

Video 1 Inferential Language, Read Aloud & Discussion (REL Southeast)

Institute of Education Sciences (IES) REL Southeast

<https://www.youtube.com/watch?v=JshNkNrblkA>

Teacher: So this story, this book, it was about lions. I want you to think. Are lions a wild cat or a cat that we could have as a pet? Think about it first. I want you to turn to your partner and share what you think.

Student(s): (Multiple students talking at once)

Teacher: Tell your partner why you think it's a wild cat.

Student(s): (Multiple students talking at once)

Teacher: Alright and my hand goes up. Nice job guys. I want a few people to share with me what your partner said, what you think about lions.

Student(s): Um I think it's a wild cat because it lives in the wild.

Teacher: Okay. Albert?

Student(s): I said that lions are a wild cat because they live in Asia and Africa and they do a really loud roar and they're really big so you couldn't have them as a pet.

Teacher: I like how you used what you already know about lions to think about whether they're wild or not.

Student(s): I think that lions are wild because they eat meat mostly.

Teacher: Yeah, and that's something we heard in our story. Evan?

Student(s): Um I think that lion...um I think lions are wild cats because if you try to keep them as a pet, they'll just destroy your house.

Teacher: Yeah, we wouldn't want to try that. So I want you to think about a cat that you've seen. It could be a cat maybe at your house, maybe near your house or at a zoo. Think about that cat. Picture it. What does it look like? I want you to think about how you could describe that cat. If you're ready for the thumb on your head.

Student(s): I saw one at the zoo.

Teacher: Right here.

Student(s): I describe my cat that it is black and it has sharp claws. Instead, I kind of just um....

Teacher: Black and has sharp claws? I like how you put the question and the answer together. You said I can describe my cat as black with sharp claws.

Teacher: See who else can... we're going to pick one more friend to share about a cat and then we'll share with our partners some more.

Student(s): I describe my cat that it has a lot of grey fur, it has green eyes, and it has a long, furry tail.

Teacher: Thank you. I'm wondering what you and your partner talked about. Who can share with me, how can you tell if a cat is wild or if a cat can be a pet? Albert.

Student(s): Because the wild cat, they're really big and the pet cats, they're really small.

Teacher: Why do you think it would be hard to have a really big cat as a pet?

Student(s): Because it might break up your house.

Teacher: I think you're right.

Evan: Um if a cat is wild, it would um be able to run really fast and not have to, and not be afraid just to go outside for like two days and then just come back inside.

Teacher: Now Evan, you mentioned cats going outside. What do you think would happen if a pet cat that's used to being inside goes outside? Do you think they would be scared? How do you think they would be feeling?

Student(s): I think I know how they would be feeling because there's a cat in my yard who mostly lives outside. I think when it rains, she feels really cold and when it doesn't rain, she mostly just hangs around in my dad's barn.