

Inferences & Evidence

The image displays three educational worksheets designed for teaching inference and evidence skills. The first worksheet on the left is a blank template with a title 'Inferences & Evidence' and a space for a name. It features a central area for recording an inference and two side areas for recording evidence. The second worksheet in the middle is a sample with the title 'LEGO: Play Well' and a space for a name. It includes a photograph of LEGO bricks and a text passage about the history of LEGO. The third worksheet on the right is a sample with the title 'BEFORE READING: DURING READING: AFTER READING:' and a space for a name. It features three sections for recording inferences and evidence at different stages of reading.

Worksheet 1: Inferences & Evidence

Name: _____

Record an inference in the middle. Then record two pieces of evidence to the sides.

Inferences & Evidence

Central area for inference: _____

Side areas for evidence: _____

Worksheet 2: LEGO: Play Well

Name: _____

LEGO: Play Well

Did you know that the LEGO was created in the aftermath of a workshop fire? In fact, several tragedies struck Ole Kirk Christensen before he made one of the most iconic toys of all time!

History

Ole Kirk Christensen was a young boy who loved whittling and working with wood. He grew up in the small town of Billund, Denmark. In 1916, he opened his own woodworking shop where he made and sold common household items, such as ladders, ironing boards, and stools.

In 1924, an accidental fire destroyed the shop and the family home that was attached. While others may have chosen to give up, Christensen did the opposite. He rebuilt his workshop, making it larger than before and expanded his business.

With the American stock market crash in 1929, much of the world was left facing a depression. Money was scarce and fewer people were buying goods. Christensen decided to begin making less expensive items that people may be able to afford.

Woodworker to Toy Maker

In 1932, his wife passed away and he was struggling to make ends meet. He was facing bankruptcy. With just 7 employees, his son, Godtfred, age 12, began to work for him. Christensen decided that he would refocus and make only toys. In 1934, he renamed his small company "LEGO," the Danish term "leg godt," means "play well."

Christensen was quite a talented toy maker. He was making model cars, animals, and pull toys out of wood. He had created a wheeled duck with a back that opened and closed as it was pulled by a rope. These toys had become national treasures and were coveted by many children around the country.

The War on Wood

By 1940, World War II had begun. Germany occupied Denmark and Godtfred decided to stay and become a manager at LEGO, instead of going to school in Germany as he had planned.

Another fire burned the LEGO factory to the ground in 1942. As the company had grown and become more successful, they were able to quickly start making wooden toys again.

Worksheet 3: BEFORE READING: DURING READING: AFTER READING:

Name: _____

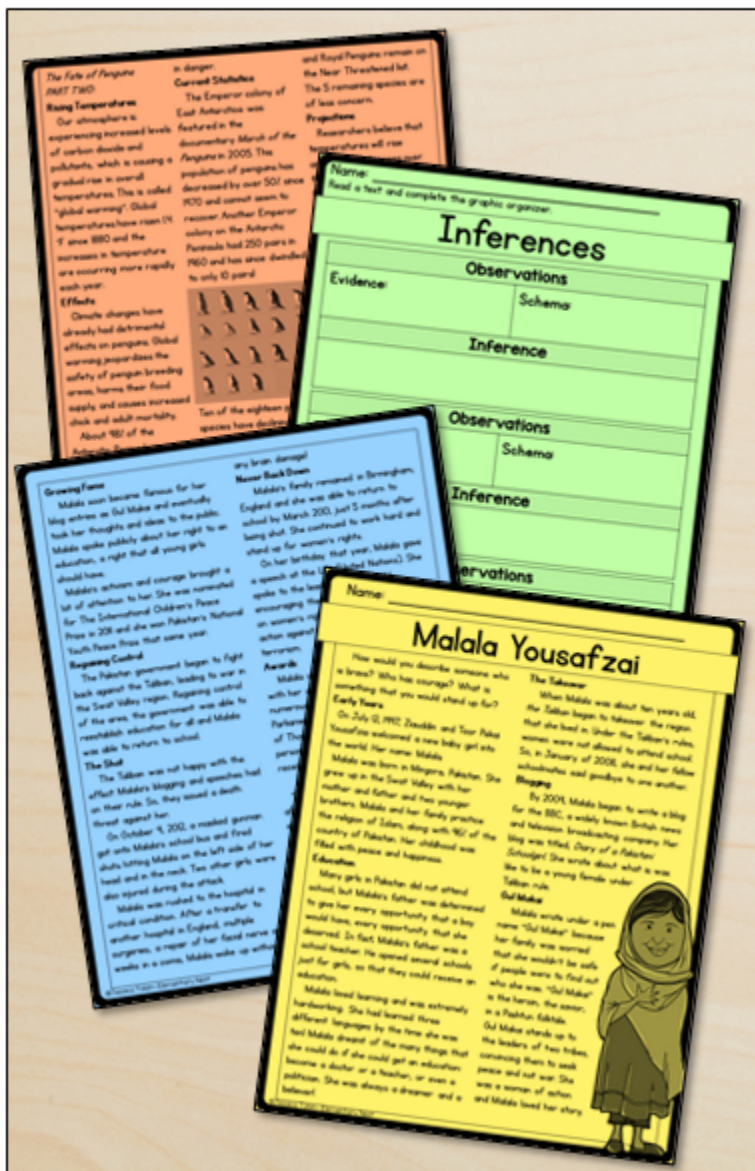
BEFORE READING:
Based on clues, what can you infer about this text?

