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**Next**

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

# Reading High Frequency Words

Directions: Use basic reading skills to read the high frequency words below.

1. the	6. of
2. to	7. you
3. she	8. my
4. is	9. are
5. do	10. does

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Physical Science Name: \_\_\_\_\_  
 Dictionary Period: \_\_\_\_\_ Date: \_\_\_\_\_

### Practice Paper OBSERVATIONS AND INFERENCES

Define:

- Observation:
- Inference:

**DIRECTIONS:** Write "O" if the statement is an observation, "I" if it is an inference.

Circle the correct answer.

- The object is blue.  O  I
- The object has a square.  O  I
- The object has 2 doors.  O  I
- The object is red.  O  I
- On a balance, the mass is measured as 100 kilograms.  O  I
- The object will float in water and sink in oil.  O  I
- The object is 100 cm long.  O  I
- The object will get hotter than the sun.  O  I
- The object will get hotter than the sun.  O  I

**ANSWERS:**

- O
- O
- O
- O
- O
- O
- O
- I
- I

Science A-Z  
**Observation and Inference Chart**

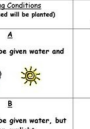
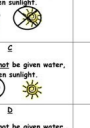

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Observation	Inference

Write down the observations you make about the object in the left column. Then look for inferences you can make about the object from the observations you have written down.

Science Skills

OBSERVATION	INFERENCE
 The leaf is green and has veins.	The leaf is healthy.
 The mass of the object is 100 grams.	The object is made of metal.
 The book is open and the pages are yellowed.	The book is old.

# Making Observations and Inferences

**Purpose**  
To observe animal tracks and infer which animals made them

**Process Skills**  
Observe, compare, classify, collect data, interpret data, communicate, draw conclusions

**Background**  
When people make an **observation**, they gather information using their five senses—sight, smell, hearing, taste, and touch. When people make an **inference**, they form an explanation for something they observe, without having evidence to be completely sure that their inference is correct. Inferences are based on prior knowledge and past experiences. Making observations and inferences are skills that scientists use to conduct experiments and learn about the world.

Animal tracks, or footprints, provide clues to the type of animal they belong to. In this exploration, students will use drawings of animal tracks to practice making observations and inferences.

**Time** – Part 1: 20 minutes; Part 2: 20 minutes

**Grouping** – Small groups

**Materials**  
(per group)  
□ pencils  
□ Data Sheets 1 and 2  
(one per student)



## Part 1: Observing Animal Tracks

1. Introduce Data Sheet 1 to the class. Explain that students will observe the five animal tracks on the sheet and make observations about them. They should write their observations on the table.
2. Ask students to look closely at each animal track. How many parts does each track contain? Are there claws, talons, pads, or webs? Are the footprints narrow or wide? Encourage them to use details and descriptive vocabulary when writing their observations.
3. As a class, discuss students' observations. Try to keep students focused on what they observe, rather than on making inferences during this step.

## Part 2: Making Inferences with Animal Tracks

1. Give each student a copy of Data Sheet 2. Explain to students that this sheet will help them make inferences about what type of animal made each animal track.
2. Have students keep Data Sheet 1 at their desk so they can refer to their observations.
3. Ask students to make inferences about which animal track belongs to which animal, based on existing knowledge of each animal. It may be useful to share online photos or videos of each animal to help build prior knowledge.
4. Invite groups to share their inferences with the class. What information about each animal did they already know that helped them infer which animal track it made?

Observation vs inference worksheet pdf. Observation vs inference worksheet high school. Observation vs inference worksheet with answers. Observation vs inference worksheet doc. Observation vs inference worksheet answer key. Observation vs inference worksheet middle school. Science observation vs inference worksheets.

