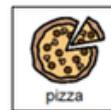


SPECIAL ED

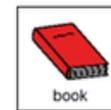
INFERENCES: A READING STRATEGY



1. What is the boy giving the man?



pizza

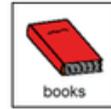


book

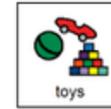


money

2. What is behind the man?



books

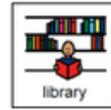


toys



snacks

3. Where do you find a lot of books?



library



bakery



playground

4. What do you think the boy is doing?



check out book



pay overdue fine



getting a snack

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INCLUDES GOOGLE SLIDES



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader but loves books and stories. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

Making Inferences

Unit for Special Education

By

Christa Joy

Special Needs for Special Kids



Christa Joy, Special Needs for Special Kids

Table of Contents

Worksheet Pages	Title
4-32	Making Inferences book
33-35	Vocabulary board
36	Power card
37-58	Sorting literal observations and inferences
59-71	Making an inference from a picture
72-83	Making an inference from a picture with guiding questions
84-106	Making an inference from text
107-110	Quiz
111-112	Terms of Use

In separate files, you will find:

- Lesson plan
- Group activities
- Voice recorded PowerPoint (main book)
- Links and directions for accessing digital activities

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This unit contains over 100 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

Making Inferences

Lesson Plan

Preparation

- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary board
 - Print out the board onto cardstock and laminate
 - Make a card for each student
- You will some short, simple stories or books to use in the group activities
- Various magazines are used in the group activities

Preassessment (do day 1 before starting lesson)

- Choose the quiz that best fits the learning level of your students (pictures or words)
- Give the quiz to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching students with significant needs

Quick Look

Day	Activity	Day	
1	<ul style="list-style-type: none">• Book• Introduce vocabulary board and power card• Sorting activity	9	<ul style="list-style-type: none">• Book• Group activity• Inference from text
2	<ul style="list-style-type: none">• Book• Group activity• Sorting activity	10	<ul style="list-style-type: none">• Book• Group activity• Inference from text
3	<ul style="list-style-type: none">• Book• Group activity• Sorting activity	11	<ul style="list-style-type: none">• Book• Group activity• Inference from text
4	<ul style="list-style-type: none">• Book• Group activity• Inference from a picture with guiding questions	12	<ul style="list-style-type: none">• Book• Group activity• Inference from text
5	<ul style="list-style-type: none">• Book• Group activity• Inference from a picture with guiding questions	13	<ul style="list-style-type: none">• Book• Group activity• Inference from text
6	<ul style="list-style-type: none">• Book• Group activity• Inference from a picture	14	<ul style="list-style-type: none">• Book• Group activity• Inference from text
7	<ul style="list-style-type: none">• Book• Group activity• Inference from a picture	15	<ul style="list-style-type: none">• Quiz
8	<ul style="list-style-type: none">• Book• Group activity• Inference from text		

The lesson plans contain:

