

Inference Investigation

COMMON CORE ALIGNED

Grade 2-6



ACTIVITIES,
TASK CARDS,
POSTERS
& MORE!

By: Jessica Sibucan

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COMMON CORE STANDARDS COVERED

Grade 2

[CCSS.ELA-Literacy.RL.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

[CCSS.ELA-Literacy.RI.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

[CCSS.ELA-Literacy.RF.2.4](#) Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-Literacy.SL.2.1](#) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.L.2.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Grade 3

[CCSS.ELA-Literacy.RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

[CCSS.ELA-Literacy.RF.3.4](#) Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-Literacy.W.3.1](#) Write opinion pieces on topics or texts, supporting a point of view with reasons.

[CCSS.ELA-Literacy.SL.3.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-Literacy.SL.3.3](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[CCSS.ELA-Literacy.L.3.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

COMMON CORE STANDARDS COVERED

Grade 4

[CCSS.ELA-Literacy.RL.4.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.4.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RF.4.4](#) Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-Literacy.W.4.1](#) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-Literacy.SL.4.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-Literacy.SL.4.3](#) Identify the reasons and evidence a speaker provides to support particular points.

[CCSS.ELA-Literacy.L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.4.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Grade 5

[CCSS.ELA-Literacy.RL.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RF.5.4](#) Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-Literacy.W.5.1](#) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-Literacy.SL.5.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-Literacy.L.5.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.5.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

COMMON CORE STANDARDS COVERED

Grade 6

[CCSS.ELA-Literacy.RL.6.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.6.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.SL.6.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

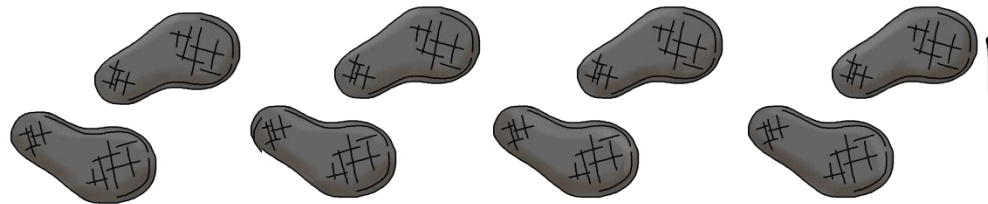
[CCSS.ELA-Literacy.L.6.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



This pack includes:

- @ 4 What is an Inference Poster
 - @ 4 Making Inference Graphic Organizers
- @ Inference Task Cards Recording Sheet
 - @ 16 When Is This Task Cards
 - @ 16 Where Am I Task Cards
 - @ 16 Inference Task Cards
- @ Making Inference Activity – “What’s In My Teacher’s Bag?”
 - @ Making Inference Activity “If I...”

Sometimes an author
doesn't tell you exactly what
is happening but gives you
clues so you can figure it
out yourself.



You make an **inference**
when you use **clues** from
the story to **figure out**
something that the
author doesn't tell you.



Inference

=

Educated

Guess



Making Inference Tips

What the characters say and do give the readers clues to understand more about the story.



