

LESSON OVERVIEW

OBJECTIVES

Vocabulary Objectives

- Learn target vocabulary to enhance reading comprehension.
- Apply target vocabulary in written responses and oral language.

Comprehension Objective

- Draw conclusions based on information in stories.

ESL MODIFICATIONS



Listening • Students will respond verbally or nonverbally to identify details that support conclusions drawn from poems and stories heard in the whole group reading activity.



Reading • Students will draw conclusions based on details in a text.



Speaking • Students will repeat new vocabulary and respond to questions about visuals.



Writing • Students will record clues and conclusions from a simple text.

MATERIALS

READING FOR UNDERSTANDING

- Poem “Monday Mystery,” Student Page 1

TEACH

- Poem “Monday Mystery,” Student Page 1
- “Drawing Conclusions,” Student Page 3

GUIDED PRACTICE

- “Clues and Conclusions,” Student Page 2

INDEPENDENT PRACTICE

- Passage “Team Effort” Level 3, Student Page 6
- “Drawing Conclusions,” Student Page 3

ESL MODIFICATIONS

READING FOR UNDERSTANDING

- Poem “Monday Mystery,” Student Page 1

TEACH

LEVELS 1–3

- Poem “Monday Mystery,” Student Page 1
- “Drawing Conclusions,” Student Page 3

GUIDED PRACTICE

LEVELS 1–3

- “Clues and Conclusions,” Student Page 2

INDEPENDENT PRACTICE

LEVEL 1 • “Team Effort” Level 1, Student Page 4

- “Drawing Conclusions,” Student Page 3

LEVEL 2 • “Team Effort” Level 2, Student Page 5

- “Drawing Conclusions,” Student Page 3

LEVEL 3 • “Team Effort” Level 3, Student Page 6

- “Drawing Conclusions,” Student Page 3

Performance definitions for levels of English language proficiency available as a downloadable Teacher Resource document at www.istation.com

VOCABULARY SUPPORT



Target Vocabulary Words

single normal sound plan notice

- When introducing vocabulary words, model the correct pronunciation of the whole word and have students repeat. For multisyllabic words, say the word. Then say each word part slowly. Next, quickly repeat the whole word. Have students repeat the steps with you. Then, write the word on the board or chart. Read the definition of each word to students and give examples or sample sentences to build meaning.

single sin • gle (*'sin-gəl*) *Single* means “one” or “not with anyone else.” *A single shoe is not much use because you have two feet. A single person is not married.*

normal nor • mal (*nŏr'-məl*) *Normal* means “regular” or “usual.” If something is normal, it is the way you expect it to be. *The doctor said my temperature was normal and I did not have a fever.*

sound sound (*'saʊnd*) A sound is anything you can hear. *Many pets are scared by the sound of thunder during a storm.*

plan plan (*'plan*) If you plan, you think about doing something or decide how and when you will do it. *My parents plan to throw a surprise party for my sister.*

notice no • tice (*'nŏ-təs*) If you notice something, you see it and pay attention to it. *I notice that you always get to school early on Fridays.*

- Have students write sentences using the Target Vocabulary Words in an ongoing Vocabulary Log. Call on volunteers to read one of their sentences to the class.

ESL MODIFICATIONS

Level 1 • Use each word in a simple sentence and act out the sentence using gestures and pantomime. Have students repeat the sentence and do the actions with you. Then have students make a vocabulary card with the word and a picture to help them remember the meaning.

Level 2 • Have students write each Target Vocabulary Word at the bottom of an index card. Then have them draw a picture that helps show the meaning of the word. Invite them to share and explain their cards to the group or to a partner before adding them to their vocabulary card collection.

Level 3 • Ask students to work with a partner to write a sentence using each Target Vocabulary Word. Then have partners write one of their sentences on the board and leave a blank where the Target Vocabulary Word belongs. Invite the group or class to read and complete each sentence. Students should record words and sentences in an ongoing Vocabulary Log.

READING FOR UNDERSTANDING



Distribute the poem “Monday Mystery,” Student Page 1. Read the poem aloud.

