Drawing Conclusions
# Drawing Conclusions

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>What I already Know</th>
<th>My Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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</tbody>
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Janie came in from recess with the rest of her class to find her teacher, Mr. Holmes, looking down at his desk and frowning. Janie took her seat along with the rest of the class, watching as Mr. Holmes walked to the front of the room. Slowly, the noise and bustle of students settling in and taking books from their backpacks died down. Mr. Holmes looked out at the kids and began to speak.

“What do you notice about my desk?” he asked. “Can anyone tell me what’s different?” Janie looked at Mr. Holmes’ desk, and suddenly she realized why he’d looked upset. Nibbles, the class hamster, was missing from her normal spot, along with her cage and the bag of hamster food that always sat on the corner of the desk. That’s when Janie remembered that she had seen Doug standing beside the door at the start of recess, seeming to wait for everyone else to file out into the yard. She glanced under Doug’s desk and noticed a strangely square lump beneath his jacket. Janie hesitated, and then slowly raised her hand.

Concluding paragraph:
Evaluate Information/Draw Conclusions

When you research information, you need to evaluate it to see if the information is accurate and up-to-date. You also need to make sure it meets the needs of your project. For example, a newspaper article might be up-to-date, but it may not have the information you need. When you find information you can use, you need to draw conclusions about it by deciding for yourself what the information means.

Directions: Read this encyclopedia entry about cattle. Use the information to answer the questions that follow.

Cattle: The Global Picture

In 1995, there were about 1\(\frac{1}{3}\) billion beef and dairy cattle in the world. More than one third of the cattle are raised in Asia. Many millions more are raised in South America. India has more cattle than any other country in the world, but the demand for meat in India is low because many people there believe that the cow is a sacred animal.

A century ago, there were 60 million cattle in the United States. In the early 1990s, the U.S. Department of Agriculture estimated that this number had grown to close to 100 million. During this same time period, each American ate about 67 pounds of beef a year and drank about 100 quarts of milk.
1. If you wanted to find information about the topic “Life on the Range,” would this encyclopedia article be useful? Explain.

2. Would this encyclopedia article be considered “up-to-date” if you were trying to find out about the number of cattle in the world currently? Explain.

3. About how many pounds of beef does an American eat each year? About how much milk does an American drink each year? Why do you think data about milk consumption was given?

4. According to the entry, in which country are cows treated as sacred animals? Where did you find this information?

5. Would you say that the information presented would help you prepare a report on fast food in America? Why?

Notes for Home: Your child read an encyclopedia entry to gather information and draw conclusions about it. Home Activity: Discuss with your child ways to find out more information about a particular topic. Talk about what resources would have useful content.
Here are the directions.
Read each story. Then read each question.
Pick out the answer and click on the button in front of the correct letter. If you didn't choose the correct one, try again! Good luck!
After you have answered the question, find the lightbulb next to “How do you know?” Click on the lightbulb to find out!

The shelves were piled high with boxes of every size and shape. Each group had a different picture and different bright colors.

There were so many people - men and women, mothers with little children, teenagers putting more boxes on the shelves. Some of the people were talking together as they chose the boxes and cans that they wanted.

Jeff was having a hard time remembering which one to buy. He knew that Tooli wouldn't be happy if he brought home the wrong brand! He also knew that Tooli was probably getting very hungry!
Where was Jeff?

- A. Jeff was at school in his son’s classroom.
- B. Jeff was at the zoo watching the animals eat their lunch.
- C. Jeff was buying jewelry.
- D. Jeff was at the grocery store.

How do you know?

Jeff filled up a big bowl with fresh, cold water and set it on the floor. He brought out a big comforter and put it on the floor next to the low window. He opened a package, took out a big bone and placed it on the floor next to the comforter. Then he opened the window so that the gentle breeze could blow into the room.
What was Jeff doing?

- A. He was getting ready for a camping trip.
- B. He was cleaning out the closet.
- C. He was getting things ready for his dog.
- D. He was trying to cool off the room.

How do you know?

Justin grabbed the leash and quickly put it around Tooli's neck. He stormed out the door with Tooli coming right behind. He said, "Hurry up, Tooli. You're always so slow."

Justin kept his head down and walked quickly down the road, not speaking to anyone that he saw.
What was true about Justin?

A. He was very worried that someone might see him.
B. He was angry that he had to walk the dog.
C. He was feeling sick and wanted to lie down.
D. He was very excited and wanted to hurry.

How do you know?
Drawing Conclusions

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

A Frog Fable

Once three frogs lived in a shallow pond. Summer came and with it a severe drought. Their pond shrank to a mud puddle. Two of the frogs decided to search for a new home elsewhere. The third, however, claimed she'd just as soon die in their familiar puddle as some strange lake. She refused to go. Finally, her two friends left her. They promised to return as soon as the drought ended. She watched as they hopped away into the distance.

The two frogs hopped a long way, seeking water. At the end of the first day, they came to an old well. It was so dark by then that they could not see the bottom.

"Surely there is water down below. Let's hop right in!" said the first frog, leaping to the top of the wall.

"Wait, wait!" cried her friend. "We must find out for sure before you leap! What if there is no water down below? What if there is no way to climb out?"

"I know what we'll do!" said the first frog. "You will have to help me, though. We will push this pebble over the edge and listen hard. If we hear a splash, we will know there is water. We can also guess how deep it is and how far we will have to fall before we hit the water. If it is high enough, we can climb out whenever we want."

Working together, the tired frogs shoved the pebble over the side. PLUNK! It hit water almost immediately. Relieved that their suffering was over, they jumped into the well.

Suddenly, there was a booming of thunder! "Rain!" cried the first frog. "The drought is over!"

1. Why did the third frog stay behind?
   A. She was afraid of the unknown.
   B. She knew it would rain.
   C. She was happy in the mud puddle.
   D. She hated water.

2. What makes the first two frogs leave the third frog behind?
   F. They are thirstier than she is.
   G. They are braver than she is.
   H. They like to travel.
   J. They want to see the world beyond the pond.

3. Why does one frog hesitate at the side of the well?
   A. She is afraid of the dark.
   B. She is afraid leaping into the well may be dangerous.
   C. She has changed her mind and wants to go home.
   D. She is angry at the first frog.

4. The frogs know it is safe to jump in the well because—
   F. they hear the splash from the pebble right away.
   G. they hear nothing after tossing the pebble in the well.
   H. it begins to rain.
   J. they can see the water when the sun rises.

5. What will the two frogs do now that it's raining?
   A. stay in the well
   B. return to their home
   C. drown in the well
   D. push another pebble into the well

Notes for Home: Your child read a story and formed conclusions about its characters. 

Home Activity: With your child, think of other well-known folk tales or fables. Discuss why characters act a certain way and what lessons they may have learned.
Drawing conclusions

1. John is a better basketball player than his brother Peter.

   We can infer that .
   a. John does not like to play basketball .
   b. Peter gets better scores.
   c. **John gets better scores.**
   d. Peter likes to play basketball.

2. A _____________ is a comparison that uses a word or phrase in place of another word or phrase to suggest a similarity between 2 things.
   a. **metaphor**

3. It was cool outside. The leaves were changing colors and there were pumpkin decorations on the walls. What season is it?
   a. Winter
   b. Summer
   c. **Fall**
   d. Spring

4. It was cool outside. The leaves were changing colors and there were pumpkin decorations on the walls. What season is it?
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   b. Summer
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5. Kelly likes vegetables.
   Carrots are vegetables.
   What conclusion can you draw about Kelly?