



Closing Time



Jared Whaley, Shayna Pond

Published by K20 Center

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)

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. In this PD, you'll explore a variety of strategies to help you purposefully conclude your lessons in just a few minutes.

Learning Goals

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

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)

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**.

Explore

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

Use **slide 6** to direct participants to find the [Exit Strategies Collection](#) on LEARN. Provide a few minutes for them to look at titles of each one before introducing the scenarios.

Then begin to introduce the scenarios.

Display **slide 7**. Read Scenario 1 out loud 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 talked about 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.

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 use to put closure on the **Lesson Closure Reading**, practicing a closure strategy they would like to test out themselves while reading about closure strategies.

Next, begin to hand out the Lesson Closure Reading excerpt, one per participant. Allow time for reading and testing 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.

Extend

Display **slide 11** and go over all of the strategies you've discussed and experienced in this session. This will look different based on what your participants choose to focus on in the scenarios and what they tried out with the reading.

Hand out the **Exit Strategies Note Catcher** and provide a few moments for everyone to reflect and take notes in the provided table.

- 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.

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. Or for 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 get into the padlet or orient them to find their sticky notes if you are doing a paper version of the [Rose, Bud, and Thorn](#) activity.

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

- **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 for the whole room what they have discussed.

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

Have each group share out 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.). Exit strategies. Collections. <https://learn.k20center.ou.edu/collection/3334>
- 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>