

Intentional Instructional Moves

Strategic Steps to
Accelerate Student
Learning

Companion Guide

Chapter 8: Intentional Step Five



Chapter 8

Intentional Step Five: Provide Closure

At the end of the lesson, teachers should allow time to wrap up the task and check in with students. It's important for students to have time to reflect on the content and their experience of learning it. While teachers will be monitoring student progress during the lesson, the end offers a natural stopping point to pause and check for understanding. The conclusion of a lesson might include reviewing key ideas and learning intentions, setting goals for the next lesson, and discussing what students should work on to further their learning. Teachers can use Exit Slips, class discussions, and class ratings to close out a lesson. In addition, they can try some of the strategies listed below.

Providing closure at the end of the lesson is a vital step toward helping students achieve mastery. Metacognitive reflection and goal setting are highly effective strategies that help reinforce learning and promote student agency. According to John Hattie, having clear learning intentions has an effect size of .48. Lesson closure also offers teachers a chance to evaluate the efficacy of their instruction methods, test students' skills, and make adjustments to ensure all students can succeed before moving on.

Strategy 1: Gallery Walk

The teacher displays questions, documents, images, scenarios, or texts around the room that reflect what students have learned. Students form small groups and move to one of the stations. Each group should begin at a different station. Students will then interact with the item displayed at that station and discuss the learning that has taken place. If time allows, students can rotate to other stations and share their reflections with the whole class. While students are

working, the teacher should monitor and support their conversations.

The Gallery Walk allows students to collaborate in small groups and share their reflections about what they've learned. Students can comment on their own learning, their peers' learning, and the teacher's instruction. Gallery Walks also encourage problem-solving, debate, and analysis.

Strategy 2: Visual Representation

Students create a visual representation of what they have learned that day and share it with the class. For example, if students learned about photosynthesis, at the end of the lesson they would make a drawing of that process and then discuss what it means. This strategy gives students a concrete way to represent their thinking and learning, which helps reinforce both. It also addresses different learning styles.

Strategy 3: Reflection Toss

The teacher writes questions on a beach ball, such as: what's the most important thing you learned today? Or, what is something that you struggled with? Then the teacher tosses the beach ball to students and they answer the question their fingers land on.

All three of these closure strategies promote active learning, flexibility, critical thinking, and resilience among our students. Moreover, Hattie ranks classroom discussions as a highly effective teaching strategy, with an effect size of .82. Reinforcing the content at the end of a lesson and checking in with student learning also encourages student reflection (.75) and self-management.

Chapter 8 Handouts

1. Double-Entry Notes
2. Team Thinking
3. Team Answer