

# Learning together

## What Is Not Clearly Written in the Text (Part 1)

ACTIVITY #13

SEQUENCE: READING STRATEGIES  
3<sup>RD</sup> CYCLE — PRIMARY

By **Laurence Arcouette**,  
Educational Specialist, for Institut TA



### Purpose of the activity

This activity aims to help your child better understand what inference is and how to use it while reading.



### Relevance of the activity

In reading, we often talk about making inferences. A good reader does not need everything to be explained in detail to understand a text: they can make connections and figure out certain information on their own using their knowledge and clues from the text.



### Supplies

- Text used in the activity example (see Appendix)

#### To complete this activity, you can also use:

- texts your child has to read for school;
- a book that matches your child's reading level.



## LET'S GO!

### What?



Today, we are going to practise inferring implicit elements to create new information.

### Why?



As you progress in reading, texts will become more complex. You will need to make connections and think carefully to understand them, since some information must be inferred.

### When?



You can make inferences **before** reading by making predictions, **while** you're reading by making links between information, and **after** reading by answering questions or adjusting your understanding.

### How?



To make inferences, you need to think about what you read, identify clues in the text, and use your knowledge to better understand and find answers.

Today, we will focus on the first situation: identifying clues and then combining them to infer the correct information.

Let's look at an example together:  
*Read the text in the Appendix with your child.*

Here, when I read this paragraph, the author does not explicitly tell me the name of the movie Julien chose. However, by identifying the clues throughout the paragraph, I can figure it out by asking the right questions.

*Ask your child: What is the paragraph about?*

**Answer:** It is about Julien, who is feeling sad and wants to cheer himself up by watching **a movie that will make him laugh**. The author mentions that Julien made his choice, but does not say exactly which movie he chose.

*Ask your child: What are we trying to find out?*

**Answer:** We want to know which movie Julien chose.

*Ask your child: What clues does the author give?*

**Answer:** I know that Julien wants to **laugh and cheer himself up**. Out of the three options (*Secret Mission Underground for Agent Smith*, *My Eternal Love Through the Seasons*, and *School Madness: Who Is the Anonymous Joker?*), only one matches what Julien is looking for. *That is School Madness: Who Is the Anonymous Joker?*



Even if I have not seen this movie and the author only gives the title, I can understand that it is a humorous film based on the **vocabulary used** (madness/joker). Using the first clue (Julien wants to laugh) and the clues in the movie title (madness/joker), I can conclude that this is the movie Julien chose.

*You can now practise this strategy using a book that matches your child's reading level.*

## Don't forget!

This strategy requires thinking about what you read and identifying clues in the text. Feel free to practise with your child by choosing random books from the library.



**Example text:**

Julien feels a bit sad today. He decides to turn on his TV and watch a film that will make him laugh and forget his worries. He opens his app and looks at the choices available to him.

“Agent Smith’s Secret Underground Mission”

“My Eternal Love Over the Seasons”

“Madness at School: Who Is the Anonymous Joker”

Julien takes the remote control, chooses his film and settles down comfortably. He already has a smile on his face!

**Which film do you think Julien chose?**

