

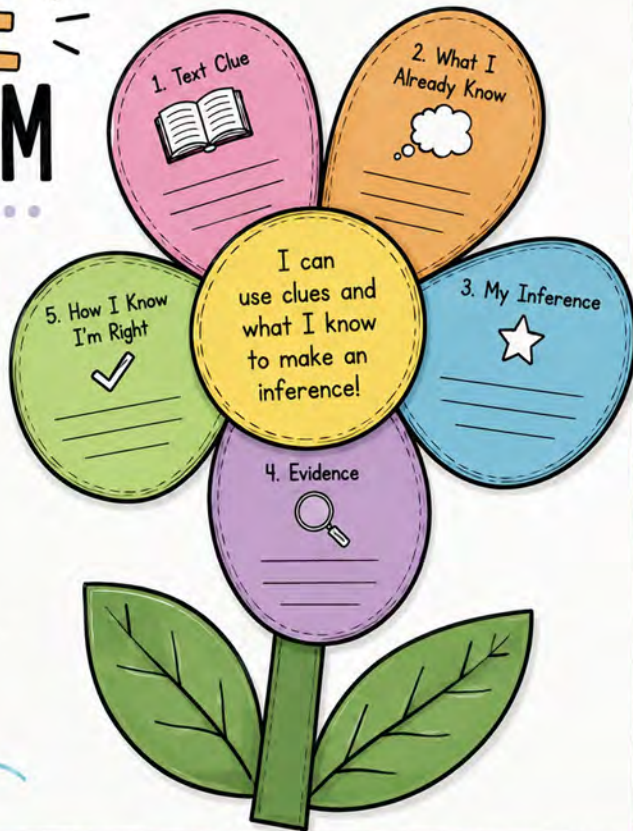
INFERENCE THINKING BLOOM

Good readers combine text clues with what they already know to make meaningful inferences!



THIS RESOURCE INCLUDES:

- Teacher directions
- Thinking Bloom craft template
- Flower petal writing pieces
- Inference recording sheet
- Clues + Background knowledge graphic organizer
- Color example
- Black-and-white student version
- Answer Key



INFERENCE THINKING BLOOM

TEACHER DIRECTIONS

OBJECTIVE:

Students will combine text clues with what they already know to make inferences and explain their thinking.

WHAT IS AN INFERENCE?

An inference is a conclusion or guess based on clues from the text and what we already know. The author does not tell us directly — we have to figure it out!

MATERIALS:

- Thinking Bloom craft templates (center, stem, leaves, petals)
- Flower petal writing pieces
- Scissors
- Glue
- Markers or colored pencils

DIRECTIONS:

1. Print all template pieces on cardstock or construction paper.
2. Students complete each petal by writing their thinking according to the heading.
3. Students write their main inference in the center circle.
4. Students cut out all pieces.
5. Glue the petals around the center circle to create the flower.
6. Attach the stem and leaves below the flower.
7. Display the finished bloom to show the power of thinking!

ASSESSMENT IDEAS:

- Use the recording sheet or graphic organizer to check understanding.
- Look for strong text evidence and connections to background knowledge.
- Have students explain their inference in writing or during a discussion.

TIPS FOR SUCCESS:

- Model how to find text clues and connect them with what you already know.
- Encourage students to use evidence from the text to support their inferences.
- Display examples of strong inferences as a class.
- Use the recording sheet or graphic organizer before completing the craft.

DIFFERENTIATION IDEAS:

- Provide sentence stems for each petal.
- Work on the organizer or recording sheet before completing the craft.
- Allow students to work in pairs to share ideas.

EXTENSION IDEAS:

- Compare inferences with a partner — did you think the same or differently?
- Challenge students to write a new ending using their inferences about the story.
- Create a bulletin board of "Inference Blooms" in the classroom!



BE KIND
BE RESPECTFUL
BE RESPONSIBLE
BE SAFE

You Matter
Be a rainbow
in someone
else's cloud.



THE INFERENCES THINKING BLOOM



I combine clues from the text with what I already know to make an inference!

DIRECTIONS:

1. Color and cut out all the pieces.
2. Write your thinking on each petal and in the center.
3. Glue the petals around the center.
4. Glue the stem and leaves to the back of the flower.
5. Display your bloom and be ready to share your thinking!

GLUE BEHIND FLOWER

**My
Inference**
(What I think
is happening)

Good readers
think beyond
the words!

Good readers
think beyond
the words!

≡ PETALS - CUT OUT ≡



1. Text Clue



What does
the text say?

2. Text Clue



What does
the text say?

3. What I Know



What do I
already know?

4. What I Know



What do I
already know?

5. My Inference



What do I think
is happening?

Name: _____

Date: _____

MAKING INFERENCES

Good readers look for clues in the text and combine them with what they already know to make inferences!

1. TEXT CLUES



What clues from the text help me?

2. WHAT I ALREADY KNOW



What do I already know about this topic or situation?

MY INFERENCE

What do I think is happening?

3. HOW I PUT THE CLUES AND WHAT I KNOW TOGETHER



How do the clues and what I know work together?

4. EVIDENCE



What part of the text supports my inference?

SO, I INFER THAT...

Name: _____

Date: _____



INFERENCE RECORDING SHEET

An inference is when I use clues from the text and what I already know to figure out something the author does not say.



Title of Book: _____

Author: _____

TEXT CLUE



What clues did the author give me in the text?

WHAT I ALREADY KNOW



What do I already know that helps?

MY INFERENCE



What do I think is happening?
(What is the author trying to tell me?)

EVIDENCE



What part of the text supports my inference?

HOW I KNOW I'M RIGHT



How do I know my inference makes sense?



What is the most important thing you inferred from this story? _____
