

Drawing Conclusions

Skills Reviewed and Maintained

- **Comprehension**
Making Predictions
Cause and Effect
- **Writing**
Informative paragraphs

Teach

- Ask students to watch carefully as you act out a situation. Then pantomime an activity, such as searching for your reading glasses. (Hold the book at the arm's length, squint, pat pockets, check under papers, and so on.)
- Ask students what you were doing and how they figured it out. Then point out that they drew a conclusion by combining visual details with their previous experiences and knowledge.
- When a person infers something that isn't directly stated, he or she is drawing a conclusion. A conclusion is a sensible decision, which is made after thinking about details and facts. Help students realize that they draw conclusions constantly in their daily activities.
- Tell students that readers, too, make logical decisions based on information in the text as well as their own experience.
- Have students read the passage and encourage them to draw conclusions about it.
- Invite students to complete the activities and discuss how they drew their conclusions.

Practice

Introducing Vocabulary

- Before students read the article, introduce the vocabulary words and discuss their meanings. Have students use the oral words in oral sentences.

Reading the Passage

- Have the students read the title and look at the photograph. Ask them to describe what they see.

Checking Comprehension

- Explain that a summary retells only the most important ideas and events.
- A valid prediction must be supported by information in the article. Have students point out details that helped them speculate about the topic.

Practicing Comprehension Skills

- Although a conclusion is a decision or opinion made by the reader, it must be based on information in the passage. To check, students can ask, "What assumptions did I make in reaching my conclusion?"

Practicing Vocabulary

- Review the vocabulary words. Have students answer activities where they use the vocabulary.

ESL Strategy

- Write some words that describe feelings on the board. (Possible words: happy, sad, angry)
- Make sure students know the meaning of each word. Then pantomime faces and gestures that suggest the feelings. Have students draw a conclusion about which feeling you are portraying.

Multiple Intelligences: Logical-Mathematical, Interpersonal

- Have small groups of students answer the exercise and discuss which answer is or is not a logical conclusion.