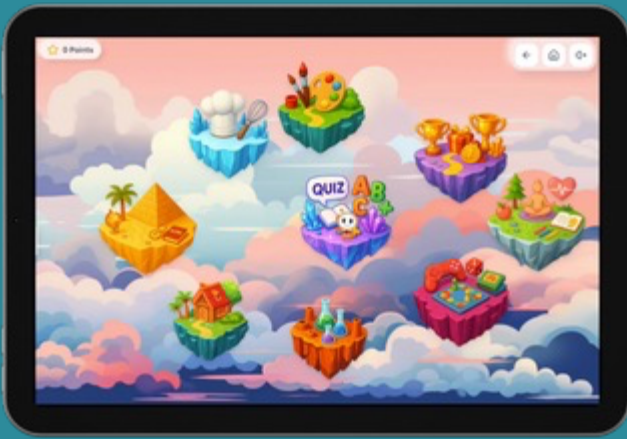


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Making Inferences Unit - Year 4

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Inference Detectives



Readers infer when they use clues and what they already know to work out what the author suggests but does not directly say.

1

Look for clues



2

Use what you know



3

Make an inference



I think... because the text shows...



Inference Evidence Toolkit Cards



Text Clues

What words, actions or details can you point to?



Picture Clues

What do you notice in the image?



What I Know

What background knowledge helps?



Feeling Clues

What might the character feel? Why?



Setting Clues

Where or when might this be happening?



Strong Evidence

Which clue best supports your inference?



I Infer

I think... because...



Check It

Does my inference match the text?

Clue Match Task Cards A

1.

Muddy shoes by the door



- What happened?
- Which clues prove it?

2.

A trophy on the desk



- How might the student feel?
- What clue supports this?

3.

An empty birdcage



- What might be missing?
- What should you check?

4.

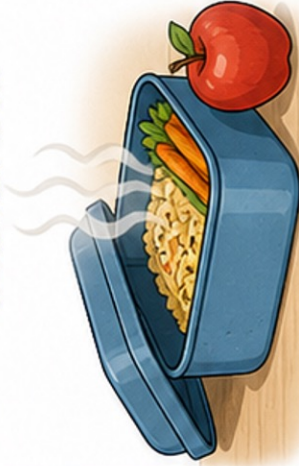
A library book with a note



- Why might the note be there?
- What do you already know?

5.

Steam above a lunch box



- What can you infer?
- What clue helps?

6.

A torn sports bib



- What might have happened?
- How do you know?

7.

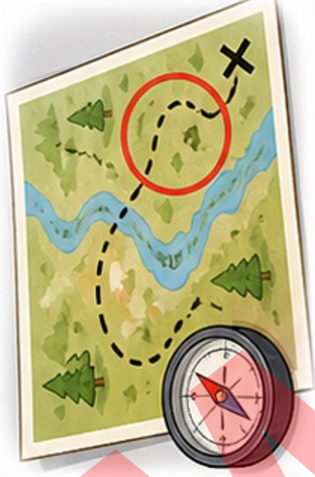
A quiet classroom after lunch



- What might happen next?
- Which details matter?

8.

A map with a circled trail



- Where might the group go?
- What clues suggest this?

Clue Match Task Cards B



9.

Dark clouds over the oval



- What might happen soon?
- What clues support it?

10.

A costume beside a script



- What event is coming?
- How do you know?

11.

A cracked plant pot



- What might have caused it?
- Which clue is strongest?

12.

Two friends whispering



- What might they be planning?
- What clue helps?

13.

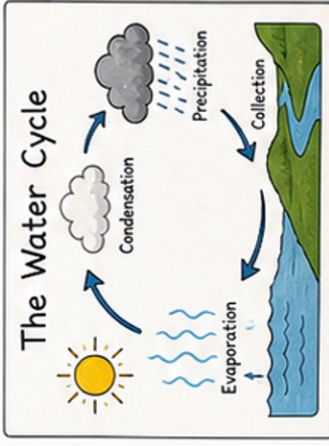
A missing poster for a pet



- How might the owner feel?
- What evidence shows this?

14.

A science chart with arrows



- What process is shown?
- Which label helps?

15.

A backpack by the gate



- Who might have left it?
- What should you infer?

16.

A candle on a cupcake



- What celebration is likely?
- What clues prove it?



