

5: 3rd_ELA_Inferences_Main

Teacher: My teacher told us to get ready. My heart's pounding. I smell the lei on my neck. We're starting to walk down. I see the crowds. I'm getting nervous.

What is happening? Turn and talk to your partner and tell them what's happening. Whisper. "student" you can talk to me. Hold on Lynn. Yeah.

[crosstalk 00:00:30]

How do you know? Okay, good job. Can anybody tell me what's happening?

Student1: I think it's May Day because you're nervous and you're walking down.

Teacher: Okay. You think it's May Day. Did everyone have the same answer?

Student: Yes.

Student: No.

Teacher: Did you have a different answer? What was your answer?

Student: I thought it was for speech.

Teacher: It was for speech?

Student: Yeah.

Teacher: Okay. What were the clues that it was May Day? What was the evidence?

Yeah?

Student: If you're nervous to dance.

Teacher: I might be nervous about the dance. There's a big crowd. What was the other evidence?

Student: You smelled the flower.

Teacher: I smelled the flower. Usually is there ... You're right. If you're going to give a speech there's a big crowd. You are nervous.

Student: But no flowers.

Teacher: I mean in Hawaii though I guess they give you a lei, so, that would have been a good answer too, but usually as your teacher ... Tell you guys to get- to come on?

Student: No.

Teacher: No. That's the skill or strategy that we're working on. Good readers ... Eyes on me please. Good readers need to think about other things than just what the author's telling them. They need to make inferences.

Do you remember what an inference is? Turn and talk to your partner. See if you can try to remember. Can you three talk- actually you can talk to me. Go ahead. [crosstalk 00:01:48]

Student: Inference is like when you read in between the words.

Teacher: In between the words. That's close. That's close. What does that mean though?

Student: It [00:02:00] means, like if you don't know a long word, then you read the sentence in the [inaudible 00:02:04]

Teacher: You're thinking about definitions. You're thinking about definitions. That's not- That's not inferencing. So that's what- If you can't read ... If you don't know a word and you read around it, that's trying to figure out the definition, but what about inferencing?

Are we set? Remember how we're sitting when we're ready? Someone I haven't heard from. "student".

Student: Reading between the lines?

Teacher: What does it mean to read between the lines, though?

Student: It means to if you don't know a word you can change into what word fits in it.

Teacher: Would you agree or disagree with that? Does reading between the lines mean to change the word? I think your ...

Student: You have the same word, but trying to find the word that's the same meaning, but ...

Teacher: Does anyone know what strategy "student" is talking about? That's a different strategy, but you're correct. What strategy is that?

Student: Definition.

Teacher: That's a definition of a word, but today we're making an inference. I'll give you an example. [crosstalk 00:03:04] No, no, no. Okay.

Just tell me ... I just want you to look at this box, okay? Tell me what you see. Just describe what you see. Yeah.

Student1: A girl riding up a hill.

Teacher: A girl riding on the ... Is she riding up the hill yet though?

Student 1: No.

Teacher: What do we see just using our eyes? What do we see? Yeah?

Student: You see that she is about to go up the hill.

Teacher: What is she on?

Student: A bike.

Teacher: Okay, and what else do we see?

Student: A hill.

Teacher: There's this thing when you read it's called, "thick" and "thin". When something is thin you only ... It's really small. As a reader you don't want to be a thin reader. What you guys just did is you told me what you exactly see. You see a girl on a bike and you see a hill.

Student: And the sun.

Teacher: And the sun. You didn't tell me anything more. That's called "thin" reading. What I want you guys to be able- to get in the habit of is [00:04:00] becoming "thick" readers. By thick ... Show me what thick looks like.

Yeah. This is thin. This is thick. There's a lot more when it's thick. Now, I want you to inference about this girl.

What an inference actually is ... Is when you use your schema. Do you guys remember what schema is?

Student: Yes.

Teacher: What is schema?

Student: When you knew the- you're knowledge from before.

Teacher: You use your knowledge from before, and that's why I drew this brain. What do I already know about this topic? So here, what should you be thinking about?

Student: A girl riding a bike about to go up the hill.

Teacher: That's the thin right? That's ... We know there's a girl and we know there's a hill, but I want to know ... Use your brain. What do you know about hills and what do you know about a girl riding a bike? Okay? Not right now.

