

## Making inferences

I created these stories to introduce the idea of making inferences and drawing conclusions. I was deliberately vague about information so that the student would look for clues to answer the questions. These stories also contain vocabulary that is present in 3<sup>rd</sup> and 4<sup>th</sup> grade curriculum. I have underlined these words for review.

### Story 1

Jon arrived early at the entrance of the school. He was excited and a bit nervous. He wondered if he would like his new teacher and know any of his classmates. It was much better this year because he knew what to expect and wasn't frightened. Last year, the building seemed so big and crowded with unfamiliar faces. He didn't know where to find his classroom or the office. At least this year he would be less confused. He hoped he would see some of his friends from last year in his new class.

The new backpack he was wearing was rigid. He knew in a few weeks it would be flexible and mold better to his back. His concerned mother had attached a name tag with his name, address and phone number on it. He also had essential school supplies to start the new school year. This was the first year he needed to pack a lunch. Earlier this morning, he had packed his lunch bag with considerable care and put it in his backpack. He looked forward to eating the sandwich, chips, and apple at lunch time. His Mom told him he could buy his lunch tomorrow if he liked what was on the menu.

Where was Jon going?

Why was Jon excited?

What grade was Jon going into?

What was in his backpack?

What does rigid mean?

If you had to give this story a title, what would you call it?

## Making inferences

I created these stories to introduce the idea of making inferences and drawing conclusions. I was deliberately vague about information so that the student would look for clues to answer the questions. These stories also contain vocabulary that is present in 3<sup>rd</sup> and 4<sup>th</sup> grade curriculum. I have underlined these words for review.

### Story 2

The sun was warm on Paul's face as he laid out flat on his back. He was enjoying the gentle rocking motion of the waves until he noticed his suit and feet were getting damp. He had managed to get onto the center of the raft without getting wet, but that didn't look like that was going to last much longer. He noticed he was slowly sinking into the water. He wished he had inspected the raft after he inflated it. He would have to make a decision soon about getting off and making a swim to the beach. He tried to remain calm. He wondered how deep the water was here. It might be nice to cool off a bit. He turned his head to the side to see how far out he had floated out. He felt a wave of relief. He was closer than he thought. The water would be shallow. He could paddle the raft back before it deflated.

Where was Paul?

Why was Paul sinking?

How could Paul fix the raft?

What word means putting air into something?

What two words are antonyms in the story?

What would be a good title for this story?

## Making inferences

I created these stories to introduce the idea of making inferences and drawing conclusions. I was deliberately vague about information so that the student would look for clues to answer the questions. These stories also contain vocabulary that is present in 3<sup>rd</sup> and 4<sup>th</sup> grade curriculum. I have underlined these words for review.

### Story 3

Paul loved to explore new places, but this had been a struggle. The path was steep and his legs were tired. He had to slap several insects off his neck. He had finally made it to the top. It had taken almost half a day. Thankfully the descent would be easier tomorrow.

Paul stepped up to the edge of the cliff and looked over the edge. There were several jagged rocks. He could also see the distance they had traveled. The trees looked like miniature versions of the trees beside him. He had been the leader and could observe other members of the caravan still walking below on the winding path. He realized he was very hungry and thirsty. He pulled out a canteen and a bag of trail mix from his pack. He chewed and drank while he waited for the others to catch up. After everyone made it to the top, they would pitch their tents for shelter and collect wood for a campfire. A campfire would frighten off any dangerous animals. He hoped the flint they brought would work. They had brought food to share so he knew they would not starve.

Where was Paul?

What is a caravan?

How do you know he was up high?

What did they need to do after they reached the top?

How were they starting the fire?

What is a good title for this story?

## Making inferences

I created these stories to introduce the idea of making inferences and drawing conclusions. I was deliberately vague about information so that the student would look for clues to answer the questions. These stories also contain vocabulary that is present in 3<sup>rd</sup> and 4<sup>th</sup> grade curriculum. I have underlined these words for review.

### Story 4

John was glad Dusty was waiting for him at the paddock. He heard a soft whinny as he came closer. He had a carrot in his back pocket so he could coax Dusty to the entrance. Dusty would do anything for a carrot. He put the saddle blanket, saddle and saddle bags on Dusty's back. He fastened the bridle and reins at his head. He added a rope around the saddle horn. Today a rope would be essential. John and Dusty were not going for a joy ride this morning. A calf had left the herd during the night and was invisible in the meadow below. However, he could hear it bleating. He was afraid it was hurt or stuck in some jagged boulders. He would attempt to find and rescue it. It would not survive well without its mother. It was dangerous for a young animal to be away from the safety of the herd.

What animal was Dusty?

Who was John?

What is a herd? Can you think of any other herds?

What could happen to a calf away from the herd?

What would be a good title for this story?