Evidence Trail Board Game



1 Pick a task card.

2 Make an inference.

3 Name the clue that proves it.

4 If your partner agrees, move ahead.



Roll 1-3: move ahead.
Roll 4-6: answer a challenge card.



Picture Clues And Prior Knowledge

Name: _____

Look carefully at the picture. Use picture clues and what you already know to make an inference.



What I notice	What I already know	I can infer

My inference sentence: I think _____

because _____.

Picture Clues And Prior Knowledge

Name: ANSWERS

Look carefully at the picture. Use picture clues and what you already know to make an inference.



What I notice	What I already know	I can infer
wet umbrellas	umbrellas are used in rain	it has been raining
muddy shoes	mud sticks after walking outside	someone walked through mud
puddle by the door	water drips from wet things	the student came in from wet weather
student has a towel	towels dry wet things	he is drying up

My inference sentence: I think it has been raining

because there are wet umbrellas, muddy shoes and puddles by the door.

Sentence Clue Detectives



Name: _____

Read each sentence. Underline the clue words.
Write an inference and the clues that helped.



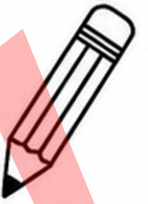
Sentence	My inference	Clues that helped
1. Asha hugged the library book to her chest and whispered, 'Just one more chapter.'		
2. The cricket pitch was empty, but the scoreboard still flashed 78-77.		
3. Leo pushed his lunch away and kept one hand on his stomach.		
4. The hallway lights flickered while everyone reached for their raincoats.		
5. Mia held the certificate with both hands and could not stop smiling.		

Sentence Clue Detectives



Name: ANSWERS

Read each sentence. Underline the clue words.
Write an inference and the clues that helped.



Sentence	My inference	Clues that helped
1. Asha hugged the library book to her chest and whispered, 'Just one more chapter.'	Asha is enjoying the book.	hugged the book; 'one more chapter'
2. The cricket pitch was empty, but the scoreboard still flashed 78-77.	A close cricket match has just finished.	empty pitch; scoreboard still on; 78-77
3. Leo pushed his lunch away and kept one hand on his stomach.	Leo feels sick or has a sore stomach.	pushed lunch away; hand on stomach
4. The hallway lights flickered while everyone reached for their raincoats.	A storm or heavy rain is coming.	lights flickered; raincoats
5. Mia held the certificate with both hands and could not stop smiling.	Mia is proud of an achievement.	certificate; smiling

Character Feelings In Fiction

Name: _____

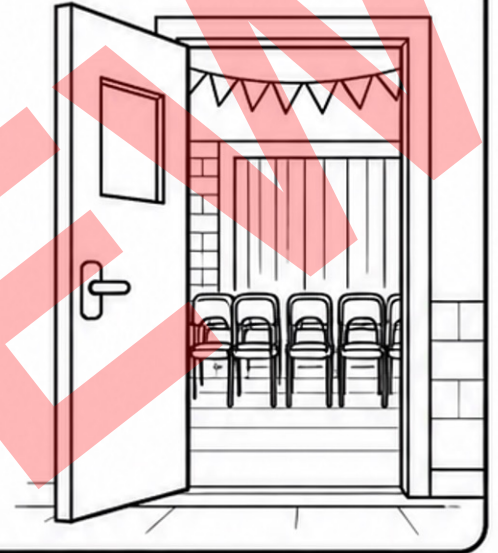


Read the extract. Use actions, dialogue and setting clues to infer what is suggested.



The Hall Door

Jai paused outside the hall. From behind the door came a burst of whispers and the scrape of chairs. His teacher smiled and told him to go in first. Jai's hands felt damp on the handle. When he stepped inside, the lights blinked on and his classmates shouted, 'Good luck at regionals!'



