

# Draw Conclusions

## Apply In:

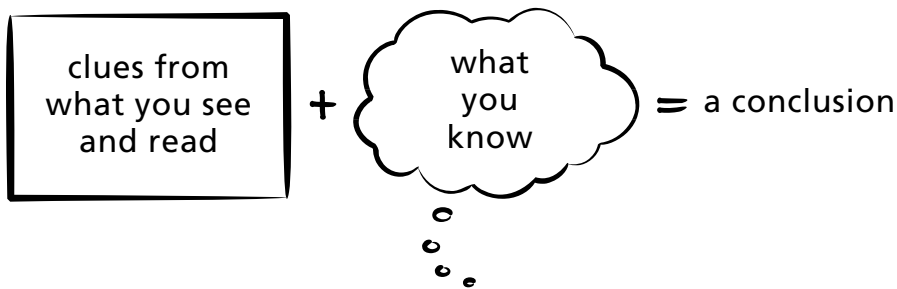
- Leveled Book: *A Nation of Immigrants*
- Leveled Book: *How Many Days to America?*

## 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 find clues in 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."

- ticket, popcorn, drink (movies)
- suitcase, ticket, boarding pass (airplane)
- shin pads, shoes, soccer ball (soccer game)

## 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  | INTERMEDIATE  | ADVANCED   |
|--|---|--|
| Have students who read <i>A Nation of Immigrants</i> look at the picture of Shida Pegahi on page 13: <b>Shida could not dance in her home country, but she can dance in the U.S. How do you think she feels about this—happy or sad?</b> | Have students who read <i>How Many Days to America?</i> use complete sentences to answer: <b>How do you think the boy feels about leaving his village?</b> Have them name story clues and what they know. | Have students tell how they drew conclusions about <i>How Many Days to America?</i> For example: <i>On page 10, I think the father used the mother's jewels to pay for the trip because the story says that gold was used.</i> |

Record students' ideas in a chart like this:

| Clues | Conclusions |
|-------|-------------|
|       |             |
|       |             |

Have students draw a group conclusion about their book.

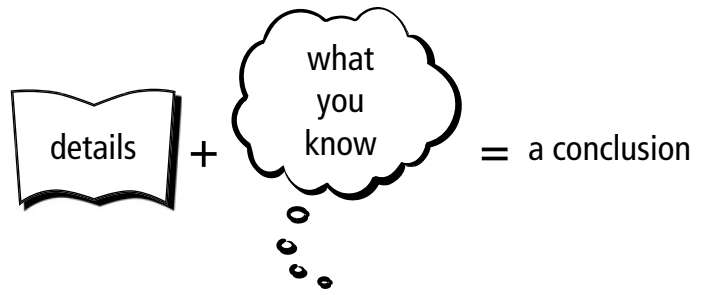
### CLOSE AND ASSESS

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

## Draw Conclusions

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.



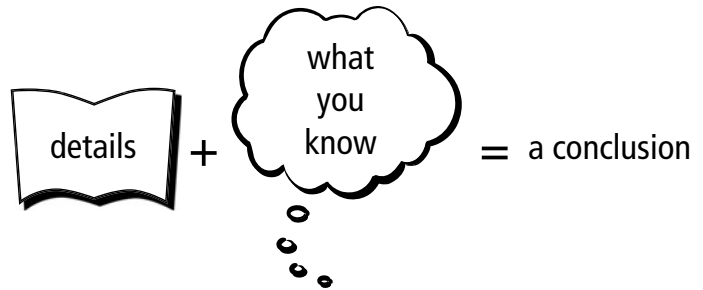
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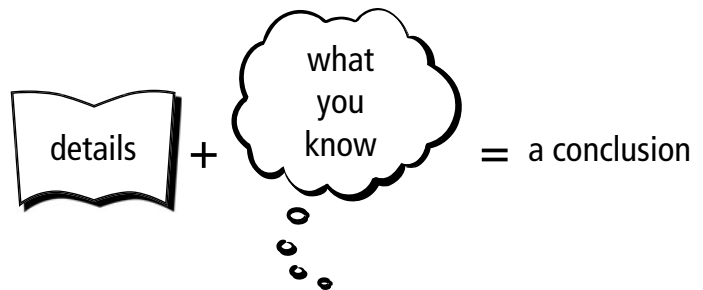
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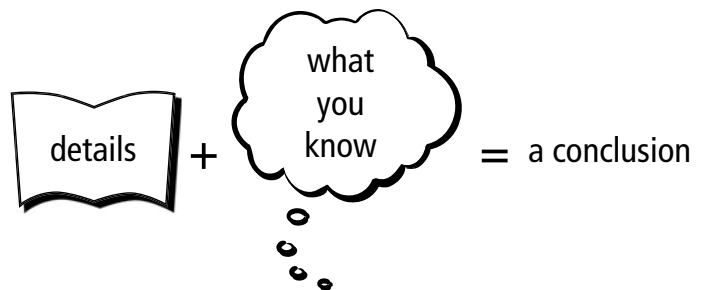
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