- ☒ Pause after each verse, and use these questions to check for understanding.

1. **Why doesn’t the author of the poem wait for the bus?** (*The author thinks he or she is late and has missed the bus.*)
2. **What does the author find when he or she gets to school?** (*The classroom is empty and no one is at school.*)
3. **What does the author see on the way home?** (*He or she sees a lot of kids playing outside.*)

ESL MODIFICATIONS

Use these comprehension questions to modify instruction.

Level 1

1. Reread verse 1 to students, then ask:
Where does the author go first? (*to the bus stop*)
2. Reread verse 2 to students, then ask:
Where does the author go next? (*to school*)
3. Reread verse 5 to students, then ask:
Where does the author go last? (*home*)

Level 2

1. **Why does the author hurry?** (*He or she is late.*)
2. **How does he or she get to school?** (*He or she runs.*)
3. **Why does the author go home?** (*The school is empty.*)

Level 3

1. **Why does the author run to school?** (*He or she missed the bus.*)
2. **Why doesn’t the author stay at school?** (*No one is there.*)
3. **What does the author do when he or she goes home?** (*He or she watches cartoons.*)

TEACH



USING COMPREHENSION STRATEGIES

- **Imagine that you go into another classroom and see an interesting bulletin board. You stop to look at it. It is decorated with cutouts of Earth, Saturn, Mars, and the other planets, as well as the sun. It also has a list of “fun facts” about the planets. It shows a rocket ship zooming from Earth toward its moon. What do all of the details of this bulletin board display have in common?** (*They are all about outer space.*) **What must the class be studying?** (*outer space*)
- **You have just drawn a conclusion.** Draw a graphic organizer as on Student Page 2 on the board. As you review how to draw a conclusion, point to the corresponding part of the organizer. **When you draw a conclusion, you look at major details, decide how they could be connected, then form an overall idea.**
- Distribute a copy of the poem “Monday Mystery,” Student Page 1. **Let’s read this poem together and try to draw a conclusion. As we read, we’ll pay attention to clues that could be connected. We can connect all the information to figure out what is happening and why it is happening.**
- Read the entire poem aloud and have students think about what may have been happening. Then reread to find clues. Ask questions to help students identify relevant information. **What happens in the first verse of the poem?** (*The author finds no one at the bus stop.*) **Is this a clue about what is happening?** (*yes*) **In the first Clue box, I’ll write No one is at the bus stop.**
- **Let’s look for more clues.** Read the next two verses aloud. **Where does the author go?** (*to school*) **What does he or she find there?** (*an empty classroom*) **Why doesn’t it seem like a normal Monday?** (*No one is at school.*) Record the information in the second Clue box.
- Continue reading and asking questions to help students identify additional clues. Add each clue to the organizer. **What does the author see on the way home?** (*Kids playing everywhere.*) **What does the author do after figuring out what has happened?** (*He or she watches cartoons.*)
- **Now let’s look at all the clues we found. No one is at the bus stop. No one is at school. Kids are playing outside. The author goes home and watches cartoons. What conclusion can we draw from the clues?** (*It wasn’t a school day.*) Write the conclusion in the last box on the graphic organizer.
Clue: No one is at the bus stop.
Clue: No one is at school.
Clue: Kids are playing everywhere.
Clue: The author goes home and watches cartoons.
Conclusion: The author thought it was a school day, but it isn’t.

ESL MODIFICATIONS

Use these comprehension questions to help students identify clues that lead to a conclusion.