1. How was Jai feeling before he opened the door?

Evidence: _____

2. What had his classmates probably planned?

Evidence: _____

3. Why did the teacher ask Jai to go in first?

Evidence: _____

4. What does 'hands felt damp' suggest?

Evidence: _____

What I already know	Text clue	Inference

Character Feelings In Fiction

Name: ANSWERS

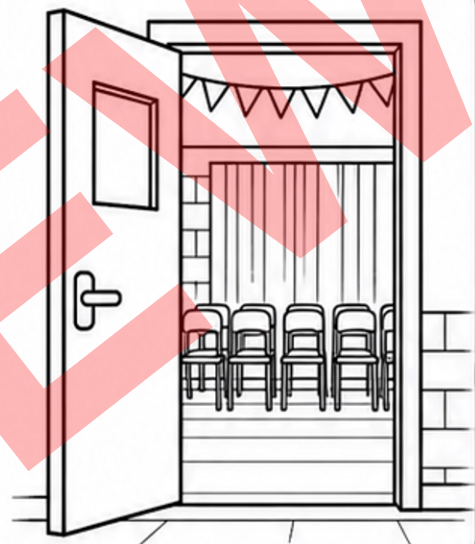


Read the extract. Use actions, dialogue and setting clues to infer what is suggested.



The Hall Door

Jai paused outside the hall. From behind the door came a burst of whispers and the scrape of chairs. His teacher smiled and told him to go in first. Jai's hands felt damp on the handle. When he stepped inside, the lights blinked on and his classmates shouted, 'Good luck at regionals!'



1. How was Jai feeling before he opened the door?

Evidence: nervous or unsure
paused outside; hands felt damp

2. What had his classmates probably planned?

Evidence: a surprise good luck celebration
Evidence: whispers, chairs, lights, classmates shouted

3. Why did the teacher ask Jai to go in first?

Evidence: so Jai would enter first and see the surprise
Evidence: teacher smiled and told him to go in first

4. What does 'hands felt damp' suggest?

Evidence: he felt nervous
Evidence: sweaty hands can happen when people are nervous

What I already know	Text clue	Inference
surprises are often secret	burst of whispers	the class planned something

Informative Text Inferences

Name: _____

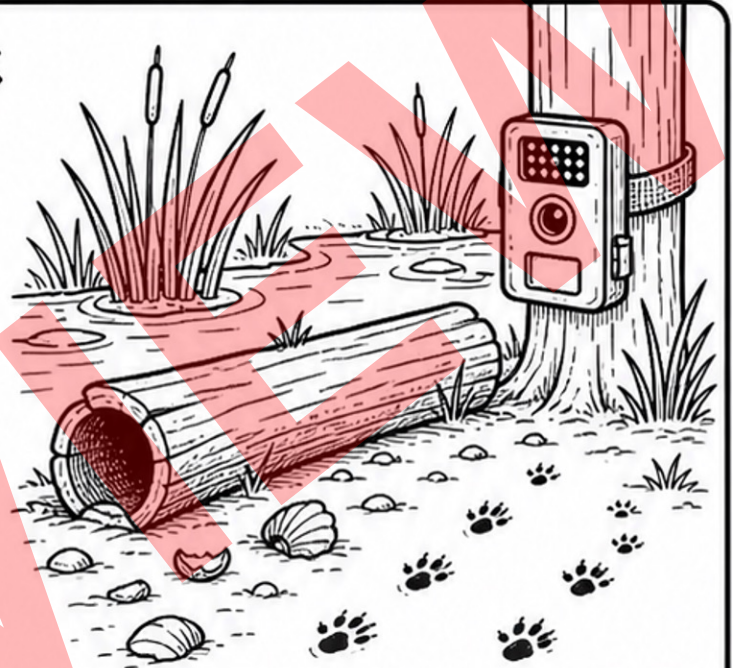


Read the information. Use facts and text clues to make careful inferences.



Tracks By The Creek

After three nights of rain, rangers found fresh tracks beside the creek. The prints were small and five-toed. They led from the reeds to a hollow log. Scratched bark and broken shells lay nearby. The motion cameras showed nothing during the day, but food scraps disappeared before sunrise.



1. When is the animal most likely active?

Evidence: _____

2. Where might the animal shelter?

Evidence: _____

3. What might the animal eat?

Evidence: _____

4. Why did the rangers use motion cameras?

Evidence: _____

Fact	What I know	Inference

Informative Text Inferences

Name: **ANSWERS**



Read the information. Use facts and text clues to make careful inferences.



Tracks By The Creek

After three nights of rain, rangers found fresh tracks beside the creek. The prints were small and five-toed. They led from the reeds to a hollow log. Scratched bark and broken shells lay nearby. The motion cameras showed nothing during the day, but food scraps disappeared before sunrise.



