

Teaching pupils how to write a conclusion

Practical Session

1. Do the practical
2. Group shared reflection on the practical.
 - a. Discuss in a shared area, have the equipment with me to talk about
 - b. guide students by asking questions about their observations and data and how these help form answers to the question they have been investigating
 - c. periodically, ask students to turn to the person next to them and talk about their thinking
 - d. add new words to the word wall
 - e. pupils answer in complete sentences
 - f. Model the scientific language and thinking. E.g. when students make claims, ask them what evidence they have to support their statements. Model how to use the frame "I think _____. I think this because _____."

By the end of the reflective discussion, students usually have developed an understanding of the answer to the focus or investigative question. They also may have unresolved questions about the results of their investigations and additional questions to investigate.

Science-Writing Session

3. Shared Review (if this is in the next lesson, do a quick review of the shared reflection from last time).
 - ask questions, including the focus or investigative question, so that students are actively involved in the brief discussion.
4. Shared writing. Teacher models structure of the conclusion, pupils provide the content.
 - Go through each stage, giving pupils the necessary words or phrases to complete each section. Write it on the board as we go along.
5. Scaffolding.
 - Remove the shared writing from the overhead or board. Replace it with just the scaffolding you have modeled during the shared writing.
E.g.
 - "Words from the question (topic sentence)
 - "For example," (introduce data)
 - "But" (introduce data from the other end of the range of data)
 - "Therefore," (introduce concluding statement)
 - "I think this because" (introduce inferential thinking)
6. Independent writing
 - Using the scaffolding (if they need to), students write a conclusion.