Level 1

1. Reread verse 3 to students, then ask: **Are there teachers and students at school?** (*no*)
2. Reread verse 5 to students, then ask: **What does the author see on the way home?** (*kids playing*)
3. Reread the last verse to students, then ask: **What does the author watch after getting home?** (*cartoons*)

Level 2

1. **Who is at the bus stop?** (*No one is at the bus stop.*)
2. **Who is at school?** (*No one is at school.*)
3. **Where are all the children?** (*They are playing outside.*)

Level 3

1. **Why does the author think he or she is late to the bus stop?** (*There is no one there.*)
2. **What is not normal at school?** (*There are no kids or teachers at school.*)
3. **What does the author see on the way home?** (*He or she sees children playing everywhere.*)

GUIDED PRACTICE

**Let's practice drawing conclusions.**

- Distribute “Clues and Conclusions,” Student Page 2.
- Have volunteers read aloud the text under each picture. Guide them in connecting clues that lead to a conclusion.
- Finally, have students draw and write their conclusion in the last two boxes.

ANSWERS**Clues:**

(Wording may vary.)

2. *Mr. B left space for his guest's things.*
3. *Mr. B put the family pictures where they were easy to find. He couldn't wait to visit and share memories.*
4. *Mr. B was waiting for his brother's knock at the door.*

Conclusion:

5. *Mr. B's brother was coming to visit and stay with him awhile.*

ESL MODIFICATIONS

Use these strategies to build vocabulary for the discussion and to help students draw conclusions. For all levels, distribute Student Page 2.

Level 1

1. Point to and name things in each picture. Have students point to the same thing and repeat *This is ____*. Review by pointing to the items in random order and having students name them.
2. Use the same nouns to ask questions about the pictures. (Examples: **Is this a bed? Is there an airplane in this picture? Is this room clean?**) Have students respond by saying yes or no.
3. Read the story to students. On a second reading, ask them to listen for clues about why Mr. B is cleaning. Pause after each section and ask questions to guide students to clues in the text: **Why does Mr. B leave some empty space? Why does Mr. B put one box by the bed?** Model recording each answer. After the story has been reread, have students draw a picture to show their answer to the final question. Then write the conclusion for students to copy onto the lines next to their drawing.

Level 2

1. Name and describe things in the pictures. Pause and have students point to each thing you discuss. Then have partners take turns using the sentence stems *This is ____* and *These are ____* to name the items for each other.
2. Read the story to students and ask them to listen for clues about why Mr. B is cleaning. Then reread the story, pausing after each section to have students identify and record the clues they find. After the passage has been reread, have students respond to the last question. Ask them to draw a picture showing their idea. Then coach them as needed to help them write their conclusion next to their drawings.

Level 3

1. Ask students to name and describe things they see in the pictures.
2. Ask students to listen for clues about why Mr. B is cleaning. Then have volunteers read the boxed sections of the text. After each section, have students identify and record the clues they find. Once the story has been reread, ask students to respond to the final question. Then have partners share and compare their drawings and conclusions.

INDEPENDENT PRACTICE



Now read another passage and use story clues to make an inference.

1. Distribute a copy of “Drawing Conclusions,” Student Page 3; and a copy of “Team Effort,” Student Page 6.
2. Monitor students’ progress and remind them to look for connections between details in the story. Have students record story clues and their conclusion on the graphic organizer.

ANSWERS**Levels 1–3****Clues:**

Tony spreads towels on the bathroom floor.

Paula gets out a sponge and shampoo.

Tony blocks a hole where Ziggy might get out.

Tony and Paula try to coax Ziggy to come to them.

Conclusion:

Tony and Paula plan to give their dog Ziggy a bath.

ESL MODIFICATIONS

Have students work independently using the following modified passages and the Drawing Conclusions chart on Student Page 3. Level 2 Student Page 5 has a Word Study section that defines key vocabulary. Tell students they may use this section to help with the meaning of the bold words in the text. Level 1 Student Page 4 includes a picture glossary.

Level 1 • Distribute a copy of “Team Effort” Level 1, Student Page 4.

Read the story. Then ask questions to elicit clues from the text: **Where does Tony put towels? What does Paula put by the tub? What does Tony take outside? What does Paula take? Who do they talk to in the backyard? What do they want?** Have students respond by saying the answer or by pointing to it in the text. Guide students in copying clues from the text.

Level 2 • Distribute a copy of “Team Effort” Level 2, Student Page 5.

