

# Brief Focus Lesson

**Comprehension:** Infer and Support with Evidence (Grade 2)

**Text:** *The Shivers in the Fridge* by Fran Manushkin

<b>CAFE Goal</b>	Comprehension
<b>CAFE Strategy</b>	Infer and support with evidence.
<b>Observe/Relate</b>  (1 – 2 min.)	<p>What do you know about making inferences? You probably make inferences every single day. To make an inference, all you need to do is use clues and what you already know. Let me tell you about an inference I made just yesterday. I called my friend on the phone. The phone rang and rang. This was odd. She usually answers the phone right away! When she said, “Hello,” I didn’t even know that it was her. Her voice sounded different, and she coughed more times than I could count when we were talking.</p> <p>“Ah-choo!” She said, every time she sneezed.</p> <p>“I’m sorry that I won’t be able to go running with you tomorrow,” she apologized. “I have a bad cold.”</p> <p>“I already knew that!” I declared.</p> <p>“How did you know?” She asked.</p> <p>“That’s easy,” I answered. “You were coughing and sneezing. You sounded funny when you talked, too. Whenever I have a cold, I am hoarse, and I sneeze and cough. Your voice, your sneezes, and your coughing were the evidence that you had a cold. That’s how I inferred that you were not feeling good.”</p> <p>“You’re right!” she agreed. “It’s easy to make an inference when you use what you already know and put the clues together.”</p>
<b>Teach and Reinforce</b>  (2 – 3 min.)	<p><b>Establish purpose</b> – <i>Today we are learning to infer and support with evidence.</i></p> <p><b>Create urgency</b> – <i>We are learning to infer and support with evidence because it helps us to figure out what the author is saying and understand the text better.</i></p>

**Explicit teacher modeling** –Here is a great book about an unusual family named the Shivers. (*Please note: you might not want to tell students the complete title so that they can use their inferring skills more fully—you can cover the words “In the Fridge” with a sticky note or make a brown paper book cover; since the pages are unnumbered, lightly pencil them in for easy reference*). As I read the first part aloud, you will notice that the author, Fran Manushkin, doesn’t tell readers exactly what is happening. Instead, she wants readers to have more fun by making inferences based on evidence in the text and in the pictures. An inference should always be based on evidence; otherwise, it is just a wild guess!

*Read pages 3-4 and state:* Well, based on what I have read so far, I know that there are several people in the Shivers family. The picture makes me think that they are in a forest. I infer that they are unhappy in the place where they are living. Earthquakes are common there, and Grandpa knows the signs that one is coming because they happen so often. Grandma is worried about the surrounding monsters--yes, there are monsters! Let me write my inference on the *chart (see suggestions on chart below)* along with evidence that supports it.

*Continue reading and show the pictures for pages 5-7. Then say,* The Shivers family realizes that someone named Cheesy Square is gone! I infer that poor Cheesy must have been kidnapped or eaten; let me add that to the chart. My evidence is that Cheesy is gone, and Sonny said “I wonder what the monster snatched this time?” To be sure that each Shiver family member was safe, Papa even counted each person!

I am going to keep on reading to learn the fate of Cheesy Square. *After finishing page 8, state,* Wow! Cheesy Square is back—the monster let him go, so I’ll infer that he is not all bad. My evidence is that he released someone named Jelly along with Cheesy! Let me add that information to our chart.

PAGES	MY INFERENCE	MY EVIDENCE
3-4	The Shivers are unhappy about the place where they are living.  Grandpa knows the signs that an earthquake is coming because they happen so often.	The Shivers complain about the cold and dark. Grandma describes the place where they are living as strange with monsters around.  Grandpa says that "My old bones feel an earthquake coming!"
5-7	A monster has kidnapped or eaten Cheesy Square.	Cheesy Square is gone. The monster has snatched things before. That's why Papa counted each person in his family.
8-9	Maybe the monster isn't all bad.	The monster put Cheesy Square and Jelly back.
10-11	(For students to make their own inferences with a partner and share ideas)	For students to provide evidence for their inferences with a partner and share ideas)

**Practice**  
(2 – 3 min.)

We have learned a lot about the Shivers and the cold, dark place where they live. So far, we know that they experience terrible earthquakes very often. A monster is scaring them, too. The monster reaches in, and they are afraid that he will grab one or more of them each time. The Shivers thought that the monster took Cheesy Square and Jelly, but he returned them. Let's see what happens next. *Read pages 10-11 and then explain:*

Well, the chart is blank for pages 10-11; it is your job to make an inference and support it with evidence. Turn to a partner and tell about an inference that you made based on these two pages. Share the evidence that you have for your inference with your partner. Who would like to share? *(Take a couple of responses and add children's ideas to the chart—students might say that Papa is in a refrigerator or even a store freezer since he is traveling through places with names like Orange Hills, Egg Valley, and Buttery Cliff; be sure to invite students to share evidence that supports what they infer).*

Encourage students to continue learning about the identity and location of the Shivers. Invite them to enjoy the remainder of *The Shivers in the Fridge* by making it available in your classroom library. Or, if students need more practice with this strategy, at another time you can continue reading it and inviting them to talk about their inferences and evidence.

<p><b>Encourage and Plan</b>  (1 – 2 min.)</p>	<p>It was a lot of fun to infer as we were reading part of this text about the Shivers family, wasn't it? The author, Fran Manushkin, wanted us to infer and think about who the Shivers and the monsters really were. She gave us clues in the text and pictures to figure out where the Shivers were trapped and what was really happening. Today when you are reading, I want you to be an active reader who can make inferences and support them with evidence. By being an active reader, you will be able to figure out what authors are trying to tell readers even if they do not give them the message directly.</p>
<p><b>Common Core Alignment</b></p>	<p>Most strategies are applicable to all grade levels. Infer and Support with Evidence aligns with Standards RI.2.1 and RI.2.8 on our <a href="#">Grade 2 CAFE Menu</a> and <a href="#">CCSS Grade Level Matrix</a>.</p>