

Learning together

What Is Not Clearly Written in the Text (Part 2)

ACTIVITY #14

SEQUENCE: READING STRATEGIES
3RD CYCLE — PRIMARY

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Purpose of the activity

In the previous activity, we saw that to understand a text, you sometimes need to identify clues and infer new information. Sometimes, the clues are not enough, and your child also needs to use their knowledge.



Relevance of the activity

In many texts, authors provide clues, but they also expect your child to fill in or infer certain information that is not directly stated.



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 learn to use the clues in a text **AND** our personal knowledge to make inferences.

Why?



As you progress in reading, texts will become longer and more complex. You will need to make connections to understand them well, since much of the information must be inferred.

When?



You can make inferences **before** you read by making predictions, **while** you're reading by making links between different pieces of information, and **after** reading by answering questions.

How?



Today, we are going to learn how to make **inferences**. To do this, we use **clues from the text AND our knowledge**.

Let's look at an example together.

Read the text in the Appendix with your child for the first time.

First, I read the text once. Here, the author does not clearly state where the action takes place. Instead, they give us clues. To find the setting, I need to think and use what I already know.

Help your child make connections with the place described in the text. You can ask guiding questions such as: What place does this make you think of? Which place matches the clues given by the author? or Have you ever been somewhere like this?

Unless we can ask the author directly, we cannot know the answer for sure! We need to **make hypotheses** using clues from the text and our personal knowledge.

In this example, we read about water flowing like a waterfall, strong jets, splashes, umbrellas, parents watching their children, and the smell of sunscreen.



All these clues make me think of a **water park**.

Why? Because I used to go there often when I was younger. The clues in the text remind me of those experiences. In my mind, I can picture the wave pool splashing and the lounge chairs by the pools.

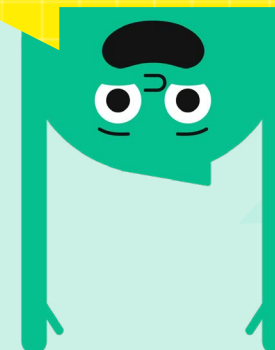
However, someone else might suggest a different answer, and that would also be possible. (For example, someone who has never been to a water park might think of a public pool or the beach, because those are the places they know.)

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



Don't forget!

Since each reader has different experiences, there may be more than one correct answer. However, you must always rely on clues from the text and be able to explain why you think that.



Example text:

Under the summer sun, the children's joyful cries rang out above the constant splashing of the water flowing in waterfalls and powerful spurts. Here and there, colourful inflatables floated on the surface of the water, sending laughs and splashes in their wake. In the shade of the large umbrellas, groups of parents talked amongst themselves while keeping an eye on the bustling pools. Sunscreen could be smelled all around, mixed with the scent of the special treats sold nearby.