Point out and read the words *Clue* and *Conclusion* on Student Page 3. Review the meaning of each word. Then reread each paragraph. Have students read or point out clues that help them figure out what is happening. Have students copy or paraphrase the clues from the text to complete their organizer. Then ask: **What do Tony and Paula want to do?** Have students use their clues to draw a conclusion that answers the question.

Level 3 • Distribute a copy of “Team Effort” Level 3, Student Page 6.

Review the meaning of the words *Clue* and *Conclusion*. Reread the last two sentences of the story. Then ask: **What do Tony and Paula want to do?** Explain that students must draw a conclusion to answer the question. Have them underline clues in the text that support their conclusion. Choose volunteers to read their clues. Affirm or provide corrective feedback. Then have students write their clues and their conclusion on their organizer. Have students share and compare conclusions with a partner or group.

RETEACH SUGGESTIONS

If students still have difficulty with the comprehension skill Drawing Conclusions, provide additional opportunities for them to practice this skill. Repeat these activities as many times as necessary, varying the sources or story starters.

1. Write and solve school mysteries.

- Organize students into small groups. Then give each group a card with a prompt that describes an event that might or often does happen in your school. Examples: a fire drill, a reading parade, a choir performance, safety patrols going on duty, a class on the way to the library, students changing classes, a class planting a garden.
- Ask students to keep their prompt a secret from the other groups. Tell them they will write a school mystery about the event described on their card. Explain that group members will discuss what details someone would need to notice and connect to conclude what is happening, or is about to happen. Direct groups to list four to six clues that give enough information for someone to draw the correct conclusion.
- As groups work, circulate and coach them if their clues give too much or not enough information. Have them make a neat copy of their clues to share with another group.
- Have groups exchange cards and use the clues to conclude what event each group had in mind.

2. Draw conclusions about history.

- Display a list of useful everyday machines and when each was invented. Tell students that each machine made life better, easier, or safer. Point out that if students think about how they use one of the machines and what they would have to do if they did not have it, they can draw conclusions about what life was like for people before that machine was invented.
- Choose one machine and have students brainstorm ways life must have been different before it was invented. Prompt them with questions as needed: *Without a telephone, how do you think people got help in an emergency? How did they communicate with faraway family members?* Record responses on a concept web.
- Have small groups choose an invention from the list and do the same on their own. Have them choose one group member to record their ideas on a web.
- Invite groups to share their ideas. Have each group choose a helper to display their web and a speaker to tell how they reached the conclusions that they did. When each presentation is finished, ask the class to think of other ideas that could be added to the web.

Monday Mystery

I hurry to the bus stop.
I hope the bus will wait.
But no one else is out here.
How could I be so late?

There isn't time to wonder.
I have to run—and fast!
I get to school and there I find
A dark and empty class.

It's not a **normal** Monday.
No teachers are around.
I do not see a **single** kid.
I do not hear a **sound**!

As I walk home, I wonder,
Where can everybody be?
Did someone **plan** a field trip
For everyone but me?

Walking home, I **notice**
Some kids out playing chase.
Kids are on their bicycles.
Kids are everywhere!

Draw your own conclusions.
I know you'll get it soon.
I figured out what happened.
Now I'm watching a cartoon!

Clues and Conclusions

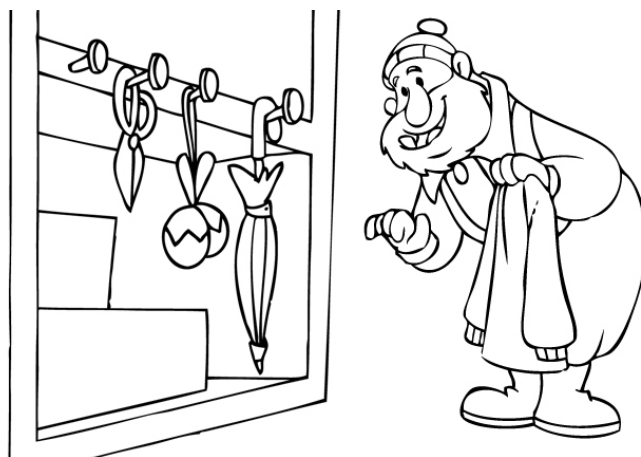
Mr. B looked around his extra bedroom. It was easy to see that he only cleaned up when a guest was coming. It was a mess! His treasures were in dusty piles all over the room. The bed was hidden under stacks of junk.

