Janie came in from recess with the rest of her class to find her teacher, Mr. Holmes, looking down at his desk and frowning. Janie took her seat along with the rest of the class, watching as Mr. Holmes walked to the front of the room. Slowly, the noise and bustle of students settling in and taking books from their backpacks died down. Mr. Holmes looked out at the kids and began to speak.

“What do you notice about my desk?” he asked. “Can anyone tell me what’s different?” Janie looked at Mr. Holmes’ desk, and suddenly she realized why he’d looked upset. Nibbles, the class hamster, was missing from her normal spot, along with her cage and the bag of hamster food that always sat on the corner of the desk. That’s when Janie remembered that she had seen Doug standing beside the door at the start of recess, seeming to wait for everyone else to file out into the yard. She glanced under Doug’s desk and noticed a strangely square lump beneath his jacket. Janie hesitated, and then slowly raised her hand.

Concluding paragraph:

__________________________________________________________________
Current Event

- Have your students bring in articles about current events to class. Discuss the differences between a fact and an inference. Have each student discuss the article in front of the class and ask him to draw a conclusion from the article. Try to lead him away from making statements of fact from the article and to draw an inferred conclusion from the article instead. Not only will this activity help your students to draw conclusions, but it will also keep them on up current events.
DRAWING CONCLUSIONS

Happy Faces

- Before class, cut out emotionally expressive faces from magazines. Explain the concept of drawing conclusions to your students. Hand out the faces to the students and have them draw conclusions about what these people might be feeling emotionally. Once they have come up with their answers, talk to them about how this game was an example of drawing conclusions and how this is similar to reading a book and pulling clues from the text.

Have a Nice Day
The shelves were piled high with boxes of every size and shape. Each group had a different picture and different bright colors.

There were so many people - men and women, mothers with little children, teenagers putting more boxes on the shelves. Some of the people were talking together as they chose the boxes and cans that they wanted.

Jeff was having a hard time remembering which one to buy. He knew that Tooli wouldn't be happy if he brought home the wrong brand! He also knew that Tooli was probably getting very hungry!
Where was Jeff?

A. Jeff was at school in his son's classroom.
B. Jeff was at the zoo watching the animals eat their lunch.
C. Jeff was buying jewelry.
D. Jeff was at the grocery store.

How do you know?

Jeff filled up a big bowl with fresh, cold water and set it on the floor. He brought out a big comforter and put it on the floor next to the low window. He opened a package, took out a big bone and placed it on the floor next to the comforter. Then he opened the window so that the gentle breeze could blow into the room.
What was Jeff doing?

- A. He was getting ready for a camping trip.
- B. He was cleaning out the closet.
- C. He was getting things ready for his dog.
- D. He was trying to cool off the room.

How do you know?

Justin grabbed the leash and quickly put it around Tooli's neck. He stormed out the door with Tooli coming right behind.

He said, "Hurry up, Tooli. You're always so slow."

Justin kept his head down and walked quickly down the road, not speaking to anyone that he saw.
What was true about Justin?

- A. He was very worried that someone might see him.
- B. He was angry that he had to walk the dog.
- C. He was feeling sick and wanted to lie down.
- D. He was very excited and wanted to hurry.

How do you know?
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<th>Text Clues</th>
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<th>My Conclusion</th>
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Inference from Cartoons

Students need to have practice in simple parts of inferring. This is part of a series of lessons that assists students in inferring from reading passages.

The student will learn to infer the situation that led to the current picture and will learn to infer what will happen after the picture.

Activities

1. Introduce the students to the activity.
2. Give the students the required materials (second picture, worksheet).
3. Ask the students to describe the current picture in terms of the people and the situation.
4. Have the students complete the worksheet by making inferences.
5. Pass out (or show on the overhead) the first and third pictures.
6. Ask students to write an explanation of why the pictures make sense and what caused them to make the inferences they did.

Web version (coming soon):

1. Put each student at a computer.
2. Go to the website.
3. Each question will have a series of responses. These responses will guide students toward the correct inferences.
4. Have the student print out the follow up page.

Cartoon Inference Worksheet
What do you see in the picture?

What is happening in the picture?

What happened right before this picture?

How do you know?

What will happen in picture 3?
How do you know?

What would you name this comic strip?

Write a story paragraph describing picture #2. Your paragraph should help others infer what happened before and what is going to happen next.