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**Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)**

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**MUSIC and SOCIAL STUDIES Grade 2**

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Readers draw conclusions based on the ideas and information that they read from one or more sources. Providing a graphic organizer *before* reading helps students to organize their thinking *during* reading in order to analyze, make inferences and draw conclusions *after* reading.

**Purpose**

- Actively use prior knowledge and experiences when reading.
- Read and respond to the important concepts and issues in music and in integrated social studies topic *World Communities*, making inferences and drawing conclusions.

**Payoff**

Students will:

- Develop content and opinions for writing.
- Become thoughtful speakers during whole-class and small-group discussions.

**Tips and Resources**

- *Drawing Conclusions* involves gathering information and deciding what the information means. For example, a picture book or short story may **describe** the life of a child in another community in the world (e.g., school life, food, shelter, games for play); it may **draw a conclusion** about the information (e.g., certain food is eaten in the region due to the crops grown and weather conditions); and it may **offer recommendations**.
- See Teacher Resource, *I Read/I Think/Therefore – Sample Response*. This annotated sample illustrates the thinking process that a reader might follow to gather information, reflect, and draw a conclusion.
- Also, see Student Resource, *Template for Drawing Conclusions*. This graphic organizer helps students to organize their thinking while they are reading or conducting research that will require them to make inferences and draw conclusions. In column 1 (I Read), students record the relevant information from the text. In column 2 (I Think), students record what they know about that information and what they think it means. In the bottom row (Therefore), students record their conclusion based on all of the information gathered and their prior knowledge.

*On Solid Ground: Strategies for Teaching Reading K-3* by Sharon Taberski

*A Life Like Mine: How Children Live Around the World*, Unicef. ISBN 0-7894-8859-0

*Children Just Like Me: A Unique Celebration of Children Around the World*, Unicef. ISBN 1-55168-019-X

**Further Support**

- Encourage students to use their real-life experiences and previous study in social studies classes as a reference and models for drawing conclusions.
- Create a wall chart to illustrate the strategy I Read/ I Think/ Therefore and post it as a reference for students.
- Encourage students to use the class word wall to assist them with words.



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**MUSIC Grade 2**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Select a text related to the social studies topic, <i>World Communities</i>. See Student/Teacher Resource, <i>A Day in the Life of a Child From Ghana.</i></li> <li>• Create a question or reading prompt to guide the reading (e.g. What kind of activities do you do each day? What do you eat? What does your house look like?)</li> <li>• Prepare a class chart of the organizer I Read/I Think/Therefore (See Teacher /Student Resource, <i>Template for Drawing Conclusions</i>).</li> <li>• Create questions or reading prompts to guide the reading (e.g., What is the daily life of a child like from Africa? What do children do to help their family? What food do they eat? How is this life the same or different from yours?).</li> <li>• Use a think aloud strategy and record on a 'I Read/I Think/Therefore organizer to' to demonstrate how to draw a conclusion based on gathered information. See Tips and Resources on the previous page. See Teacher Resource, <i>Sample 1 – I Read/I Think/Therefore</i>.</li> <li>• Provide students with a graphic organizer to record their thinking as they continue to read the text. Use a class chart as a model.</li> <li>• Set a purpose for reading.</li> <li>• Use Read Aloud teaching strategies and the class chart to model for students how to read and record information and inferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and read the information provided, making observations and inferences based on the information.</li> <li>• Make conclusions.</li> <li>• Observe the teacher's thinking process for drawing a conclusion.</li> <li>• Observe how to complete the graphic organizer.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students in pairs or individually to complete the reading task and their own "I Read" and "I Think" columns of the organizer.</li> <li>• Partners may read, pause, discuss and record the information and their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the text, pausing to record important information, and make inferences.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Review the information gathered in the "I Read" section. Note responses and ask students to account for similarities and differences.</li> <li>• Compile information on the whole class chart.</li> <li>• Discuss the students responses in the "I Think" section. Model how to make inferences, and complete the section on the whole class chart.</li> <li>• Review the information and inferences. Ask students to suggest conclusions that can be made based on the information gathered so far. Make comparisons to their own daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• Reread their graphic organizers. Identify similarities and differences among responses.</li> <li>• Draw a conclusion based on the information and inferences in the chart.</li> <li>• Contribute to the class discussion.</li> <li>• Compare own conclusions to the conclusions of others.</li> <li>• Apply their learning to a different task (see book suggestions in Tips and Resources on previous page).</li> </ul>

## Notes



Student/Teacher

## Template for Drawing Conclusions

I READ	I THINK
THEREFORE...	

## Student/Teacher Resource

**The Day of a Young Girl in Ghana**

Every morning I wake up at 6am, sweep the courtyard for my mother, then I take a basin and fetch water from the borehole (water pump). I wait in line and lift the basin to the head of the person ahead of me in line. When it is my turn, I pump the water and fill the basin and a friend will help me to lift the basin on top of my head. Then I eat breakfast, millet porridge and sauce. I help my mother or my grandmother to wash the bowls.

I wash and dress in my school uniform, which is tan and brown. You cannot wear nail polish and your fingernails must be trimmed and clean.

I walk to school and attend in a class of more than 60 students. My favourite subject is math. I want to grow up to be a nurse like the ones who work at the local health clinic.



Terimba, her friend, and sister, Ahna as they do the laundry.

In the afternoon when I return home, I sometimes work in my family's farm fields, harvesting sorghum or millet. Sometimes I help my mother carry water again and wash our clothes in large basins with my hands.

A special thank you to *Terimba Tikaha* and *Sarah Lewis*, *Engineers Without Borders*, Canada



### Sample 1 - Template for Drawing Conclusions

I READ...	I THINK...
<ul style="list-style-type: none"><li>• Terimba wakes up everyday at 6 a.m.</li><li>• She sweeps the floor and fetches water to help her family in the morning.</li><li>• Terimba carries water on her head.</li><li>• Terimba eats millet porridge for breakfast.</li></ul>	<ul style="list-style-type: none"><li>• She has to get up very early and then she has to do chores even before she eats!</li><li>• Terimba must be very strong to balance water on her head.</li><li>• Terimba has a lot of chores to do before she goes to school.</li></ul>
THEREFORE...	
<ul style="list-style-type: none"><li>• Children in Terimba’s village go to school just like I do everyday.</li><li>• Both Terimba and I help our families. I help by picking up my books and toys and helping my mom with supper.</li><li>• I usually don’t do my chores in the morning, but I help my family after school and on the weekends.</li><li>• I think some of our foods could be the same because I like porridge too.</li></ul>	