

## Teacher Guide to Student Video: *Inferring*

### Program Synopsis

In this episode, Mrs. Pingel uses a movement activity to introduce her students to the strategy of inferring. When the class receives letters from their French Canadian pen pals, Lizzy realizes she needs to infer to understand hers. She soon finds herself inside a letter filled with humor and adventure. She later uses inferring to solve a mystery in her own attic.

**Featured text:** Lizzy's Pen Pal Letter (available below)

*Other texts mentioned:* Inferring Clue Cards (available below)

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce inferring.
2. As a follow-up or review.
3. To support students who are having difficulty making inferences.

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example:
  1. Why do you think they use the magnifying glass as a symbol for inferring?
  2. What does Lizzy do when she can't infer the meaning of something in her letter?
  3. What is the difference between inferring and guessing?

### During viewing:

Pause the video during teachable moments. There are many spots in this episode for your students to interact by making their own inferences before they hear the answers from the video. For example:

1. *After Mrs. Pingel does her pantomime (before the students in the video have guessed).*  
Ask students to infer Mrs. Pingel's identity. Follow up by asking what clues they used to make their inference. Students can see how their inferences and clues compare with the students in the video.
2. *After Julia has read her last clue: "Some of the people screamed, but they were having fun."*  
Ask students to infer their own answer.
3. *During the fantasy, after Lizzy has made several tries at inferring the meaning of "bateleur." (after baseball player, bowler, and chef)*  
Ask students if they can infer the meaning of the word. Discuss how you

often need to put together several different clues in a text to come up with a correct inference.

**After viewing:**

- Discuss students' answers to questions you posed before viewing.
- Discuss Lizzy's attitude toward trying to understand a difficult text (wanted help from the teacher at first, used the strategy to figure it out on her own, frustrated sometimes, kept looking for more clues, looked like she was having fun, etc.)
- Have students do the Inferring activity in the student area of the Web site. Discuss how you can make different inferences from the same text, depending on your purpose for reading or your own prior knowledge.
- If your students have taken reading comprehension tests (standardized assessments that include comprehension questions), choose several questions that require inferring and work through them using the inferring techniques they have learned.
- Model making inferences during your read-aloud time. Be sure to point out the clues you use to help you make your inferences.
- Try some of the lesson plans on the Into the Book website.

Dear Pen Pal:

I was so happy to get your letter. My family has just returned home from a trip with the cirque. I am 10 years old and have worked in the cirque a long time. My whole family does, except my mother.

My brother is a bateleur and practices every day. It is a hard job, but he makes it look easy. He works with balls and bowling pins. But sometimes he uses knives and fire. It is very dangerous.

My papa works with the big cats. He has trained them to do many tricks. The cats may seem friendly, but my papa is very careful around them.

I worry about my brother and papa, but a bouffon like me has to smile 😊 most of the time. I love my job. Last week I forgot my wig. What a disaster! But my friend Sylvie had one I could borrow. It was rainbow colored and very fuzzy. People like it.

When I first started, it was hard learning to ride a monocycle, but now I am an expert. I also do my own make-up in red, white, and black.

Our cirque travels to many cities but none is as much fun as my home. But we are on the road again next month and will be coming to your town!! Please come to see me! I can send free tickets for your whole class.

Write back!

♥ *Juliette*



Can you infer where I am and what I am doing?

I see bubbles rising. I hear my own breathing. There are fish swimming above me. I feel the seaweed swaying.

Answer: Scuba diving in the sea!



Can you infer where I am and what I am doing?

I hear screaming. My stomach feels funny. Can you see my hair blowing? I'm feeling excited!

Answer: I'm on an amusement park ride.



Can you infer where I am?

It's so dark in here. What's that squeaky sound? Ooh, I feel something sticky and stringy touching my face. I'm getting nervous!

Answer: I'm in a spook house!



Can you infer where I am?

I hear a loud "thwack" as the ball leaves the ballpark and the crowd roars with cheers!

Answer: I'm at a baseball game.



What can you infer from this?

Ray always carried his flute with him.

Inference: The flute was important to him.



What can you infer about Tamika's father?

After Tamika broke the trophy, her father turned and walked away without saying anything.

Inference: Tamika's father is upset.



What can you infer from this?

"It's both of us or nothing!"

Inference: They are good friends.



What can you infer about grandma?

Grandma's mouth dropped open. Her hands flew to her face.

Inference: Grandma is surprised.

	
	