

# Lesson Closure with Examples

or

## 40 Ways to Leave a Lesson



**CLOSURE** - what the instructor does to facilitate *wrap-up* at the end of the lesson - it is a quick review, to remind students what it was that they have learned (or should have learned) and allows you to see where the students are to assist you in planning for the next lesson.

The intellectual work should be done by the students – not the instructor summarizing for the students and telling them what they learned.

Closure allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and the future.

Closure is an opportunity for formative assessment and helps the instructor decide:

1. if additional practice is needed
2. whether you need to re-teach
3. whether you can move on to the next part of the lesson


Closure comes in the form of information **from students** about what they learned during the class; for example, a restatement of the instructional purpose. This information then provides a knowledge of the results for the teacher, i.e., did you teach what you intended to teach and have the students learned what you intended to have them learn?

**Lesson Closing in a nutshell** – can be one or some combination of the purposes below. It should be a **meaningful** end to the lesson.

- Reviewing the key points of the lesson.
- Giving students opportunities to draw conclusions from the lesson.
- Describing when the students can use this new information.
- Previewing future lessons.
- Demonstrating student's problem-solving process.
- Exhibiting student learning.
- Creating a smooth transition from one lesson to the next lesson.

Title	Synopsis
1. Cornell Notes	Notes can be used in a variety of ways. Completing the summary, checking with a partner for completeness, comparing to teacher's idea of what the key ideas were. <a href="http://coe.jmu.edu/learningtoolbox/cornellnotes.html">http://coe.jmu.edu/learningtoolbox/cornellnotes.html</a>
2. Journal Entry	Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples) <a href="http://content.scholastic.com/browse/article.jsp?id=3583">http://content.scholastic.com/browse/article.jsp?id=3583</a>
3. Exit Pass	Student must answer in writing questions or reflect in some way about the learning before being allowed to leave the room.  Math example – work a question from the material covered during the lesson, use as formative assessment for the following day, sort into piles: got it/ didn't get it or minor errors / conceptual errors
Examples	<p>☺ I really understood this idea...</p> <p>☹ I have a few questions about... before I can say I understand</p> <p>☹ I don't even know where to start on ...</p> <p>! I am excited about...</p> <p>: I'd like to learn more about...</p> <p>? a questions I have is...</p> <p>△ This point is really clear</p> <p>□ One thing that squares with things I already know is...</p> <p>○ An idea that is still going around in my head is...</p>
4. You're stuck here until...	This is a variation of the exit pass and great for a 90-30 second gap before dismissal. Depending on time, have students discuss the day's vocabulary and then they have to define one word in their own words, to you, before they go out the door. If they are having difficulty, have them step to the side and listen to several other students and then try again. This should be framed in good humor, not in a punitive way.
5. Whip Around	Students quickly and verbally share one thing they learned in the class today. You can have them toss a ball from one to another or just have volunteers. (Caveat – you have to have a safe trusting environment. I have seen this done where kids chose others based on their perception that the student won't have anything to say.)

6. 3-2-1	3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know – post-its, index cards, whatever
7. Fishbowl	Student writes one question they have about the topic of this lesson. This can be something for which they know the answer or for which they want an answer. Form an inner and outer circle. Share question with the person in front of you see if they know the answer, switch who is asking question, if time rotate to a new partner
8. Summary Paragraph	What was learned today – be specific with examples!
9. Explain a Procedure	Write to an absent student and explain how to .....
10. Here's How...	Students write a detailed explanation of a procedure - with an example to demonstrate their understanding of the concept. They then give their partner the un-worked example and the detailed instructions and have the partner work the example from the directions. Then they peer edit the procedures for clarity.
11. Cliff Notes, Jr.	Students prepare a "cheat sheet" that would be useful for having during a quiz over the day's topic.
12. Three W's	Students discuss or write <ul style="list-style-type: none"> <li>• <b>What</b> did we learn today ?</li> <li>• <b>So What</b>?(relevancy, importance, usefulness)</li> <li>• <b>Now What?</b> (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)</li> </ul>
13. Pair / Share	Tell the person next to you 2 (3,4,5,...) things you have learned today, then the groups report out. Variation is to have students Think/Write/Pair/ Share
14. Gallery Walk	Students create graphic representations of their learning and post them. Students can either share out the posters or students can move from station to station – writing questions or comments, noting similarities and differences, reflect on what they might do differently if they were to repeat the process.
15. Choose from the Daily Dozen	Student choose two questions from a generic list to respond to about the day's lesson.
16. Quiz	Could be daily or intermittent. 2-4 questions to show what they learned. Small individual whiteboards work well for a formative assessment and reduces the paperwork. Don't forget to ask conceptual questions!