Name: _____
Title: _____
Author: _____

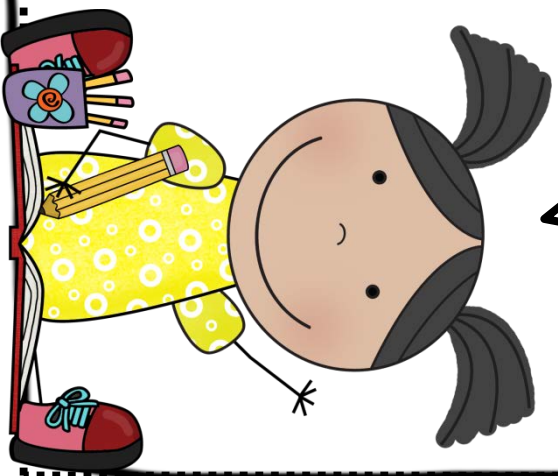
Making Inference

Clues/ Evidence



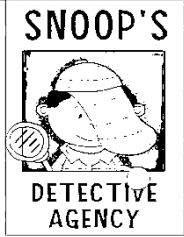
Schema/ What I already
know

I can infer that



Name: _____
Title: _____
Author: _____

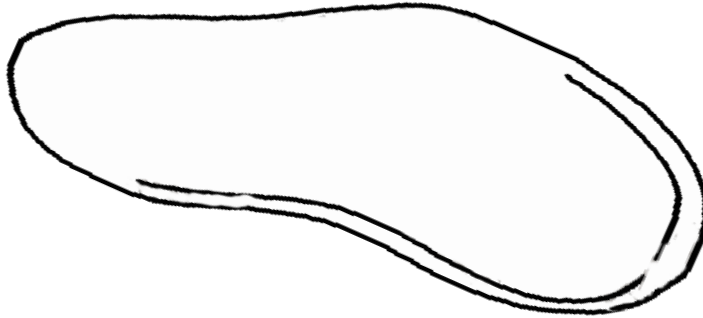
Follow the Clues



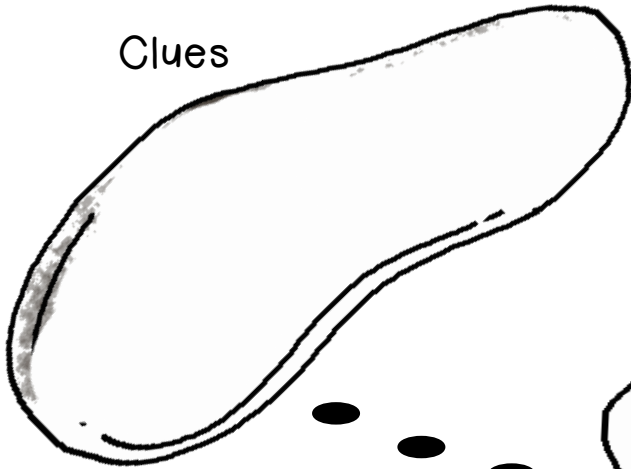
Follow the clues in the story to make an inference. Write your inference in the door.



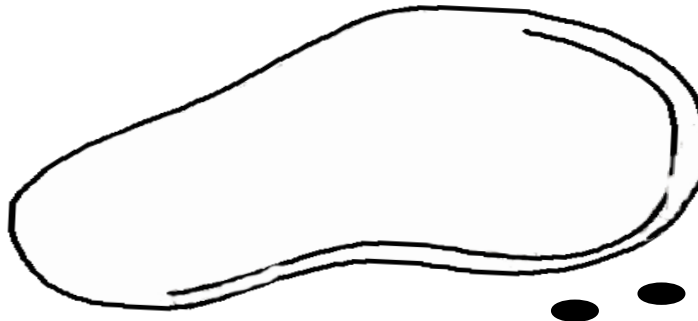
Clues



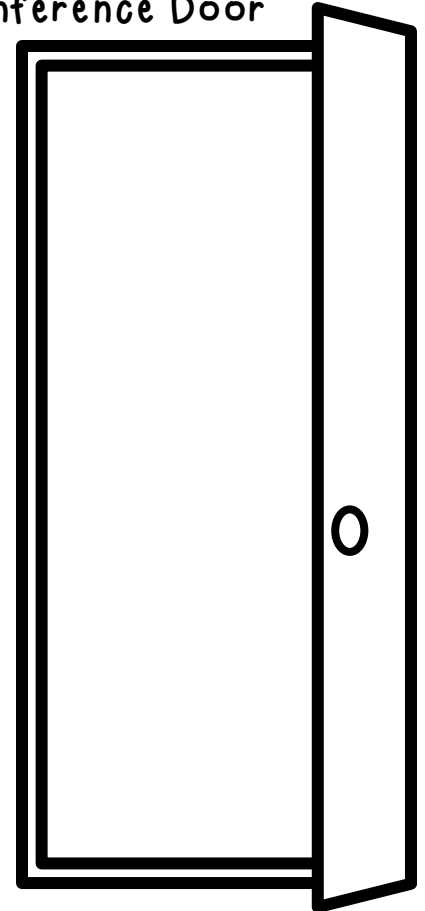
Clues



Clues

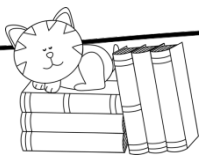


Inference Door



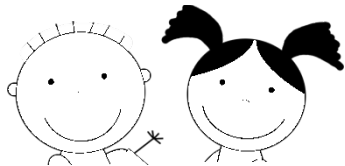
Name: _____
Title: _____
Author: _____

Making Inference



Examples from the Text

Because the author said _____



Things I know about and have experienced

And I know that _____



Inference

So, I can say that _____

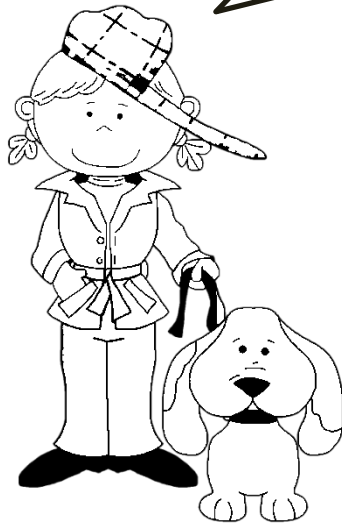
FOLLOW THE CLUES

My Schema
What I know:



Clues I found in the story:

What I infer:



Name: _____

Title: _____

Author: _____

Making Inference Task Cards

These cards can be used for oral activities in big or small groups. You can also use this as individually written homework or seatwork. Use the recording sheets to document the child's answers. Another option is to record their answers on their notebook.

