

# Who Wears These Shoes?

Ages: 7-12

Grade Range: 3-6

## Making Inferences to Promote Comprehension



### Activity Objective

The goal of *Who Wears These Shoes?* is to improve comprehension practice in making inferences orally and in writing.

*Wears These Shoes?* is students' skills by providing

### Activity Description

#### Preparation:

1. Take/gather photos of several pairs of shoes
  - a. You may wish to use the actual pairs of shoes
2. Select one photo to use as a model
3. Gather chart paper and markers
4. Prepare reference chart - see attached
  - a. Write the heading "Inferring"
  - b. Below the heading use a different color marker and write "Schema + Evidence = Inference"
  - c. Write the subheading "Thinking Stems" and include a list of possible sentence starters students can use when making inferences. For example: I predict... It could be that... My guess is... I infer... Perhaps...

#### Implementation:

1. Invite students to view a photo of a shoe
  - a. Ask "Who do you think wears this pair of shoes?"
  - b. Encourage students to support their ideas by asking "What makes you say that?"
  - c. Encourage students to point out specific details from the photo to help them support their ideas
  - d. Move the discussion along by saying "Is there anyone else who can wear this pair of shoes?"
2. Share the thinking stems chart with the students

- a. Explain the term "schema" as prior knowledge or background information
  - b. Explain the term "evidence" as clues or details from the text or photo
  - c. Explain how using schema and evidence together helps to make inferences about what might be happening
    - Point out the equation schema + evidence = inference
    - Use the term "prediction" and discuss drawing conclusions and "reading between the lines" when describing inference
  - d. Provide an example of a schema and evidence that lead to an inference. For example: "My inference is that I think these shoes belong to a man. My evidence is that the shoes are big. I know from my background knowledge that men usually have bigger feet than women."
3. Read the thinking stems to the students and have the students share ideas for completing each sentence
  4. Model the activity of making an inference chart
    - a. Divide another piece of chart paper in half and write "Evidence" and "Inference" as headings for each column - see attached
    - b. Invite students to share their ideas about what they see in the photo and record their ideas under the heading "Evidence"
    - c. For each piece of evidence that students share have them make an inference based on this piece of evidence and record it under the heading "Inference"
  5. Invite students to work in groups and make their own inference chart
    - a. Distribute a photo, a piece of chart paper and markers to each group
      - Each group should receive a different photo
    - b. Have students create 2 columns and copy "Evidence" and "Inference" as headings for each column
      - Encourage students to refer to the thinking stems during their group discussions
  6. Invite groups to share their photos and inference charts

Adaptations for:

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**English Language Learners/ESL:**

- Prior to whole class discussion provide thinking stems to students and allow time to practice speaking aloud
- review terms schema, evidence and inference

**LD/Reading & Writing Difficulties:**

- Include picture cues or symbols for the terms schema, evidence and inference on the thinking stems chart
- Review and rephrase instructions to each group during activity

**Differentiated Instruction:**

- Use flexible and mixed ability groupings
- Encourage varied responses during whole class discussion
- Provide a variety of thinking stems as examples from which students can choose

Assessment Ideas:

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- Use a checklist during the whole class discussion and group activity as a way to track participation, speaking and listening skills and cooperation skills

- Check for understanding during the group activity and sharing time by using a checklist to determine appropriateness of students' inferences

#### Activity Extensions:

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- Have students independently write an inference in a short paragraph or story
- Infer and make predictions about other familiar objects. Examples could be:
  - Who owns this toy?
  - Who drives this car?
  - Who has this hairdo?
  - Who owns this backpack?
  - Who would read this book?
  - Who lives in this house?
  - Who owns this pet?
  - Whose handwriting is this?
  - the sky's the limit? - Get kids thinking critically!!!!!!
- Present comics or wordless picture books to the students and have them infer about what is happening
- Create an inference center with photos, pictures, wordless picture books and writing materials

#### Why Infer?

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- Making inferences and drawing conclusions are necessary for readers to develop deeper understandings. Giving students an opportunity to infer about real objects provides a context for learning.
- Facilitate the discussion by keeping the questions open-ended rather than leading the students to a correct response.
- Encourage students to extend their thinking by including evidence from the photos to support their inferences.

Adapted from:

<http://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00084/>

# Infering

***SCHEMA + EVIDENCE = INFERENCE***



***What you know*** (your background knowledge) +

***What you see/read/hear*** = ***What you infer***

## Thinking stems:

- I predict...
- It could be that...
- My guess is...
- I infer...
- Perhaps...

***Give the Evidence! Relate it to your background knowledge!***

"My inference is \_\_\_\_\_. My evidence is that \_\_\_\_\_.  
I know from my background knowledge that \_\_\_\_\_."

evidence

inference