



**International Center  
for Leadership  
in Education**



**Gold Seal Lesson:**

Copernicus Education Gateway

<b>Author(s):</b> <i>AnnMarie D'Addio</i>			<b>Lesson Title:</b> <i>Drawing Conclusions</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>x</i>					<i>x</i>	

### **Instructional Focus:**

Students read a variety of grade level materials, applying strategies appropriate to various situations

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Students listen for a variety of purposes appropriate to the grade level.

### **Performance Task**

Teacher reads a selection to the students and ends with a question, “what happened?” Ask students to verbalize how the answer was arrived at, what clues were used from the selection that helped them come up with the answer. What information did they have to get from their own experience to help with the answer? Actually tell them that authors don’t always tell readers everything, but give clues to help the reader figure out or understand what they are writing about. Prepare a short paragraph on chart paper. Also prepare a graphic organizer, a large size copy and student copies. Have students listen to the paragraph\* and share two facts they learned from the piece, then ask them to state a conclusion based on the two facts. Follow up with an independent activity: Students write a riddle for classmates to solve on a non-fiction topic. Have them follow the pattern of the graphic organizer, two facts and leave the conclusion blank to be exchanged with another classmate.

Drawing Conclusions/ Sample Paragraph

Each summer at Mayo Beach vacationers have a sand sculpture competition. Contestants can work by themselves or work as a team. Everyone starts early in the morning. They need to work quickly. They need to be done before the tide comes in.

### **ICLE Essential Skills**

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ELA 1)

Identify, collect and/or or select pertinent information while reading. (ELA 5)

Gather information such as data, facts, ideas, concepts and generalizations from oral sources. (ELA 51)

**Scoring Guide: Checklist: 3= Very well, 2= Somewhat, 1=no evidence**

**Is able to listen and hear facts.**

**Is able to state conclusion based on fact.**

**Is able to write a riddle containing facts that lead to a conclusion.**

**Follows the conventions of writing, punctuation, spelling, grammar, capitalization**

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading comprehension</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing expository</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	