Print the task cards on heavy stock paper and laminate them if possible for durability.

Inference Task Cards Recording Sheet

By: _____

when Am I

Card #	☆	Date Completed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

where Am I

Card #	☆	Date Completed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

Making Inferences

Card #	☆	Date Completed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

When Is This Task Cards Recording Sheet

Name: _____

Card #	Answer	Date Completed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

Where Is This Task Cards Recording Sheet

Name: _____

Card #	Answer	Date Completed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

Making Inferences Task Cards Recording Sheet

Name: _____

Card #	Answer	Date Completed
1		
2		
3		
4		
5		
6		
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9		
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11		
12		
13		
14		
15		
16		

'When is This' Inference Task Card



My dad told me to take out the trash. I put on my coat, gloves and hat. I turned on the porch light and went out to put the trash bags on the street. When is this?

- ☐ daytime/ summer ☐ nighttime/ summer
- ☐ daytime/ winter ☐ nighttime/ winter

'When is This' Inference Task Card



I jumped out of my bed, put on my bathing suit and grabbed my towel. After I prepared myself I headed out to the pool. My mom and dad were already there having breakfast. When is this?

- ☐ daytime/ summer ☐ nighttime/ summer
- ☐ daytime/ winter ☐ nighttime/ winter

'When is This' Inference Task Card



While walking from school, my sister grabbed a snowball and threw it at me. "Hey! Better not start this," I said. When is this?

- ☐ daytime/ summer ☐ nighttime/ summer
- ☐ daytime/ winter ☐ nighttime/ winter

'When is This' Inference Task Card



"I hate it when there is a heat wave," Keith said. He turned on the air conditioner and went back to bed since it had been a long day. When is this?

- ☐ daytime/ summer ☐ nighttime/ summer
- ☐ daytime/ winter ☐ nighttime/ winter

'When is This' Inference Task Card

5

It was 7:00 a.m. and Jessica took out a mug and a chocolate powder. "This will help me feel warm," she said. When is this?

- ☐ daytime/ summer ☐ nighttime/ summer
- ☐ daytime/ winter ☐ nighttime/ winter

'When is This' Inference Task Card

6

Last week my cousin spent the weekend in our house. We roasted marshmallows and chased fireflies. Oh how fun that was! When is this?

- ☐ daytime/ summer ☐ nighttime/ summer
- ☐ daytime/ winter ☐ nighttime/ winter

'When is This' Inference Task Card

7

"Good bye!" That's what everybody is saying. It was the last day of school and I will surely miss my friends and my teacher. When is this?

- ☐ daytime/ summer ☐ nighttime/ summer
- ☐ daytime/ winter ☐ nighttime/ winter

'When is This' Inference Task Card

8

Everybody was busy opening the boxes wrapped in fancy paper. Mommy came to me and smiled. She gave me a kiss and whispered to my ear, "Merry Christmas, my dear!" When is this?

- ☐ daytime/ winter ☐ nighttime/ winter
- ☐ daytime/ fall ☐ nighttime/ fall

'When is This' Inference Task Card

9

Crunch! Crunch! Crunch! As I walk down the street, I was so amazed with what I was seeing. Yellow, orange, red and brown leaves are all over the ground. I've never seen colorful leaves on the ground before.

When is this?

- | | |
|--|--|
| <input type="checkbox"/> daytime/ spring | <input type="checkbox"/> nighttime/ spring |
| <input type="checkbox"/> daytime/ fall | <input type="checkbox"/> nighttime/ fall |

'When is This' Inference Task Card

10

Mom and I went to shop for plants. She said we are going to be very busy. We took out our gardening tools and started digging in the backyard.

When is this?

- | | |
|--|--|
| <input type="checkbox"/> daytime/ spring | <input type="checkbox"/> nighttime/ spring |
| <input type="checkbox"/> daytime/ fall | <input type="checkbox"/> nighttime/ fall |

'When is This' Inference Task Card

11

Ribbit! Oh, there it is as I flashed my flashlight to where the sound was coming from. I called my friend and we started to look for the frogs near the pond.

When is this?

- | | |
|--|--|
| <input type="checkbox"/> daytime/ spring | <input type="checkbox"/> nighttime/ spring |
| <input type="checkbox"/> daytime/ winter | <input type="checkbox"/> nighttime/ winter |

'When is This' Inference Task Card

12

Splat! Splat! Splat! Everybody outside was using an umbrella. Though I don't like rain, I still love the flowers it brings. I'm excited to pick the flowers once the rain stops.

When is this?

- | | |
|--|--|
| <input type="checkbox"/> daytime/ spring | <input type="checkbox"/> nighttime/ spring |
| <input type="checkbox"/> daytime/ fall | <input type="checkbox"/> nighttime/ fall |

'When is This' Inference Task Card

13

"I'm scared, it's too dark! I don't want to go," Amy told her brother. "Sshhh. Don't make a sound," Kevin whispered. They both went behind the giant leaf pile and hid themselves. "Ready or not, here I come!" their dad shouted.

