

Lesson 2 Textual
Implications (Inference/
Drawing Conclusions/
Prediction)



Created by Gay Miller

I have decided to make Lesson 2/Chapter 2 a free sample item because many of the activities link back to *The Dark is Rising*. The lesson contains some activities which can be completed in isolation. I hope you will give these a try.

Visit my website for additional free materials to aid with this lesson including word wall words at <http://bookunitsteacher.com/languagearts.htm>

Other Lessons that are available include:

Part One Skill Lessons – Comprehending Literature

- ❖ Lesson 1 - Sequence Techniques
- ❖ Lesson 2 - Inference/ Drawing Conclusions/ Predictions
- ❖ Lesson 3 - Genres
- ❖ Lesson 4 - Figurative Language

Part Two Skill Lessons – Vocabulary Basics

- ❖ Lesson 5 - Connotation and Denotation
- ❖ Lesson 6 - Multiple Meaning Words
- ❖ Lesson 7 - Analogies
- ❖ Lesson 8 - Affixes

Part Three Skill Lessons – Story Elements

- ❖ Lesson 9 - Character/Setting/Mood
- ❖ Lesson 10 - Point of View
- ❖ Lesson 11 - Plot
- ❖ Lesson 12 - Conflict
- ❖ Lesson 13 - Theme
- ❖ Story Map

Lesson Created by Gay Miller

<http://www.teacherspayteachers.com/Store/Gay-Miller>

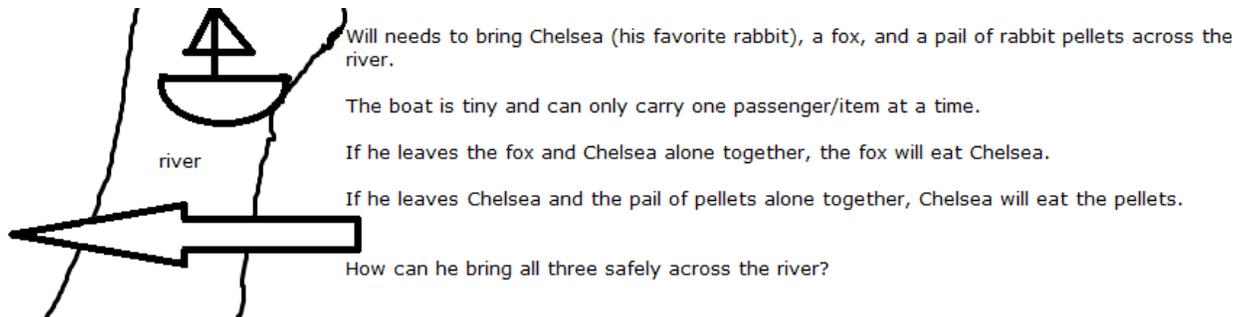
Lesson 2 Part One: The Finding

Chapter 2 • Midwinter Day •

Skill Activity – Textual Implications (Inference/ Drawing Conclusions/ Prediction)

Hook

Have students work with a partner or divide the students into small groups to increase the number of students who can successfully complete this logic problem.



Discussion

Solution

First Will should take Chelsea to the other side of the river. Will will drop him off and then go back and pick up the pellets. When he reaches the side of the river where Chelsea has been unloaded, he will drop off the pellets, and then put Chelsea back in the boat. Next Will will go back across the river and drop off Chelsea as he picks up the fox. Then he will take the fox across the river and leave him with the pellets. Finally Will will go back for Chelsea.

- ❖ How did working on this problem make you feel?
- ❖ Did you want an answer right away, or did you enjoy reasoning through the steps with others?

In this puzzle all the information needed to solve the problem was present, but you had to use logic and reasoning to solve it. Authors do the same thing with text in fiction. Information is given, but it must be deciphered using reasoning and logic by the reader. Joining a book club is one fun way people who enjoy “deciphering” books get together to share their ideas about what authors mean by certain textual implications.

Essential Question

While you are completing this lesson think about how an author’s use of textual implications gives a deeper meaning to the text giving the reader a stronger connection to the story.

