

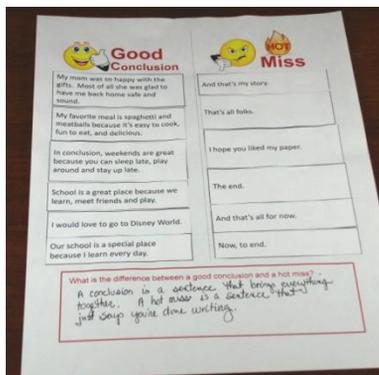


Good Conclusion or



OBJECTIVE Distinguish between good and poor conclusions.

If we want students to write good conclusions, we need to help them know what a good conclusion looks like. This is one simple activity to help do this.





Notes

- In this short activity, students will learn to pick the good conclusions from the ones that are hot misses – or not so good.
- This is an important skill for writing conclusions; students need to see many good and poor examples in order to write good conclusions on their own.
- This activity is for **wrap-it up types of conclusions**. Remember there are other types of conclusions, such as feeling conclusions.

What to Do

1. Ahead of time, make sure you cut (or have your students cut) the statements.
2. Give each student a copy of the graphic organizer. Explain to them that it is a graphic organizer that will help them learn to recognize good and bad conclusions – an important skill for writing. Just do your regular good teaching intro stuff here.
3. Then explain to students they will also work with statements which they'll place on the organizer. This is the time to give students their sets of cut statements if you haven't done so already.
4. It's time to show students how to "do" the activity, so you'll do a demonstration. Show students how you think through a statement and then place it on your chart.
5. Now, pick another statement and do this together with students. Lots of modeling goes a long way toward understanding.
6. Next, choose another statement for everyone to use. Ask students to place the statement in the column where they think it will go. (Walk around the room to see that everyone is placing the statement correctly.) Do this again – for another statement.
7. Now, have students finish with a partner, but with each completing his or her own sheet.
8. Go over each statement with students so they can check their work. Students should move any statements that are not yet correct into the correct column.
9. Have students PASTE their statements.
10. Have students write a sentence or two at the bottom of the sheet. You can work on this with students – and then everyone can write the same sentences in the box.

Keep it Going

1. Draw attention to how different writers end their work. You can even do this using the Language Arts texts, released test items, books, and magazines.
2. Continue to collect examples (both good and bad) so students see as many examples as possible. You could even have a poster in the room where you paste the examples as you and your students find them.



My favorite meal is spaghetti and meatballs because it's easy to cook, fun to eat, and delicious.	The end.
Our school is a special place because I learn every day.	And that's my story.
I would love to go to Disney World.	Now, to end.
School is a great place because we learn, meet friends and play.	And that's all for now.
In conclusion, weekends are great because you can sleep late, play around and stay up late.	I hope you liked my paper.
My mom was so happy with the gifts. Most of all she was glad to have me back home safe and sound.	That's all folks.

What is the difference between a good conclusion and a hot miss?

A conclusion is a sentence that brings the story together. A hot miss is a sentence that just says you're done writing.



What is the difference between a good conclusion and a hot miss?

Print and cut one set of these for each student. Use a paper clip to keep it all together. Of course these should all be mixed up when students get them – and not in any special order.

My favorite meal is spaghetti and meatballs because it's easy to cook, fun to eat, and delicious.	The end.
Our school is a special place because I learn every day.	And that's my story.
I would love to go to Disney World.	Now, to end.
School is a great place because we learn, meet friends and play.	And that's all for now.
In conclusion, weekends are great because you can sleep late, play around and stay up late.	I hope you liked my paper.
My mom was so happy with the gifts. Most of all she was glad to have me back home safe and sound.	That's all folks.

IF you want students to do the cutting, then use this template. The examples are mixed up between both columns so students will still have to sort (classify) the items themselves.

The end.	My favorite meal is spaghetti and meatballs because it's easy to cook, fun to eat, and delicious.
Our school is a special place because I learn every day.	And that's my story.
Now, to end.	I would love to go to Disney World.
School is a great place because we learn, meet friends and play.	And that's all for now.
I hope you liked my paper.	In conclusion, weekends are great because you can sleep late, play around and stay up late.
My mom was so happy with the gifts. Most of all she was glad to have me back home safe and sound.	That's all folks.

IF you use this template, remember to hold the graphic organizer until students have finished cutting these parts. Think . . . Step-by-step. Just give students what they need when they need it for this activity.