When is this?

- | | |
|--|--|
| <input type="checkbox"/> daytime/ spring | <input type="checkbox"/> nighttime/ spring |
| <input type="checkbox"/> daytime/ fall | <input type="checkbox"/> nighttime/ fall |

'When is This' Inference Task Card

14

It is starting to get cold. As I was walking down the street to go to school, leaves started to fall down from the trees. It's raining leaves! When is this?

- | | |
|--|--|
| <input type="checkbox"/> daytime/ spring | <input type="checkbox"/> nighttime/ spring |
| <input type="checkbox"/> daytime/ fall | <input type="checkbox"/> nighttime/ fall |

'When is This' Inference Task Card

15

There was heavy rain and lightning outside. I ran across to my mom's room and hugged her tight. "I am afraid to go to bed alone," I said. "You don't have to be afraid, it is raining because it is time for the plants to grow," mom replied.

When is this

- | | |
|--|--|
| <input type="checkbox"/> daytime/ spring | <input type="checkbox"/> nighttime/ spring |
| <input type="checkbox"/> daytime/ fall | <input type="checkbox"/> nighttime/ fall |

'When is This' Inference Task Card

16

It's starting to get dark. It is time for me to put on my costume and go outside. I took my torch and grabbed my basket for the treats I'll be getting.

When is this?

- | | |
|--|--|
| <input type="checkbox"/> daytime/ spring | <input type="checkbox"/> nighttime/ spring |
| <input type="checkbox"/> daytime/ fall | <input type="checkbox"/> nighttime/ fall |

'Where Am I' Inference Task Card



I took my shovel and bucket and sat with my toes on the wet sand. As I started to dig, I heard seagulls flying by. Where am I?

☐ beach

☐ park

☐ circus

☐ school

'Where Am I' Inference Task Card



Roar! As the man the with whip talks to the lion. The man waved his hand and the lion jumped through the giant hoop. Everybody clapped their hands and the man bowed his head. Where am I?

☐ beach

☐ park

☐ circus

☐ school

'Where Am I' Inference Task Card



Rrrinnnggg! Everyone got up and took their bags. Before the kids left, the teacher said, "Don't forget to do your homework." Where am I?

☐ beach

☐ park

☐ circus

☐ school

'Where Am I' Inference Task Card



It was Saturday. My mom and dad took me to my favorite place. I took out my bicycle, helmet and pads and started to have fun. Some kids are playing in the sandbox, others are on the slide. Where am I?

☐ beach

☐ park

☐ circus

☐ school

'Where Am I' Inference Task Card

5

We are waiting patiently for our dinner to be brought to the table. All our food was carried over on a big, oval tray. After we ate, my dad left the lady a tip.
Where am I?

- | | |
|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> restaurant | <input type="checkbox"/> park |
| <input type="checkbox"/> circus | <input type="checkbox"/> bus stop |

'Where Am I' Inference Task Card

6

Why is it taking so long? I have been waiting for 20 minutes for it to arrive. I wish my car didn't break down yesterday. Now I have to keep waiting in the shed.
Where am I?

- | | |
|--------------------------------|-----------------------------------|
| <input type="checkbox"/> beach | <input type="checkbox"/> bus stop |
| <input type="checkbox"/> park | <input type="checkbox"/> school |

'Where Am I' Inference Task Card

7

I walked slowly towards the door. A man wearing a white gown greeted me and said, "You don't have to be scared. I am just going to check if your teeth are doing fine."
Where am I?

- | | |
|--|----------------------------------|
| <input type="checkbox"/> dental clinic | <input type="checkbox"/> airport |
| <input type="checkbox"/> circus | <input type="checkbox"/> museum |

'Where Am I' Inference Task Card

8

My mom and I waited in line with the rest of the passengers. My mom handed the lady our ticket and held my hand. The lady smiled at her and said, "Have a great flight!"
Where am I?

- | | |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> school | <input type="checkbox"/> grocery |
| <input type="checkbox"/> bus stop | <input type="checkbox"/> airport |

'Where Am I' Inference Task Card

9

The door opened automatically as I entered. I took a cart and headed to the dairy section. I took milk and eggs and went straight to the cashier.

Where am I?

- | | |
|--|--|
| <input type="checkbox"/> train station | <input type="checkbox"/> doctor's office |
| <input type="checkbox"/> grocery | <input type="checkbox"/> cafeteria |

'Where Am I' Inference Task Card

10

The front desk informed me that I am next. I took my purse and went inside the room. I told the man wearing a white gown that I've been coughing for 3 days now.

Where am I?

- | | |
|--|-------------------------------|
| <input type="checkbox"/> dentist | <input type="checkbox"/> park |
| <input type="checkbox"/> doctor's office | <input type="checkbox"/> home |

'Where Am I' Inference Task Card

11

The dog started barking. The door bell rang and there was a man with a big box behind the door. I answered the door and signed a paper.

