

### *Guidelines for Use:*

Print and cut the next 2 pages into thirds, then laminate and punch a hole in the corner. You can put them on a binder ring and keep in your desk for reference.

Closing activities should take 5 or 10 minutes at most. It's best to convey a feeling of urgency and focus during closing activities. Students will get better at these as you practice them throughout the year.

*Some closing activities* take longer than others. For instance, the Parking Lot is always do-able in 5 minutes. The 3-2-1 involves more thought. If you are pressed for time but want to use this activity, try varying it by having students tell a partner 3 things they learned, write down 2

questions they still have, and be ready with 1 thing they want you to know. Tell the class you will call on 4 people to share that piece of the exercise.

### *Some activities are similar.*

The difference between the “postcard” and “explain a procedure” is that students get to draw a picture on the postcard. Do not take time during the lesson for drawing; rather, let this be something students do at other times of the day when they have completed their work. You may choose to let students take their postcards home to illustrate.

### *Explain a Procedure:*

Write to an absent student and explain how to use sequential order to explain the assignment properly (The difference between a singular and plural noun, for instance).

### *3-2-1:*

3 things they learned

2 things they have a question about

1 thing they want the instructor to know

You can use post-its, index cards, or whatever is convenient. This takes a little more time because they have to do multiple things.

1. Tell a partner 3 things.
2. Write down 2 things.
3. Pick 4 people to tell 1 thing they want the instructor to know.

### *Exit Pass:*

Student must answer the questions in writing 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 a formative assessment for the following day.
- Sort into 2 piles: Got it/Didn't get it or Minor errors/Conceptual errors.

### Examples

- ☺ I really understood this idea...
- I have a few questions about... before I can say I understand
- I don't even know where to start ...
- ! I am excited about...
- : I'd like to learn more about...
- ? A question I have is...
- This point is really clear...
- One thing that squares with things I already know is...
- An idea that is still going around in my head is...

### *Thumbs Up / Thumbs*

#### *down:*

Pose some questions that can be answered thumbs up/down/sideways. Ask for explanation of the decisions.

### *Parking Lot:*

Students are given a post-it note and asked to record key words, phrases, or ideas from the lesson. They then are asked to “park” their post-it note in the parking lot [selected designation] for others to preview. Parking lot should be reviewed to launch the next day’s lesson or closure. (5 minutes)

### *Postcard:*

Students are given an index card and they write a postcard to their parents explaining the day’s lesson. They can draw a picture on the other side during extra time during the day. Students can take the index cards home to finish if necessary.