DURING READING:
Based on clues, what can you infer about this text?

AFTER READING:
Based on clues, what can you infer about this text?

Read a nonfiction text. Lift the flaps and write AN INFERENCE STATEMENT (Inference + Evidence)

What Teachers Have Said...



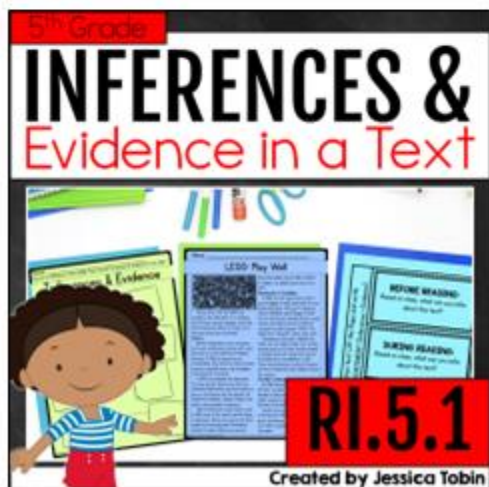
"My students were engaged while completing the activities in this bundle. I have purchased the Reading Literature one as well. They piggyback off of each other. Students get the same information but using fiction versus non-fiction texts."

"This is a great resource. I love how they have the lessons, passages, and organizers. They are interesting & engaging for students. I have never been disappointed with this creator's resources. Will definitely use it again!"

"This was a great resource for my inferencing lessons. I enjoyed it so much that I returned and bought the whole reading bundle to help with future lesson planning."

RI.5.1

This ELA unit provides resources to use while teaching the standard **RI.5.1**, which states that students will be able to **"Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text."**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 4-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

©Jessica Tobin- Elementary Nest

There are three mini lessons within this unit. Here is a look at mini lesson I. It focuses on reviewing inferences.

©Jessica Tobin, Elementary Nest

Mini Lesson 2

Here is a look at mini lesson 2.
It focuses on
drawing inferences and quoting the text.

5th Grade Reading: Informational Lesson

RI.5.1- Lesson 2

I can draw inferences and use accurate quotes to help explain what a text says.

GOALS/STANDARDS
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Mini-Lesson 2 Focus:
Drawing Inferences and Quoting the Text

Activities to Teach

Step 1: Teacher will display anchor chart and discuss text evidence with students. Teacher can make a sample anchor chart or project/print the digital anchor chart.

Step 2: Teacher will read aloud Part I of The Fate of Penguins. Teacher will model how to locate evidence using the first color-coding question card.

Step 3: Students will work with a partner to complete the remaining color-coding question card for Part I of The Fate of Penguins.

Step 4: Students will read Part II of Fate of Penguins independently. They will use the color-coding question cards to locate evidence throughout the text.

Text Evidence

When we are drawing inferences, answer questions, or explaining an idea from a text, we must be able to support the inference with text evidence.

