

Name: _____

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drawing conclusions

A conclusion is the end or finish of a certain process. It can also be a judgement or decision reached by reasoning. All narrative stories end with a conclusion. A conclusion is a main part of the plot diagram and the end of a story.

Directions: Identify and underline the conclusion in each sentence or group of sentences.

Example: I forgot to bring my lunch to school, therefore I didn't eat.

Answer: I forgot to bring my lunch to school, therefore I didn't eat.

1. I did not bring my wallet to the store, so I could not buy anything.
2. I prepared well and studied hard for my upcoming test, so I passed it.
3. I bought a new computer, therefore I could play online games.
4. I did not have cable t.v., thus I didn't watch the Laker game.
5. My family took a vacation every summer, therefore I learned a lot.
6. I went with my friends on a road trip, so I had lots of fun.
7. I couldn't finish my food, so I had to put some of it back.
8. We had fun at the water park, thus we were sleepy afterward.
9. I did well in high school, so I went to a good college.

Drawing Conclusions Thinking Map

David Kirk



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Rubrics for Assessing Student Achievement in Science Grades K-12 Hays B. Lantz, 2004-02-06 I recommend Rubrics for Assessing Student Achievement in Science Grades K 12 to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria Rubrics for Assessing Student Achievement in Science Grades K 12 is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance

Strategies for Interactive Notetaking ebook Judith Goodman, 2013-10-01 Use interactive notetaking to engage students and develop deep learning With valuable strategies for vocabulary development activating prior knowledge summarizing building comprehension using primary sources and review this resource contains creative methods for students to learn and remember content Using interactive notetaking strategies will help students organize and store their notes study for tests and take ownership of their learning With model lessons correlated to College and Career Readiness and other state standards this resource provides students with creative ways to develop positive notetaking habits now

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Developing Connective Leadership (Successes with Thinking Maps®) Larry Alper, Kimberly Williams, David Hyerle,

Reading Thinking Skills for Maps and Globes, 1975

New Star Science 4: Friction Rosemary Feasey, 2000 Designed to provide the ideal solution for teaching junior science New Star Science 4 books are aimed at the fourth primary school year These teacher s notes provide a background to the unit as well as photocopyables and assessment material The focus of this text is friction

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Student Successes With Thinking Maps(R) David Hyerle, Larry Alper, Sarah Curtis, 2004-06-04 Foreword by Pat Wolfe Following a presentation of the what why and how of Thinking Maps the reader is treated to a panoramic view into schools that have successfully used this unique tool kit to bridge the gap from research to practice All are worthy models to examine and follow as schools focus on continuous growth for all through both individual and school improvement The book is a must read Marti Richardson President National Staff Development Council How do we support all learners to use thinking skills across disciplines Visual organizers reflect what we know of how the brain processes stores links and builds new learning In this new resource David Hyerle the originator of Thinking Maps shares stories from teachers principals and trainers who have adopted the maps to increase student achievement and revitalize learning communities Among the specific successes here teachers and leaders will find ways to use Thinking Maps as a visual language and a frame of reference to Help all students access difficult content areas Provide a bridge to overcome cultural disconnects between teachers and learners Spur higher order thinking and discussion even in

young children Offer a tool to assess content understanding in students with limited English Provide a means for students to think and talk more deeply about mathematics Provide prompts and organizers for more effective writing Offer new learning supports for students with differences Provide a common learning community toolbox for teachers students and parents Integrate learning across grades and subjects and from prior knowledge to new learning Students teachers and administrators have proven that thinking maps are a key to improving performance by students across cultures and languages raising the quality of instruction and offering new pathways to sustain constructive conversations within schools

Information Literacy in Music Beth Christensen, Erin Connor, Marian Ritter, 2018-01-01 Information Literacy in Music An Instructor's Companion is a practical guide to information literacy instruction for busy librarians and music faculty This book contains examples of course integrated assignments designed to help postsecondary music students develop foundational skills in information literacy These assignments have been solicited from experienced librarians and faculty across the United States and they represent a broad spectrum of approaches to music research from historical to applied studies Be inspired by new and creative solutions to students information literacy challenges and by the many examples of successful collaborations between librarians and music faculty

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Interdisciplinary High School Teaching John H. Clarke, 1997 Discusses the trend in high school classrooms away from subject based instruction and toward interdisciplinary instruction in which students learn to apply lessons from school to areas of relevance in their lives and includes examples of excellence from around the country as well as ten full

length case studies

Curricula in Geography ,1921

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