

Chapter 11: Infer



Technology Integration

This technology integration lesson features the following technology.

- SMART Board
- Google Share
- Online graphic organizers
- Computer or laptop
- Translation apps
- Netflix
- Amazon Prime
- Short story websites

Digital Integration Task

As in the Instructional Strategy (page 116), display three words on your SMART Board: *say*, *imply*, and *infer*. Show each word within a three-column matrix. Invite the class to provide words they associate with *say*, *imply*, and *infer*; or examples for each verb. Be sure to ask clarifying questions so that examples are shown with sufficient detail. When you have four to six examples for each of the three words, pull together the students' ideas. After you list the words, discuss the relationship between your response and theirs. Here are examples for each word.

- “When we use the verb *say*, it means we *tell or state something in words about some person, place, thing or action.*”
- “When we use the verb *imply*, it means we *suggest the meaning without saying what we mean outright.*”
- “When we use the verb *infer*, it means we *gather a reason from evidence that uncovers a meaning that was possibly implied but not said outright.*”

Select an appropriate grade-level poem from the recommended list in CCSS standard 10 (www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/). Display the poem for the whole class to see. Before the reading, post these guiding questions:

- “What do I think the poem *says*?”
- “What is *implied* by the author?”
- “What can I *infer* about the author’s meaning?”

Show the selected poem on your SMART Board and share it to student trios seated at one computer. Review roles, guidelines, and a rubric for cooperating. Set each team to work answering each question. Teams can construct lists of items on the questions and agree on items from their lists to share.

After the allotted time, invite teams to share their lists to the SMART Board. Instruct teams to ask and answer clarifying questions about the items and how the examples match with the three key terms. When done, ask students to publicly share their response to the question, “When I read between the lines, _____.”

Grade-Level Digital Variations

The following variations for incorporating technology into lessons can be used with all grade levels and focus on second-language learners.

Develop all second-language students’ capabilities to draw inferences by introducing them to and allowing them to select apps on Google for Education. For instance, with young readers, match second-language students with English-language speaker-coaches in pairs and trios. Then, share the Lingualeo app (or an equivalent), a tool that creates immediate online translations of key words and phrases (<https://lingualeo.com/chooselanguage?returnUrl=L3RyYWluaW5nCompare/Contrast>). Ask students to read a sentence in a text with a literal definition in mind (for example, “What a wonderful day it is!”) Then, ask them to draw inferences about the sentence (for example, “What do you infer about the day because it was said to be *wonderful*?”).

You can also select age- and skill-appropriate story videos to substitute for text-based stories with students new to English. This will help these students focus on developing their inferencing skills, especially when text is frustrating them. The websites NeoK12 (www.neok12.com/Stories.htm) and Kids World Fun (www.kidsworldfun.com/shortstories.php) provide stories appropriate for students in grades K–3. Use Netflix or Amazon Prime to select appropriate, approved, and popular stories and informational texts for older students matched to your curriculum. Focus on TV shows which students can watch in a short time, even at home, and fit these into a lesson on inferences. Substitute the video story for the poem or short story in the lesson above.