PROVE IT!
with quotes that are
RELEVANT
and
ACCURATE

The Fate of Penguins

Name: _____

Survival Habits
Penguins have adapted to live in climates as low as -76°F (-60°C) and while they may not have the use of their wings for flight, they have become very skilled at swimming in their ocean surrounded habitats. With the ability to swim about four times faster than the fastest Olympic swimmer, penguins are very skilled fishermen. They can dive to depths of more than 1,700 feet below the surface.

See-ice Season
While adult penguins spend much of their time in frigid ocean water, they must return to land to lay eggs and raise their chicks. Baby penguins are born without the protective, waterproof feathers that their parents have. So, during "see-ice season," the chicks stay on land (see ice), developing their much needed waterproof feathers. Their parents bring them the food that they need to survive. By the time the sea-ice breaks up, the penguins should be ready for the open water.

Why is the fate of penguins in danger?
Underline evidence that supports your answer in **yellow**.

How would a shorter sea-ice season affect penguin chicks?
Underline evidence that supports your answer in **blue**.

How do penguins survive in their habitats?
Underline evidence that supports your answer in **red**.

Why do you think penguins can't be found at the North Pole?
Underline evidence that supports your answer in **orange**.

Current Statistics
The Emperor colony of East Antarctica was featured in the documentary March of the Penguins in 2005. The population of penguins has decreased by over 50% since 1970 and cannot seem to recover. Another Emperor colony on the Antarctic Peninsula had 250 pairs in 1960 and has since dwindled to only 10 pairs!

Effects
Climate changes have already had detrimental effects on penguins. Global warming jeopardizes the safety of penguin breeding areas, harms their food supply and causes increased chick and adult mortality.

Other Threats
Ten of the eighteen penguin species have declining populations and are considered at risk of extinction. This list includes the Humboldt Murrelet, Southern Rockhopper, Laysan Albatross, Masked Booby, Brown Booby, African, Northern, and Southern Oystercatchers, African, Northern, and Southern Gulls, and the Yellow-eyed Puffin.

Why is the Antarctic Peninsula affected so greatly by climate change?
Underline evidence that supports your answer in **green**.

Are all penguins in danger of extinction?
Underline evidence that supports your answer in **pink**.

Electric cars are cheaper to run than standard fuel-guzzling cars. In the text, it states that "the Electric (EV) costs about \$100 per year in electricity." I know that standard fuel-guzzling vehicles cost more. You could cut your cost in half or more in an EV.

Mini Lesson 3

Here is a look at mini lesson 3.
It focuses on
exploring texts.

5th Grade Reading Informational Lesson

RI.5.1- lesson 3

I can draw inferences and use accurate quotes to help explain what a text says.

Objectives:
Quote accurately from a text when explaining what the text says explicitly and what drawing inferences from the text.

Mini Lesson 3 Focus: Exploring Texts

Activities to Teach:

Step 1: Teacher will display anchor chart and discuss inference statements with students. Teacher can make a sample anchor chart or project/print the digital anchor chart.

Step 2: Teacher will model how to create an inference statement by making an inference puzzle. Options: Teacher will use the color-coded Fate of the Penguins passage for further guidance to show students correct quotes, explanations, and inferences.

Step 3: Students will complete the remaining inference puzzles with a partner, using the Fate of Penguins text.

Step 4: Students will read a book independently and create the inference puzzle.

Materials:

Inference Statement

There are a few things you need to know:
SOLID inference statement

I can infer that the man was running late for work.

Answer Cite Explain

The Fate of Penguins

NOT FACT:
Penguins are fascinating creatures! However, with the rising temperatures and sea levels due to global warming, just how much will these amazing creatures be affected over time?

Survival Habits:
Penguins have adapted to live in climates as low as -100 F (-140 C) and while they may not have the use of their wings for flight, they have become very skilled at swimming in groups to their oceanic environment.

Adaptations:
With the ability to swim almost four times as fast as a fish!

Current Statistics:
The Emperor colony of East Antarctica was featured in the documentary Penguins. Penguins inhabit Antarctica, decrease in size from 100 to 150 cm, and have a lifespan of 10 to 20 years.