1. When is the animal most likely active?

Evidence: **at night or before sunrise**
nothing during the day; food scraps disappeared before sunrise

2. Where might the animal shelter?

Evidence: **in or near the hollow log**
tracks led from reeds to a hollow log

3. What might the animal eat?

Evidence: **shellfish or scraps**
broken shells and food scraps

4. Why did the rangers use motion cameras?

Evidence: **to see what animal was visiting**
tracks were found but cameras showed nothing during the day

Fact	What I know	Inference
five-toed prints	prints can show an animal	a small animal visited
broken shells	animals break shells for food	it may eat shellfish

Prove Your Inference



Name: _____

Tick the strongest evidence for each inference.
Then explain why it proves the inference.

1 Inference: Tara is disappointed.

- ☐ Tara stared at the floor after the team list was posted.
- ☐ Tara wore blue shoes to school.

Why is this evidence stronger? _____

2 Inference: The class is expecting a visitor.

- ☐ Extra chairs were placed near the front of the room.
- ☐ The whiteboard had yesterday's date on it.

Why is this evidence stronger? _____

3 Inference: The match was very close.

- ☐ The final score was 31-30.
- ☐ The players wore numbered shirts.

Why is this evidence stronger? _____

4 Inference: The character is trying to be quiet.

- ☐ He tiptoed past the sleeping puppy.
- ☐ He carried a red backpack.

Why is this evidence stronger? _____

A strong inference is supported by _____

Prove Your Inference



Name: ANSWERS



Tick the strongest evidence for each inference.
Then explain why it proves the inference.

1 Inference: Tara is disappointed.

- ☒ Tara stared at the floor after the team list was posted.
- ☐ Tara wore blue shoes to school.

Why is this evidence stronger? Actions show she is upset after seeing the list.

2 Inference: The class is expecting a visitor.

- ☒ Extra chairs were placed near the front of the room.
- ☐ The whiteboard had yesterday's date on it.

Why is this evidence stronger? Extra chairs suggest someone else will join them.

3 Inference: The match was very close.

- ☒ The final score was 31-30.
- ☐ The players wore numbered shirts.

Why is this evidence stronger? A one-point score means the teams were close.

4 Inference: The character is trying to be quiet.

- ☒ He tiptoed past the sleeping puppy.
- ☐ He carried a red backpack.

Why is this evidence stronger? Tiptoed means he moved carefully and quietly.

A strong inference is supported by clear evidence from the text.

Mixed Inference Challenge



Name: _____

Use clues from words, dialogue, facts and images.
Write an inference and the evidence.

1 Story clue

Sienna checked the clock for the third time. Her costume hung on the chair, and music drifted from the hall.

Inference: _____

Evidence: _____

2 Information clue

A sign near the garden read:
"Keep to the path." Fresh seedlings are growing.

Inference: _____

Evidence: _____

3 Dialogue clue

'Do not tell Mum yet,'
Eli whispered, hiding the folded card behind his back.

Inference: _____

Evidence: _____

4 Picture clue

Look at the picture.



Inference: _____

Evidence: _____

Mixed Inference Challenge



Name: ANSWERS

Use clues from words, dialogue, facts and images.
Write an inference and the evidence.

1 Story clue

Sienna checked the clock for the third time. Her costume hung on the chair, and music drifted from the hall.

Inference: Sienna is waiting to perform.

Evidence: costume, music, checking the clock

2 Information clue

A sign near the garden read:
"Keep to the path." Fresh seedlings are growing.

Inference: People should stay off the seedlings.

Evidence: Keep to the path; seedlings are growing

3 Dialogue clue

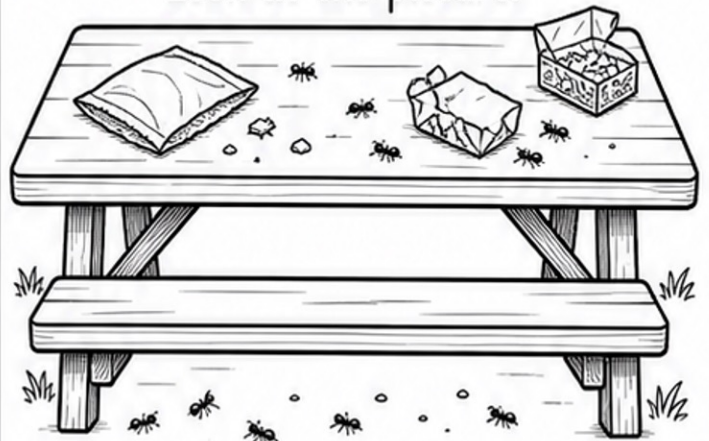
'Do not tell Mum yet,'
Eli whispered, hiding the folded card behind his back.

