

LET'S INVESTIGATE!

INFERENCES AND PREDICTIONS

Guiding questions:

How can inferences and predictions unlock insight?

How can insight help understand texts more deeply?



START

LET'S INVESTIGATE! INFERENCES AND PREDICTIONS

Intention: Demonstrate insightful understanding of texts by using inferences and predictions.



Before you start

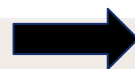
Cycle 1 and 2
Secondary

- This material can be modified and adapted for Secondary 1-5 and can be used for distance teaching and learning and/or done in class .
- Decide on how you will use this mini-unit with your students.
- If you plan to have your students interact orally, reinvest or produce texts based on the contents of this mini-unit, inform your students and present the evaluation criteria and provide model of your expectations.
- Depending on the level of your students, provide students with functional language or other vocabulary you think they might need.
- Prepare breakout rooms if you intend on doing oral interactions in small groups.

Before online classes: make sure your students are familiar with the tools you will use. Test a short session with them if possible.



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Before you start (continued)

Prepare the following:

1. Take a look at the entire presentation. If there are modifications you wish to make, create a copy of the presentation by clicking on “REUSE THIS GENIALLY” at the bottom of any page of the presentation. Note: *You will need a paid version of Genially to modify the presentation.*

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2. You will need to make a copy of the necessary documents found throughout the unit. (Free)
3. Adapt these documents to your learning management system. For example, Teams, Google Classroom, etc.
4. You may want to share digital or paper copies.
5. Decide how much time your students will need for each step and activity and plan your classes accordingly.


In this mini-unit, students will discover the relationships between inferences, predictions and insight.

This unit was done using the ACT mental model where students need to acquire then connect and transfer their conceptual understanding in evermore complex situations. To find out more click [here](#).

It is important to remind students it isn't about getting the RIGHT answer! It's about their progress and evidence.



Possible Sequence

	<p>LET'S INVESTIGATE! INFERENCES, PREDICTIONS and Insight <u>Access the presentation</u></p>
First Steps	<ol style="list-style-type: none"> 1. Access the presentation and present the guiding questions on slide 1. 2. Briefly review the overview of the steps on slide 2. 3. Explain the intentions of the mini-unit on slide 3. 4. Go over the introduction (slide 4). 5. Remind students it's not about getting the RIGHT answer (slide 5). 6. Students can click on the key at the bottom of the page to return to the index at any time. 
Step 1 - Step 4.6	<p>Follow the instructions on each slide. Remind students of the guiding questions and the importance of their progress. Step 4.6: Students should reflect on possible answers to the guiding questions. You can also ask to organize their learning with a graphic organizer to add to their learning log or any way you see fit.</p>
Special Notes	<p>Most answers are personal to each student. You can assess how well they use the text to support their answers based on criteria and rubrics you can develop with them to show what success looks like.</p> <p>It is important for students to monitor their own progress using the learning log. They can periodically submit or validate their progress with you.</p> <p>Before moving to another step, make sure that your students have grasped and understood what is needed to move on. If you notice they still need practice, you can add similar exercises and provide more support.</p> <p>Remember that every document, including the videos in Edpuzzle and the entire Genially presentation can be modified. You need to create a free account to the different services in order to do so, however you need a paid account to modify the Genially.</p>
Next Steps: Suggestions to go further	<p>You will notice that the texts from the last step contain only one or two questions each. Students started the mini-unit with many types of questions and end it going for the essential big question where they need to be insightful. This might be too much for some students. If this is the case, you can create questions to take them from surface to deeper understanding of the text by, for example, asking to enumerate significant details, explain certain parts, and finally compare and contrast others.</p> <p>Taken together these answers should create a "light-bulb moment" for your students in order to answer the provided question(s).</p> <p>Projects to go further: Students are invited to think about the texts they have understood. We have included a page in the presentation with the themes that were addressed to help students think about real world actions in which they could use ESL within those themes. Feel free to explore the possibilities with them.</p>