Then, you use what you know in your head and then you use clues from the text or selection. For this one we're not using the words, we're just using our visual illustrations.

Student: Clues.

Teacher: We're going to use clues from the illustration.

Then, to make an inference ...

Student: We read between the line.

Teacher: It's called, "read between the lines." You're trying to say, "Okay, what is the author trying to tell me without really telling me?" What is the author giving you clues about? Let's talk about this girl right now.

Can you hand me that whiteboard please, sweetheart?

Let's talk about this girl. Thin: We know she's riding a bike. We know there's hill. That's the clues from the selection. Now I want you to use your background knowledge. What do you know about bike riding? What do you know about bike riding?

Student: You can ride fast and it would probably be tiring to ride up a hill.

Teacher: [00:06:00] You can be fast. You're going to be tired. What else do we know?

Student: We know that you have to keep practicing.

Teacher: We practice. I'm going to challenge you. Would she be practicing here?

Student: [crosstalk 00:06:15] No.

Student: She's actually ... Buy like a bike first like Christmas, and she doesn't know how to buy a bike ...

Teacher: Is that what's happening in this story, though? Are you using clues from the selection right here? If you're going up a hill would you think- Do you think the girl is just practicing up a hill, or do you think she already knows how to ride a bike?

Student: [inaudible 00:06:38]

Teacher: Yeah. You need the clues, and the clues from the selection okay sweetheart? That was a good guess, but we want to use the clues from the selection to tell me about this girl.

Student: Right.

Teacher: We know that she can be fast, tired ... I'm going to erase practice, okay?

Student: Slow?

Teacher: Why would she be slow?

Student: Maybe she tried to keep steady before she just ... [crosstalk 00:07:01] ride real fast and then she's going to trip.

Teacher: I'm going to ask you. How she's feeling here. Would it be different from when she's up here?

Student: Yes.

Student: Because she would be more tiring.

Teacher: So she would be more tired here?

Student: She'd need water.

Teacher: She might need water. Why would she need water?

Student: She might be a little bit happy because she made it.

Teacher: She might need water. She's happy because she made it.

Student: Snacks.

Teacher: Maybe snacks.

Student: So you can munch on.

Student: She would need water because ... So when she get hot she can drink the water.

Teacher: So did the author tell you all these things or the illustrator? Did he tell you? [crosstalk 00:07:35]

Student: That's an inference.

Teacher: That is an inference. We're using our thick. We want to be thick thinkers and using the clues from the story or the illustrations try to figure out what the author is giving you

clues about. Here, she might- How might she be feeling? She's a- [crosstalk 00:07:54]. If she's going to do a whole hill.

Student: Happy. Happy. Like maybe ...

Teacher: [00:08:00] Would you agree? Does anyone agree with "student" Lo that she's happy right there?

How would you feel? Remember you want to use your background knowledge. How would you feel if you're about to climb this enormous hill? How might you feel?

Student: I might feel a little bit kind of ...

Teacher: Can we have [inaudible 00:08:13]? Would you be tired right before you start?

Student: No.

Teacher: Right? Why would you be tired sweetheart? When you start, the middle, or the end? Think about when you bike. Are you tired before you even start? The middle or the end?

Student: The middle.

Teacher: Maybe the middle right? Think about how she's feeling right now. How is she feeling right now?

Student: She's feeling kind of nervous or scared.

Teacher: Maybe nervous or scared, right? She might still even feel nervous and scared here, right? [crosstalk 00:08:43] But, How- What other emotions is she feeling right now?

"student".

Student: She might be feeling tired and then she's going down. She's happy because she made it down.

Teacher: Yeah she's happy, right?

Student: When she goes down, she's going to go slow because ...

Teacher: Will she be going slow though here?

Student: No, she's tired though so ...

Student: It would be really fast.

Teacher: It would be really fast because it's a ...

Student: Even if she weren't pedaling.

Teacher: Because it's a- [crosstalk 00:09:10]. Is that a thing that the author told us, or is that an inference that we made.

Student: (Together) Inference that we made.

Teacher: What is an inference then? Turn and talk to your ... I want you to tell your partner what an inference is without using the word inference. When I ask you to make an inference what am I asking you to do?

Student: You're asking us ...

Teacher: Oh wait. Turn and talk to your partners. Can you whisper to me?

Student: You're asking us to make ... to read in between the line.

