

Inferences

Apply In:

● ● Leveled Book: *The Wind Eagle*

1 Reteach

Call on a volunteer. Smile as you whisper something nice into the student's ear, pat the student on the back, and shake his or her hand. Then ask the group: **What do you think I whispered? Did I give the student a compliment—say something nice—or did I tell the student that he (she) has won an award?**

Explain that both guesses are possible based on the clues. Remind students that clues are little pieces of information that they see or hear—such as whispering or patting someone on the back. Then call on a pair of volunteers to act out what you did. List the clues and what they could mean:

Clue	What It Could Mean
<i>smile</i>	<i>happy</i>
<i>pat on the back</i>	<i>good job</i>
<i>shake hands</i>	<i>congratulations</i>

Explain inference:

- ▶ **When you use what you know to make a good guess, you make an inference. You made an inference about what I said to the student. You saw the clues, thought about what you know, and made a good guess.**

2 Practice with a Partner

Have pairs of students be detectives. One student gives clues from the list below. The other student makes one or more inferences. Then partners switch roles.

- stage, singers, audience (concert, school show)
- jerseys, shin guards, balls, (soccer game, sports store)
- bus, passengers, driver (going to school/on a trip)

Inferences

3 Apply

Distribute copies of the **Inferences Bookmark**. Explain that students should refer to the Bookmark as they read. Have students make inferences about passages in the book. Use the **Multi-Level Strategies** to support them.

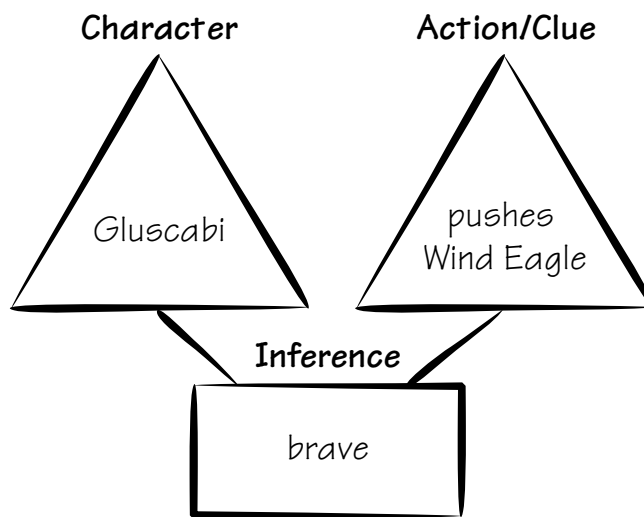
INTERMEDIATE

Have students look at pages 8–9 and ask: **Do you think Gluscabi is brave? Why?** Help students recognize the inference by asking: **Does the author say “Gluscabi is brave”?** (no) **What tells you he is brave?**

ADVANCED

Have partners take turns making inferences about Gluscabi and the eagle. Encourage them to identify the clues in the text that helped them make each inference.

Record students' ideas in an inferences diagram.



Have students tell more about Gluscabi or the eagle, using what they learned in the story.

CLOSE AND ASSESS

Have students tell how to make an inference. (use clues and what you know to make a good guess)

Inferences

When you make **inferences**, you make good guesses. To make inferences:

- Read carefully.
- Think about what the author says.
- Use clues and what you know to guess what the author means.

Adji was doing his math homework. He sighed and turned the pages in his math book again.

Sometimes I sigh when I don't understand. I think Adji is having trouble.



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