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Name: _____

When Am I?

Directions: Read the paragraphs below. Think about when the story takes place. Try to picture the time. Check the best answer that tells **when** we are in the story.

1. My mother told me that I had to take out the trash. I put on my coat and mittens and grabbed a flashlight. I flipped on the porch light and headed out to put the trash bags at the curb.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter
2. I jumped out of bed, threw on my bathing suit and grabbed my flip flops and headed out to the pool. Dad was already out there eating breakfast. Later in the day, mom gave us some ice cream cones. They melted fast.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter
3. After school, my brother and I put on our boots, hat, and gloves and went outside to build a snowman. We had a snowball fight, too. After a while, we went in and had some hot chocolate that my mom made.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter
4. Last Saturday night, my cousin slept over my house. We roasted marshmallows at the bright fire and chased fireflies. We caught 10 fireflies and watched them glow in a jar. Afterwards, we set them free.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter
5. Friday was our last day of school. My class spent the day at the playground and had a picnic. When the final bell rang, I ran out of the building and headed home. My mom had a popsicle waiting for me.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter

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Name: _____

Making Inferences
Special Night

Katie was excited about tonight. Happily, she put on her big, red shoes and bright, yellow outfit. Her mom helped Katie paint her face white with a big, red circle on each cheek. Just before Katie ran out the door to meet her friends, she attached her large, squeaky nose and placed a bright blue, pointy hat on top of her head. She grabbed an empty bag and went out into the night.

1. What was Katie excited about?

2. What do you think Katie was dressed as?

3. What words helped you know?

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5. Yesterday Julie took a 3-hour nap. Her mom said that her head was feeling warm. She made Julie drink juice and eat soup.

You can infer that Julie's mom thought –

a. dad was sick.
b. Julie was sick.
c. Julie wanted to play longer.

6. Ethan had begged his mom so much today that she sent him to his room for a little while. She knew he had done his chores, but didn't want him to leave the house. She didn't want him to hurt Jake's feelings either.

You can infer that Ethan –

a. wanted to go to Jake's house.
b. wanted to stay home.
c. didn't like Jake.

7. Laney wanted to go to the school dance, but she wasn't allowed to. She got in trouble at school when she was disrespectful to the teacher. She knew all her friends would have so much fun without her. Next time, she wanted to make better choices.

You can infer that –

a. Laney had two brothers.
b. students who got in trouble couldn't go to the school dance.
c. students who were good had to stay home.

8. Taylor couldn't wait to go to school. It was the first time he'd be able to take himself to school. Since they lived close enough to his new school, his parents didn't have to take him. He was really thankful he wouldn't have to walk though!

You can infer that –

a. Taylor hated his new school.
b. Taylor's older sister was going to take him to school.
c. Taylor was going to ride his bike to school.

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Name: _____

Making Inferences

Directions: Match each word to its antonym.

     Petey and Ralphie went exploring last Saturday. Petey carried a net and a bag to put specimens in. Ralphie ran ahead and stuck his nose into a bush searching. Petey followed behind bending to grab a small, red and black, winged critter. Petey looked up, held out his hand, and decided to put on his wide brimmed hat and jacket. He tucked the specimen bag under his jacket so it wouldn't get wet.

     When the sun came back out and the clouds moved away, Petey and Ralphie sat down for lunch. Petey had a ham sandwich, and Ralphie had a big, juicy steak bone. After lunch was finished, the boys trotted on home and observed their new pet. Later that day, the two played catch while the sun set. Summer was over, and Petey had to get up early tomorrow.

1. What did Petey and Ralphie go out to collect?
   _____

2. What kind of critter Petey find?
   _____

3. Why did Petey put on a hat and jacket?
   _____

4. What do you know about Ralphie?
   _____

5. Why do you think Petey has to get up early?
   _____

What do you think might happen next?
   _____
   _____

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Making inferences worksheets pdf grade 3. Making inferences multiple choice worksheets. Making inferences multiple choice worksheets pdf. Making inferences worksheets pdf grade 2.

