



Inference

What's the meaning of this!?



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A quick reminder: when you infer meaning, you take what you've read, seen, or heard, and you combine it with what you already know, to come to a logical conclusion. For example, if you saw this kid looking sad, and you saw other kids around her eating, you wouldn't know for sure, but you might **infer** that the kid was sad because she'd forgotten her lunch.

Today, in the podcast, Bryce told us two stories demonstrating that even though things might not turn out exactly as you wished, you can still look on the bright side.



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Take a look at the picture on the left, and then work with a partner and use what you see and what you know to answer the questions.

1. What are the kids doing in this picture?
2. What clues in this picture suggest that the kids might have been participating in a competition?
3. What emotions do you think the kids are experiencing? How can you tell?



Take a look at the picture on the right, and then work with a partner and use what you see and what you know to answer the questions.

1. What is the kid in this picture doing?
2. Do you think he was successful in achieving what he set out to do? Why or why not?
3. How do you think he feels about the result he's achieved? How can you tell?



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1. Why do you think people often infer meanings from what others say or do, rather than taking everything at face value?
2. Why is it important to consider different possibilities when making inferences?
3. Can you describe a time when you made an inference that turned out to be wrong? What did you learn from that experience?



## Which text is which?

Writers write for a purpose. They might want to express an opinion or make an argument, hope to inform their audience or create a narrative. Take a look at the articles below and answer the questions to determine the author's purpose.

1. *Once upon a time at a Wildlife Centre, a very special task was at hand. The caring staff had a tiny female fox cub, whose eyes were yet to open to the world. Found alone, she was as light as a feather, weighing just 80 grams. The carers had a clever idea. They knew this little cub needed to grow up wild, not thinking humans were her family. So, they turned into giant foxes! Wearing a big, fluffy fox mask, they fed her, ensuring the first faces she'd see would remind her of her own kind. And so, with each feeding, the little cub grew stronger, ready for the day she'd dash into the wild, a true fox at heart, thanks to the humans who became foxes, just for her.*

2. *Caring for a baby fox, also known as a kit, takes specific steps to ensure it grows up healthy and keeps its wild instincts.*

**Warmth and Safety:** *First, keep the kit warm and secure. You can use a small box lined with soft, clean cloths. Avoid handling the kit more than necessary.*

**Minimise Human Contact:** *Then, to prevent the kit from getting used to humans, limit contact through sight and touch. Use masks that resemble a fox's face, and gloves for minimal human smells.*

**Release Readiness:** *Finally, the kit should be self-sufficient, wary of humans, and capable of hunting before considering release.*

1. What are the two texts about?

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2. Does the text tell a story from someone's perspective, or does it give you steps to follow?

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3. Can you find characters and a setting in the text?

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4. Is there a problem or conflict that gets resolved in the text?

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5. Does the text use time-order words like 'first,' 'then,' 'next'?

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6. Which text is a narrative, and which one is instructional? Explain your answer.

Text 1 is \_\_\_\_\_, because...

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Text 2 is \_\_\_\_\_, because...

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