Where am I?

- | | |
|-------------------------------------|---------------------------------|
| <input type="checkbox"/> grocery | <input type="checkbox"/> home |
| <input type="checkbox"/> restaurant | <input type="checkbox"/> school |

'Where Am I' Inference Task Card

12

The alarm rang so I took out my clothes from the machine. I set the button and the water started to pour down again. I put soap and my next set of clothes inside the machine. I went back to my seat and waited again.

Where am I?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> restaurant | <input type="checkbox"/> doctor's office |
| <input type="checkbox"/> grocery | <input type="checkbox"/> laundry mat |

'Where Am I' Inference Task Card

13

I pressed the button and after a few seconds the door opened. I stepped inside and pressed a button with number '10' on it. The door closed then I felt the floor was moving up. Where am I?

- ☐ in the train
- ☐ on the escalator
- ☐ In the elevator
- ☐ in the airplane

'Where Am I' Inference Task Card

14

Mom put the turkey in the oven and started to boil the water for the soup. She asked me to get the potatoes and carrots in the refrigerator. She told me that grandma and grandpa are coming over for Thanksgiving. Where am I?

- ☐ kitchen
- ☐ dining room
- ☐ living room
- ☐ bathroom

'Where Am I' Inference Task Card

15

Splash! The water is cold but it felt good. I did a few strokes to get to my mom. Oh! How I love summer. Where am I?

- ☐ park
- ☐ bathroom
- ☐ circus
- ☐ swimming pool

'Where Am I' Inference Task Card

16

I smelled fresh bread when I opened the door. I saw colorful bread and cupcakes with different frostings. They all looked delicious. I asked the lady to give me the chocolate cake with strawberry frosting and sprinkles. Where am I?

- ☐ restaurant
- ☐ doctor's office
- ☐ grocery
- ☐ bakeshop

Making Inference Task Card



This coming Saturday, Arwin will be playing for the basketball finals. He decided he's going to practice tonight. During practice he fell and twisted his ankle. He was brought to the hospital and his coach came. After talking to his coach, tears started to roll down his cheeks.

- @ What did the coach tell Arwin?
- @ Why do you think so?

Making Inference Task Card



Glen enjoys school but he thinks Math is too difficult. He had a final test on Wednesday. Glen and his family went out to dinner on Friday. His family members kept telling him they are so proud of him.

- @ Why do you think they went out to dinner?
- @ How do you know?

Making Inference Task Card



It was 7:50 a.m on a Monday morning when Carol woke up. She hurriedly put on her uniform and didn't eat her breakfast. As she was stepping outside the door, she saw the bus pass by and started to cry.

- @ Why is Carol crying?
- @ How do you know?

Making Inference Task Card



John's mom is having a birthday party this weekend. He wants to do something special for her. John knows that his mom always wanted to go to Niagara Falls. He turned on the computer and looked at the map.

- @ What is John doing?
- @ How do you know?

Making Inference Task Card

5

Tia is starting to feel tired but she told herself she could do it. She only needs to overtake one more person to win. "I can do this!" she said and pedaled faster.

- Ⓢ What is Tia doing?
- Ⓢ Why do you think so?

Making Inference Task Card

6

"Ouch!" Tommy had fallen again. He picked himself up and started to dust off his clothes. His father pedaled towards him and said, "It would take a lot of practice before you can balance yourself."

- Ⓢ What do you think Tommy is trying to learn?
- Ⓢ How do you know?

Making Inference Task Card

7

Crash! "Oh, my!" thought Jacob as he stooped to clean up the mess. "I hope I still have enough for the cookies." He opened the fridge and took out a gallon. "Thank goodness! My little sister still have her snack."

- Ⓢ What did Jacob clean up?
- Ⓢ How do you know?

Making Inference Task Card

8

Beep! Beep! It was raining hard and some of the drivers were losing their patience. "I wonder why there's so much traffic," Mahalia thought. As she drove, she saw an ambulance and police cars.

- Ⓢ What is causing the traffic?
- Ⓢ How do you know?

Making Inference Task Card

9

"Dennis!" Mom called out as she walked in the front door. "Please help me with my groceries, Dennis!" mom called out again. Still there was no reply. Mom walked into the kitchen and saw the shattered glass from the window all over the floor and a baseball not far from there.

- Ⓢ What do you think happened?
- Ⓢ How do you know?

Making Inference Task Card

10

Dolly was so proud of her garden. She planted the seeds early in the spring and watered the plants every morning. Last Friday, her mom called and asked her to come over for the weekend because she was feeling sick. When Dolly came back home, her plants were bent and drooping.

- Ⓢ Why were the plants drooping?
- Ⓢ How do you know?

