

Drawing a Conclusion

Name: _____

When we read a text, the author does not always tell us everything. The author may leave out details on purpose. He may also depend on the reader's general knowledge to fill in the blanks.

Read each paragraph and answer the questions.

PART I

Sarah lit the candle as the room grew darker. The clock chimed eight times, so she knew it would soon be bedtime. She hurried to find her chalkboard slate. She had not finished her lessons yet. She knew the teacher would be disappointed in her if she did not finish.



1. The paragraph takes place in: A. in the morning B. at night

Why do you think that? _____

2. The paragraph takes place in: A. modern times B. historical times

Why do you think that? _____

PART II

Claude walked slowly to the barn. He could hear the puppies as they cried for their mother. It would be a long night if she did not come back soon.



1. Claude is: A. male B. female

Why do you think that? _____

2. Claude is: A. a human B. an animal C. don't know

Why do you think that? _____

PART III

As I walked in the door, I knew there was trouble right away. The trash can was turned over, and papers were everywhere. The sofa cushions were on the floor. One of the pillows had been ripped open. Stuffing was all over the floor. As I looked around I saw Ringo in the corner. He had a ball in his mouth, ready to play.

1. What is Ringo? _____

2. What happened to the trash can, the sofa cushions and the pillow? _____

Drawing Conclusions Activities 4th Grade

Debra J. Housel



Drawing Conclusions Activities 4th Grade:

Skills-Based Reading (Rdg. Lvl. 4-5) , Comprehension Quickies (RL 4) , Read & Succeed Comprehension Level 4: Drawing Conclusions Passages and Questions Debra J. Housel, 2014-01-01 Students need purposeful practice on drawing conclusions to improve reading comprehension These fourth grade texts capture student interest with focused standards based activities that provide targeted practice opportunities

Exploring Science June Mitchelmore, 1999-04 Useful for the first three years of Secondary school this is a three book series It provides an introduction to the world of Science and is a helpful foundation for CXC separate sciences and CXC single award Integrated Science Written in clear English it is suitable for a range of abilities

Materials and Activities Relating to South America, Grade 5A. Los Angeles City School District, 1929 *Harcourt Science: Physical science, [grade] 4, Units E and F, teacher's ed. [v. 18]. Life science, [grade] 5, Units A and B, teacher's ed* , 2000

Resources in Education , 1995-12 *School and Home Education* , 1919

Abstracts of Theses, Masters' Degrees in the Graduate School Southern Methodist University. Graduate School, 1927 The American Secondary School Leonard V. Koos, 1927 Selected references at end of each chapter

Sra Skill Series: Sss Lv D Drawing Conclusions Boning, 1996-10-25 For over 25 years this program from Barnell Loft has been proven to successfully build comprehension skills The Specific Skill Series increases the proficiency of all students in all skill areas although it works especially well for remedial instruction This updated classic with reading selections and contemporary artwork builds 9 essential skills Working Within Words Using the Context Getting the Facts Drawing Conclusions Identifying Inferences Following Directions Locating the Answer Getting the Main Idea Detecting the Sequence Features Each skill is developed through individual books tailored for each reading level Short reading passages capture students interest Consistent format promotes rapid skill acquisition Can be used one on one in small groups or with your entire class

Industrial-arts Magazine , 1927 *Kansas Studies in Education* University of Kansas, 1923

Industrial Arts and Vocational Education , 1926 *Journal of Educational Method* , 1928 *American Physical Education Review* , 1925 Includes abstracts of magazine articles and Book reviews *Normal Instructor and Primary Plans* , 1926 *El-Hi Textbooks and Serials in Print* , 2003

Handbook of Research on Science Teaching and Learning Dorothy Gabel, 1994 Sponsored by the National Science Teachers Association this handbook provides a uniquely comprehensive and current survey of the best research in science education compiled by the most renowned researchers More than summaries of findings the content provides an assessment of the significance of research evaluates new developments and examines current conflicts controversies and issues in the major science disciplines biology chemistry physics and earth science

Handbook for Remediation of Reading Difficulties Jerry L. Johns, 1986

Reviewing **Drawing Conclusions Activities 4th Grade**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Drawing Conclusions Activities 4th Grade**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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