A quick look at what you will do each day

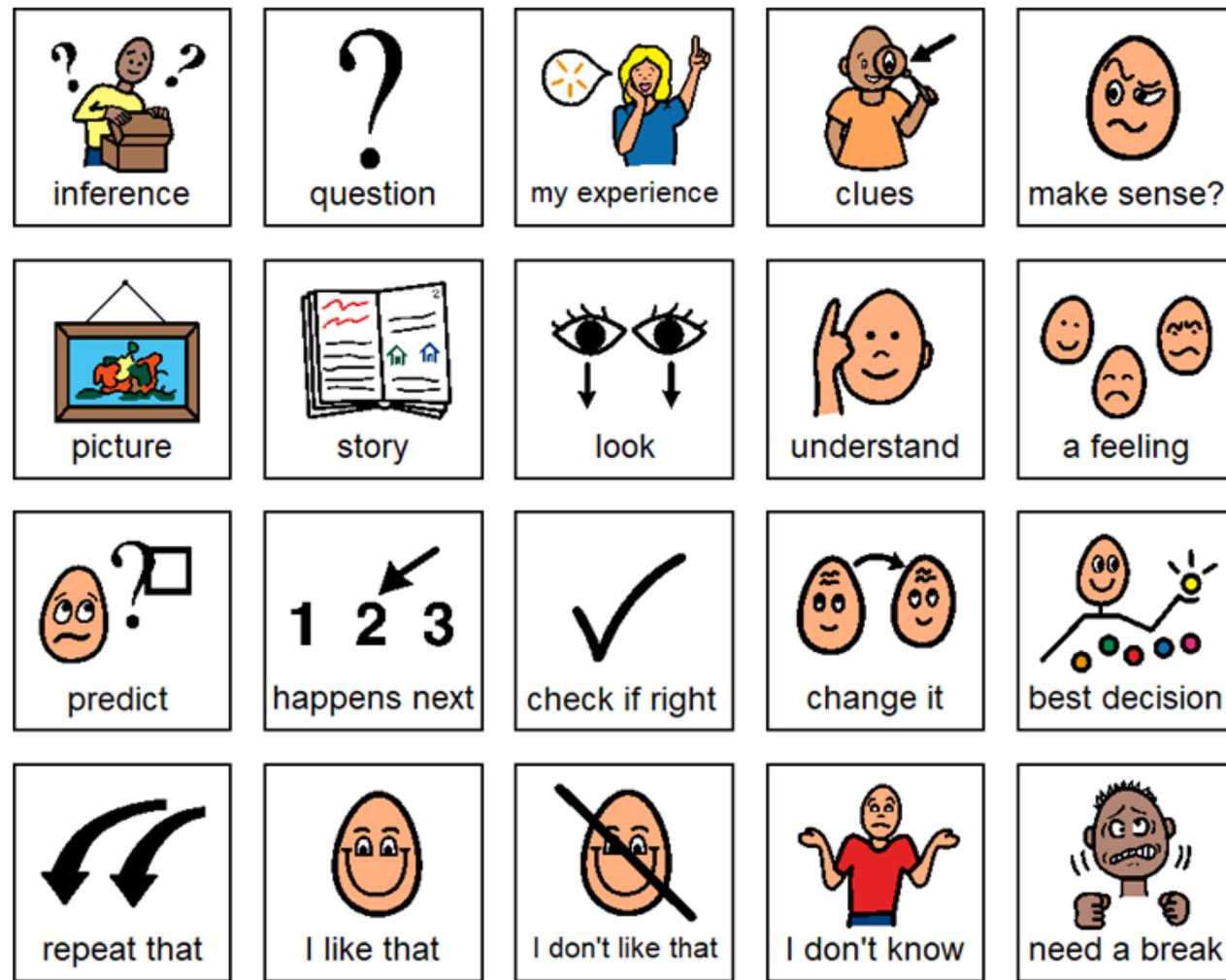
Day 8-14

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and Vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Group activity (10 min)	<ul style="list-style-type: none">• Choose one of the group activities (see separate pdf)• See separate pdf for directions	<ul style="list-style-type: none">• Depends on activity chosen
Review (5 minutes)	<ul style="list-style-type: none">• Review the activity completed yesterday	<ul style="list-style-type: none">• Worksheet completed yesterday
Making an inference from text (10 minutes)	<ul style="list-style-type: none">• Students will read or listen to a passage• Go through steps on power card as you complete this activity• First students will circle the inference that best goes with the picture• Then, students will circle the clues they used to come up with the inference.• Optional: Students can highlight in the text where they found those clues.• There is an answer key, but some answers as far as clues chosen may vary based on students' individual experiences.	<ul style="list-style-type: none">• Worksheet• "pencils"• Power card
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their finished worksheet with the group using the communication method of their choice	<ul style="list-style-type: none">• Completed worksheet• Communication devices

NOTE: You will have 3 extra worksheets left over if students need additional practice

The lesson plans contain:

Detailed instructions on how that day's lesson should run



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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use included in the unit!!

Step by step cards for making inferences. Made to fit on 4x6 index card.

- Print on cardstock and laminate
- Glue together back-to-back

Making Inferences



Making Inferences

1. Ask yourself a question.
2. Think about any experiences you have had that are similar.
3. Look for clues.
4. Make an inference.
5. Does it make sense?

This unit comes with a power card that guides students through the process of making an inference.

For both inferences and predictions, we use our past experiences and clues we find to try and figure out what is happening.



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But with predictions, we are trying to figure out what comes next. And we can check and see if we were correct. We read more of the story or look at the next picture and decide if our guess was right or wrong.



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There is a book with this unit using simple text and photos. It is 21 pages and reviews how to make predictions in text.

It comes in pdf versions as well as a voice-recorded PowerPoint and movie file (so you don't have to print it out.)

