

LESSON PLAN: DIRECT INSTRUCTION

Objective: Students will draw conclusions from evidence (facts and concepts) they have read in a fiction or non-fiction resource. They will orally share their conclusions in small group settings and practice some of the strategies of "argumentation."

Demonstration

T - Look at these footprints.



What do these clues tell you?

S - Animals are coming --- or going?

S - The place must be a forest where many animals live.

T - Today we are going to learn how to draw conclusions or how to use clues to form an idea or conclusion.

T - Watch me as I show you how I use information from what I read to draw a conclusion.

T - First, I read the information. [Teacher reads story aloud.]

She felt unhappy.
It was time but she had
not read the clock.
She felt ripples in her
stomach. It was time and
she walked to the kitchen.

T - Help me circle some of the clues that are in the story.

S - Circle time

S - Circle ripples in her stomach

S - Circle kitchen

Demonstrate, cont.

T - Now that I have circled some clues or the important facts in the story I read, I can use them to draw a conclusion or idea of what is happening. I'll use this chart to guide my thinking.

Clue →	Clue →	Clue →	Conclusion
time	ripples in her stomach	kitchen	It's time to eat.

[Teacher completes chart stating aloud what is being written.]

Check for Understanding

T - What is the definition of a conclusion?

How are conclusions formed?

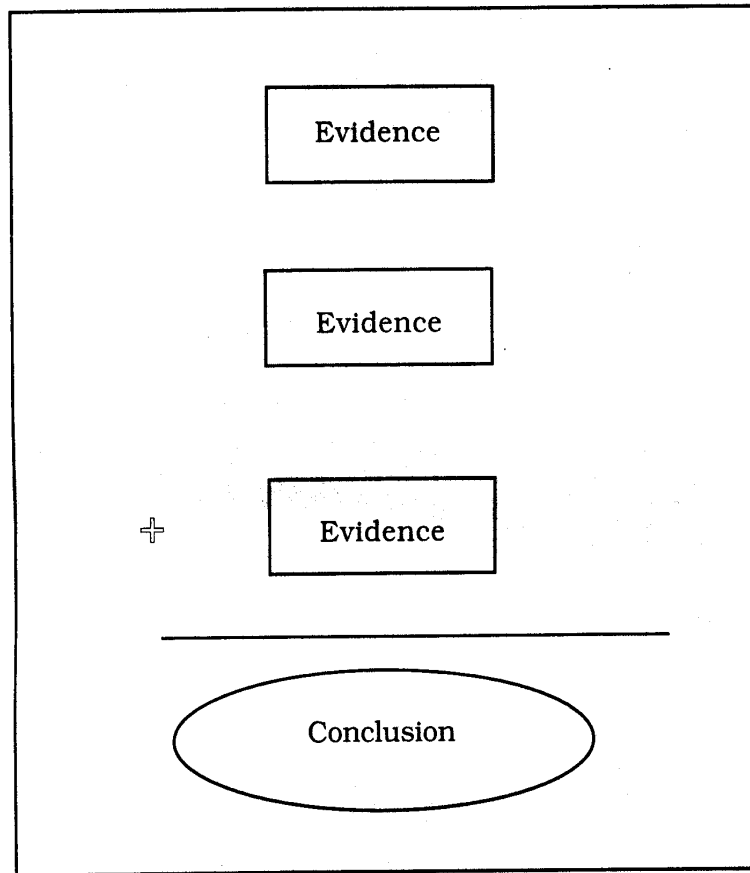
What analogy best describes the process of drawing a conclusion from evidence?

How would you describe the steps to use to draw a conclusion?

When do people draw conclusions at school, at home, at work?

Structure Practice

T - [Presents students with a chart]



T - This chart illustrates a procedure for "Idea Addition" or assessing evidence to draw a conclusion.

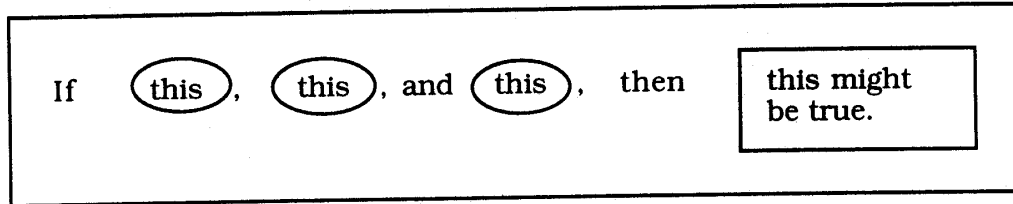
Let's read this page. [Teacher distributes reading material]

Find the evidence in reading material.

Let's fill in the chart with the evidence. What conclusion can be drawn from the evidence?

Guided Practice

T - [Teacher presents the follow chart]



T - How does this chart help us arrive at a conclusion from evidence?

S - It's hypothesizing - - - making a guess from evidence.

T - How does this method compare to the other method we used?

S - They are really alike.

T - Let's apply this method of drawing a conclusion to this page of text.

Independent Practice

What would you do here?

Culmination

What would you do here?