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Name: \_\_\_\_\_

**Inferences Worksheet 2**

**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.

Kyle ran into his house, slamming the door behind him. He threw his book bag on the floor and plopped onto the couch. After six hours of playing *Grand Larceny III*, he ate some pizza and fell asleep with a slice on his stomach and his feet on his book bag. When Kyle came home from school the next day, he was noticeably distraught. He balled up his report card and placed it inside a soup can in the garbage. He then flipped the soup can upside down in the garbage can and arranged loose pieces of trash over it. As he plopped down on the couch, he let out a sigh and picked up his controller.

1. Why is Kyle distraught? \_\_\_\_\_

How do you know this?

2. Why does Kyle put the report card in a soup can? \_\_\_\_\_

How do you know this?

3. Was Kyle's report card good or bad and why was it like that? \_\_\_\_\_

How do you know this?

Anastasia sat by the fountain in the park with her head in her palms. She was weeping mournfully and her clothing was disheveled. In between gasps and sobs, Anastasia cried out a name: "Oh... John..." And then her cell phone beeped. Her hand ran into her purse and her heart fluttered. The text message was from John. She opened up the message and read the few bare words, "I need to get my jacket back from you." Anastasia threw her head into her arms and continued sobbing.

4. What relationship do John and Anastasia have? \_\_\_\_\_

Why do you feel this way?

5. Why is Anastasia sad? \_\_\_\_\_

How do you know this?

**Lesson 8: Making Inferences****Selected Content Standards****Benchmarks Addressed:**

- D-5-M** Comparing experimental probability results with theoretical probability (e.g., representing probabilities of concrete situations as common fractions, investigating single-event and multiple-event probability, using sample spaces, geometric figures, tables, and/or graphs)
- D-7-H** Making inferences from data that are organized in charts, tables, and graphs (e.g., pictograph; bar, line, or circle graph; stem-and-leaf plot or scatter plot)

**GLEs Addressed:**

Grade 8

44. Use experimental data presented in tables and graphs to make outcome predictions of independent events (D-5-M)

Grade 10

22. Interpret and summarize a set of experimental data presented in a table, bar graph, line graph, scatter plot, matrix, or circle graph (D-7-H)

**Lesson Focus:**

In many ways this lesson is a continuation of Lesson Five. Students are asked to analyze graphs within the context of a problem-solving situation.

**GEE 21 Connection**

Students will be required to:

- Interpret and summarize a set of experimental data presented in a table, bar graph, line graph, or circle graph in context
- Make predictions based on the calculation of the probability of independent event, in a described situation or using experimental data presented in tables or graphs

**Translating Content Standards into Instruction**

Begin with **Teacher Blackline #1**. As a class look at (a). Encourage students to tell stories that would match the graph. Point out to them that (a) is a line that starts at (0,0) Ask them about the rate of growth they see. We want them to see that this is a steady rate of growth. Ask what real life situations would generate a graph like (a). Divide the students into groups and ask them to discuss (b). Point out to them that the graph starts somewhere on the y-axis. Ask them to decide what rate of growth they see and to come up with a real-life situation that this graph might model. Follow with each of the other four graphs, asking about the rate of growth and a real world model. If students have trouble with this exercise, present the following situations and ask them





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