Be Careful of the Meaning You Infer! When a sentence contains an unfamiliar word, it is sometimes possible to infer the general meaning of the sentence without inferring the exact meaning of the unknown word. For instance, When we invite the Paulsons for dinner, they never invite us to their home for a meal; however, when we have the Browns to dinner, they always reciprocate. You may infer the meaning of incarcerated by answering the question "What usually happens to those found guilty of murder or robbery?" What have you inferred as the meaning of the word incarcerated? Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated. If you answered that they are locked up in jail, prison, or a penitentiary, you correctly inferred the meaning of incarcerated. In reading this sentence, some students infer that the Browns are more desirable dinner guests than the Paulsons without inferring the exact meaning of reciprocate. Other students conclude that the Browns differ from the Paulsons in that they do something in return when they are invited for dinner; these students conclude correctly that reciprocate means "to do something in return." In drawing conclusions (making inferences), you are really getting at the ultimate meaning of things – what is important, why it is important, how one event influences another, how one happening leads to another. Simply getting the facts in reading is not enough. General Sense The meaning of a word may be implied by the general sense of its context, as the meaning of the word incarcerated is implied in the following sentence: Murderers are usually incarcerated for longer periods of time than robbers. When you infer, you go beyond the surface details to see other meanings that the details suggest or imply (not stated). When the meanings of words are not stated clearly in the context of the text, they may be implied – that is, suggested or hinted at. When meanings are implied, you may infer them. Antonyms and Contrasts When the meaning of a word is not implied by the general sense of its context or by examples, it may be implied by an antonym or by a contrasting thought in a context. Antonyms are words that have opposite meanings, such as happy and sad. For instance, Ben is fearless, but his brother is timorous. Skip to main content XLog In Read with purpose and meaning. A contrast in the following sentence implies the meaning of credence: Dad gave credence to my story, but Mom's reaction was one of total disbelief. If you answered social or something like: "people who enjoy the company of others", you correctly inferred the meaning of gregarious. You may infer the meaning of timorous by answering the question, "If Ben is fearless and Jim is very different from Ben with regard to fear, then what word describes Jim?" If you answered a word such as timid, or afraid, or fearful, you inferred the meaning of timorous. Examples When the meaning of the word is not implied by the general sense of its context, it may be implied by examples. For instance, Those who enjoy belonging to clubs, going to parties, and inviting friends often to their homes for dinner are gregarious. Inference is just a big word that means a conclusion or judgement. If you infer that something has happened, you do not see, hear, feel, smell, or taste the actual event. But from what you know, it makes sense to think that it has happened. You make inferences everyday. Most of the time you do so without thinking about it. Suppose you are sitting in your car stopped at a red signal light. You hear screeching tires, then a loud crash and breaking glass. You see nothing, but you infer that there has been a car accident. We all know the sounds of screeching tires and a crash. We know that these sounds almost always mean a car accident. But there could be some other reason, and therefore another explanation, for the sounds. Perhaps it was not an accident involving two moving vehicles. Maybe an angry driver rammed a parked car. Or maybe someone played the sound of a car crash from a recording. Making inferences means choosing the most likely explanation from the facts at hand. You must think about what those facts mean to you. You may infer the meaning of gregarious by answering the question, "What word or words describe people who belong to clubs, go to parties a lot, and often invite friends over to their homes for dinner?" What have you inferred as the meaning of the word gregarious? You may infer the meaning of credence by answering the question, "If Mom's reaction was disbelief and Dad's reaction was very different from Mom's, what was Dad's reaction?" If you answered that Dad believed the story, you correctly inferred the meaning of credence; it means belief. Writers often tell you more than they say directly. They give you hints or clues that help you "read between the lines." Using these clues to give you a deeper understanding of your reading is called inferring. There are several ways to help you draw conclusions from what an author may be implying. The following are descriptions of the various ways to aid you in reaching a conclusion.

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