Effects:
Climate changes have already had detrimental effects on penguins. Global warming causes the melting of ice, which reduces the habitat of penguins. Rising sea levels and ocean acidification are also threats to penguins.

Conclusion:
About 10% of the Antarctic Peninsula is covered in ice. It is warming more quickly than any other place in the Southern Hemisphere.

Create 4 Inference Puzzles using the inferences you draw with "The Fate of Penguins."

Record each inference in the large puzzle piece. Then, record your evidence and explanation in the smaller pieces. Cut and glue together.

My Inference Puzzle

Answer Cite Explain

©Jessica Tobin, Elementary Nest

Reading Passages

You're also provided with passages that will help guide instruction. These are instructional level passages.

A collage of various reading passages and questions, including:

- Translocation: Saving our Animals** (with image of a cat)
- Translocation Questions**
- Malala Yousafzai** (with image of Malala Yousafzai)
- Malala Yousafzai Questions**
- Women's Suffrage** (with image of a woman)
- Women's Suffrage Questions**
- The Space Age** (with image of a rocket)
- Space Age Questions**
- LEGO: Play Well** (with image of a LEGO set)
- LEGO: Play Well Questions**
- Cheetah's Best Friend** (with image of a cheetah)
- Cheetah's Best Friend Questions**

Close-Up Passage

Here's a closer look at some included passages.

Name: _____

The Space Age



3.2.1. Blast off!

If you had the opportunity, would you go to space? With new developments in aeronautics, this is a possibility that isn't too far off in our future!

Space Age

On October 4, 1957, the Soviet Union successfully launched the *Sputnik I* into space. The *Sputnik I* was an artificial satellite; a sphere made of aluminum alloy and 4 radio transmitters. This satellite entered "space" and orbited the earth for 3 weeks before its batteries died.

The *Sputnik I* was the first human-made object to successfully enter space. The United States did not anticipate the success that the Soviet Union would have and the two countries were already at odds. Thus, began the Space Race.

The Space Race

Since the successful launch of *Sputnik*,

there have been many more space exploration missions. Some of these missions have been creating and improving communication and exploring and photographing other planets. Space missions are much more than just taking pictures and engineers are taking steps to make space travel safer.

Date	Event
AUG 1957	<i>Sputnik I</i> launched
MAR 1958	<i>Sputnik II</i> launched
MAR 1958	<i>Sputnik III</i> launched
JULY 1958	<i>Sputnik IV</i> launched
DEC 1958	<i>Sputnik V</i> launched
JAN 1959	<i>Sputnik VI</i> launched
FEB 1959	<i>Sputnik VII</i> launched
AUG 1959	<i>Sputnik VIII</i> launched
SEPT 1959	<i>Sputnik IX</i> launched
OCT 1959	<i>Sputnik X</i> launched
AUG 1960	<i>Sputnik XI</i> launched
JAN 1961	<i>Sputnik XII</i> launched
FEB 1961	<i>Sputnik XIII</i> launched
APR 1961	<i>Sputnik XIV</i> launched
MAY 1961	<i>Sputnik XV</i> launched

Apollo Program

Some say the most well-known program of the Space Race was the Apollo program. This NASA program had a total of 11 spaceflights. The first 4 flights were used to test equipment.

On July 20, 1969, on the 2nd crewed Apollo flight, Neil Armstrong, Buzz Aldrin, and Michael Collins headed to the moon in the Apollo 11. While Collins stayed in orbit, Armstrong and Aldrin exited the spacecraft. This was the moment that coined Armstrong's famous, "That's one small step for man, one giant leap for mankind."

Astronauts

Since the beginning of the Space Age, space travel has only been available to a small number of people. Astronauts are an extremely select group of people who have the ability to take space flights.

Requirements include a bachelor's degree, 1,000 hours of flight experience and intense training in order to pass NASA's very difficult "long duration astronaut physical."

Space Tourism

Although less than 600 people have traveled into space as of now, a few private "spaceflight" companies have plans to change that. These companies are trying to make trips to space available to customers all over the world.

"Space tourists" will be able to take a flight into "space" within the next year or so.

