



**Strategy:** Focus: Inferring (Also involves asking questions, making connections and Summarizing, which have been previously taught)

**Submitted by:** Melanie Zimmer

**Learning Intention:** Students will be able to:

- Infer from picture clues (new skill)
- Infer the order of the pictures (new skill)
- Review asking questions, making connections and summarizing (review of previously taught skills)

**Resources:** Any picture book with pictures that support inferring.

(I used Kongi and Potgi, which is a “Cinderella” tale.)

Before the lesson, either photocopy the pictures you want to use and cut out the text, or use a story from an anthology that you have in your class and cover the text with post-it notes. You will need one picture for each set of partners plus one for you to use to model.

**Activity/Lesson:** This lesson may be taught in the middle of a genre study of Cinderella tales once students have had practice asking questions, making connections, 5-finger summaries, and Somebody Wanted But So (a framework for story writing). These strategies are also part of the lesson, but most of the time is spent on the inferring.

Day 1: Place the picture you are using for modelling on a chart stand

and gather students in close on the carpet. Begin by generating questions based on closely studying the picture. Record on a sample of the student recording sheet (see chart below).

Model for them noticing details, combining that with your own thinking and coming up with an inference.

“I noticed that \_\_\_\_\_ and I already know \_\_\_\_\_  
so I think \_\_\_\_\_”

Do a couple and then have the student suggest inferences they are making. Record these on a sample of the student page.

Distribute one picture to each set of partners. Have them complete the questioning section of the student sheet and the inferring section. End by debriefing the process with the whole class.

Day 2: Place all the pictures on the chalkboard and work as a class to try to place them in order, explaining why they think the picture belongs in that place. When the order is agreed upon (don't worry if it doesn't match the book) have the students work in small groups to discuss how they think the story might unfold by referring to the pictures. Each group then presents a brief oral summary of their “story” to the class.

Day 3: (optional) Have the students write the part of the story that they think goes with their original picture. Share in small groups.

Day 4: Read the actual picture book. Compare how the story actually unfolded with what we thought (orally). On the student page, write any connections between our class-generated story and the actual story.

Complete a 5-sentence summary of the actual story.

Questions	I noticed	I already knew	My inference
	I		
Connections	5-sentence Summary		