Teacher: But what does it mean to read in between the lines?

Student: You come across this word, and it's something you don't know then you ...

Teacher: You're still getting mixed up with definitions. We're not looking at unknown words right now. Right? What are we looking at? We're looking at what the author's telling us clues about. [00:10:00]

Student: Oh. It's like when someone draws a picture then you have to figure out what she's doing in the ... If she's going up or down and ...

Teacher: I think we might need some help with your definition. Let's see. Who can help "student" with his definition? Who can help "student" with his definition? I think you're still getting confused with unknown words or definitions and what an inference is, so what is an inference?

Can we sit like this?

Student: Like some [crosstalk 00:10:35] to describe what he never- what the author never put.

Teacher: Yeah, exactly that. You're telling me about the story to describe what the author never really put. You're using words to describe what the author is trying to tell you.

Sometimes we won't use illustrations. Sometimes we'll use words, and most of the time- Oh, I think I just shared. What words ... Using these words figure out what the author is trying to tell you. Can somebody read it out loud?

Loud and proud.

Student: I can't sleep.

Teacher: Sweat.

Student: Sweat was dripping from my head. Tissues were everywhere.

Teacher: What's happening here?

Student: She is sick?

Teacher: How do you know? What's the clues?

Student: Because she can't sleep and the tissues ...

Teacher: Yeah, the tissues are the big clue. Can you hand out a whiteboard to everyone please? I have the markers already for you, sweetheart. [crosstalk 00:11:36]

Yes Bud. [crosstalk 00:11:46] Okay what did I say? If there's a color there, what did I say? I said ignore it and then I'll find the colors another time. Color what you can color, right?

[00:12:00] "student" can you grab me that poster right there? It's taped to the whiteboard.

Student: Wait. Which one?

Teacher: Right there. On the whiteboard. It's a grey.

How are we doing over there vocabulary? Are you done? If you guys are done with the vocabulary words. Are you done with the vocabulary words? What are you guys working on? [crosstalk 00:12:20] You're on Mion? What are you on "student"? Mion. What are you on, "student"? [inaudible 00:12:28]. Okay.

The one right there on the whiteboard. Taped. Turn left. Right in front of the camera. To the left. Turn. Turn. Turn.

Student: Right there.

Teacher: All right. Stay on task please, "student".

Hey, Joseph. If you're on Mion, don't you need headphones? So where should they be? Thank you.

All right, let's do this one. "student" read it out loud.

Student: Always carry his flute with him. He shine it every night and was very careful with it. He did not want anything to happen to it.

Teacher: Okay, so let's look at our poster. We are going to use our background knowledge and clues from the selection. What I like to do ... I don't want you to draw a picture. Remember how should I mark [inaudible 00:13:25]?

What I want you to do is first, usually as a reader I find the evidence first. Before I use my background knowledge. What is the evidence that we know of right now? What are some pieces of evidence?

Yes, "student".

Student: He always carries his flute with him.

Teacher: Okay, so he has a flute with him. What else?

Yes, "student".

Student: He shined it every night.

Teacher: He shined it every night. Okay, so we know he has a flute. He's shining it every night. What other clues do we have?

Student: He didn't want anything to happen to it.

Teacher: He didn't want anything to happen to it. Okay. [00:14:00] Any other clues?

Student1: He was careful with it.

Teacher: He was careful with it. These are the evidence. The author is telling us this, but to make an inference we have to use these clues to tell me more about Rae. What do you know about Rae then? Without the author telling you. Without what the author is telling you. [crosstalk 00:14:18] No, this is just for us together, okay? So the evidence ... What is the evidence that we have in this text?

Student: He shined it every night. He has a flute. He's careful with it, and he didn't want anything to happen with it.

Teacher: He shined it every night. He has a flute. He's careful, and he didn't want anything to happen. These are things that the authors are telling us. That's thin. What's the thick reading about it? What do we want- What can we infer about Rae? What do we know about Rae that the author isn't telling us?

I want you to turn and talk to your partner, and tell them something about Rae.

Student: He doesn't want to give it to anybody. He really wants it. Maybe he hasn't practiced.

Teacher: Maybe he practices his flute? What can you tell me about ... What does he practice?

Student: He practice maybe with other groups.

Teacher: Okay. Okay. What do we know about Rae?

Yes?

Joseph.

Student: We know that he love his flute.

