Strategies for Closure

The Outcome Sentences Strategy

The Outcome Sentence strategy is an excellent way to show the student's grasp of learning and to give the student time to reflect about what he/she has learned. The teacher provides several sentence starters like:

I was surprised that…

I have a question about…

I would still like to know more about…

I learned a great deal about…

Today, I understood…

I am still confused about…

The beauty of this strategy is that the teacher chooses the sentence starter that is appropriate for your class. Are you processing, reviewing, drawing closure, creating interest in a new topic? Students can be given a "post-it" note for their response that they stick on the door as they leave class.

A+ Teacher Handbook

The Review Test Strategy

The Review Test strategy is used to involve all students in reviewing subject matter and correcting misunderstandings. This strategy also gives students successful experiences in schoolwork. The teacher asks a series of questions about prior material and all students write an answer to each question. (White boards are perfect for this activity). The teacher gives the correct answer to the question either orally or in writing after each question. The teacher's role during this activity is to move around the room to get a sense of how well students understand.

Merrill Hamlin, *Inspiring Active Learning,* p. 46

Mind-mapping

Mind-mapping is a strategy for the 70-90% of our students who are visual learners. Students, individually or in groups of three or four, create a mind-map that shows what they have learned. While they recall what they have learned, they are organizing, planning and thinking about the material once again. They are also arranging the material so that it makes sense to them. A group can usually put together a well-designed mind-map in 10 minutes or a little less . You may want to display the mindp-maps and use them to aid in classroom discussion. You may jumpstart the activity by putting the main concepts on the board & asking the students to show what they know about each concept in mind-map form. The teacher moves around the room checking their work and asking questions that help them delve deeper.

<div align="right">Eric Jensen, Super Teaching, p. 125-126</div>

Next Time We Meet Strategy

The Next Time We Meet strategy is an excellent way to spark an interest in learning that will be following. The teacher closes class with a preview of tomorrow's learning that will be interesting to students. It is almost a commercial for the new learning. It may take the form of a statement like "Tomorrow, you will learn who was the only president in our history to never marry and why," or "When we meet again, we'll find out how learning about rock formation has made millions of dollars for some enterprising people." Your closure may be a question like "Would you like to learn how to how to reduce study time? Well, come to class tomorrow and find out how." The closure may be a challenge like "By the end of class tomorrow, you will know ten words in French that could help you out of a jam."

<div align="right">Eric Jensen, Super Teaching, p. 127</div>

Thought/Feel Card Strategy

This closure strategy promotes student's self-awareness of material learned and also can help to build respectful group relationships. In this strategy, students create, usually anonymously, notes that describe their personal thoughts or feelings currently in their awareness. For this strategy, students are given 3 X 5 cards or small slips of paper. On one side of the card or paper, they note some thoughts now in their mind about what they have learned. On the other side they write how they are feeling about how they are doing. You may share these without mentioning names to show students that they are not alone in their feelings. You may not want to share their reactions aloud, but they will certainly let you know how your students are responding to your teaching.

Merrill Hamlin, *Inspiring Active Learning,* p. 93-94

Like/Might Strategy

This strategy is used when students need to review their recent behavior noting what they liked about it and what they might do differently another time. This teaches students to review and evaluate their actions constructively and open-mindedly. For younger grades, it might be useful for the teacher to give one or two examples like:

Next time I might volunteer sooner.

Next time I might not rush no much.

Remind them that they are writing what they might do differently, not necessarily what they promise to do next time. The like part of the strategy often moves students to notice their talents, and the might part reminds them that they don't need to repeat past behaviors. They can live and learn and adjust their behaviors. Sharing is not necessary, but it may help in building an accepting community climate.

Merrill Hamlin, *Inspiring Active Learning,* p. 92-93

Slide Show /Overhead Review Strategy

Don't erase or throw away the overheads that you have created for lessons. Don't delete the power point slides you have created to enhance your lessons. Instead use them for review. Put on some background music (60 beats a minute, no words), turn down the lights a create a slide show or visual review for your students. The teacher shows the overhead or slide and tells the student to read it silently. The teacher should also read it silently to judge just how long the slide should stay up. At the end of the slide show ask students:

"What did you recall?"
"What had you forgotten?"
"What were the most important facts?"

A+ Teacher Notebook

Cerebral Summaries Strategy

Cerebral Summaries give students an opportunity to reflect about what they have learned. Students jot down or draw an icon on a paper the key points or main ideas of the learning episode. The teacher may jumpstart the summary with a question like:

"What did we learn today about (insert the specific learning objective)?"
"How does this connect or relate to what we already know about (insert some past learning that will help students with positive transfer)?"
"How can this help us, or how can we use this information/skill in the future?

David Sousa, *How the Brain Learns,* p. 46