Literature Standards **RL.1**

Lesson Vocabulary

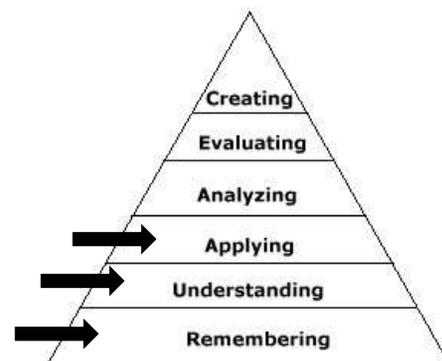
inference

drawing conclusions

prediction

textual implications

Activity 1 - Go over the following definitions and examples while students create an interactive organizer (found on page 41) explaining the three textual implications used in this lesson. Have students write in key words in each definition. On the right side of the organizer students may draw a quick sketch to remind them of the meanings of the terms. Show students the three drawings on the lesson vocabulary cards for some ideas of what to draw. Students will glue the completed organizer on page 8 of their organizer notebooks.



Inference – An inference is an **educational guess** about something that is happening, based on **information** in the text and the reader’s **prior knowledge** of the subject.

- Will attacked him [James], and they scuffled together, grinning, while the empty pail toppled rattling on the hard ground.
(You can infer that because the boys were grinning that scuffling is one way they play. The boys do not mean to hurt one another.)
- “Ah,” he said. “Hay for Stantons’ Farm?” It was his joke with their mother, because of the rabbits and the hens.
(You can infer that the Stantons do not have animals that would normally eat hay such as cattle or horses on their farm.)

Draw Conclusions – Drawing conclusions means the reader analyzes facts or **details** in the text by **eliminating** choices or **narrowing down** options. When a reader draws a conclusion the result is final and can be backed with data to prove the point.

- Text copyright © 1973 by Susan Cooper
- Outside the window, their father’s battered little van stood in a yellow cave of light.
- He switched off the small bedside lamp, and the night swallowed the room.
- Then Paul turned his head, and Will followed his looking and saw that the skylight in the roof was hanging open, still swaying with the force of its fall; there was a black square of empty night in the roof, and through it the wind was bringing in a bitter midwinter cold.
- “I don’t even know what year this is, after all.”

“Anno Domini eighteen seventy-five,” Merriman said.

In every century since the beginning, Will, the Sign of Wood must be renewed, for it is the only one of the six that cannot keep its nature unchanged. . . because when your own century comes you will take it out for all time, for the joining, and there need be no more renewing then.”

(You can conclude that the story is set in the later part of the twentieth century since the copyright date was 1973, father owns a van, Will must flip a switch to turn off the lamp, and the room has a skylight. Later in Chapter 7 Will goes back to 1875 to witness the Sign of Wood being remade for the last time. It must be remade every 100 years.)

- “Hay for Stantons’ Farm?”

- Will thought that if he were a fox he would have kept clear too; his mother might be married to a jeweller, but with generations of Buckinghamshire farmers behind her, she was no joke when the old instincts were roused.

(You can conclude that Stanton family lives on a farm that was passed down through Will's mother's side of the family.)

Prediction – A prediction is a **reasonable** or **logical** guess about what might happen **next** in a story. Predictions should be based on **facts** or **details** in the text. Using knowledge you have of the material presented may help you make correct predictions. By reading ahead you may check to determine if your prediction was accurate. Readers may change predictions while reading when more details are revealed. This is what makes reading interesting.

Think about meteorologists, weather forecasters. They predict the upcoming weather on a daily basis. The forecasters don't simply guess what the weather will be. They have advanced equipment which takes a lot of training to learn how to read. Prediction in literature should be the same. A reader doesn't simply guess at what might happen, but should factor in all the events and think through them logically before predicting what will happen next in the story.

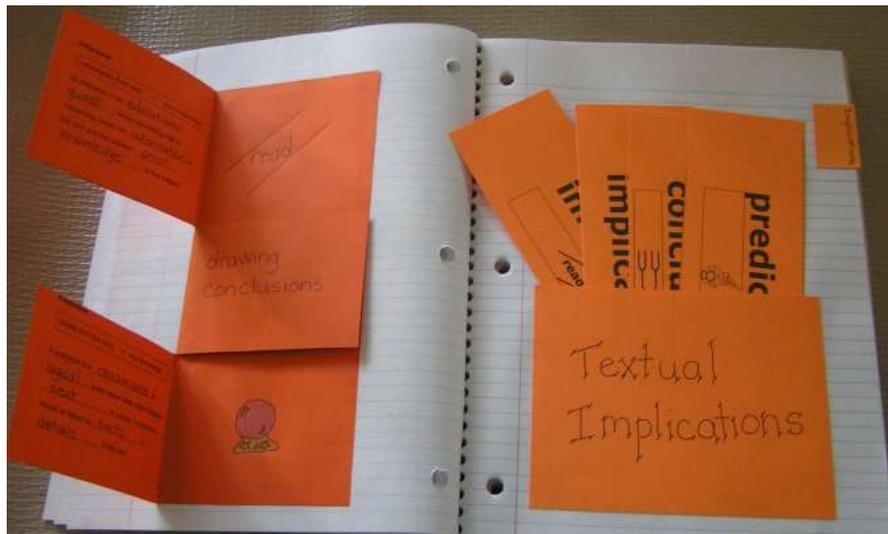
Think about these passages from *The Dark is Rising*.