Teacher: He loves his flute. Does it say he loves his flute?

Student: (together) No.

Teacher: What's the inference that he loves his-

Student: He shined it every night.

Teacher: He- That's the evidence. Would you shine something you didn't love?

Student: No.

Teacher: No, so we know that he loves his flute. What else do we know about Rae?

Student: We know that he practice it maybe.

Teacher: Yeah. Does it say that he practices it?

Student: No.

Teacher: Why would you- Why did you think he practices it? What prior knowledge did you use?

Student: Because it says he always carry it with him.

Teacher: Yeah.

Student: Maybe he would go to practice?

Teacher: Yeah. He's going to practice and he likes to practice. We know he loves his flute. He carries his flute. How would you describe Rae? What kind of student? If you had to say one of our core values about him what would you give him?[00:16:00]

Hey, painters what's happening over there? We need to be more on task please.

Yes.

Student: Respect.

Teacher: He's respectful, right? He's respectful towards his flute. How do you know he's respectful?

Student: Because he's [inaudible 00:16:14].

Teacher: He's responsible. Does he have [inaudible 00:16:18]?

Student: He's responsible.

Student: Responsible because he's convenient and [crosstalk 00:16:23].

Teacher: Yeah. Is he being messy with it? Is he- So we know that Rae is responsible. We know he loves his flute, and he practices a lot.

Student: Maybe his mom wants to keep ...

Student: Because he got it for a gift maybe?

Teacher: Were there clues that they gave a gift, though?

Student: No.

Teacher: We want to kind-of stick to the clues that we know already, right? If it said he opened a box, you know, maybe if they gave us clues that he got it for his birthday, but we just want to use the things that link us to the evidence here. Okay?

Now, what I want you to do is on your whiteboards Did you see how I circled- I underlined the evidence. You can't underline these cards because I'm going to use them again for tomorrow.

Hi sweetheart.

Aiana. You're in this group today, but I want you to join your Lexia group and then I will pull you in the next day, okay?

I underlined the circles. I mean, I underlined the evidence. What I want you guys to do is write the evidence down on your paper. You don't need to use your full sentences. What I would have done if this was my card. I would have wrote ...

Student: He shines it.

Teacher: I would have just wrote, "shined." I would have wrote, "flute."

Student: Don't write the whole thing.

Teacher: I would have wrote, "careful." Yeah, don't- This is just notes for your evidence for when I ask you what was your evidence.

Then, I'm going to ask you to make an inference about that character. You don't need to write your inference I just want to see your evidence on this board. Does that make sense?[00:18:00] [crosstalk 00:18:00].

When you turn and talk to your partner, what are you going to do on this board?

Student: We are going to write the evidence.

Student: Do you write the inference?

Teacher: Do not write your inference. We'll share the inference, okay?

Student: No inference. Nothing inference.

Student: Do you have a partner?

Teacher: You're going to do this one by yourself, okay?

Go ahead and work on it.

Student: This seems hard.

Teacher: Okay, what did I say about things being hard?

Student: You've got to work hard.

Teacher: Work hard and I will help you, okay? First thing is ... Remember what I like to do is I like to look for the evidence first. What do we know for sure?

Jacob, please be on task. Be on task, please. Shaiza what are you working on? You should only be coloring what you drew, okay? Draw some more. Want me to draw? If you've finished already you may work on a chapter book, your reading log. If you're done painting, but I need to work on it. I need you to use your time wisely, okay?

What are your clues?

Student: Loud.

Teacher: Write loud. What else?

Student: Excitement.

Teacher: Mm-hmm (affirmative). What else?

Student: Wars.

Teacher: Okay, so where is a place that is loud, excitement? There's other clues ... There's other clues there to help you what the setting is. Try to figure out the setting, okay?

Student: Mm-hmm (affirmative).

Teacher: Can I see yours? [00:20:00] I'm going to give you two since you've finished early.

Student: Do I erase this one?

Teacher: No. Just put a line, and then put it underneath, okay?

Can I see, sweetheart? Okay.

[inaudible 00:20:28] on task, please.

Take another minute, and if you did not finish we will help you through yours. What do you know about yours?

Student: There's poked holes?

Teacher: Think about it. What are you going to poke holes in? If you get stuck think about the setting first. Where do you think they might be? Where's your setting?