17. Thumbs Up / Thumbs down	Pose some questions that can be answered thumbs up/down/sideways, ask for explanation of the decisions.
18. Quick doodles	Doodle / draw two or three concepts presented in the lesson may include words or numbers.
19. Key Ideas 	Students list the key ideas from the lesson and why they were important.
20. "What am I?" (riddles for key terms)	Have students construct clues (riddles) about the key terms and quiz partners or the room
21. Jeopardy	Teacher gives answer. Students create the question. This works well with dry erase boards. <a href="http://www.hardin.k12.ky.us/res_tech/countryjeopardygames.htm">http://www.hardin.k12.ky.us/res_tech/countryjeopardygames.htm</a>
22. Be Alex Trebek	Student poses answer/question to group about lesson –responses should come from other students, not the teacher
23. Be the Teacher	Students present three key ideas they think everyone should have learned. Could be done with a group or individually –responses can be either oral or written.
24. The Five W's	Students explain the who, what, where, when, why and how of the lesson.
25. Credit Cards	Students are given an index card and required to state the lesson's objective and if they feel that objective was met. Credit given for participating.
26. Postcard	Students are given an index card and they write a postcard to their parents explaining the day's lesson.
27. Pros and Cons	Students list pros and cons of the issue discussed in class (might be a challenge in a math class.)
28. So What's Up With ....?	Students raise questions about something they either were unsure about or need clarification. Can be done orally or written.
29. Quiz Master	Students prepare a short quiz ( $\pm$ 5 questions with answers) At least 2 of the questions must start How...? or Why...?
30. Journal Entry	Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples.)
31. I Care Why?	Students explain relevancy of the concept to their life or how they might use it.
32. It Fits Where?	Students create a "time line " of the concepts taught (sequence the concepts) or explain a connection to something else they know.

33. Element of Surprise	Students receive an envelope containing a card with a word or phrase selected by the teacher. Students discuss the concept and list the content-specific vocabulary necessary to discuss it.
34. Numbered Heads Together	Students in groups of up to five are numbered sequentially. As a group they create a list of 3-5 things learned in the lesson and then the teacher calls one number from each group to report to the class something they learned.
35. We Learned What?	Students write open ended questions on index cards. Two students are selected to come forward. The first student draws a question card and poses the question to the class. After the class discusses the question and answers with their partner - the second student draws a student name card to respond to the question. (These questions could also be used to launch the next day's lesson.)
36. We're Going Where?	Students predict the topic of tomorrow's lesson - be sure to refer to the predictions the next day as either an opener or in closure.
37. It Looks Like This	An actual object or model that directly relates to the lesson is shown and students explain how it connects to the day's concept.
38. Sell It To Us	Write a jingle that explains the main idea of the lesson.
39. Commercial	Students write a 1 - 2 minute commercial to use at home when asked, "What happened in math class today?"
40. 4 box synectics	Synectics connect unrelated ideas through metaphor. Students have a sheet with four boxes. In each box is a stem. Solving equations is like eating an orange because..." "Solving equations is like driving a car because..."

### Resources used

Kristine Lindeblad - Coach Extraordinaire

Terrific teachers at Grandview Middle and High Schools; Grandview, WA

OSPI Funded Math Coaches 2007-2009

About - Secondary Education Blog

[www.eduref.org/Virtual/Lessons/Guide.shtml](http://www.eduref.org/Virtual/Lessons/Guide.shtml)

Educators Reference Desk, How to write a lesson Plan

Winning Through Student Participation in Lesson Closure. Patricia Wolf and Viola Supon . EDRS (ERIC)

Assembled by Ann Sipe ∞ Grandview School District, Grandview WA

<b>Here's What</b>	<b>So What?</b>	<b>Now What?</b>



# The Amazing Race Understanding Social Studies Content

## How is my teaching 10min

Let me think!



1. Think about three adjectives you would use to describe your classroom.
2. Record your responses in the graphic organizer.

Adjectives	Statement

4. Go to [Today's Meet](#) to record statements.

# Phase 2 Understanding the Roadmap

SAY, MEANS, MATTER 30 min

**SANDERS SANDERS SANDERS**

[Unpacking standards, Crosswalk](#)

[Alignment to literacy](#)



Selected Standard:  
I can statement:  
Essential Question:  
Fun Lesson Title:

What does it say?	What does it mean?	Why does it matter?	What material/text?

**RESOURCES** [East history Sites Net](#), [Commonlit.org](#), [Teaching Tolerance](#), [National Archives](#), [Sandford's Reading Like a Historian](#), [Classroom Law Project](#), [ReadWorks.org](#), [Teaching History](#), [World History Matters](#), [Smithsonian Education](#), [M. Donn's Social studies](#), [MDe Resources](#), [ActiveLearn](#), [NewsEA](#)

**SPACES** [Remember: Have an Anchor Text](#)



# Page 3 BEGINNING WITH THE END IN MIND

## BACKWARD DESIGN 20 min



~~REQUIRES~~ Traditional Assessments  
Authentic assessments

~~STRATEGIES~~ Remember:

Brainstorm ideas of types of assessments you have used in your class this year. Sort the assessments as formative or summative. Which did the students enjoy the most and why?

