stuff* cont...

- i. I was near mad from thirst and *still* only fifth in line. We had one drink fountain at school and Ken was taking forever. We had just finished playing football and my clothes stuck to my skin from sweat. The sun beat down on my head as I watched Ken slowly, oh so *slowly*, gulp down what seemed enough water to fill a bath. Ken finally finished and the next wretched boy drank slowly as well.

**Question 1:** Is the character next in line for a drink?

Answer: \_\_\_\_\_

**Question 2:** Why does the character refer to the next boy as 'wretched'?

Answer: \_\_\_\_\_

- j. My big brother has a talent for saying the wrong thing at the wrong time. Yesterday, we were at my Auntie's house for dinner. He picked up something odd from his plate and said, "*What on Earth is this?*" My mother gasped and looked at her sister apologetically. My Aunt, not one to take any nonsense from kids, said, "*It's cucumber from my garden, boy, and you'll eat it and like it.*" My brother went red in the face and ate the cucumber in silence.

**Question 1:** Did the Aunt buy the cucumber from the supermarket? How do you know that?

Answer: \_\_\_\_\_

**Question 2:** Why did the mother gasp?

Answer: \_\_\_\_\_

# Appendix

## Answer Section

### Inference from Pictures and Text

*Peter expertly launched the rocket and was thrilled with its speed and power.'*

- a. Peter is thrilled with the rocket, which indicates he's having fun.
- b. Peter is high above the city so he is up very high.
- c. Peter is described as expert, so he is in control of the rocket.

### Paragraph Level: *Kid's Stuff*

- a.
  - 1) Yes. The character describes the chip as an explosion of flavor.
  - 2) The character is holding chips.
- b.
  - 1) The character knew he was about to be blamed for using his sister's hairbrush as a dog brush.
  - 2) The character infers he used the brush when he states '*the dog's brush was nowhere to be found...I used the first thing I could find.*'
- c.
  - 1) Ice-cream, which is in a glass freezer and gets put into a waffle cone.
  - 2) All the colors of the rainbow and other colors indicate there were many different flavors to choose from.

- d. 1) A bus.  
2) The character thought he/ she had a chance of catching the bus before it got away.
- e. 1) Grandma didn't want to waste any part of the food.  
2) No. The character dreads the feeling of getting the core stuck between the teeth.
- f. 1) Yes, they had been playing for ages, or what seemed an age.  
2) The character has a better chance of rolling 3-6 than 1-2. He has better odds.
- g. 1) The character counted the 12 chimes of the grandfather clock.  
2) He was walking in the dark and couldn't see the sideboard.
- h. 1) The character saw how high up he was.  
2) Because the character was taking so long and they wanted their turn.
- i. 1) No, he's fifth in line.  
2) Because the boy is drinking slowly and the character is desperate for a drink.
- j. 1) No, the Aunt grew the cucumber in her garden.  
2) The mother was embarrassed by her son's rude behaviour

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On the site you will discover a wealth of valuable information and free downloads to help improve your students' language and literacy skills.