Elements of a Lesson Closure
Coaching Guide

Module Summary

In this module, teachers will:
- Identify the three elements of an effective lesson closure.
- Explore lesson closure strategies which incorporate the three elements.
- Evaluate the effectiveness of a lesson closure.

Module activities:
The user will evaluate the effectiveness of three lesson closures.

Module Key Takeaways

Essential knowledge:
There are three elements of an effective lesson closure. A lesson closure should summarize what was learned, check for student understanding, and transition to future instruction. These elements do not necessarily have to proceed in a specific order, and the teacher does not need a separate activity for each element (Hunter, 2004; Price & Nelson, 2003; Willen et al., 2004).

Essential skill:
Teachers who regularly use these three elements can have more effective lesson closures. Below are some specific strategies a teacher can use.
- Summarize what was learned: Have students present the key details from the lesson, facilitate a discussion, connect the learning to the objectives, or write letters home explaining what was learned.
- Check for understanding: Use an exit ticket, have students write their own assessment, ask students to make a timeline of events.
- Transition to future instruction: Connect what was learned with the overall goals of the unit and explain ways students can extend their knowledge of the topic.

Essential mindset:
The last few minutes of a lesson can be some of the most valuable time you spend with your students. A strong lesson closure can help students make connections to the lesson and remember important information long-term.

The Skill in Action

When a teacher effectively closes a lesson students will be able to explain to any classroom visitor what was learned and demonstrate understanding through an exit ticket. By the end of the lesson, students should also be able to explain what they will be learning about next and how it connects to what they just learned.

Questions for Discussion

The following is a list of suggested questions for engaging in a reflective dialogue with the teacher, either before or after he or she attempts to implement the skill.

- What are your key takeaways from the module?
- How will the knowledge and skills from this module directly benefit you and your students?
- Which elements do you feel comfortable using right away?
- What struggles or challenges do you think you may encounter incorporating these elements into your closures?
- Which of the three elements do you feel you incorporate into your lesson closures regularly?
- How can I support you?
InTASC 7c: The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.