©Jessica Tobin-Elementary Nest

two. The tickets will cost about \$250,000

and all passengers will have to complete training in flight. As technology will decrease, but the cost will increase.

The Flight

One specific company plans to begin the first commercial flight. They have designed and will take off like a plane after climbing to 50,000 feet. The spaceship will detach and the rocket engine will fire, propelling the spaceship toward space.

Once they're in space, the pilot will be able to allow passengers to look out at the Earth, the planet, and the weightlessness of space. Passengers will be able to look out at the curves of the Earth.

Seeing the Earth from space is a cause the "Overcoming the Odds" group is working on. They are trying to show how big the Earth is when connected to the rest of the world.



Illustration of a person floating in space, looking out at the Earth. One astronaut sitting on your shoulder.

Name: _____

Space Age Questions

Choose the BEST answer.

1. What can you infer from the underlined portion of the section, "Apollo"?
 - a) The United States had the best space program.
 - b) Going to space is difficult.
 - c) The Apollo program was successful in putting a human on the moon.
 - d) The Soviet Union was ahead of the US.

Use quotes/evidence from the passage in EACH answer and explanation.

2. Will it be an "easy ride" to take a space flight?

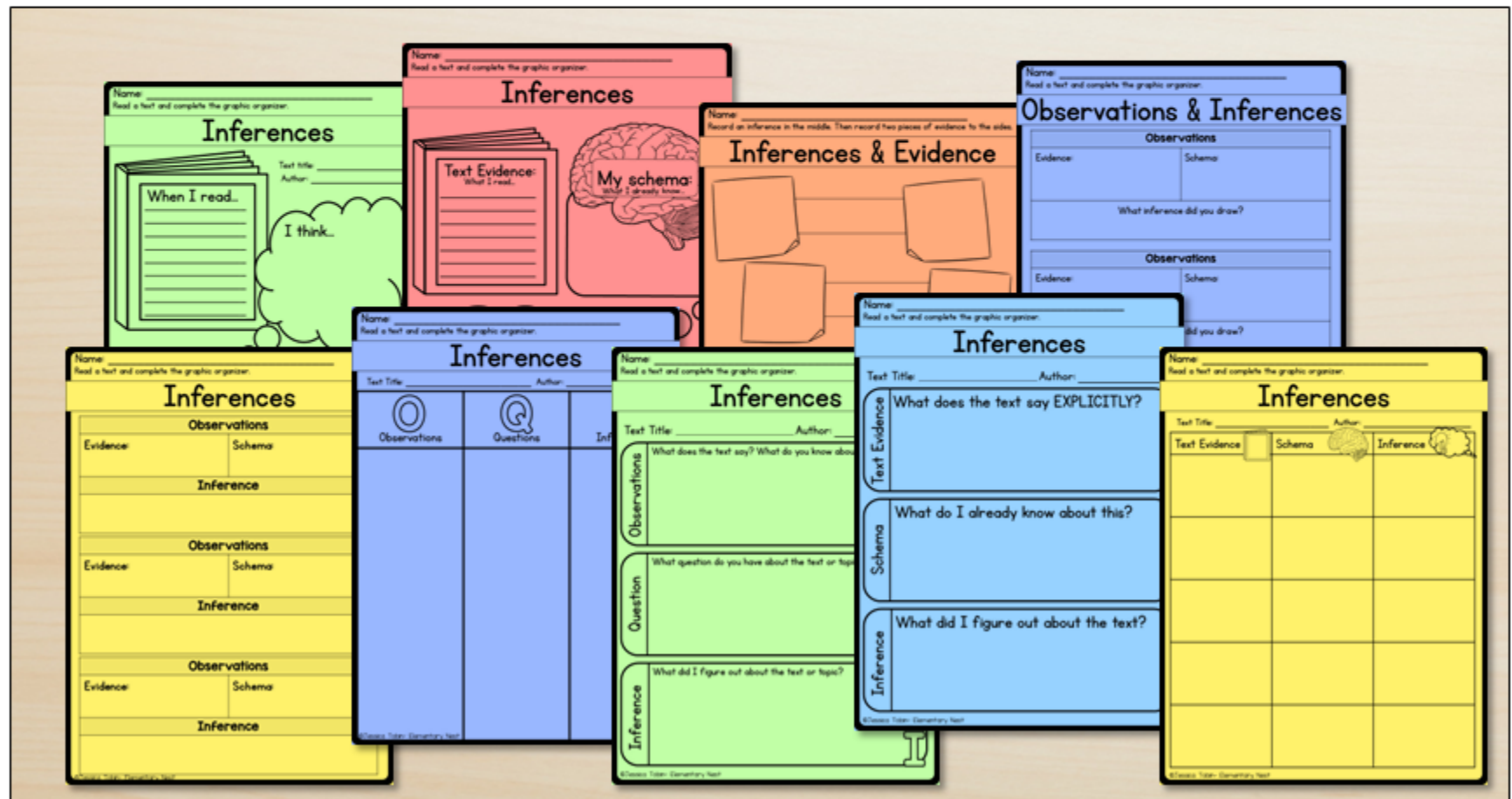
3. What was the "Space Race"? *Underline the details from the text that support your inference in red.