You're missing one big clue, though. There's a lot of places that have these things. Where would you ... Where is that? Don't say it out loud. Write it.

Does- It's okay. Where are they? It explicitly says it. Where are they? Inside or outside?

Student: Inside?

Teacher: Where does it say they're inside?

Student: Because they went outside to look around the yard.

Teacher: So where are they? Inside or outside?

Student: Inside.

Student: Oh. We have to write inside or outside?

Teacher: They went outside, so where did they go? Inside or outside?

Student: Outside?

Teacher: They're outside, so we know that's a clue. Write outside's a clue. [00:22:00] What are they doing outside? What do they have with them?

Student: Jars.

Teacher: Okay. Jars with what?

Student: Tools.

Teacher: That's a big clue too. What could you be doing with jars of tools? Okay, let's take a ... Let's put our boards down. We will help you finish yours, okay Bud?

All right. Who wants to go first? Student will you read yours?

Student: This one or that one?

Teacher: The second one.

Student: Okay.

Teacher: Read your clue first, please.

Student: Okay. With clippers in one hand and scissors in another, Chris was ready to begin task. He put a cape over the small Studentren.

Teacher: What's the evidence?

Student: Scissors, and clippers, and he begun, and the cape over the Student.

Teacher: What is happening?

Student: I- That he is going to do a little play or something?

Teacher: Would you agree or disagree? What evidence is there that shows you they are not doing a play?

Student: That there's scissors and clippers.

Student: Yeah you get to make the scissors with a dress.

Student: I said it was going to be a play because you need to get stuff ready with scissors and clippers.

Student: Yeah, that's what I would have ...

Teacher: Do you wear a cape though when you get in a play, usually?

Student: No.

Student: You can.

Teacher: You can. You can but, think about it. Can you re-read it again?

Student: With clippers in one hand and scissors in the other.

Teacher: Okay, so think about it. The guy's holding clippers and scissors. Where are you when you have clippers. Do I ever wear clippers and scissors?

Do you know what clippers are? Where do you use clippers on?

Student: Your hair.

Teacher: Your hair.

Student: Oh.

Teacher: You use clippers on your hair. You have scissors. Where is this person?

Student: Maybe she's at the haircut.

Teacher: A haircut. What's the evidence?

Student: Oh! Because cape. You wear the cape for your hair doesn't get down on you.

Teacher: Mm-hmm (affirmative). Yep. Good [00:24:00] job. You found it.

Student: Out here in [inaudible 00:24:03]. Thwack as the ball flies high in the air the crowd was with excitement. I run fast before the ball is brought back. Maybe he's at a basketball game.

Teacher: Agree or disagree? Why would you disagree with that?

Student: Because in a basketball game you don't hear a thwack.

Teacher: You don't hear a thwack.

Student: Only if ...

Teacher: Wait, wait, wait. Think about it "student". You heard a loud thwack. What sport has a thwack in it? Do we hear a lot of thwacks? That's not dribbling.

Student: Volleyball?

Teacher: Volleyball? Who can help “student” out?

Student 1: Baseball.

Teacher: Baseball. What is making the thawck “student”? In baseball?

Student: The ball flying?

Teacher: The ball, but what is making the thwack sound?

Student: High in the air.

Teacher: Is the high in the air making the thwack sound? What makes the thwack sound? We already know it's baseball, but what ... The author isn't telling you what's making the thwack sound. You have to infer. What is making the thwack sound?

Student: A loud ...

Teacher: Think about it in baseball. The gear. Use your prior knowledge. What's making the thwack sound? What makes a loud sound in baseball?

Student: When they hit the ball.

Teacher: When they hit the ball.

Student: With the ...

Teacher: With the what? With what “student”?

Student: The bat.

Teacher: The bat. Where is that?

Student: Loud, excitement.

Teacher: Where is that person, sweetheart?

Student: School?

Teacher: The baseball game. Right, at the baseball game. Who hasn't shared yet?

Let's be still then, and show that person we are caring.

Student: I see bubbles, but I see night. I hear my own breathing. There are fish swimming above me. I feel the [00:26:00] sea weed.

Teacher: Where are you? What's the evidence?

Student: That there are bubbles rising. You can hear your own breathing, and there are fish above swimming, and you can feel sea weed.

Teacher: What is that person doing?

Student: Maybe scuba diving?

Teacher: Why scuba diving and not snorkeling?

