

Remote Learning Board Third/Fourth/Fifth Grade Group

Week Five: Unit Six: Applying the Language of Making Inferences
(Interpreting and Drawing Conclusions)



Reading, Writing, Speaking, and Listening to Communicate in English.

Monday, April 27th: Activity One



Learning Intention: I can **infer** what is happening in a picture.

Infer-make an educated guess

Success Criteria: I will know I am successful when...

- I can listen and understand the video.
- I can explain my learning to a family member.
- I can write what happened before and after.
- I can apply **inference** sentence stems.


Activity One: Comic Detective-Let's Infer!



Video Link: [Making Inferences video](#)
Seesaw Link: <https://web.seesaw.me>

Make sure to use complete sentences using the sentence stems shown below!

Inference Sentence Starters		
Beginning	Middle	End
When I read the words	the picture also showed	so I thought
It says	it reminded me of	I think
The character said	and I know	I am guessing
Since the text says	and the character	I can infer
		I inferred



Tuesday, April 28th: Activity Two



Learning Intention: I can **infer** what is happening in a short movie.

Infer-make an educated guess

Success Criteria: I will know I am successful when...

-I can apply inference language by describing the movie with a family member.

-I can use **inference** sentence stems while answering questions about the movie.

Activity Two: Oktapodi-Using Inference!

Video Link: [Oktapodi](#)
Seesaw Link: <https://web.seesaw.me>

Record yourself responding to these questions using the sentence stems we've learned.

Inference Sentence Starters

I can conclude that...

I can infer that...

I figured out that...

This suggests that...

I can tell that...

This supports the idea that...



Questions:

- What is the man's job? How do you know?
- How do the different characters feel?
- How do you know they feel the way they do?
- What do you think happens after the film?

Wednesday, April 29th: Activity Three



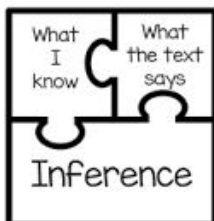
Learning Intention: I can write about sea otters using inference sentence stems.

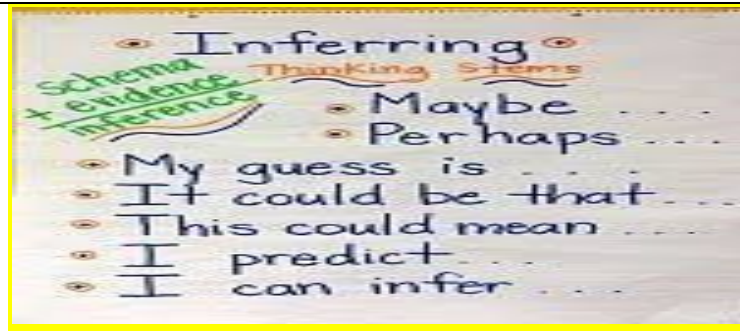
Infer-Read between the lines...

Success Criteria: I will know I am successful when...

- I can observe otter behaviors in the video.
- I can explain why they live in the ocean.
- I can write inferences based on these facts.

Making Inferences





Activity Three: Sea Otters-Not River Otters!

Video Link: [10 Facts That Prove Sea Otters are the Coolest](#)

Seesaw Link: <https://web.seesaw.me>

Complete the graphic organizer on Seesaw using the sentence stems above for support.

Examples:

-**When I watched** this video, **I can infer** that sea otters live in the ocean because of all the kelp!

-**Maybe** sea otters play in the ocean for exercise!

Thursday, April 30th: Activity Four



Learning Intention: can **infer** using what I know about the ocean.

Success Criteria: I know I am successful when...

-I can read a text about sea otters.

-I can write what I know about sea otters.

-I can create **inferences** using sentence stems.

Activity Four: Why are Sea Otters Important?

Book Link: [Loveable, Curious Sea Otters.](#)

Seesaw Link: <https://web.seesaw.me>

Focus Question:

-Why are sea otters important to the ocean?

Sentence Stems:

In the text it explains_____. This helps me think that_____.

Since the text says_____, and I know_____, I can infer_____.

Example:

In the text it explains how without otters, the number of urchins became too high, **so I can infer** that the otters are important to balance the ocean!

Friday, May 1st: Activity Five



Learning Intention: I can apply **inference** language while learning about otters.

Success Criteria: I know I am successful when...

-I can read my writing to my family.

-I can discuss my learning about otters with a family member.



Activity Five: Share My Understanding!

Share your work from yesterday with a family member. Celebrate your hard work and amazing thinking from this week! Wow! Now end the week with a Friday Fun Dance below!

	-Friday Fun Link: Get Yo Body Movin'
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