

Closing Time

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Time Frame 60 Minutes

Essential Question(s)

What values can closure bring to a lesson?

Summary

Strategic lesson closures offer a myriad of advantages, including guiding students in meaningful reflection, consolidating their comprehension, fostering real-world connections, bolstering memory retention, and equipping them with the skills for self-assessment and constructive feedback.

Learning Goals

- Examine the purpose of closure strategies
- Explore various closure strategies that can be used across content areas

Standards

Educator Standards 6–12 (6th - 12th)

E.S.10.2: Incorporate metacognitive strategies into learning to help students reflect on their learning processes and outcomes.

InTASC Model Core Teaching Standards (K-12th)

6c: The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
8b: The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
8f: The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
9h: The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
9l: The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

Attachments

- Exit Strategies Note Catcher—Closing Time.docx
- Exit Strategies Note Catcher—Closing Time.pdf
- Lesson Closure Reading—Closing Time.docx
- Lesson Closure Reading—Closing Time.pdf
- Presentation Slides—Closing Time.pptx

Materials

- Presentation Slides (attached)
- Lesson Closure Reading (attached)
- Exit Strategies Note Catcher (attached)
- Sticky Notes

15 minutes

Engage

Display **slide 3** with the Preflection questions:

- *Why are closure strategies important to the learning process?*
- *What ideas do you have for closure strategies?*

Have participants write their answers on a sticky note and keep it handy. Let them know we will come back to them at the end of the session.

Then share the objectives and essential question on **slides 4 and 5**.

25 minutes

Explore

In the next activity, we will look at three different scenarios and discuss the values of different closure strategies in each of them.

Using **slide 6,** direct participants to find the Exit Strategies Collection in LEARN. Provide a few minutes for them to look at titles of each one before introducing the scenarios and then begin to introduce the scenarios.

Display **slide 7.** Read Scenario 1 aloud and ask participants to find a strategy in the collection they could use to meet this need. After a couple of minutes, have them share what they found with an Elbow Partner. Then ask for pairs to share what they discussed with the whole group.

Follow this format for the next two scenarios on **slides 8 and 9**. Each scenario asks participants to think a little more deeply about the intention of the closure strategy and how to meet it. Scenario 2 asks them to find something that checks for understanding and leads students into the next day. Scenario 3 is looking for something that checks for understanding and has students relating their learning to their own experience or the broader world.

25 minutes

Explain

Display **slide 10** and go over the instructions. Participants will look at the Exit Strategies Collection again, and this time, choose one strategy they will test themselves to conclude the **Lesson Closure Reading**.

Next, hand out the Lesson Closure Reading excerpt, one per participant. Allow participants time to read and test their strategies. Then, ask participants to first share with an Elbow Partner how their strategy worked for them and what they took away from the reading while using it. Then ask if anyone would like to share with the whole group.

30 minutes

Extend

Display **slide 11** and go over all of the strategies you've discussed and experienced in this session. This will look different depending on participants' focus per scenario and the parts they tried with the reading

Hand out the **Exit Strategies Note Catcher** and provide a few moments for everyone to reflect and take notes, completing the following:

- Write the title of the strategy.
- Write how you saw it used today.
- Write an idea for how you would use it in your classroom.

15 minutes

Evaluate

Teacher's Note: Preparation

Make a copy of this Padlet for your own use and update the slide with a QR code and/or short url. For a low-tech option make three designated areas for participants to write and place notes for each of the given prompts.

Display **slide 12** and provide participants time to access the Padlet (or sticky notes for a paper version) for the Rose, Bud, and Thorn activity.

Take a few minutes for everyone to reflect on the prompts and respond to each of the following:

- **Rose:** Successes you've had with closing strategies.
- **Bud:** Something you're looking forward to trying now that you've learned more about closing strategies.
- **Thorn:** What has been an obstacle for effective lesson closure for you so far?

Divide into three groups, one for each prompt. Have each group discuss the posts under their prompt and summarize what they have discussed for the whole room.

Then move to **slide 13** and have the same three groups look again at the answers they wrote for the Preflection questions. Ask them to share how they feel their responses have changed after participating in this professional learning activity.

Have each group share a summary of their discussion for the whole group.

Research Rationale

Strategic lesson closures offer a myriad of advantages, including guiding students in meaningful reflection, consolidating their comprehension, fostering real-world connections, bolstering memory retention, and equipping them with the skills for self-assessment and constructive feedback (Ganske, 2017).

Resources

- Ganske, K. (2017). Lesson closure: An important piece of the student learning puzzle. *The Reading Teacher*, *71*(1), 95–100.
- K20 Center. (n.d.). Elbow partner. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Exit strategies. Collections. https://learn.k20center.ou.edu/collection/3334
- K20 Center. (n.d.). Padlet. Tech Tool. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Preflections. Strategies. https://learn.k20center.ou.edu/strategy/191
- K20 Center. (n.d.). Rose, bud, and thorn. Strategies. https://learn.k20center.ou.edu/strategy/2224