4. Will spaceflight be available to everyone? *Underline the details from the text that support your inference in blue.

5. The Kármán Line is the point that marks the beginning of space. It is located 62 miles above Earth. Is the space flight that is discussed in the article going to "space"? Use a quote from the text to support your answer.

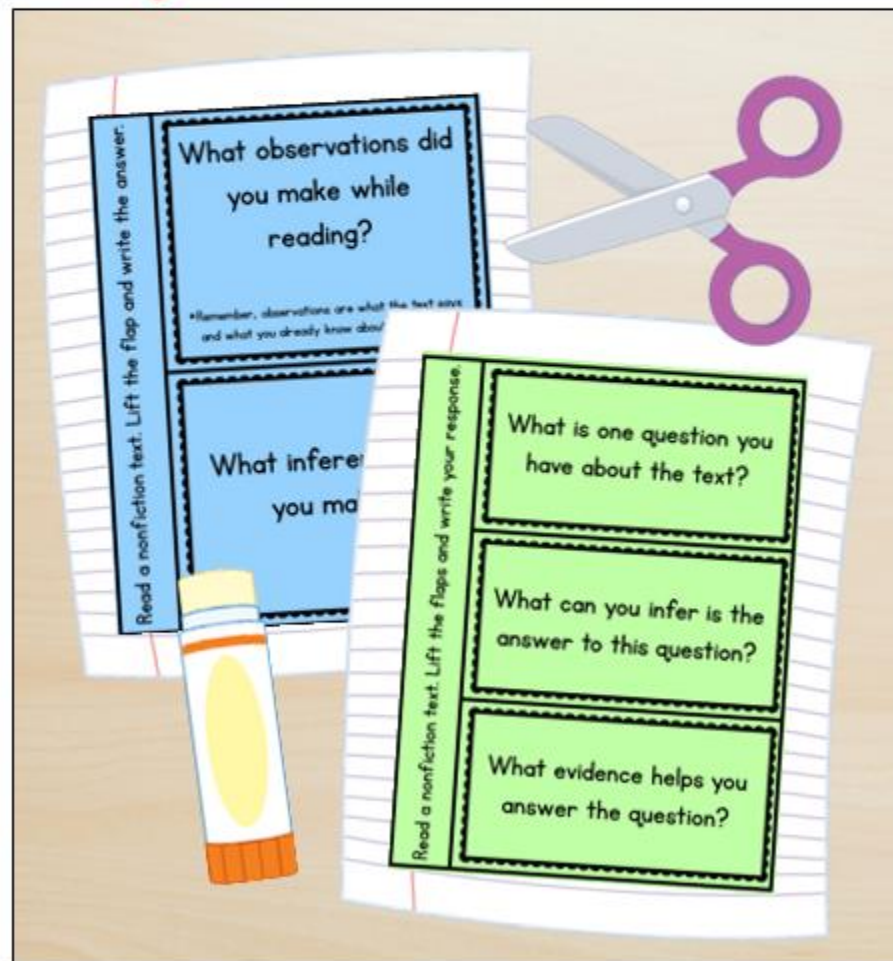
Graphic Organizers

You're also provided with graphic organizers to use with any read-aloud or independent practice text.



