Higher Order Language - Inferencing with Pictures

Instructions

1. Print out the resource and show the student/s the stimulus picture for the warm-up activity.
2. Read the question aloud to the student/s.
3. Model your inferencing skills to the student/s using “think-alouds” to show how you “read between the lines” using the information provided, personal experiences, and background knowledge to answer each question.
   For example:
   “Why is the woman holding an ice pack on her face? Hmm, I can see she is holding it on her cheek, which tells me that maybe her face or teeth are hurting. I know I use ice packs when something is sore or swollen. I think she might have a toothache.”
4. After the warm-up activity is completed and you have modelled answering the questions for the student/s, move to the next picture stimulus and read the question aloud (or if the student is an independent reader, ask them to read the question aloud, then answer the question). If a student is having difficulty answering the question, add to their answers by modelling inferencing skills through “think-alouds”.

LANGUAGE DISORDER AUSTRALIA

Inferencing from Pictures

Warm-up:

1. Why is the woman holding an ice pack on her face?
2. How is the woman feeling? How do you know?
3. Who should the woman go to for help? Why?
4. What else could the woman try to stop the pain?

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Task 1:

1. What is the problem?
2. How do you think this happened?
3. How do you think the driver is feeling? Why?
4. What should the driver do?
5. Oh no! There is no spare tyre, what do you think the driver should do next?

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Task 2:

1. What is the problem?
2. How do you think this happened?
3. How do you think the owner is feeling? Why?
4. How do you think the dog is feeling? Why?
5. What do you think will happen next?
6. What might the owner do to stop this from happening again?

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Task 3:

1. Where do you think the man is in this photo?
2. What do you think he is waiting for?
3. Where do you think he is going? Why?
4. What do you think will happen next?

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Task 4:

1. What day is it? How do you know?
2. How is the girl feeling? Why?
3. What do you think her present might be?
4. What do you think will happen next?

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Task 5:

1. What is the problem?
2. How is the boy feeling? Why?
3. What is the boy wearing on his hands? Why is he wearing them?
4. What do you think the boy will do next?
5. What will the boy do differently the next time he is playing in the snow?

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Task 6:

1. The kids are having a pillow fight! How are they feeling? Why?
2. There are feathers everywhere! Where do you think the feathers came from?
3. The kids can hear Mum coming into the room! How do you think Mum will feel? Why?
4. What do you think will happen next?

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Task 7:

1. What do you think has happened?
2. How do you think the boy is feeling? Why?
3. The computer has stopped working! What do you think the boy will do next?
4. What time do you think it is? Why do you think this?

Task 8:

1. The boy is taking a strawberry! How do you think the boy is feeling? Why?
2. Why do you think the boy is taking a strawberry?
3. The boy's dad turned around and saw the boy. What do you think his dad will say?
4. What do you think the boy will say to dad next time he is feeling hungry?

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Task 9:

1. What do you think the weather is like? Why?
2. Who do you think filled up the water balloons? Why?
3. What do you think the children will use the water balloons for?
4. What will the children do next?

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Task 10:

1. Where do you think the boy is in this photo? How do you know this?
2. What do you think he is making?
3. What will happen next?
4. The child dropped some eggshells in the bowl. How do you think the child is feeling?
5. What might the boy do next to fix this problem?