



## Learning to make inferences

### About

**SUBJECT:** English

**LEVEL:** Year 2

**DURATION:** 60

**TITLE:** Making Inferences: Understanding Beyond the Text

#### **CONTENT DEFINITIONS**

- (AC9E2LA01) Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions
- (AC9E2LE03) Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

**WALT:** We Are Learning To make inferences by using clues from the text and our prior knowledge.

**WILF:** What I'm Looking For are informed guesses that combine what you see/hear with what you already know.

**PRIOR KNOWLEDGE:** Students should have basic skills in observing details and making simple connections between what they see/hear and their prior knowledge.

## **Introduction**

**ATTENTION:** Teacher will show a picture and invite students to guess and discuss their guesses together.

**OVERVIEW:** Students will engage in a group discussion to make inferences about a picture.

**WAYS OF WORKING:** Students will work in small groups of 4-5.

**DURATION:** 10

### **ACTIVITIES**

- (2) Teacher shows a picture and invites students to guess what may have happened.
- (8) Students discuss their guesses in small groups and choose a spokesperson to share with the class.

### **DIFFERENTIATION**

- (process) High achievers like Sarah and David can be encouraged to come up with more complex inferences.
- (process) ESL students like Marko and Klara can be paired with peers who can help them with language.

### **UDL**

- (engagement) Using a picture to spark curiosity and discussion.
- (representation) Providing visual stimuli to support understanding.

### **RESOURCES**

- Picture for group discussion

## **Body**

**ATTENTION:** Teacher will introduce a video to illustrate the thinking process behind making inferences.

**OVERVIEW:** Students will watch a video, work in pairs to make inferences about emotions, and then work in groups to make inferences about a book cover.

**WAYS OF WORKING:** Students will work in pairs and then in new groups of 4-5.

**DURATION:** 40

### **ACTIVITIES**

### **DIFFERENTIATION**

### **UDL**

### **RESOURCES**

- (5) Teacher shows a video illustrating the thinking process behind making inferences.
- (10) Students work in pairs to make inferences about emotions in pictures and fill in a 'sentence frame poster'.
- (5) Pairs share their inferences with the class.
- (10) Early finishers role-play situations leading up to the emotions in the pictures.
- (10) Students work in new groups to make inferences about the cover of Jon Klassen's 'The Skull'.
- (product) High achievers can be given more complex pictures or scenarios to infer.
- (process) ESL students can use AI tools for translation support.
- (engagement) Offering choices in how students express their inferences.
- (representation) Using videos and pictures to support understanding.
- (expression) Allowing students to express their ideas through writing, drawing, or acting.
- Video on making inferences
- Pictures of different emotions
- Sentence frame posters
- Book cover of 'The Skull' by Jon Klassen

## **Conclusion**

**ATTENTION:** Teacher will ask students to reflect on what they learned and how they felt about the class.

**OVERVIEW:** Students will reflect on their learning and document their thoughts in their e-logbooks.

**WAYS OF WORKING:** Students will work individually to document their reflections.

**DURATION:** 10

### **ACTIVITIES**

- (10) Students reflect on what they learned, how the class felt, what worked for them, and what they would like to see more of in future sessions.

### **DIFFERENTIATION**

- (product) Students can choose how to express their reflections— writing, recording an audio message, drawing, etc.

### **UDL**

- (expression) Allowing multiple means of expression for students' reflections.

### **RESOURCES**

- e-logbooks