

# Name That Brand!

## The strange, funny, and totally true stories of how your favorite brands got their names

## About the Story

**Learning Objective:** to identify when to use *imply* and *infer*

**Featured Skill:** grammar, usage, and mechanics

### Standards:

The article and its suite of support materials support this Common Core Anchor Standard: L.1

For more standards information—including TEKS—go to [Scope Online](#).

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## Your Teaching Package

Find your full suite of support materials at [scope.scholastic.com](https://scope.scholastic.com).

### Video:

- Grammar Hack:  
*Imply or Infer?*

**Audio:**

- Text-to-speech

**Activities to print, project, or share digitally:**

- *Imply or Infer?* Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

# Step-by-Step Lesson Plan

## 1. Prepare to Read (5 minutes)

### Watch the Video

- Show students the **Grammar Hack: *Imply* or *Infer*?** video, a short animated video with tips for how to keep these words straight.

### Set a Purpose for Reading

- Direct students' attention to the hint box and directions on page 2 or at the top of the digital story page. Read each aloud.

## 2. Read and Discuss (5 minutes)

- Have students read the three boxes of text independently or with a partner, circling the correct word in each bolded word pair. Optionally, share the interactive version of this article, which has dropdown menus. Then discuss the answers.
- In your Resources tab, find an anchor chart and a skill-reinforcement activity called ***Imply* or *Infer*?** This activity is also available as a Google Slideshow for projecting.

## 3. Write (1 minute)

- Have students practice using this grammar skill in context. Project this Exit Ticket prompt on your board for students to respond to on a sticky note before they leave class:

Fill in a form of either *imply* or *infer* in the sentences below:

1. The teacher \_\_\_\_\_ there would be a pop quiz tomorrow by telling the students to spend extra time studying their notes that evening.
2. I can \_\_\_\_\_ the meaning of this story based on the evidence in the text.
3. Jimmy's poem meant to \_\_\_\_\_ that he had a crush on someone in his class.
4. Karina \_\_\_\_\_ that her friend Monica was upset from Monica's frown.