GROUP ACTIVITIES FOR MAKING INFERENCES

Picture books (read alouds)

Here is what you will need:

- Picture books (wordless ones work well)
- Power cards

How to play:

- Use some books that are short.
- First look at the cover and title.
 - Can they guess what the book may be about?
 - You can even cover up part of the cover and only show a little bit at a time.
- Look at each page and come up with a question about the picture.
 - Go through steps on power card to make an inference about the picture.

Good book choices:

- Wordless books
 - Flotsam by David Wiesner
 - Tuesday by David Wiesner
 - Journey by Aaron Becker
 - Chalk by Bill Thomson
 - Time Flies by Eric Rohmann
 - A Ball for Daisy by Chris Rashcka
- Short books
 - The Day the Crayons Quit by Drew Daywalt
 - Frederick by Leo Lionni
 - Two Bad Ants by Chris Van Allsburg
 - Elmer by David McKee
 - The Typewriter by Bill Thomson

Everyday Observations

Here is what you will need:

- Nothing

How to play:

- Give students some examples of things they may see in their normal day
- What inferences do you automatically make?

Examples

- See someone on crutches
- See a student with paint on their shirt
- Students are sweaty coming in from recess

Making Inferences from a photo

Here is what you will need:

- Pictures from magazines

How to play:

- Give students a picture and have them first come up with a question they would like to know about the picture
- Use the power card to go through and make an inferences
- *Make sure students are NOT predicting. They should not be guessing about what could happen next.*

Use the NY Times

Here is what you will need:

- Access to the internet

How to play:

- Go to the website: <https://www.nytimes.com/column/learning-whats-going-on-this-picture> (or google New York Times what's going on in this picture)
- Every week, the New York Times posts a new photograph and opens up a discussion about what might be happening in the picture.
- These photos are SO INTERESTING!!
- You can access a library of past photos as well.

Add thought bubbles

Here is what you will need:

- Pictures from magazines or google images

How to play:

- Draw a thought bubble above a character's head
- Students comes up with what that person might be thinking based on the inferences they make

Play yes/no game

Here is what you will need:

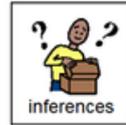
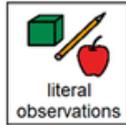
- Images of familiar animals or objects on index cards.
- Optional: headbands or other way to affix card to forehead

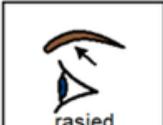
How to play:

- Student chooses a card but does not look at it.
- They hold it up so their partner or other students can see it.
- They can then ask yes/no questions to try and guess what is on the card

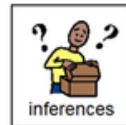
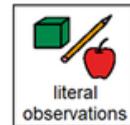
There are group activities that you can incorporate as part of the daily lesson.

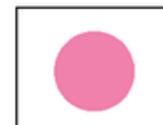
5 worksheets



 going on a hike	 backpack	 cap	 smile
 trail behind him	 rasied eyebrows	 happy	 map

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 pink comforter	 sneakers on	 bed unmade	 flower in hair
 hurt her bottom	 pillow on bed	 fell off bed	 mouth open

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There is a sorting activity where students will look at a picture and sort literal details they can see in the picture and inferences they can make based on those details. They are in color and black and white. Suggestions for differentiation are included.

5 worksheets



1. What is the girl holding?



umbrella



piece of wood



balloons

2. Where is she putting the piece of wood?



on top of 4 posts



in trash can



under 4 posts

3. How many legs does a table have?



three



four



two

4. What do you think the girl is building?



table



bird house



stool

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1. Where is the boy?



yard



in bed



rowboat

2. What is he thinking about?



sheep



dragons



football

3. What is he doing with the sheep?



shearing



chasing



counting

4. What do you think he is having trouble doing?



sleeping



waking up



getting warm

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The next activity has students look at a picture and answer some guiding questions about it before finally making an inference. They are in color and black and white. Suggestions for differentiation are included.

Look at the picture on the left. Draw a line to the box on the right that you think is happening.



Broke up
and sad
about it



Fell off the
bed



He is
welcoming
a friend to
his house



He is
hiding in
the trash
can



Dream
about
being rich

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3 worksheets

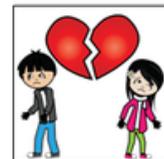
Look at the picture on the left. Trace the line to the box on the right that you think is happening.