- "The Walker is abroad," he said again. "And this night will be bad, and tomorrow will be beyond imagining."

(You can predict that the Walker is a sign of bad things to come.)

- "Keep it [the ornament] safe, Will. And the less you happen to talk about it, the better. You will need it after the snow comes."

(You can predict that some major event is going to take place in Will's life after it snows. --- You can also predict that the ornament will help Will with the event which is to take place.)



Inference

information from text + your knowledge

An inference is an _____
_____ about something that is
happening, based on _____ in
the text and the reader's _____
_____ of the subject.

Drawing Conclusions

information from text + reasoning/logic

Drawing conclusions means the reader analyzes
facts or _____ in the text by
_____ choices or
_____ options.

When a reader draws a conclusion the result is
final and can be backed with data to prove the
point.

Prediction

details from the story + your knowledge

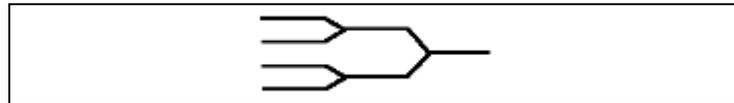
A prediction is a _____ or
_____ guess about what might happen
_____ in a story. Predictions
should be based on _____ or
_____ in the text.

After copying, cut off the extra around the four sides of the organizer. Fill in blank spaces with key words. To create the organizer, fold the page in half on the dotted lines. Cut on the solid lines between the definitions up to the dotted fold line. Write the names of each textual implication on the "outside flaps" of the organizer.

inference



drawing conclusions



predictions

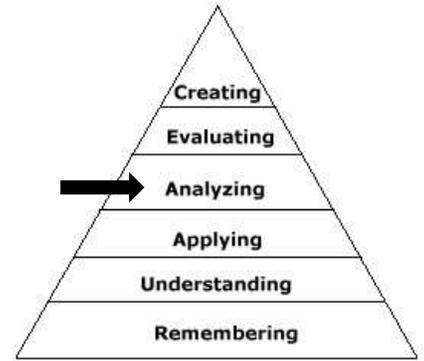


textual implications

Activity 2 – Inference Game

Preparation: Duplicate page 46, one copy for each student.

Instructions: I will read a list of eight clues describing an object from *The Dark is Rising*. On the sheet provided guess what the object might be after each clue. Once you are certain you have identified the object correctly you may stop writing down guesses. We will repeat this activity with a total of eight objects.



After all the objects have been identified you will need to tally your points to determine who has the highest class total. You will receive the number of points next to the first correct guess for each object. If you guessed the object correctly after the first clue, you will receive 8 points, after two clues you will receive 7 points and so on. Add the points together for each object to determine your total. To win the game you must have the highest totaled points.



Object 1

- 1) I am made from something living.
- 2) I may be used for food.
- 3) I am cut and dried.
- 4) My name is used in the slang phrase, "People hit me."
- 5) My name is used in the slang phrase, "People say make me while the sun shines."
- 6) I am stored in a loft.
- 7) I am eaten by cattle and horses.
- 8) I am made from grass, clover, and alfalfa.

I am hay.



Object 2

- 1) I am a place.
- 2) I have several buildings on me.
- 3) Will knows me.
- 4) I have an orchard.
- 5) I have an old barn, rabbit hutches, and chicken coops.
- 6) I have an old house on me.
- 7) I am next to the Dawsons' Farm.
- 8) Will and Chelsea live on me.

I am the Stanton Farm.