Making Inference Task Card

11

Stephen woke up early on Saturday morning and looked outside the window. The sun was out and the water was calm. His dad was already on the boat and said, "Come on! It's a perfect day, don't forget to bring your goggles." Stephen grabbed his goggles and ran towards his dad.

- Ⓢ What do you think Stephen and his dad going to do?
- Ⓢ How do you know?

Making Inference Task Card

12

Today is Jewel's birthday. This morning at the breakfast table, no one even greeted her a "Happy Birthday!" She went to school very disappointed. When she got home, the whole house was dark and it seemed like everybody had left. When she turned on the lights, Jewel exclaimed, "Oh, my! Thank you!"

- Ⓢ What do you think just happened?
- Ⓢ How do you know?

Making Inference Task Card

13

Last night, Josh went to bed late to do something for school. The next day he was starting to prepare himself for school but he can't seem to find something. He looked in his bag but it's not there. He looked on his study table, still not there. He looked all over his room but still nothing.

- Ⓢ What do you think Josh was looking for?
- Ⓢ Why do you think so?

Making Inference Task Card

14

Mary's brother is a soldier. He's been in war for two years. This morning, when Mary checked her mail, she saw an envelope with the military logo. As she was reading the first few lines, she started to cry and jump. "At last!" she said.

- Ⓢ What do you think is in the letter?
- Ⓢ How do you know?

Making Inference Task Card

15

Alex was in a hurry to get home to watch football. He was driving over the speed limit when suddenly, he heard a siren and saw flashing lights. "No! Please not now," he thought.

- Ⓢ What do you think is happening?
- Ⓢ How do you know?

Making Inference Task Card

16

There is a big storm today and it's going to last until tomorrow. Jimmy is supposed to pick up his friend Lily from the airport. Jimmy's phone was ringing and he saw Lily's name. He picked up the phone and said, "Okay. Just inform me when you're arriving. Take care and be safe."

- Ⓢ What do you think Lily told Jimmy?
- Ⓢ How do you know?

INference Task CARDS ANSWer KEYS

When is this set

1. Nighttime/ Summer
2. Daytime/ Summer
3. Daytime/ Winter
4. Nighttime/ Summer
5. Daytime/ Winter
6. Nighttime/ Summer
7. Daytime/ Summer
8. Nighttime/ Winter
9. Daytime/ Fall
10. Daytime/ Spring
11. Nighttime/ Spring
12. Daytime/ Spring
13. Nighttime/ fall
14. Daytime/ Fall
15. Nighttime/ Spring
16. Nighttime/ Fall

Where am I set

1. Beach
2. Circus
3. School
4. Park
5. Restaurant
6. Bus stop
7. Dental clinic
8. Airport
9. Grocery
10. Doctor's office
11. Home
12. Laundry Mat
13. In the elevator
14. Kitchen
15. Swimming pool
16. Bakeshop

What's in the Bag?

How to do this activity:

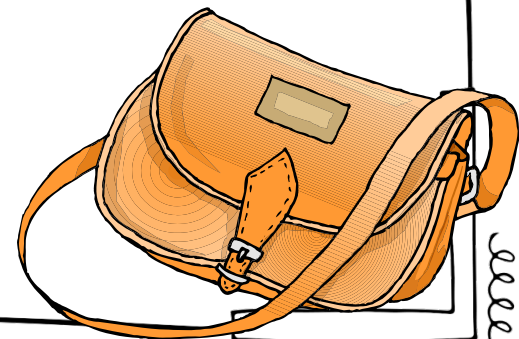
- @ Fill up the poster by writing your name.
- @ Place the 16 items listed below in a bag.
- @ Inform the students that they will play an inference game.
- @ Show one item to set as an example. Encourage the students to think what they could infer about you by having those items in your bag.

*Blank cards are included for extra items you want to include.

WHAT'S IN

(Teacher's Name)

BAG?



What's in my Teacher's Bag?

book

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What's in my Teacher's Bag?

calendar

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What's in my Teacher's Bag?

coupons

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What's in my Teacher's Bag?

planner

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What's in my Teacher's Bag?

car
keys

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What's in my Teacher's Bag?

eye
glasses

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What's in my Teacher's Bag?

camera

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What's in my Teacher's Bag?

wallet

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What's in my Teacher's Bag?

sneakers

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What's in my Teacher's Bag?

plane
ticket

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What's in my Teacher's Bag?

yarn

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What's in my Teacher's Bag?

cookbook

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What's in my Teacher's Bag?

dog toy

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What's in my Teacher's Bag?

tennis
ball

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What's in my Teacher's Bag?

coffee
mug

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What's in my Teacher's Bag?

sketch
pad

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What's in my Teacher's Bag?

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What's in my Teacher's Bag?

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What's in my Teacher's Bag?

