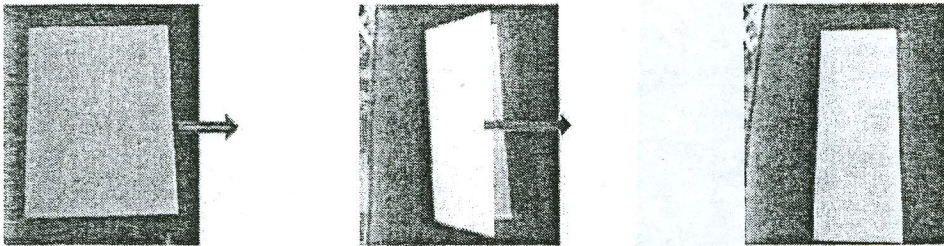# Inferencing: Teaching Kids How to Think That Way

Introduction: When they are done with this process, they will have a good foundation to start practicing the kind of thinking that is needed when inferring.

Materials:
- colored paper
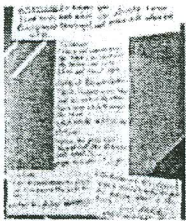- 10 types of inferences notes page

1. Fold paper in half, long ways (hotdog fold).

2. Cutting along the side that is not folded, cut a rectangle about 2" x 7" out of the paper.

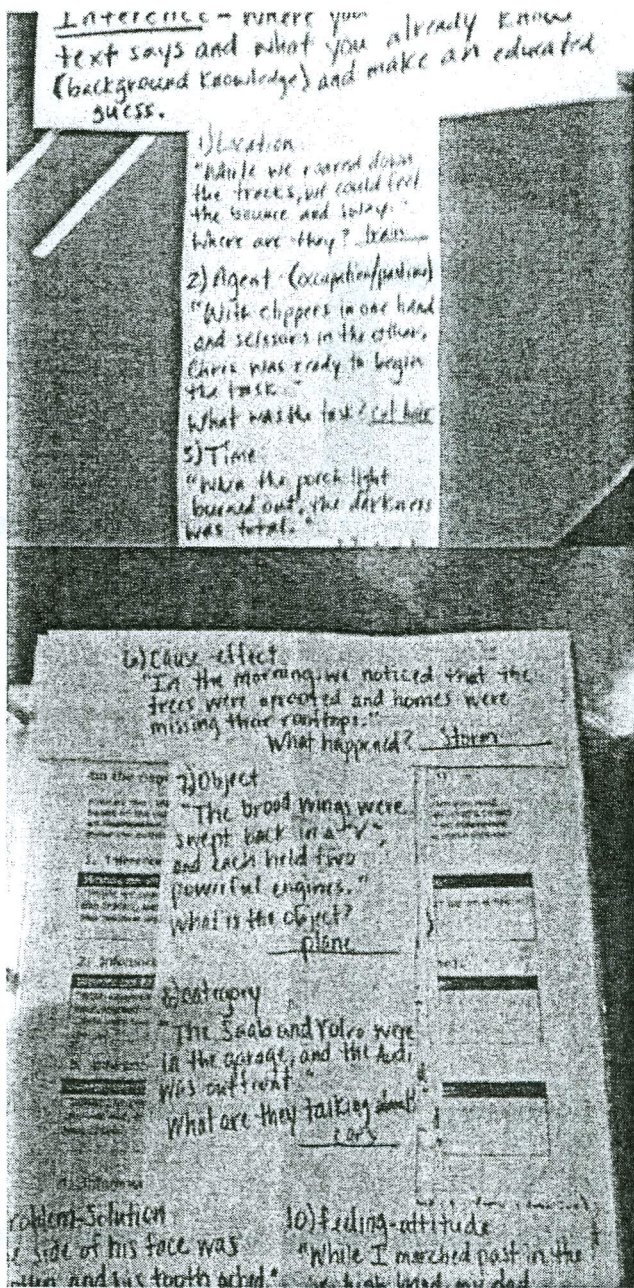3. When you open it, it will be in the shape of an "I" (for inference).

4. At the top of the "I", write inference and the definition. I have always used the definition below.

> Inference – When a reader takes what the text says and what he/she already knows (background knowledge) and makes a logical supposition (educated statement).

I also use the word infer and inferring, when talking to my students about making inferences because we never know how the word will be used in a question on state-mandated tests.

5. To show students what it is like to make inferences, use the 10 types of inferences and examples found at the website below to use as notes on the "I". I do this whole process with them on the document camera so they can see, but I have also used a promethean board to do it.

Front of "I"   Back of "I"

Note: I do not expect my students to memorize the 10 types of inferences. I just want them to realize that there are several ways to make inferences in their reading. Students must practice thinking like this while they read so that it becomes habit.

TEN MAJOR TYPES OF INFERENCE

1. LOCATION
    Example: "While we roared down the tracks, we could feel the bounce and sway."
    Where are they?_____

2. AGENT (Occupation or Pastime)
    Example: "With clippers in one hand and scissors in the other, Chris was ready to begin the task."
    What task was Chris ready to begin?_____

3. TIME
    Example: "When the porch light burned out, the darkness was total."
    What time was it?_____

4. ACTION
    Example: "Carol dribbled down the court and then passed the ball to Ann."
    What are Carol and Ann doing?_____

5. INSTRUMENT (Tool or Device)
    Example: "With a steady hand, she put the buzzing device on the tooth."
    What is she using?_____
    What job do you think she has?_____

6. CAUSE-EFFECT
    Example: "In the morning, we noticed that the trees were uprooted and homes were missing their rooftops."
    What happened?_____

7. OBJECT
    Example: "The broad wings were swept back in a "v", and each held two powerful engines."
    What is the object being described?_____

8. CATEGORY
    Example: "The Saab and Volvo were in the garage, and the Audi was out front."
    What are the Saab, Volvo, and Audi?_____

9. PROBLEM-SOLUTION
    Example: "The side of his face was swollen, and his tooth ached."
    What happened?_____

10. FEELING-ATTITUDE
    Example: "While I marched past in the junior high band, my dad cheered and his eyes filled with tears."
    How did the junior high student's dad feel?_____

Johnson & Johnson, 1986