The Effective Lesson, Part III: Closing it Out

As we conclude this three-part series on the effective lesson, our final Tips will focus on the importance of ending the lesson with a BANG - *the closure.*

If you recall, in Tips- 16.1, we shared ideas to ensure that effective lessons include a strong opening designed to "hook" the learner and appeal to their affective domain so they are immediately engaged in the learning. Tips, 16.2, discussed the body of the lesson in which the importance of planning and implementing instructional activities are implemented to allow students to "do something" with the material so that long-term retention of knowledge occurs. Now, it's time to see how we **end** the lesson with a strong closing.

First of all, let's consider why a closure should be included in the lesson. We've all seen the "Check on Learning" questions included in the lesson plan but do we really allot time for this and do something meaningful to assess learning or simply use it as a"check the block" activity before releasing learners to break or lunch? While the closure is a relatively shorter component of the lesson, it is imperative that we intentionally use this time in the lesson to help us answer two important questions:

"Did the students learn the objective?" and "How do I know?"

The answers to these questions serve as an assessment tool in which you are able to evaluate student retention level while also assessing your own effectiveness as the instructor. The closure should link learning to what was just taught as well as help inform future instruction.

Strategies to Try

Ask questions…- and when you ask, think back to IPC: Ask, Pause, Call, Evaluate. By asking questions and allowing students time to think and reflect, you increase student comprehension

What did you learn today?

How would you summarize today's lesson for someone who was not here?

What was the most important point you learned today?

How can you apply what you learned today to future missions?

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Tips & Strategies

In addition to asking students to verbally answer the questions, consider asking them to write their responses or journal them in their notebooks. If you used an organizer at the beginning of the class such as a KWL, the end of the lesson is a perfect time for students to return to that chart and list what they learned under the "L" column. In order to give all learners the opportunity to summarize the information, ask them to "Think, Pair, Share" or "Think, Pair, Write" so that they discuss what they learned with a partner and then are called on to share with the group or class what they learned in the day's lesson.

Tips for Implementation

Think, Pair, Share Questioning Technique to provide Wait Time

Think, Pair, Share: After presenting information using PowerPoint/Lecture/Direct Instruction, stop and ask a question - say "think about it" now "share your thoughts with someone nearby," then, ask volunteers to share their thoughts or examples, or if you want to focus on some good listening skills, share what you *heard.*

KWL Chart

KWL Charts: Use the K and W column for opening the lesson by asking learners to list or respond to what they know or want to know. For the closing, ask students to write to use the L column to record or respond to what they learned. The questions in each column are a guide for the instructor.

K	W	L
What I know	What I want to know What questions do I have What I think I'll learn	What I learned What we learned and still need to learn What misconceptions did I have

As we conclude this series, we hope that you are able to use the ideas and strategies to plan or deliver an effective lesson. Be sure to include a solid opening that "hooks" your learners, activities which promote student engagement and interaction, and a closure to allow learners to summarize and apply what they have learned. When all of these components are allotted time, and purposefully designed and implemented with attention to detail, learning will take place for long-term retention.