

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.