Inference: Eli made a surprise card.

Evidence: whispered; hiding the folded card

4 Picture clue

Look at the picture.



Inference: Food was left out and ants came.

Evidence: wrappers, crumbs and ants

Inference Detectives Assessment - Page 1

Name: _____

Use picture clues and what you already know to make supported inferences.

Part A: Picture Evidence



What I notice	What I already know	I can infer

1. What do you think happened outside the cabin?

Evidence: _____

2. What might the child be feeling?

Evidence: _____

3. Which clue is the strongest? Explain why.

Answer: _____

Inference Detectives Assessment - Page 2



Name: _____

Read the extract. Answer each question with an inference and evidence.

Camp Night Sounds

At 7:10, the cabins were quiet.

Maya heard a soft scrape near the steps, then a rustle in the leaves.

Her torch beam caught two shiny eyes before something small darted under the bench. In the morning, the lunch bags near the door had tiny tooth marks and crumbs scattered around them.



1. What can you infer was near the cabin at night?

Inference: _____

Evidence: _____

2. Why did Maya use her torch?

Inference: _____

Evidence: _____

3. What can you infer about the lunch bags?

Inference: _____

Evidence: _____

4. How might Maya have felt when she saw the eyes?

Inference: _____

Evidence: _____

5. Write one inference sentence using because.

Answer: _____

Self-check: Tick each box when you have finished.

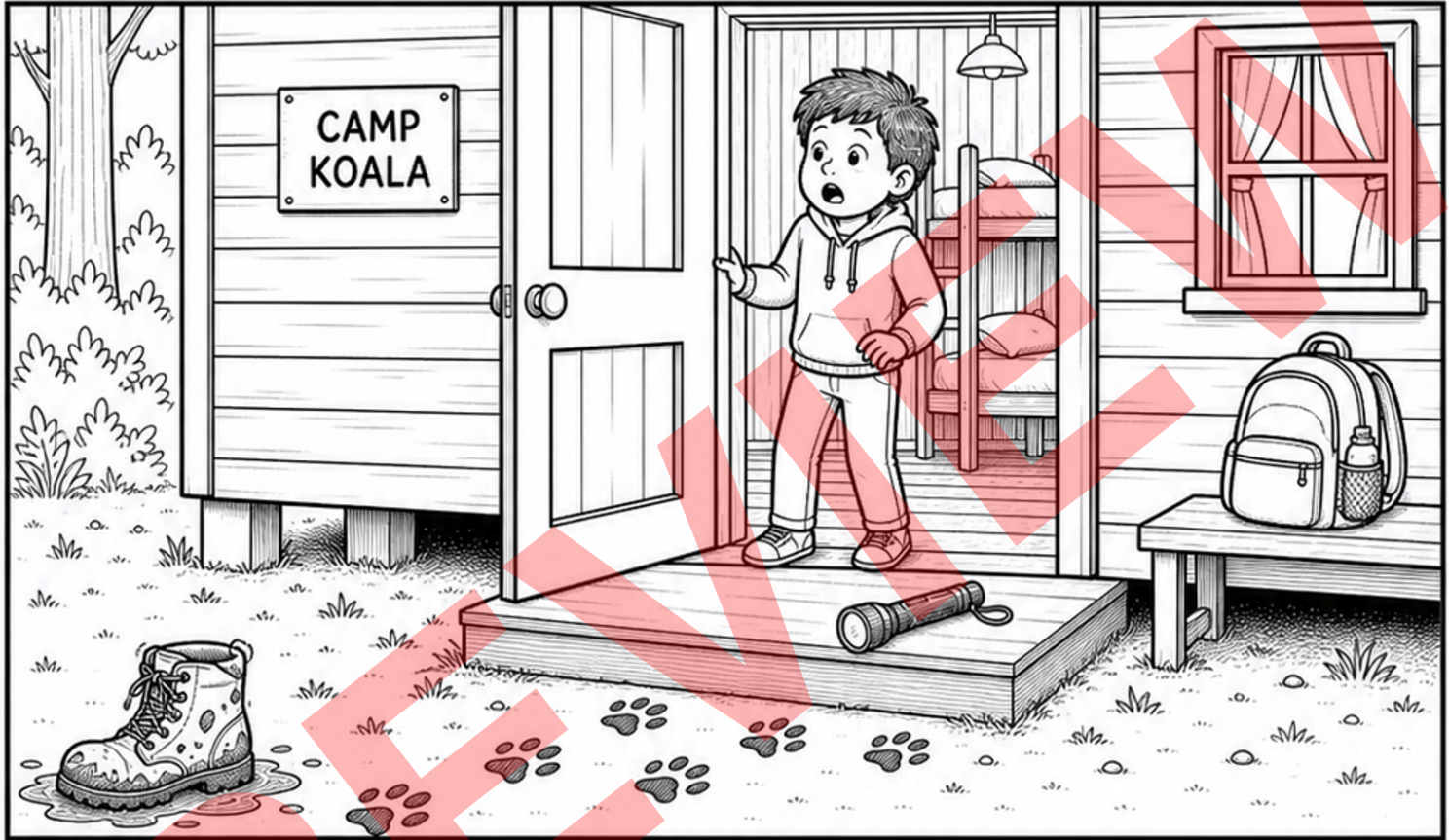
☐ I used text clues. ☐ I used what I know. ☐ I explained my evidence.

