

CLOSURE

What it is and is not . . .

Closure occurs when the teacher structures the learning for the purpose of allowing students' brains the opportunity to gather and encode information, concepts, and skills in a meaningful way.

Closure does not occur when a teacher says, "Any questions? No. OK, let's move on."

Teachers should use closure . . .

- during and at the end of each class period.
- when they are at critical points in the lesson.
- when they are at the end of a lesson.
- to eliminate confusion by clarifying.
- to reinforce the learning objective.
- to provide additional cues for retrieval.
- to connect key details to form a coherent whole

Closure can look like and sound like . . .

- **A question or questions** that requires *each student* to revisit the objective(s). *One idea: Use Timed-Pair-Share.*
- Students creating a **graphic organizer** that shows relationships in lesson content.
- Students participating in a **Choral Response** to answer review questions or to restate key points.
- Students **journaling** their thoughts about the key points and/or their relationships.
- Students **illustrating** with pictures key points and/or their relationships.
- A **teacher re-stating key points and showing relationships**. This method of closure is **most effective** when it is *preceded by think time* and is *followed immediately with an activity that requires each student* to process the information by writing, speaking, and/or illustrating, etc. what the teacher said.

[Back to Elements of Effective Instruction](#)

[Back to Staff Development](#)

[Back to Springfield Public Schools Home Page](#)