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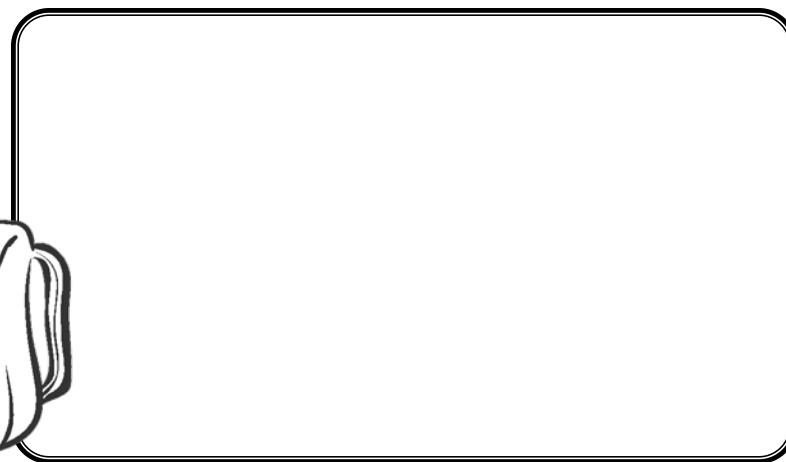
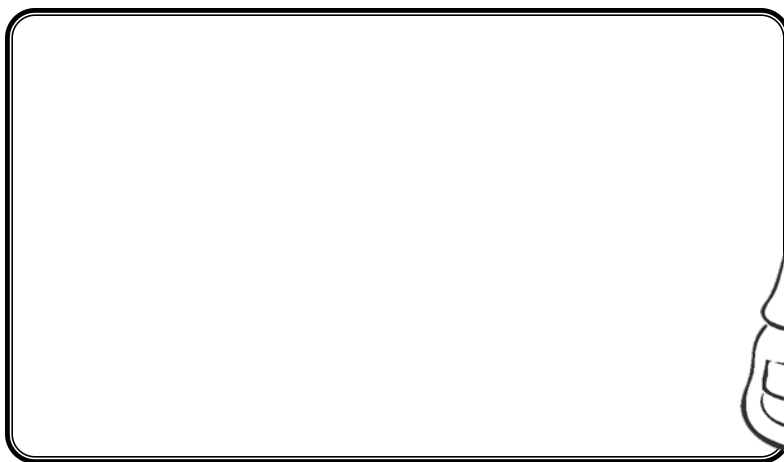
What's in my Teacher's Bag?

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Name: _____

What's in my Teacher's Bag?

Draw and write two things that you saw in your teacher's bag and explain what it means.



If I see a fire engine on the street, I could infer that...

If I accidentally took home somebody's book, I could infer that...

If I see someone with a cast on their arm, I could infer that...

If I see a police officer pulling a car over, I could infer that...

If I have a stomach ache, I could infer that...

If I have a new classmate who came in the middle of the school year, I could infer that...

If I keep eating junk food, I could infer that...

If I saw on television that there is a storm coming,
I could infer that...

If I see a pacifier in my friend's house,
I could infer that...

If I see Chinese food, I could infer that...

If I see a parent in the principal's office, I could infer that...

If I see that the lights goes out, I could infer that...

If I sleep late at night, I could infer that...

If I see a dog barking, I could infer that...

If I have a new teacher, I could infer that...

If I received a gift, I could infer that...

If I got a low score in the test, I could infer that...

If I see a hospital, I could infer that...

If I go home late, I could infer that...

If I see my friend laughing, I could infer that...

If I see a baby crying, I could infer that...

If I forget to return the book at the library, I could infer that...

If I don't clean my room, I could infer that...