Object 3

- 1) I am living.
- 2) I am a cultivated plant.
- 3) I have short thick stems.
- 4) I am edible.
- 5) I am a vegetable.
- 6) I may be eaten with cheese.
- 7) I am a flowering cabbage.
- 8) I have a head of crowded white flowers.

I am cauliflower.



Object 4

- 1) People do not like me because I interrupt their day.
- 2) I last for at least three hours.
- 3) I cover wide areas.
- 4) I have low temperatures.
- 5) I am a severe weather condition.
- 6) I contain winds of more than 35 mph.
- 7) I make visibility limited to less than 500 feet.
- 8) I contain snow.

I am a blizzard.



Object 5

- 1) I am edible.
- 2) Some people use me as a slang saying they're going to make someone into to me, but what they really mean is they are going to defeat the person completely.
- 3) I sometimes contain meat.
- 4) I am mixture of fruit and spices.
- 5) I contain apples, raisins, and currants.
- 6) I am mixed with suet.
- 7) I am used for filling a pie.
- 8) I am a two syllable word – both beginning with m's.

I am mincemeat.



Object 6

- 1) I am a nonliving item.
- 2) My name is a compound word.
- 3) Part of me is made of glass.
- 4) You can see the sky through my glass.
- 5) I am on the ceiling.
- 6) A latch keeps me closed.
- 7) I am a type of window.
- 8) Sunlight shines through me during the daytime.

I am a skylight.



Object 7

- 1) I am something people wear.
- 2) I am worn by both males and females.
- 3) I often have brass buttons.
- 4) I am usually kept clean and pressed.
- 5) I am a type of outfit.
- 6) I am worn by members of a given profession, organization, or rank.
- 7) I am worn by members of the military.
- 8) Stephen Stanton had a photo taken while wearing me.

I am a uniform.



Object 8

- 1) My name is a compound word.
- 2) I am an event.
- 3) There is a song about me.
- 4) I come annually.
- 5) I am observed with cards.
- 6) People honor me with festivities.
- 7) People often celebrate me with cake and candles.
- 8) I am the anniversary of the day of one's birth.

birthday

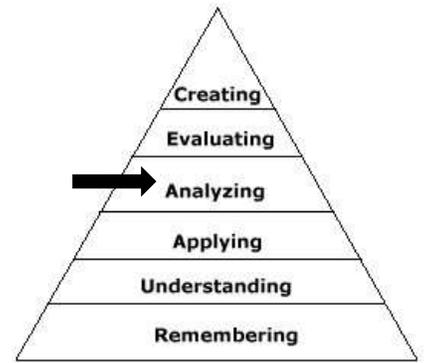
Inference Game Record Sheet

<p>Object 1</p> <p>1st. _____(8)</p> <p>2nd. _____(7)</p> <p>3rd. _____(6)</p> <p>4th. _____(5)</p> <p>5th. _____(4)</p> <p>6th. _____(3)</p> <p>7th. _____(2)</p> <p>8th. _____(1)</p>	<p>Object 2</p> <p>1st. _____(8)</p> <p>2nd. _____(7)</p> <p>3rd. _____(6)</p> <p>4th. _____(5)</p> <p>5th. _____(4)</p> <p>6th. _____(3)</p> <p>7th. _____(2)</p> <p>8th. _____(1)</p>	<p>Object 3</p> <p>1st. _____(8)</p> <p>2nd. _____(7)</p> <p>3rd. _____(6)</p> <p>4th. _____(5)</p> <p>5th. _____(4)</p> <p>6th. _____(3)</p> <p>7th. _____(2)</p> <p>8th. _____(1)</p>
<p>Object 4</p> <p>1st. _____(8)</p> <p>2nd. _____(7)</p> <p>3rd. _____(6)</p> <p>4th. _____(5)</p> <p>5th. _____(4)</p> <p>6th. _____(3)</p> <p>7th. _____(2)</p> <p>8th. _____(1)</p>	<p>Object 5</p> <p>1st. _____(8)</p> <p>2nd. _____(7)</p> <p>3rd. _____(6)</p> <p>4th. _____(5)</p> <p>5th. _____(4)</p> <p>6th. _____(3)</p> <p>7th. _____(2)</p> <p>8th. _____(1)</p>	<p>Object 6</p> <p>1st. _____(8)</p> <p>2nd. _____(7)</p> <p>3rd. _____(6)</p> <p>4th. _____(5)</p> <p>5th. _____(4)</p> <p>6th. _____(3)</p> <p>7th. _____(2)</p> <p>8th. _____(1)</p>
<p>Object 7</p> <p>1st. _____(8)</p> <p>2nd. _____(7)</p> <p>3rd. _____(6)</p> <p>4th. _____(5)</p> <p>5th. _____(4)</p> <p>6th. _____(3)</p> <p>7th. _____(2)</p> <p>8th. _____(1)</p>	<p>Object 8</p> <p>1st. _____(8)</p> <p>2nd. _____(7)</p> <p>3rd. _____(6)</p> <p>4th. _____(5)</p> <p>5th. _____(4)</p> <p>6th. _____(3)</p> <p>7th. _____(2)</p> <p>8th. _____(1)</p>	<p>Object 1 _____</p> <p>Object 2 _____</p> <p>Object 3 _____</p> <p>Object 4 _____</p> <p>Object 5 _____</p> <p>Object 6 _____</p> <p>Object 7 _____</p> <p>Object 8 _____</p> <hr/> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Total</div>

