

Conclusions, Generalize

Apply In:

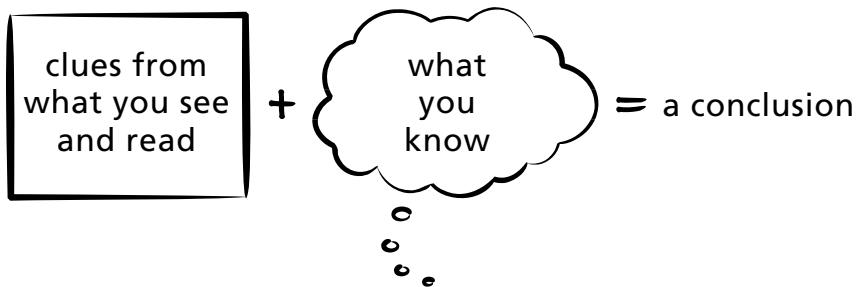
● ● Leveled Book: *All Across America*

1 Reteach

Ask a volunteer to say *tweet, tweet, tweet, tweet* as you pantomime petting a bird on your finger. Say: **I have a new pet.** What do you think it is? (a bird) **How do you know?**

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

Use this chart to discuss how students combined clues with what they know to draw a conclusion:



Then introduce generalizations. Ask: **What other animals do students have as pets?** Make a list: *Sarah has a pet dog. Bella has a pet cat. Marcus has a pet frog.* Say: **Think about something that is true for all these statements.** Write the generalization: *Many students have pets.* Then explain: **When you generalize, you make a statement that applies to more than one situation.**

2 Practice with a Partner

Read a set of clues to partners. Have students put the clues together with what they know to identify the place.

- books, tables, librarian (library)
- balls, bleachers, teams (gym)
- tables, food, drinks (cafeteria)

Then help students write statements about your school and then form a generalization.

Conclusions, Generalize

3 Apply

Distribute copies of the **Draw Conclusions and Generalize Bookmark**. Explain that students should refer to the Bookmark as they read. Have students draw conclusions and make generalizations about the book. Use the **Multi-Level Strategies** to support students at all proficiency levels.

INTERMEDIATE

Ask students who read *All Across America*: **Do you think the journey from East to West was easy? What makes you think that?** Help students generalize about pioneers in America.

ADVANCED

Have students who read *All Across America* draw conclusions and generalize, and then explain their thinking: *I think the girl on page 21 paints because she is an artist and she is in front of paintings.*

Record students' ideas in charts like these:

Clues	Conclusion

Facts	Generalization

Have students draw a group conclusion about the book.

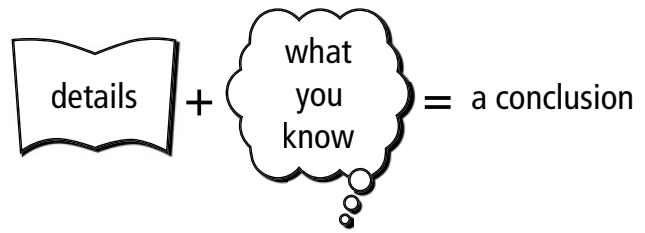
CLOSE AND ASSESS

Ask students how to draw a conclusion (put together what you know with what you see and read) and how to generalize (make a statement that is true for many situations).

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.

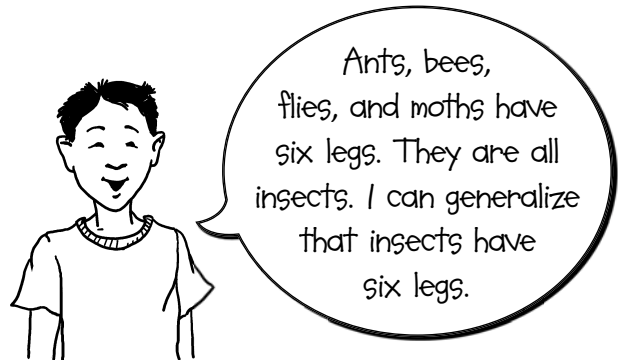


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Generalize

When you **generalize**, you make a statement that tells about many situations. To generalize:

- Think about the facts.
- Make a statement that is true for most of the situations.
- Words like *most*, *many*, *some*, and *usually* often signal a generalization.



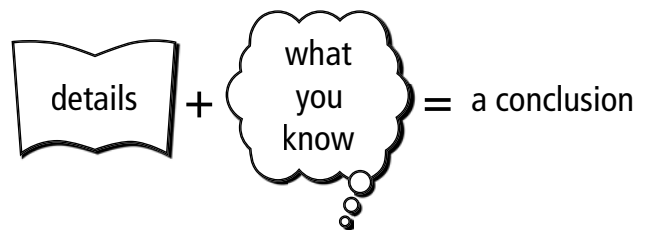
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