

Inferences Worksheet 4

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. **Explain your answer by referencing the text.**

Mr. Thomas sat on the front porch of his house in a bathrobe and bunny slippers with his head in his hands. He was holding the daily newspaper. The sun shined brightly in the sky. His neighbors were coming out of their houses and getting in their cars. Mr. Thomas sighed. His neighbor Mr. Rosencrantz stepped out on his porch and saw Mr. Thomas. "Did it again, huh?" said Mr. Rosencrantz. Mr. Thomas replied, "Yep." Mr. Rosencrantz chuckled and said, "Here, Mr. Thomas, you can use my cell phone. I could even keep a key over here if you wanted." Tom thankfully grabbed the cell phone and called his wife. "Honey, I did it again." Mr. Rosencrantz heard Mrs. Thomas yelling at Mr. Thomas in a distorted high-pitched squeal. "Yes, dear. I'm so sorry. I'll see you soon," Mr. Thomas returned the phone, sighed deeply, and ran his fingers through his hair.

1. What is the thing that Mr. Thomas "did again"? _____

How do you know this?

2. Why will Mr. Thomas see Mrs. Thomas soon? _____

How do you know this?

Mr. Ericson was a manager at a small insurance company in Minnesota. One cold winter day, April McKenzie, one of his employees, approached him about some time off from work. "This job is very important to me, Mr. Ericson, but I've been called into jury duty. When my government asks for my help, I have to answer the call." Mr. Ericson rubbed his forehead. "We really need you here, April, but the government needs you more. Take the time. We'll be alright." Mr. Ericson had thought that they needed her there at the office, but they managed fine without her. When April returned a week later, Mr. Ericson noticed that most of her skin was bright shade of red except for around her eyes. Pale white circles ran from the top

of her head down to her chin. She had a fever and was very tired. Mr. Ericson was worried about her. He called her doctor and told him what happened. The doctor said that April had a rare condition called erythema multiforme. It was a skin reaction to a medication that she had taken. Mr. Ericson was relieved to hear that April was alright and that she would be back to work soon.

1. What was April's problem?

How do you know this?

2. Why was Mr. Ericson worried about April's condition?

How do you know this?

3. Why was April back to work so soon after her condition?

How do you know this?

What Can You Infer High School Inference Worksheets

Jessica J Manson



What Can You Infer High School Inference Worksheets:

Science Discovery Activities Kit Frances Bartlett Barhydt,1989 **Educating Young Children from Preschool Through Primary Grades** Laverne Warner,Judith Sower,2005 Catering to the first time teacher the authors provide day to day challenges of what it means to teach young children in the classroom while fostering a mentoring environment for pre service teachers entering the field Chapter 4 addresses children with special needs and commonly used modifications for each of the disabilities A unique chapter on teaching fourth graders chapter 10 has been included that may be covered or skipped depending upon state requirements Lesson planning is emphasized throughout and sample lesson plans and mini lessons have been included for every grade level and subject area **Resources in Education** ,1991 *Congressional Record* United States. Congress,1961 **Veterinary Medical Education** Jennifer L. Hodgson,Jacquelyn M. Pelzer,2024-01-12 Veterinary Medical Education Practical yet complete reference to all aspects of veterinary medical education Veterinary Medical Education A Practical Guide Second Edition offers a comprehensive reference to all aspects of veterinary medical education providing concrete guidance for instructors in a variety of settings The book gives real world practical veterinary specific advice on all aspects of designing and implementing a veterinary curriculum This Second Edition includes new and expanded information on widening access on admissions competency based veterinary education academic advising and student support eLearning transition to practice and career opportunities educational leadership and global veterinary education This revised edition has been significantly enhanced and updated featuring twelve new chapters and many expanded chapters It includes diagrams figures and informational boxes that highlight key points clarify concepts provide helpful tips and evidence from the literature and examples of educational innovations that could be adopted in veterinary programs Veterinary Medical Education covers Student selection including widening access Curricular innovations and competency based veterinary education Learning theories eLearning and their application in the classroom Teaching in clinical and non clinical settings and creating safe inclusive learning environments Programmatic and technology enhanced assessment academic advising and study skills coaching and mentoring Professionalism and professional identity cultural humility and transition to practice Program evaluation educational leadership and global trends With comprehensive coverage of the field and a wealth of new and updated information the Second Edition of Veterinary Medical Education is an indispensable resource for anyone involved with veterinary education including instructors and faculty at veterinary colleges continuing education instructors veterinary technology instructors and veterinarians training in internships and residencies

Critical Thinking in Nursing Sandra K. Lipe,Sharon Beasley,2004 This text introduces nursing students to the cognitive skills or thought processes required of professional nurses Using a practical approach and a nursing process framework throughout the book provides a bridge between the theory and the application of these skills Cognitive skills are presented in a competency based clinically oriented format with emphasis on teaching critical thinking Chapters end with a workbook

section to provide students with real world applications of what they have learned Case studies and checklists throughout aid the student in applying content The book is written at an accessible reading level

Yearbook of the American Reading Forum American Reading Forum. Conference,1988

The Arithmetic Teacher ,1990

Resources in Education ,1988

New Technical Books New York Public Library,1969

Specific Skills Series: Making Inferences , *Inference Activities 2nd Edition* David Newman,2014-10-29 Help your students with reading comprehension difficulties learn to infer in fiction and non fiction text The inference activities workbook is an easy to use workbook that will engage your students with high interest scenarios Each scenario contains shallow level inference and deep level inference questions which help to prompt your students critical thinking and problem solving skills For school students ages 8 12 This book features A pre test post test section and rating progress charts to help track student progress 832 inference questions both shallow level inference and deep level inference Communicative Reading Strategies and graphic organizers to explore inference questions in detail Many of the inference activities feature illustrations combined with text Inference activities at sentence level featuring time location what who and why questions 100 paragraph level non fiction scenarios 100 paragraph level fiction scenarios A unique illustrated fable written exclusively for the Inference Activities 2nd Edition book Mount Bump and the Iron Necklace The Inference Activities 2nd Edition workbook is an easy to use manual that has been designed to engage your students to prompt and activate your students higher order thinking skills Students are prompted to look beyond surface details in the text and find the often hidden meaning which children s book authors require their readers to infer Inference requires students to go beyond surface level meaning to unlock a text s meaning

Focus on Drawing Conclusions and Making Inferences Curriculum Associates Staff,Dale Lyle,Helen Byers,Curriculum Associates, Inc,2005-01-01 *Activities for Mastering Inferences* Great Ideas for Teaching, Incorporated,Jean Gilliam DeGaetano,2000-01-01

Leveled Text-Dependent Question Stems: Making Inferences Debra J. Housel,2015-02-01 Build student understanding of making inferences through leveled text dependent question stems Engage each student at their level with these dynamic questions

Drawing Inferences National Assessment of Educational Progress (Project),Charles J. Gadway,1973

Making Inferences L. D. Ceaser,1986

SRA Specific Skill Series for Reading ,2006

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