Broke up
and sad
about it



She fell off
the bed



Welcome
to my
home.



He is
hiding in
the trash
can



Dream
about
being rich

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The next activity has students look at a picture and find the best inference that goes with it. They are in color and black and white. There is a version with dashed lines for students to trace if they need more support.

The Party



I was busy getting ready for the party this afternoon. I had my grass skirt and my lei of flowers. It was over at Shelia, my friend's house. She said they were going to be serving pineapple with the hotdogs. There will even be tiki torches for when it starts getting dark outside. All I have to do is clean my room and walk the dog before I can go.

Inference:

What kind of party is the girl going to?



Halloween



luau



Christmas

Circle the clues you used



grass skirt



party



Shelia's house



hot dogs



pineapple



lei



clean room



walk dog

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10 worksheets

I Got a New Pet



My parents promised once I was 10, I could get my own pet. We went to pet store this weekend to pick one out. I knew exactly what I wanted. First I needed to get a cage. I wanted one with glass sides so he could see me. I could see him. We got some special food, and the owner told us we should add some fresh vegetables to his diet every few days as well. I chose a hamster with the spotted shell. The only thing to watch out for were those sharp claws.

Inference:

What type of pet did he get?



hermit crab



turtle



hamster

Circle the clues you used



ten



pet store



cage with glass sides



special food



vegetables



claws



shell



weekend

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Finally, students will read or listen to a short passage and make an inference based on what they read. They will then circle the clues they used to make that decision. They are in color and black and white. Suggestions for differentiation are included.