Activity 3 - Fact or Inference

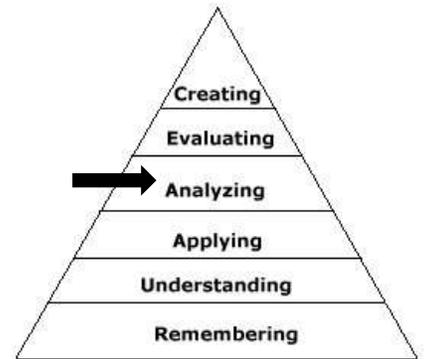
Preparation: Reproduce page 48 – one for each student.

Instructions: On the worksheet provided students will determine if each statement is a fact or an inference. Explain that facts will be stated directly in the text. Have the students use highlighters to highlight each fact.



Activity 4 - Drawing Conclusions

Students will complete the Stanton Family Chart – found on page 49 by drawing conclusions from the passages in *The Dark is Rising*.



Fact or Inference

Instructions – Read the passage from *The Dark is Rising*. Determine if the statements about the passage are facts or inferences. If the answer is fact use your highlighter to highlight the fact in the passage.

<p>1) Waving at him from the end of the table, his mother called, "What shall we have for tea tomorrow, Will?"</p> <p>He said indistinctly, "Liver and bacon, please."</p> <p>James gave a loud groan.</p> <p>"Shut up," said Barbara, superior and sixteen. "It's his birthday, he can choose."</p> <p>"But liver," said James.</p> <p>"Serves you right," Robin said. "On your last birthday, if I remember right, we all had to eat that revolting cauliflower cheese."</p> <p>.....</p> <p>"Anyone coming to tea tomorrow, Will?"</p> <p>"No. Angus Macdonald's gone to Scotland for Christmas, and Mike's staying with his grannie in Southall. I don't mind."</p>	<p>Inference Fact</p> <p>_____ _____</p> <p>_____ _____</p> <p>_____ _____</p> <p>_____ _____</p> <p>_____ _____</p> <p>_____ _____</p>	<p>a) Mrs. Stanton lets her children choose the tea menu on their birthdays.</p> <p>b) Barbara is 16 years old.</p> <p>c) Will's best friends are Angus and Mike.</p> <p>d) Will's favorite meal is liver and bacon.</p> <p>e) James doesn't like liver.</p> <p>f) It is the Christmas holiday.</p> <p>g) James chose cauliflower and cheese for his birthday menu.</p>
<p>2) "The Walker is abroad," he said again. "And this night will be bad, and tomorrow will be beyond imagining." He looked at Will, and Will looked back in growing alarm into the weathered face, the bright dark eyes creased narrow by decades of peering into sun and rain and wind. He had never noticed before how dark Farmer Dawson's eyes were: strange, in their blue-eyed county.</p> <p>"You have a birthday coming," the farmer said.</p> <p>"Mmm," said Will.</p> <p>"I have something for you." He glanced briefly round the yard, and withdrew one hand from his pocket; in it, saw what looked like a kind of ornament, made of black metal, a flat circle quartered by two crossed lines. He took it, fingering it curiously. It was about the size of his palm, and quite heavy; roughly forged out of iron, he guessed, though with no sharp points or edges. The iron was cold to his hand.</p> <p>"What is it?" he said.</p> <p>"For the moment," Mr. Dawson said, "just call it something to keep. To keep with you always, all the time. Put it in your pocket, now. And later on, loop your belt through it and wear it like an extra buckle."</p>	<p>Inference Fact</p> <p>_____ _____</p> <p>_____ _____</p> <p>_____ _____</p> <p>_____ _____</p> <p>_____ _____</p> <p>_____ _____</p>	<p>h) The ornament was a birthday present for Will from Farmer Dawson.</p> <p>i) Most people in Buckingham have blue eyes.</p> <p>j) Farmer Dawson's eyes were brown.</p> <p>k) Farmer Dawson is several decades old.</p> <p>l) The ornament was made of black metal.</p> <p>m) The metal was some type of protection for Will that he needs to keep with him.</p> <p>n) The metal is quartered by two crossed lines.</p>

