

Draw Conclusions

Apply In:

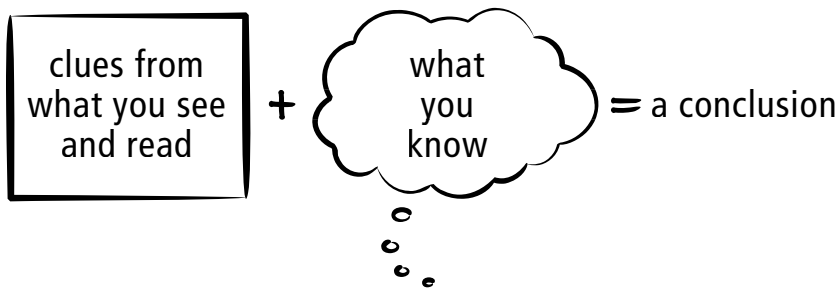
- Leveled Book: *More Than a Meal*
- Leveled Book: *A Scare in the City*

1 Reteach

Pantomime being very tired. Give clues that you need sleep by yawning, letting your eyes droop, slumping, etc. Ask: **How do you think I feel?** (You are tired/sleepy.) **How do you know?** Talk about the clues that students used.

Say: **Sometimes you use clues, or little pieces of information, to figure things out. You get the clues from what you see and read. Then you put the clues together with what you already know. When you figure things out like this, you draw a conclusion.**

Display this chart:



Now display the picture. Ask students which season they think it shows. Then ask: **How did you figure that out? What clues did you use?** Use the chart to discuss how students combined clues with what they know to draw a conclusion.

2 Practice with a Partner

Have partners play "Where Did I Go?" Read aloud a different set of clues to each pair. Students put the clues together with what they know to figure out "where you went."

- bathing suit, towel, shovel, pail (beach)
- ball, bat, baseball glove (baseball field)
- money, coupons, shopping list (store)
- library card, book bag, books to return (library)

Materials

- picture that clearly shows a season

Draw Conclusions

3 Apply

Distribute copies of the **Draw Conclusions Bookmark**. Explain that students should refer to the Bookmark as they read. Then form groups.

- ▶ **Beginning Readers** read silently or aloud with a partner.
- ▶ **More Fluent Readers** read silently.

After reading, bring groups together to talk about the conclusions they drew while reading the stories. Use the **Multi-Level Strategies** to support students at all proficiency levels.

BEGINNING

Have students who read *More Than a Meal* turn to page 16 and act out how Carlos feels when he sees Mr. Potter. Ask conclusion questions: **Is Carlos worried? How do you know? Point to a clue in the picture.**

INTERMEDIATE

Have students who read *A Scare in the City* use complete sentences to answer: **How did the children in the classroom feel?** Help them explain how they used clues and what they know to figure out answers.

ADVANCED

Have students who read *A Scare in the City* explain conclusions: *On page 5, I think the man with headphones is listening to the news because the story says that a news reporter explains the trouble.*

Record students' ideas in a chart like this:

Clues	Conclusions

After completing the chart, have students draw a group conclusion from the cover of their book.

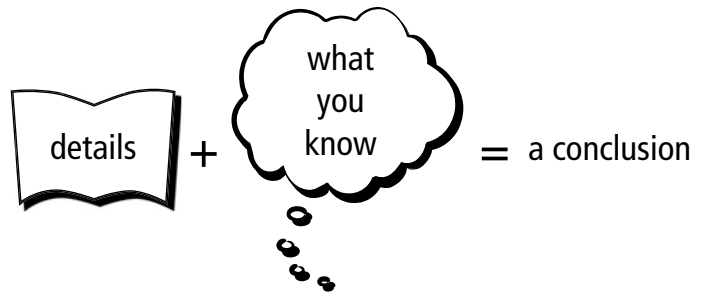
CLOSE AND ASSESS

Ask students what you do to draw a conclusion. (Put together what you know with clues from what you see and read.)

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When you **draw conclusions**, you figure things out. To draw a conclusion:

- read carefully
- think about the details in the story
- combine the details with what you already know.



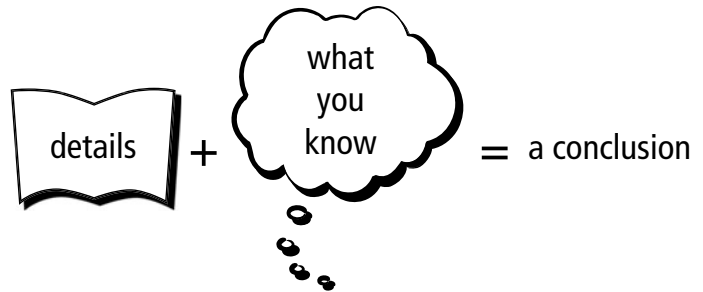
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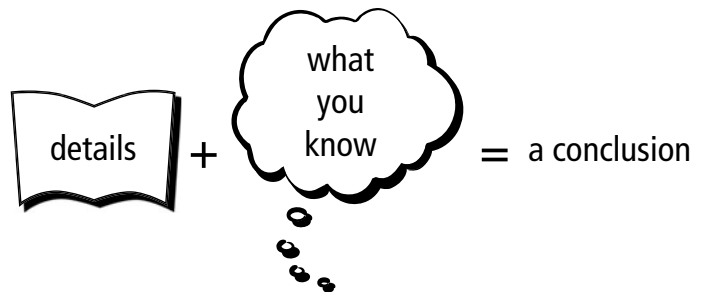
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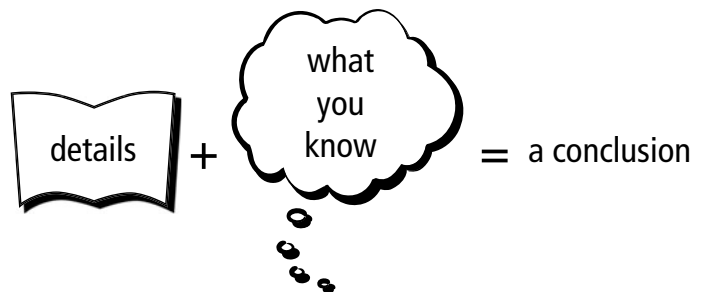
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