Formative	Summative

What is the end product that will demonstrate students have met the standard with mastery?

Authentic	Traditional	Type of Learner it appeals to

Another Idea:

Pass 4 ON YOUR MARK... **PRIME TIME**

15min



1. Select a number from the basket.
2. Go to Classroom Demographics Spreadsheet (needs to be created)
3. Find your number. This is your identified class of students
4. Describe at least 2 “Primetime” Activities for today’s lesson

Your Ideas		Another Teacher’s Ideas
With Technology	Without Technology	

Upload two of your ideas to Flippity.net

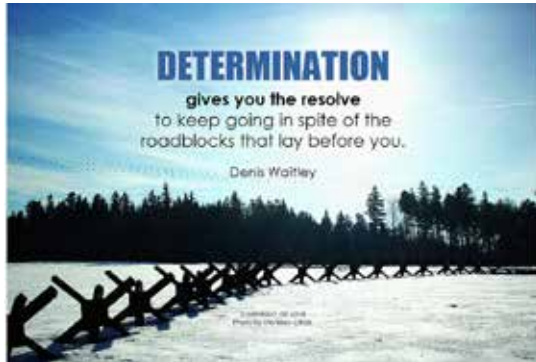
RESOURCES: [Awesome Series](#), [YouTube](#), [Have fun with history.com](#), [smathistory.com](#), [historypin.com](#), [argumentvars.com](#), [bioglyph.com](#), [Vingtips.com](#), [New GMtic](#), [New EA](#), [Newspaper Archive.com](#), [Historical Sense investigations](#), [Tests Bogs](#)

Strategies: **Hook**: **H**istog**o** get their attention; **allow them to make connections to previous content and future content**; **M**ake connections to the students/**R**elevance, **S**erks **M**eaningful **D**iscussions

# Page 5 **RAIDERS**

MINI LESSON BIG QUESTIONS

15 minutes



1. Take a few minutes to review the resources below.
2. Select 1, and explain to your partner any new learning for this resource and how it can be implemented in your classroom
3. What's your big question when it comes to the mini lesson?

Here are a few options for delivering the content:

Gallery Walk

Infographics

Picture notes/Video

Webquest

Stimulations

**RESOURCES** [Graphic Organizers](#), [DK of Social studies](#), [Vocabulary Strategies](#), [Big Questions for Units](#), [Infographics](#)

[50 Non-Treating Formative Assessments](#)

**STRATEGIES** [Tingto](#), [Formative](#): [Distribution of Talk](#), [Turn and Talk](#), [questions](#), [Feedback](#)

# Page 6: Mini Lesson big questions

20 minutes

**Your turn:** Determine key vocabulary for this standard. Select between 5-8  
How will you provide for opportunities for students to use the language.

**Directions:** Find or create a graphic organizer for your students to use to take notes:  
Copy link here:

Term/Concept/Vocabulary (5-8)	Activity to Support Language
<i>Another Idea</i>	

Using the DOK Questions, create a list of questions to ask and determine how you will assess this knowledge during the mini-lesson using one of the 60 formative assessment methods. REMEMBER THE KEY IS TO ENGAGE AND 10 & 2 ARE YOUR MAGIC NUMBERS.

DOK QUESTION	STUDENT TASK FORMATIVE ASSESSMENT
Another question	

# Phase 7: Leading the Way: Guided Practice

15 minutes

Lead the Way!



Your selected activity and resource:

	What is the teacher doing?	What are the students doing?/Task
I		
WE		
FEW		
How will you monitor learning during this gradual release: Create a document to monitor student progress during this portion of the lesson.		
Another Idea:		

**RESOURCES** Interactive Reading Strategies, Strategies for Reading Comprehension,

**STRATEGIES** Modeling (I, WE, FEW), Collaboration, Teacher Skill Assisting, Over Feedback, Active Engagement



# Phase 8 Letting Go of the wheel:

## Independent Practice 15 min

Rbric Resources

RESOURCES

STRATEGIES Feedback (Descriptive, evaluative, Motivational), Student Choice, Grouping  
Criteria for Success, [What is the Teacher Doing](#)

1. How will you group your students?

Number Per Group	Method	Rationale

2. Create a Student Choice Board for your groups: Remember, all should reflect the identified standard.




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**Create a rubric for criteria for success for independent practice. This should reflect your student will statement or learning objective from the beginning of the lesson.**

Criteria	Met	Not Met	Comments

# Phase 9 The Finish Line The Exit ticket

Not really. 10min



Examine the data collected by a teacher and determine the following:

	Here's What	So What	Now What/ Next Steps for Teachers.
Whole Class Instruction			
Individual Student/ Small Groups			

Now create an exit ticket for your identified learning objective.

**RESOURCES** 4W's to Leave a Lesson

**STRATEGIES** Things to Remember