Drawing Conclusions

Instructions – Based on the information in the following passages complete the Stanton Family Chart. Write the name of each sibling in order beginning with the oldest.

1. A full symphony orchestra was swelling out of the radio; their eldest sister Gwen was slicing onions and singing; their mother was bent broad-beamed and red-faced over an oven.
2. Not that anyone was likely to miss your talk in the cheerful babble of the Stanton family, especially when you were its youngest member.
3. Gwen was setting the table, patiently steering her way round a trio of bent figures where Mr. Stanton was peering at some small, nameless piece of machinery with the twins, Robin and Paul; and with Mary's plump form now guarding it, the radio was blasting out pop music at enormous volume.
4. "Shut up," said Barbara, superior and sixteen. "It's his birthday, he can choose."
5. Mary sniffed. "On my eleventh birthday, I was beaten and sent to bed."

"Good heavens," said her mother, "fancy you remembering that. And what a way to describe it. In point of fact you got one hard wallop on the bottom, and well-deserved, too, as far as I can recollect."

"It was my birthday," Mary said, tossing her pony-tail. "And I've never forgotten."

"Give yourself time," Robin said cheerfully. "Three years isn't much."

6. "I'll say," said Max, scattering drops of water over them as he unwound his scarf. He was the eldest brother, not counting Stephen, who had been in the Navy for years and seldom came home.
7. "It's my birthday," Will said.

"A Midwinter birthday," said the strange man in the cloak. "Auspicious, indeed. And you will be eleven years grown."

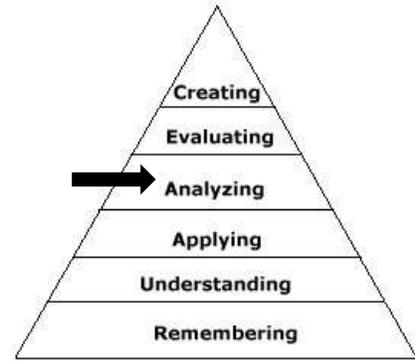
The Stanton Family Children

Girls	Age	Boys	Age

Activity 5 – Prediction

Try one of these activities to encourage the class to think about prediction.

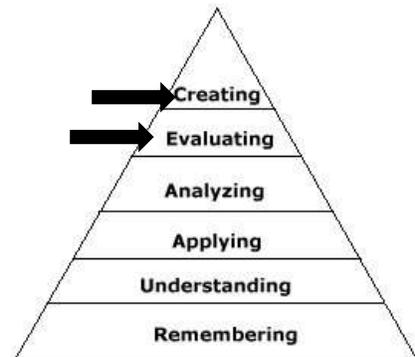
- 1) Bring in four to five unusual tools. Have the students predict how the tools may be used. After students brainstorm, demonstrate the tool's use.
- 2) Take photos of objects showing only a small close up area. Have students make predictions of what the object might be. After students make guesses, show a second photo of the entire object. Have students determine if their predictions were correct.
- 3) Hold up books. Have students make predictions about the books based solely on the covers. After a period of discussion, read the summary from the book jackets and have students determine if their predictions were correct.



Activity 6 – Carousel Brainstorming

Planning

In preparation for Carousel Brainstorming you will need four markers: one black and three different colors based on group colors. Using a black marker write *Inference*, *Drawing Conclusions*, and *Prediction* on the top of three pieces of chart paper. Place the chart paper in three locations around the classroom.



Divide the students into three different groups. Using the different colored name badges is the most efficient way to prepare for grouping the students.