After the group discussion, let students know that it's their turn to make inferences about the item. A complete answer key is included. When time is up, call on each group to share their favorite of all the inferences the group came up with. Start by reviewing the definition of inference. Inferences are based on other information beyond just the observation, such as context clues, past experience, or other factors. Students will be tasked with reviewing the picture and a series of statements to determine if each statement is an observation or an inference. Tell them that their challenge is to make a list of five observations about the item, being sure to only write only what they can directly observe using one or more of their five senses. Write the total number for each observation on the board. They are fact-based, as they only include your direct experience. To help students understand the difference between observations and inferences, go through a few examples with them. An observation is something that you experience directly, through one of your five senses (sight, hearing, smell, taste, and touch). For example, ask how observations and inferences could help keep them from jumping to incorrect conclusions about other people, or how they can be used to help strategize when playing games or participating in sports. View & Download PDF Once students are familiar with the concepts of observation and inference, use this two-part educational activity to reinforce and help them learn to apply their new knowledge. It's important for students to learn what observations and inferences are, as well as to be able to tell the difference between them. Inferences involve drawing conclusions in order to assign meaning to what was observed. Use an object that students are familiar with, that you have on hand in the classroom or that you can easily show via an image. The worksheet below features a picture of several people preparing a meal in the kitchen. Link an observation directly to one of the five senses, then, give an example of an inference that could be made based on the observation. To conclude this part of the activity, lead a discussion about the experience of making observations and applying inferences. When the students have finished, call on them one at a time to share what they came up with. Leave the observations on the board, as they'll be needed for part two of the activity. Before dividing students into groups, practice as a class using the tally totals for each observation from the first part of the activity. If so, let them know how long they will have to complete the activity. inference. Lead a discussion in which you reinforce correct answers and provide corrective feedback for any that are incorrect. Observations do not involve making assumptions, guessing or otherwise assigning meaning beyond what you directly experience. A plant or desk could work, as well as any other item appropriate for students to describe. Once students have completed the observation-only activity, build on what they have done with an exercise focused on drawing inferences from the observations made in the first part of this activity. For the observation that has the highest tally, you could infer that this characteristic of the item is its most obvious feature. Tell them that their goal is to come up with at least three inferences about the item, being sure to base their inferences on the observations already made. Ten minutes is a good timeframe to consider. Point out that those totals are observations, then lead a discussion in which students are asked to make inferences based on those numbers. Once students have learned these concepts, you may want to start introducing them to the scientific method. To conclude the first part of the exercise, lead a class discussion that includes a review of the definition of observation and an opportunity for students to share what they learned from this activity. Start with an activity that is based solely on making observations, to be sure that students can practice describing things without making inferences about what they have observed. Lead a discussion about which observations were used to draw the inference, as well as other information that they used. Explain to students that they will work in a pair or small group. Teaching students how to tell the difference between inferences vs. observations will help them master important critical thinking skills. There are many examples of inferences. It is what you think or decide about something that you have observed. They'll continue to use this knowledge throughout all of their years in school, and beyond into adulthood. For further reinforcement, assign students to complete this printable observation and inference worksheet. An inference is a conclusion that you reach after an observation. Use a few examples to get them started. Their goal will be to identify inferences that can be made based on the observations from the first part of the activity. Write each reported observation on the board and ask students to raise their hand if their list also included the same observation. Explain to students that their job is to provide observations of an item that you will show to them. Show students the item and let them know when to begin. Check-in with the groups, offering suggestions (if needed) to spur discussion. Ask students to share how they can use what they learned in their daily activities and school work. There are many examples of observations. Observations are based on factual sensory information, while inferences are conclusions that are based on observations. SenseObservationInferencesightThe sky is blue.The weather is pleasant.hearingI hear someone calling my name.I must be late for dinner.smellThere is an unpleasant smell outside.Someone must have forgotten to take out the trash.tasteThis pickle has a sweet taste.This must be a "bread and butter" pickle.touchThe dog feels fluffy to the touch.The dog must shed a lot. Teaching these concepts starts with definitions, but students also need to be able to apply what these words mean to real-life scenarios. Use these activities to help your students learn how to differentiate between observation vs. For the observation with the lowest tally, you could infer that this characteristic of the item is its least obvious feature. Divide students into pairs or small groups of no more than four participants, and give them about 15 minutes to collaborate on what inferences they can draw about the object. In cases where students share inferences rather than observations, ask questions to get students to reflect on what observation(s) the reported inference was based on, then add the observation(s) to the board if not already listed. If they don't come up with options right away, give them some context. observation versus inference The words observation and inference are related concepts, but they are not the same. Staff Writer Discuss, then segue into a group activity. Optionally, you may want to set a predetermined time limit.

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