

My Afternoon Guest - Inference from Multiple Clues

Grade 2 | Ontario teacher-facing edition

REGIONAL STANDARD

C3.2

make simple inferences using stated and implied information and ideas to understand simple texts

WHY THIS LESSON QUALIFIES

Students make a cautious inference using one action clue and one appearance clue, then explain how both details support the claim.

Source

Ontario Ministry of Education - The Ontario Curriculum, Grades 1-8: Language, 2023

Production status

APPROVED - HIGH confidence. Canonical lesson pages follow unchanged. The standard is printed only on this regional edition.

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ELA SKILL LESSON · GRADE 2

My Afternoon Guest

Inference from Multiple Clues

TIME	30 minutes full · 15 minutes short
PRIMARY SKILL	Build a cautious inference from more than one clue
OBJECTIVE	Combine one action clue and one appearance clue to make a supported inference, while keeping stated facts separate from the conclusion.

STUDENT EVIDENCE	Two clue types plus one cautious inference and a reason.
ESSENTIAL QUESTION	What can two different clues suggest when neither clue proves the answer by itself?

Before teaching

Read or play the complete book before the timed lesson. Keep the copied-action and matching-appearance moments marked.

Materials:	The book; Student Evidence page; pencil.
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Mark these moments: guest copies Joseph exactly · copy-based play continues · matching appearance/clothes

Lesson sequence

4 min	Collect, do not guess Record one thing the book states directly about what the guest does. Do not name the guest yet.
6 min	Add a second clue Record a different kind of clue about appearance or matching features.
10 min	Build a cautious inference Combine the clues with may or might. Ask: what do both clues support together?
10 min	Test the claim For each clue, explain how it supports the inference. If a clue does not help, replace it.

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ELA SKILL LESSON · TEACHER SUPPORT · GRADE 2

My Afternoon Guest

Inference from Multiple Clues

Access routes	
SOLO	Record one action clue and one appearance clue, then write a may/might inference and explain both links.

SUPPORTED	Use labeled boxes ACTION and APPEARANCE. Complete: “Together, these clues suggest the guest may be ____ because ____.”
LISTENING	Replay the two marked moments. State each clue first, then dictate a cautious inference.
EXTEND	Add a third clue and explain whether it strengthens the same inference or points somewhere else.

Teacher guidance

Do not turn the task into “Who is the guest?” The assessed move is clue-combining. A student may make any reasonable cautious inference that both selected clues support.

Assessment

- Names one action clue.
- Names one appearance clue.
- Combines both into one inference.
- Uses may/might or otherwise preserves uncertainty.
- Explains how each clue supports the claim.

Short route · 15 minutes 4 min - collect first clue. 4 min - collect second clue. 7 min - combine and justify the cautious inference.

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STUDENT EVIDENCE · GRADE 2

My Afternoon Guest

Two Clues, One Careful Inference

Name _____ Date _____ Write one action clue and one appearance clue before you write your inference. Your job is to show how the clues work together, not just to guess.

ACTION CLUE

What does the guest do?

APPEARANCE CLUE

What matches or looks alike?

MY INFERENCE

The clues suggest the guest may/might be or represent... Why do both clues support that idea?

EXIT CHECK

I kept my inference cautious because _____.

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TEACHER KEY · GRADE 2

My Afternoon Guest

Inference from Multiple Clues

Strong response

A strong response first records the two stated clues, then makes a cautious conclusion. For example, the guest copies Joseph's actions and appears to match him, so the guest may be Joseph's reflection. The score comes from combining the clues and explaining them, not from naming "reflection" alone.

Expected evidence

- Action clue: copies Joseph / mirrors his actions.
- Appearance clue: matches Joseph in clothes or appearance.
- Inference: a reasonable may/might claim supported by both clues.

Watch for

- Rewarding a fast identity guess without evidence.
- Treating the inference as a stated fact.
- Using two clues but not explaining how they combine.

Independent success

The student states two different clue types, makes a cautious inference, and explains how both clues support it.

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