Making Inferences Quiz

1. When you make an inference, you should first come up with a:



2. An inference is different from a prediction because you cannot _____ an inference.



3. Circle all the things you can use to make an inference:



4. What should you do after making an inference?



5. True or false. An inference is something you can prove.



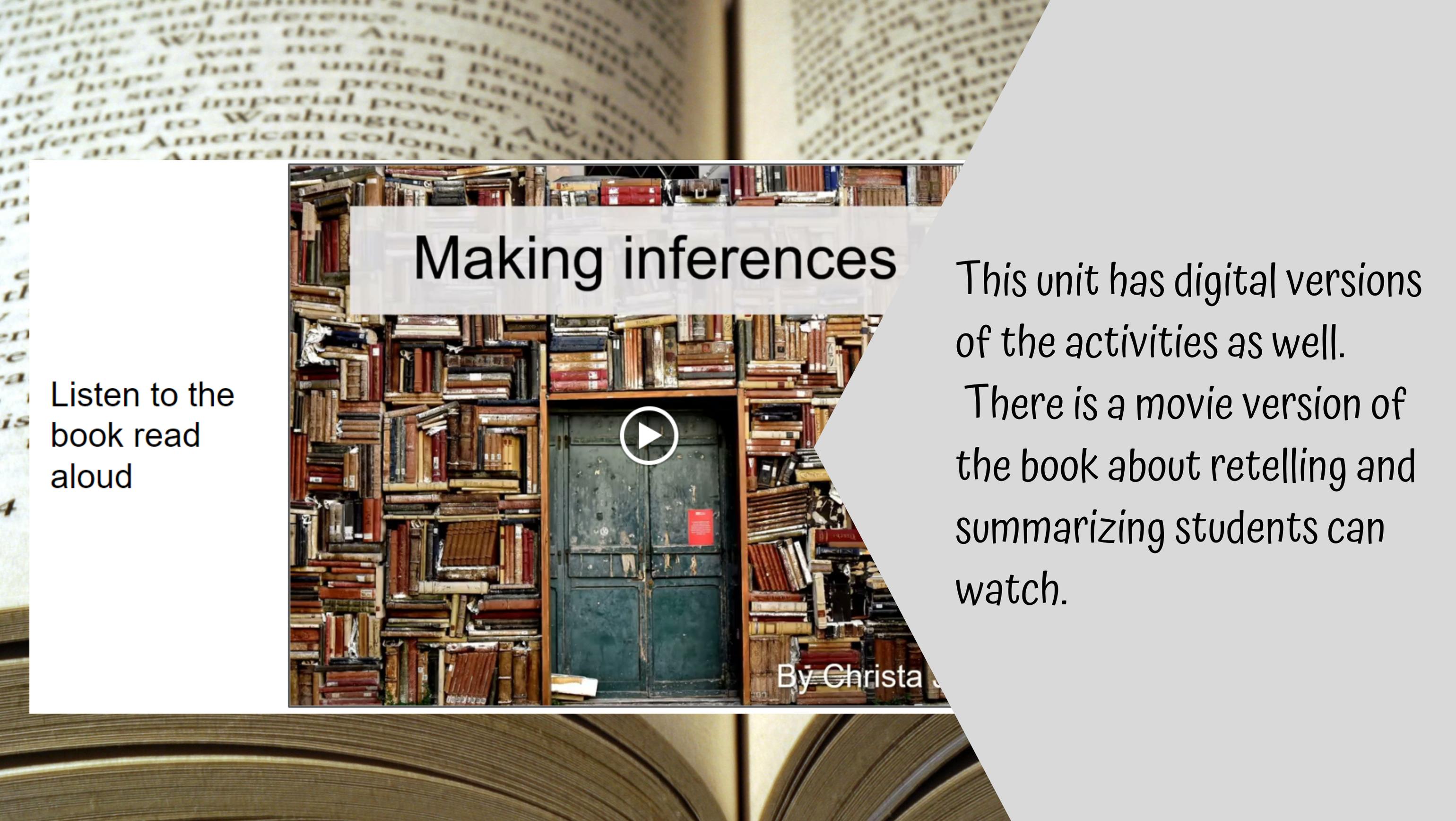
Making Inferences Quiz

- When you make an inference, you should first come up with a:
 - Idea
 - Question
 - Title
- An inference is different from a prediction because you cannot _____ an inference.
 - Prove
 - Change
 - Forget
- Circle all the things you can use to make an inference:

A. The ending	D. clues in text
B. Pictures	E. stickers
C. My experiences	
- What should you do after making an inference?
 - Take a walk
 - Draw
 - Stickers
- True or false. An inference is something you can prove.
 - True
 - False
 - I don't know

In addition, there is a 5 question quiz. It comes in this version with pictures and one that is traditional multiple choice.

Answer key included.



Making inferences

Listen to the
book read
aloud



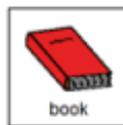
This unit has digital versions
of the activities as well.

There is a movie version of
the book about retelling and
summarizing students can
watch.

By Christa

Circle the correct answers.

1. What is the boy giving the man?



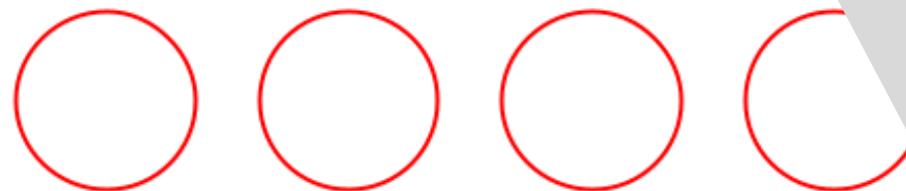
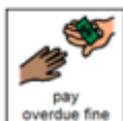
2. What is behind the man?



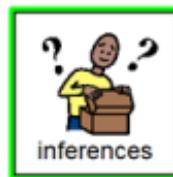
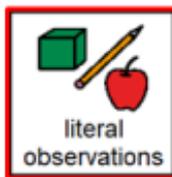
3. Where do you find a lot of books?



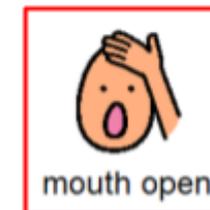
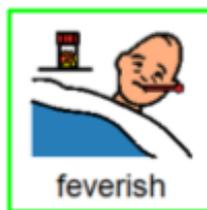
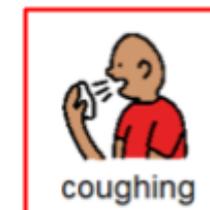
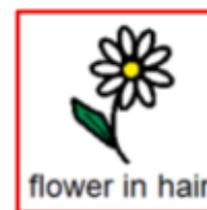
4. What do you think the boy is doing?



There are 2 sets of slides. One set has no differentiation. Students will click and drag the answers into the empty boxes.



Sort the pictures below into those that are literal observations from the picture and those that are inferences you would make. If you are not sure, place it on the middle line.



The second set has color-coding for differentiation. Students click and drag answers. There are a total of 33 slides in each set.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

[Click Here to read more!!](#)