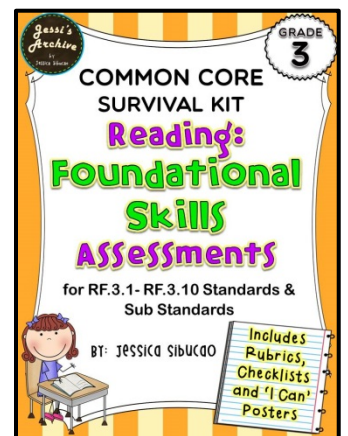
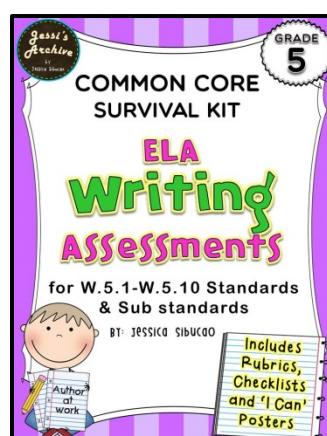
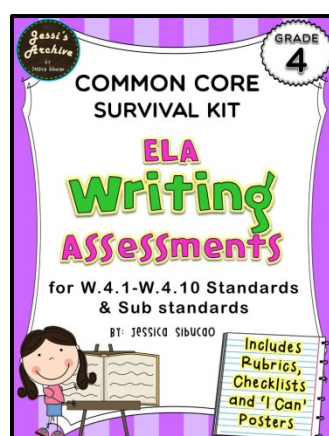
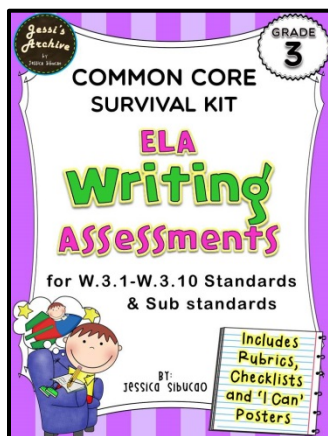
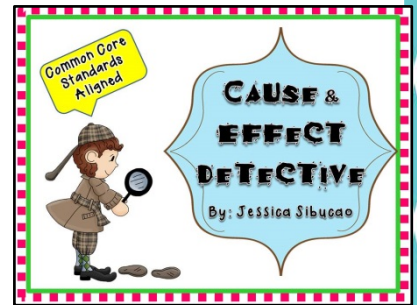
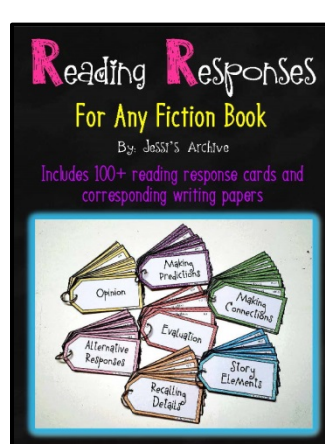
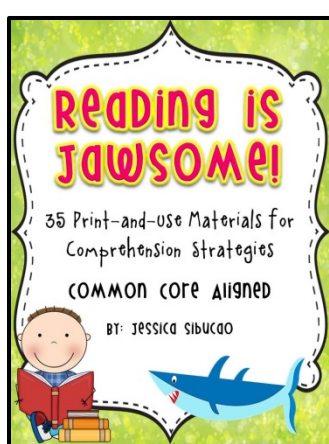
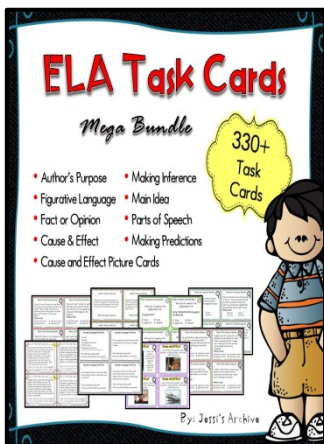
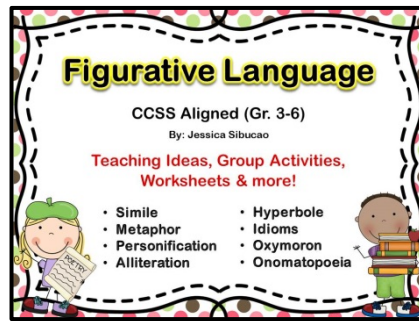
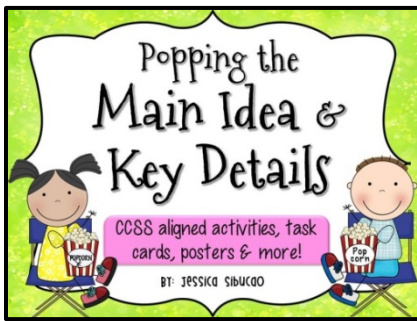
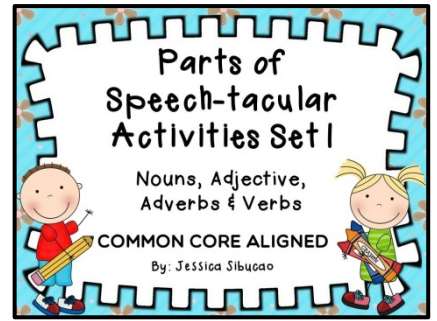
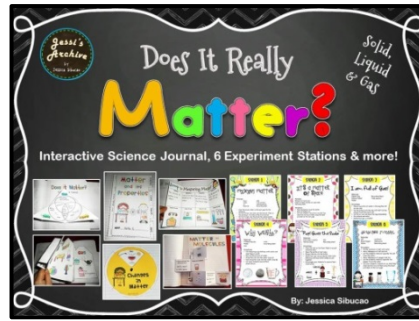
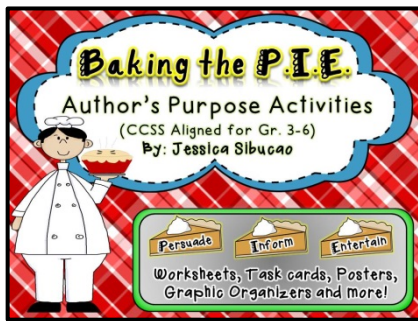
If I keep telling lies, I could infer that...

If I see a person driving over the speed limit, I could infer that...

Thank You



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Inference Investigation

By: Jessica Sibucan



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