



Closure is the wrap up at the end of the lesson that helps students synthesize and summarize new knowledge. Students reflect on the objective(s) as they engage in a quick discussion or a closing activity to review what they have learned. It is meant to recap the learning, close out the conversation, and address any outstanding questions the students may still have. This process helps the teacher decide if additional practice is needed or whether it is sensible to move on to the next lesson.

- ☐ Plan and prepare a closing activity that usually lasts 5-10 minutes and aligns to the instructional objective of the lesson.
- ☐ Make sure materials are ready for use if necessary.
- ☐ Set enough time (about 5-10 minutes) to introduce and go over the closing activity.
- ☐ Close the lesson by reviewing the learning target(s).
- ☐ Have students discuss in pairs or small groups what they learned in relation to the learning target(s). Use any of the techniques below:
  - Ask questions like: What "aha moments" did you have? What was the most important thing you learned today? How does today's lesson influence your thinking? What was the most challenging concept in today's lesson?
  - Give another example of the concept by applying information to previous learning (from a past lesson) or a new situation (link to content for the next day's lesson).
  - Have students summarize the lesson by accounting the beginning, middle, and end of the lesson. "Today we started by \_\_\_\_, then we \_\_\_\_, and we pulled it all together when we \_\_\_\_." The students can present the summary with or without prompts from the teacher.
  - Use nonverbal closures like writing a journal entry, a chalk talk, or creating graphic representations of their learning through a gallery walk.
- ☐ Make the closures into a game by playing Jeopardy, Pictionary of key concepts, or by constructing riddles about terms introduced.
- ☐ Walk around the room to take mental or written notes about students who are having difficulty.
- ☐ Preview future lessons to build interest (if applicable).



## Additional Tools

### *Think-Pair-Share*

Anytime throughout instruction, the teacher can pose a question or problem and invite students to *think* about it for a minute. Then the teacher will ask the students to *pair* up with a partner. They are given another minute to *share* their ideas with each other. The teacher calls on volunteer pairs to share with the whole group.

### *Community Circle*

Students gather in a circle to have a structured, student-centered discussion with each other and the teacher. This practice builds a sense of community, develops problem solving skills, strengthens bonds between student and teacher, and provides an opportunity for students to practice their listening, speaking, and interpersonal skills.

For more strategies and/or resources, visit  
**[houstonisd.org/EffectivePractices](http://houstonisd.org/EffectivePractices)**



## ALERTS

Closure should come from the students stating what they learned during the class. The intellectual work should be done by the students and not by the teacher. Oftentimes, teachers leave off the closure. It is the first thing to get cut off if time is running out at the end of the lesson. Use a timer or an online stopwatch to pace the lesson or have a student be responsible for reminding the teacher.



## QUICK TIPS

Consider asking students to write down one potential test question from that day's lesson as an Exit Ticket. Have them exchange their paper with a classmate to answer.