

Support Your Generalizations! Poster

Congratulations on your purchase of this Really Good Stuff® **Support Your Generalizations! Poster**—a useful resource to reinforce students' understanding of generalizations and supporting statements.

This Really Good Stuff® product includes:

- **Support Your Generalizations! Poster**, Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

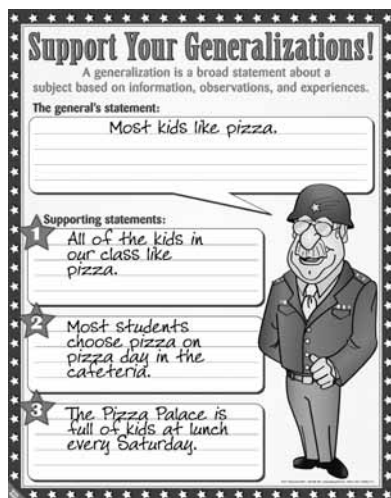
Displaying the *Support Your Generalizations! Poster*

Before displaying the **Support Your Generalizations! Poster**, make copies of this Really Good Stuff® Activity Guide, cut apart the reproducibles, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the *Poster* where students will be able to see it easily.

Introducing the *Support Your Generalizations! Poster*

Pointing to the *Poster*, ask students if they like pizza. If all or most students like pizza, use a dry erase marker to write *Most kids like pizza* underneath *The general's statement* on the *Poster*.

Read aloud the definition at the top of the **Support Your Generalizations! Poster**: A generalization is a broad statement about a subject based on information, observations, and experiences. Discuss with students whether they think the generalization about pizza is based on information, observations, and experiences. Challenge them to provide three supporting statements for the general's statement, such as *All (Most) of the kids in our class like pizza*, *Most students choose pizza on pizza day in the cafeteria*, and *The Pizza Palace is full of kids at lunch every Saturday*. Record their supporting statements on the *Poster*. Review the supporting statements and guide students to realize that the pizza generalization is a *valid* generalization. Remind students that a valid generalization is built on supporting information, observations, and experiences. Then remind students that a *faulty* generalization is *not* supported by information, observations, and experiences.



Recognizing a Faulty Generalization

Wipe off the current valid generalization and write *Most kids like anchovy pizza* underneath *The general's statement*. Have students review the existing supporting statements and identify why this generalization would be faulty. Guide them to recognize that no information, observations, or experiences about anchovies on pizza are listed in the supporting statements.

Forming a Valid Generalization from Supporting Statements

Copy the *Support Your Generalizations! Reproducible*. Write the following sentences on the *Poster* on the lines for *Supporting statements*:

1. Kim's two Irish setters sleep most of the day.
2. The greyhound at the end of the street is always asleep in the yard.
3. When I sit on our couch, my labrador, Smoky, always falls asleep next to me.

Explain to students that you would like them to make a generalization about dogs based upon the supporting statements. Review the supporting statements, and ask students to think about what connects them. Lead students to conclude that the statements deal with big dogs and their sleeping habits. After some discussion, write *Big dogs sleep a lot* underneath *The general's statement*. Discuss whether this is a valid or faulty generalization.

After students have determined that it is a valid generalization made from the supporting statements, distribute the reproducibles and have students complete their *Support Your Generalizations! Reproducible* by recording the sentences from the *Poster*. Have students keep their reproducible in their reading folder as a quick reference and an example of a valid generalization.

Student Generalizations

Remind students that readers make and support their own generalizations based upon reading a selection. Review with students that most generalizations are used to connect different information, observations, and experiences about the same situation or topic.

Make copies of the *Generalizations I've Found Reproducible* and place them at a reading center. Have students fill in a reproducible with a valid generalization and supporting statements from their reading. Use the student-generated generalizations for future lessons.

Support Your Generalizations! Poster

Support Your Generalizations! Bookmark

Copy, cut apart, and distribute the *Support Your Generalizations! Bookmarks Reproducible*. Read aloud the steps for making a valid generalization. Have students apply the steps to make generalizations about a topic you are discussing. Urge students to refer to the bookmark to help them make generalizations about a reading selection and whenever they need help making or recognizing a generalization.

A Weekly Generalization

Create opportunities to integrate this strategy into all of the curriculum areas. Write a new generalization each week and challenge students to provide supporting statements from their textbooks. Or, write supporting statements on the *Poster* and challenge students to create a valid generalization based on the statements.

Generalizations I've Found Reproducible

Name: _____ Date: _____

Generalizations I've Found

Book title: _____

Generalization: _____

Supporting statements: _____

Name: _____ Date: _____

Generalizations I've Found

Book title: _____

Generalization: _____

Supporting statements: _____

Name: _____

Date: _____

Support Your Generalizations!

A generalization is a broad statement about a subject based on information, observations, and experiences.

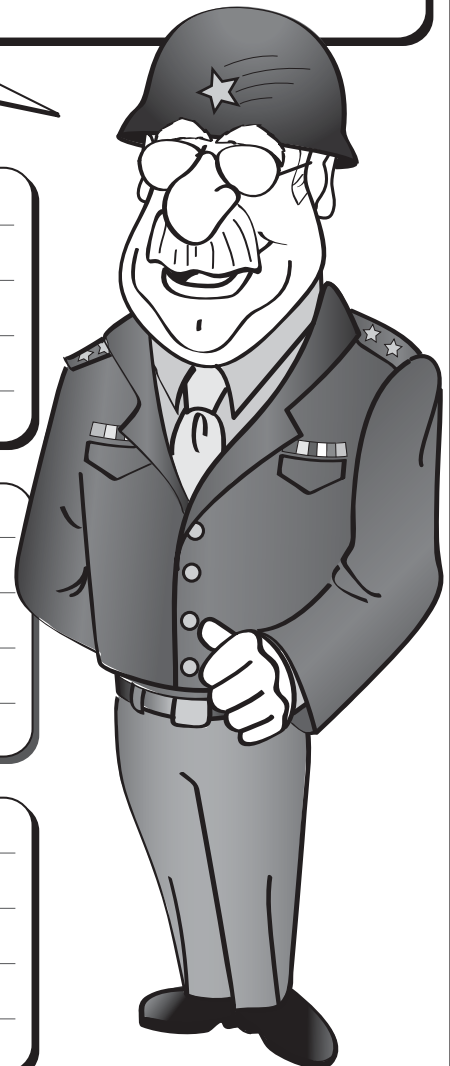
The general's statement:

Supporting statements:

1

2


3





Support Your Generalizations!


1. Collect information about the topic. As you read, gather as many facts, observations, and experiences as you can about a particular topic or event.
2. Look for relationships among the facts, observations, and experiences. Ask yourself what they have in common and what links them. Decide if the evidence forms a pattern.
3. Come up with a general statement about the related facts, observations, and experiences. Remember that when forming a generalization, *all* of the supporting statements must lead to the same general conclusion. If any of them do not fit, the generalization will be faulty.



Name: _____

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