Procedure

- 1) Give the recorder in each group a marker based on the group's color.
- 2) Explain that the students will write information on the chart paper about the designated topic. The information may include:
 - Definitions
 - Examples from *The Dark is Rising*
 - Evaluations of how Susan Cooper's use of the textual implications made the reader feel
 - Made-up examples of the textual implication
- 3) Each group will work with each chart for a predetermined number of minutes. Ten minutes works well if class time allows.
- 4) After the designated number of minutes, a signal will be given and groups will rotate counter-clockwise to the next chart. Students must first read what the previous group has written because they are not allowed to add something to the chart that has been written by a previous group.
- 5) After each group has written on all charts, the reporter from each group will share the information from the last topic his/her group worked on with the class.

Answer Keys for

Lesson 2 Part One: The Finding

Chapter 2 • Midwinter Day •

Activity 3 - Fact or Inference

Inference	Fact	
<u> X </u>	<u> </u>	a) Mrs. Stanton lets her children choose the tea menu on their birthdays.
<u> </u>	<u> X </u>	b) Barbara is 16 years old.
<u> X </u>	<u> </u>	c) Will's best friends are Angus and Mike.
<u> X </u>	<u> </u>	d) Will's favorite meal is liver and bacon.
<u> X </u>	<u> </u>	e) James doesn't like liver.
<u> X </u>	<u> </u>	f) It is the Christmas holiday.
<u> </u>	<u> X </u>	g) James chose cauliflower and cheese for his birthday menu.
Inference	Fact	
<u> X </u>	<u> </u>	h) The ornament was a birthday present for Will from Farmer Dawson.
<u> X </u>	<u> </u>	i) Most people in Buckingham have blue eyes.
<u> X </u>	<u> </u>	j) Farmer Dawson's eyes were brown.
<u> X </u>	<u> </u>	k) Farmer Dawson is several decades old.
<u> </u>	<u> X </u>	l) The ornament was made of black metal.
<u> X </u>	<u> </u>	m) The metal was some type of protection for Will that he needs to keep with him.
<u> </u>	<u> X </u>	n) The metal is quartered by two crossed lines.

Activity 4 - The Stanton Family

Girls	Age	Boys	Age
Gwen	eldest girl	Stephen	eldest boy
Barbara	16	Max	second eldest
Mary	14	Paul	twin to Robin
		Robin	twin to Paul
		James	
		Will	11 - youngest member

You can purchase the full unit for *The Dark is Rising* at

<http://www.teacherspayteachers.com/Product/The-Dark-is-Rising-Book-Unit-387933>

The Dark is Rising is an exceptional contemporary fantasy on the Common Core Standards Grades 6-8 Exemplars List. This 400 page unit is fully aligned to the Common Core Standards. The unit is

divided into thirteen lessons. Each lesson is based on one of the thirteen chapters of *The Dark of Rising*. Each skill lesson follows this routine:

- Hook
- Essential Question
- Literature or Language Standards (Based on the Common Core Standards)
- Lesson Vocabulary
- Interactive Graphic Organizer (The organizer introduces the vocabulary, definitions, and/or rules needed to complete the lesson.)
- A Series of Hands-on Activities building on the steps of Bloom's Revised Taxonomy

Part One Skill Lessons – Comprehending Literature

- o Sequence Techniques
- o Inference/ Drawing Conclusions/ Predictions
- o Genres
- o Figurative Language

Part Two Skill Lessons – Vocabulary Basics

- o Connotation and Denotation
- o Multiple Meaning Words
- o Analogies
- o Affixes

Part Three Skill Lessons – Story Elements

- o Character/Setting/Mood
- o Point of View
- o Plot
- o Conflict
- o Theme
- o Story Map

Following each skill lesson two words are introduced for the upcoming chapter. A printable practice sheet is available to help introduce and practice the words.

For each chapter a multiple choice test aligned to Common Core with higher level questions such as cause/effect, sequencing, context clues, main idea, plot development, summary, drawing conclusions, inference, predicting, theme, understanding vocabulary, interpreting literary devices, etc. is included. Each comprehension quiz also contains three constructive response questions. These questions have graphic organizers to help students plan a response. These questions also require students to verify answers with the text.

Unit vocabulary and skill tests are provided.

You will receive a username and password to a website which contains these quizzes in an interactive format. The password protected site will also contain display materials to aid in teaching this unit.