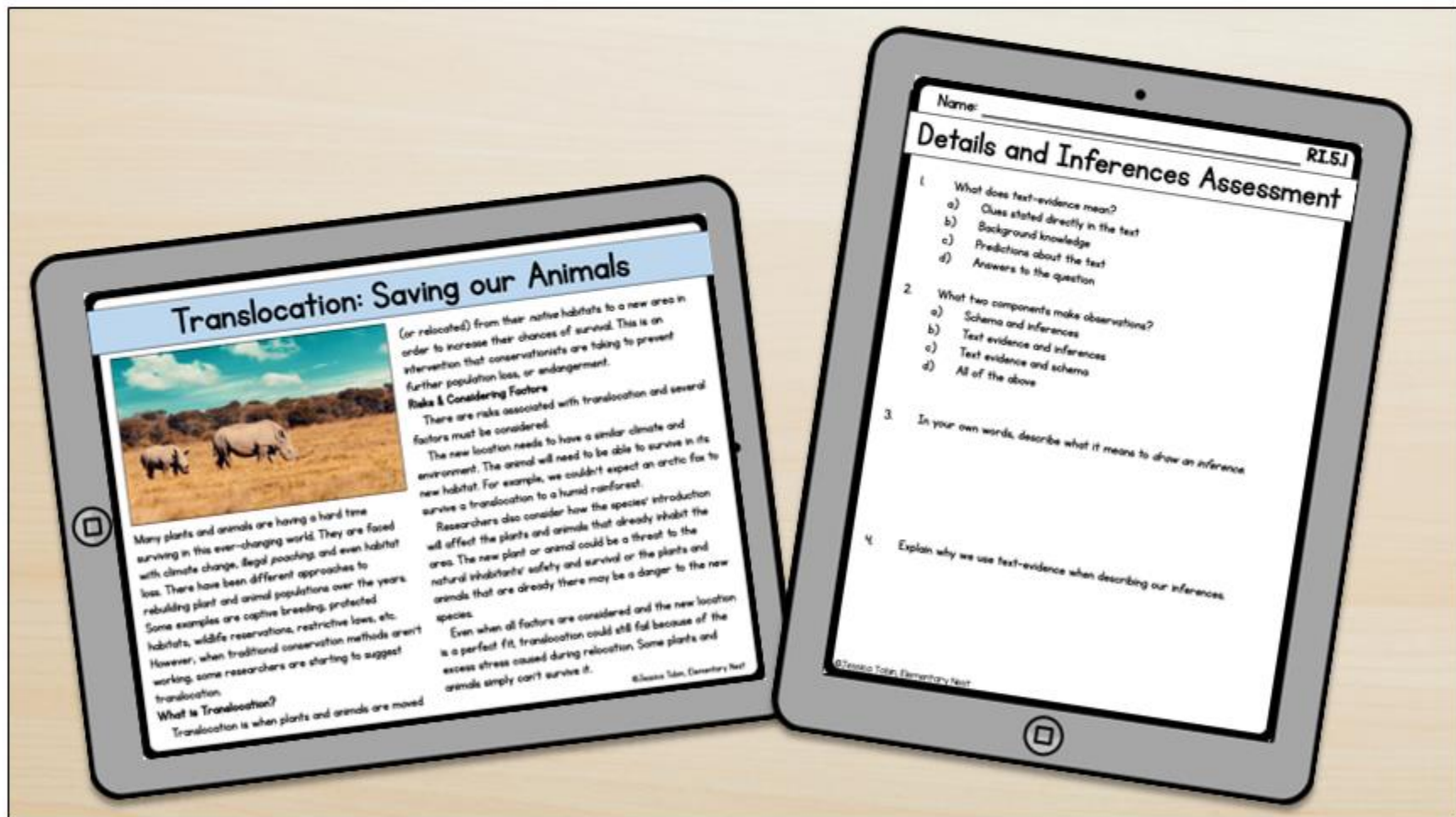
Extra Resources

For even more practice, you can use these interactive notebook templates and task cards with texts and review activities. **Only a few examples shown here.**



Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and assessments now come in Google Slides.



Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard.

