

## Closing Activities

Closing activities greatly increase students' retention of information (**need citation**). The following activities are ideas for quick, easy activities to close out your intervention classes. They may be used as review, or to launch the next day's lesson.

### **3-2-1**

3 things they learned, 2 things they have a question about, and 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. This activity can also be done orally as well: 1. Tell partner 3 things. 2. Write down 2 things. 3. Pick 4 people to tell 1 thing they want the instructor to know.

### **Commercial**

Students record (audio only or video) a commercial for an upcoming class of students who are getting ready to learn what they learned. They need to "sell" the knowledge and make the class excited.

### **Exit Pass**

Students must reflect in some way about the learning before being allowed to leave the room. Here are some sentence starters:

- I really understood this idea...
- I have a few questions about...before I can say I understand
- I am excited about...
- I'd like to learn more about...
- A question I have is...
- This point is really clear...

### **Explain a Procedure**

Record the class orally explaining to an absent student what he/she missed in that day's lesson.

### **Lists**

Have students create a list of single words that relate to the day's lesson.

### **Newspaper Headlines**

Students compose a headline that encapsulates something they learned during the lesson. For added fun ask them to make it sensational, like a tabloid headline.

### **One-Minute Paper**

Give students one minute to discuss with their partner or table what they learned in the day's lesson. Next, set the timer and have them write for one minute!

### **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 (pre-selected) for others to preview.

### **Postcards**

Students are given an index card, (or an actual post card, or business card for a mini-version) and they write a postcard to their parents explaining the day's lesson.

### **Pair/Share**

"Tell the person next to you..." Have students verbally summarize main ideas, answer questions posed at the beginning of a lesson, and link both past and future lessons.

### **Prediction**

Students predict the topic of tomorrow's lesson—be sure to refer to the predictions the next day as the opener. You may have them put their predictions in the parking lot.

### **Snowball Fight**

Students write something they learned on a sheet of scrap paper, crumble it up, and then when they are told, throw their snowballs at other students. Everyone grabs a "snowball" and reads the response. Make it anonymous, and teacher may call on students to share.

### **Quick Doodles**

Doodle or draw 2-3 concepts presented in the lesson. This may include words or numbers.

### **Quiz Master**

Students prepare one quiz question for the following day's review.

### **Single Sentence**

Have students write a single sentence about what they learned.

### **So what's up with?**

Students raise questions about something they either were unsure about or need clarification. Can be done orally or written.

### **Take a Stand**

Teacher asks questions that can be answered with TRUE or FALSE. If the answer is TRUE, they will stand. If the answer is False, they will remain seated.

### **Thumbs Up/ Thumbs Down**

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

### **Whip Around**

Students quickly and verbally share one they learned in class today. You can have them toss a ball from one to another, or just have volunteers. For example, "If your name starts with the last letter of the last student's answer you must share." To make this a safe exercise tell students it is okay to share the same thing multiple times.