Inference Detectives Assessment - Page 1

Name: **ANSWERS**

Use picture clues and what you already know to make supported inferences.

Part A: Picture Evidence



What I notice	What I already know	I can infer
muddy boot	mud comes from outside	someone was outside
paw prints	animals leave tracks	an animal came near the cabin
child looks surprised	surprise shows something unexpected	he did not expect the scene

1. What do you think happened outside the cabin?

Evidence: **An animal or person moved around outside the cabin.**

2. What might the child be feeling?

Evidence: **surprised or worried**

3. Which clue is the strongest? Explain why.

Answer: **paw prints are strongest because they show something walked past the cabin.**

Inference Detectives Assessment - Page 2



Name: **ANSWERS**

Read the extract. Answer each question with an inference and evidence.



Camp Night Sounds

At 7:10, the cabins were quiet. Maya heard a soft scrape near the steps, then a rustle in the leaves. Her torch beam caught two shiny eyes before something small darted under the bench. In the morning, the lunch bags near the door had tiny tooth marks and crumbs scattered around them.



1. What can you infer was near the cabin at night?

Inference: **a small animal**

Evidence: **shiny eyes, paw prints, something small darted**

2. Why did Maya use her torch?

Inference: **to see what made the sound**

Evidence: **she heard a scrape and rustle**

3. What can you infer about the lunch bags?

Inference: **an animal chewed the bags**

Evidence: **tiny tooth marks and crumbs**

4. How might Maya have felt when she saw the eyes?

Inference: **surprised or scared**

Evidence: **two shiny eyes appeared**

5. Write one inference sentence using because.

Answer: **A small animal visited the cabin because there were paw prints, shiny eyes and tooth marks.**

Self-check: Tick each box when you have finished.



I used text clues.



I used what I know.



I explained my evidence.

Making Inferences Unit - Year 4 Rubric

Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Uses text and picture clues	Finds few clues.	Finds simple clues with support.	Finds relevant clues.	Selects strong clues independently.	Selects precise clues and explains why they matter.
Connects prior knowledge	Makes guesses without clear links.	Links some knowledge to clues.	Combines clues and knowledge.	Combines clues and knowledge clearly.	Makes thoughtful links across the text or image.
Makes supported inferences	Inference is unclear or unsupported.	Inference is partly supported.	Inference is logical and supported.	Inference is clear, logical and well supported.	Inference is insightful and strongly supported.
Explains evidence	Gives little evidence.	Names one clue.	Explains useful evidence.	Explains evidence using because.	Compares clues and explains the strongest evidence.
Applies the strategy	Needs frequent support.	Uses the strategy in familiar tasks.	Uses the strategy across tasks.	Uses the strategy independently.	Transfers the strategy to new texts and images.

Overall comment: _____

Making Inferences

Unit - Year 4



Making Inferences Unit - Year 4 Quiz