1. Clue: Mr. B only cleaned up when a guest was coming.



Mr. B got to work. He picked up all the clothes from the floor. He folded them neatly and put them away. Then he used hooks to hang up things that he needed. He made sure to leave room for his guest's things.

2. Clue: _____



Next, Mr. B packed all of his treasures into boxes. He put the box of family pictures by the bed where they were easy to find. He could hardly wait to visit and share memories.

3. Clue: _____



After hours of work, the little room was tidy and clean. Mr. B looked around with a satisfied smile. Then he went upstairs to listen for his brother's knock at the door.

4. Clue: _____



Draw a picture of your conclusion.

Think about the clues. What can you conclude? _____

Drawing Conclusions

Story title: _____

Think about what happened in the poem. Ask yourself, "Do the words in the poem show or prove something that the author does not tell the reader? Which clues helped me figure it out?" Record your conclusion and the clues that helped you reach it.

Clue

+

Clue

+

Clue

+

Clue

=

Conclusion

Team Effort

¹ Tony got some **towels** and put them over the bathroom floor. His sister Paula put a **sponge** and some **shampoo** by the **tub**.

² Next, Tony got a **tennis ball**, and Paula got a piece of a hot dog. They went into the backyard. Tony stood in front of a hole in the **fence**.

³ “Here is your ball, Ziggy! Come get it!” called Tony. Ziggy looked at him but did not move.

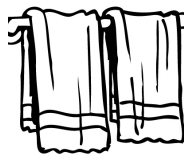
⁴ “Come here, boy. I have something for you,” said Paula. “It’s yummy!” Ziggy didn’t come. He just looked around for a place to hide.

⁵ Tony and Paula could see that this was not going to be an easy job!

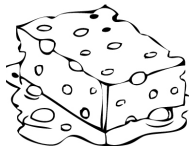


Picture Glossary

towels



sponge



shampoo



tub



tennis ball



fence



Team Effort

¹ Tony got some towels from the **laundry room**. He spread them over the bathroom floor. His sister Paula put a **sponge** and some shampoo by the **bathtub**.

² Next, Tony went to his room and found a tennis ball. Paula got a hot dog out of the refrigerator. Then the two of them went into the backyard. Tony stood in front of a hole under the **fence**.

³ “Here’s your ball, Ziggy! Come get it!” said Tony with an **excited** voice. Ziggy looked at him but didn’t move.

⁴ “Come on over here, boy. I’ve got a **treat**,” said Paula sweetly. “It’s yummy!” Ziggy put his tail down. He started looking for a place to hide.

⁵ Tony and Paula could tell this was going to be a **battle**!



Word Study

laundry room a room with a washing machine

sponge something soft and thick that is used for cleaning things

bathtub a tub for taking a bath

fence a kind of wall that is built around land to keep animals inside

excited happy and eager

treat something good to eat

battle a big fight

Team Effort

¹ Tony got a stack of old towels from the laundry room. He carefully spread them over the bathroom floor. His sister Paula got out a sponge and some shampoo and put them on the edge of the bathtub where they'd be easy to reach.

² Next, Tony went to his room and found a tennis ball. Paula got a piece of a hot dog out of the refrigerator. Then the two of them went into the backyard. Tony stood where he could block a hole that had been dug under the fence.

³ "Here's your ball, Ziggy! Come get it!" said Tony with an excited voice. Ziggy stared at him without moving.

⁴ "Come on over here, boy. I've got a treat," said Paula sweetly. "It's yummy!" Ziggy put his tail down and started backing away.

⁵ It was clear that Tony and Paula were in for a battle!