Student: Because in scuba diving you go deeper?

Teacher: Mm-hmm (affirmative), and the fish are above or below him?

Student: Above.

Teacher: Mm-hmm (affirmative). When you're snorkeling the fish are below you, right? Because you're on top, but when your scubaing the fish are on top of you. That was a good clue.

Whose turn?

Student: I read.

Teacher: Okay, go ahead.

Student: The boys poked holes in the lids of the jars. They went outside to look around the yard. "There's one," said Bobby. "Now, let's find one for you."

Teacher: What do we know?

Student: Maybe those are frogs.

Teacher: What do we know? What's the evidence?

Student: They're outside.

Teacher: They're outside. What else do they have? I see three people not paying attention, so show me that they're listening. You can help him?

Student: They have poked holes.

Teacher: They have poked holes, and what did they poke holes in?

Student: In jars.

Teacher: In jars. Think about it. If you're outside and you have poked holes in jars. What do you think you're doing? Can somebody help him?

Student: I think that he's poking holes in a jar for an animal or frog can breathe.

Student: Or fireflies.

Teacher: What action are they doing?

Student: Catching something. Catching something. Let's share one more, then I'm actually going to give you one more to do by yourself. By yourself. Go ahead, sweetheart.

Student 1: [inaudible 00:27:49]. Just a pool of water was left. Frosty had told them [00:28:00] that he would be back next year [inaudible 00:28:01].

Teacher: What's happening there? We shouldn't be erasing right now, right? Our hand should be still. What do we know?

Hold on. Sorry, you boys are distracting me. Still. Thank you.

Student 1: [inaudible 00:28:14].

Teacher: What's gone?

Student 1: Frosty was gone.

Teacher: What's happening in there? Who is Frosty?

Student 1: The boy.

Teacher: Can a friend- But, we know that he's sad and there's a pool of water, so what is Frosty?

Student: Frosty is a snowman.

Teacher: Is a snowman, right?

Student: Because next year, that's when Christmas is coming. [crosstalk 00:28:42]

Teacher: What I'm going to do. What I'm going to do is I'm going to give you one more. Actually, you know what these were yesterday. "student" and "student" made some, so let's read "student's" and "student's" and let's do them together. Can I have you guys ... I'm just going to stack your boards up here. Just because.

Yes, Bud. Just stack them right in the middle. You sure?

Student: Erase them?

Teacher: Go ahead and erase. Put them inside.

Student: I forgot to erase.

Teacher: It's okay, it's okay. Let's put our markers away.

I'm going to read this clue to you. This is- Your classmates created these inference cards, okay? Then I'm going to give you guys a chance to try to make one by yourself, okay?

I was talking to my friend when the teacher was talking. I was not paying attention when the teacher is teaching.

What's going to happen?

Student: She's going to get in trouble and have to move her [inaudible 00:29:56].

Teacher: Does it say that the teacher's going to ... That she's going to get in trouble [00:30:00]?

Student: Yeah, but some schools might have no clips.

Teacher: Use what you know.

Student: She might get in trouble.

Teacher: She'll get in trouble, right? Why is she going to get in trouble?

Student: Because she was talking to her friend and not paying attention.

Teacher: She was talking to her friend and not paying attention. You use the evidence. She was talking to her friends. Not paying attention. You know in your head that if you're not talking to someone, your eyes should be on me. If you're talking to someone when I'm talking will you get in trouble?

Student: Yes.

Teacher: Her card was getting in trouble in class. Let's do another one.

She has a bathing suit on and she is moving. Her hands are moving and she is kicking. Her feet is in the water. There is sand.

What is happening here?

Student 1: She's at the beach.

Teacher: Would agree that this is the action that she's trying to describe?

Student: She's kicking her feet and she's moving her arms.

Student: Or maybe she's floating.

Teacher: What is she doing?

Student: Floating?

Teacher: Would you agree with "student" that that's floating?

Student: If you're kicking your legs you're going deep, and deep, and deep.

Teacher: Is that floating, though? What action is she doing?

Student 1: She's kicking and swimming.

Teacher: She's kicking and swimming, okay? We're out of time, but what's your subject tomorrow?

What? Vocabulary? What I want you to do is I want you to try to create one of these inference cards yourself, okay? Tomorrow during centers can you grab a card from me, and then I will let you work in partners.