

# 50 Ways to Leave Your Lesson

| Title                           | Synopsis   |
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| 1. Journal Entry                | Students write about 2-3 things they learned (the use of a journal could incorporate most closure activities)  |
| 2. Exit Pass                    | Student must answer a question or reflect in some way before being allowed to leave. Math example: work a problem from material covered. Use as a formative assessment for the following day. Sort into piles: got it, minor errors, conceptual errors |
| 3. Academic Vocabulary          | Depending on time, students discuss the days vocabulary terms and they have to define one word in their own words to you before they go out the door.  |
| 4. Toss Around                  | Students toss a ball from one to another and quickly verbally share one thing they learned that day.   |
| 5. Sign In                      | Students use sign language for "t" and "f" to represent true and false. Students respond to question posed by the teacher.   |
| 6. 3-2-1                        | 3 things they learned, 2 things they have a question about, 1 thing they want the teacher to know OR<br>3 main ideas, 2 interesting points, 1 question   |
| 7. Fishbowl                     | Students write down one question on a slip of paper that can be answered from the day's lesson. Form and inner outer circle or share and answer each others' questions in groups.  |
| 8. Explain It                   | Write to an absent student explaining...   |
| 9. Here's How                   | Students write a detailed explanation of a procedure with an example to demonstrate their understanding. They give the unworked example to a partner to solve using their detailed directions.   |
| 10. Simultaneous Round Table    | In a group students pass around a single sheet of paper. First person writes down one thing they learned and passes it to the next student. Subsequent students read what is written and write down one new thing.                                     |
| 11. Anticipation Reaction Guide | Students will evaluate 4-6 statements related to the lesson based upon prior knowledge (usually be labeling them True/False or Agree/Disagree) and revisit their responses at the end of the lesson after exposure to new information.                 |
| 12. Semantic Mapping            | Write a concept or phrase from the lesson. Students write words that relate to the concept or phrase around it.  |
| 13. Three W's                   | <b>What</b> did we learn? <b>So What?</b> (importance) <b>Now What</b> (what will I do with the information)   |
| 14. Think, Pair, Share          | Tell your partner 2, 3, 4... things you learned. Have groups share.  |
| 15. Cheat Sheet                 | Have student prepare a cheat sheet that might be useful for a quiz on today's lesson   |
| 16. Outline                     | The teacher prepares an outline of the main points of a lesson. The students fill in the details.  |

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| 17. Thumbs Up/Thumbs Down      | Pose questions that can be answered thumbs up or down   |
| 18. What Am I?                 | Have students construct a riddle around a key term.   |
| 19. Jeopardy                   | The teacher gives the answer. Students create the question  |
| 20. The 5 W's                  | Students explain the who, what, where, why, when and how of the lesson.   |
| 21. Postcard                   | Using an index card, students write a postcard to their parents explaining the day's lesson.  |
| 22. I Care Why?                | Students write a short statement explaining the relevancy of the concept to their life.   |
| 23. Timeline                   | Students create a timeline of concepts or procedures taught.  |
| 24. KWL or RAN chart           |   |
| 25. Doodle It                  | Students draw a concept presented in the lesson.  |
| 26. Numbered Heads Together    | Students in groups of up to five number off. As a group they create a list of 5 things learned in the lesson. The teacher calls on one number from each group to report.  |
| 27. Where are we going?        | Students make a prediction about tomorrow's lesson based on today's. Use predictions as opener for the next day.  |
| 28. Similes or Metaphors       | Students connect ideas through a metaphor. Teacher can give students a stem... "Place Value is like sleeves of cookies because..."  |
| 29. Daily Dozen                | Students choose one of the following sentence stems to complete: I learned..., I am beginning to wonder..., I have a question about..., I am beginning to understand..., I want to know..., I feel..., I think..., Today I understood..., I was surprised that..., I would like to know more about..., I am still confused about..., The lesson was valuable because... |
| 30. Sell It!                   | Write a jingle that explains the main idea of the lesson  |
| 31. Hand Up, Stand UP, Pair UP | Students raise hands until they find a partner, and then discuss a review question with their partner.  |
| 32. Rally Robin                | With a partner students rally as many ideas or examples of a concept back and forth until time is called.   |
| 33. Headlines                  | Students write news headlines for the lesson or topic discussed in class. For example, "Compose a headline describing the results of today's science experiment."   |
| 34. All Write Consensus        | Each student has a piece of paper. First student shares something they learned. Teams discuss. If everyone is in agreement, each student records that idea on their own sheet. Process is repeated by each student in team.   |
| 35. Inside Outside Circle      | Two groups of students form an inner and outer circle facing each other. They share one thing they learned. Once circle rotates and shares with the new partner.  |
| 36. Jot Thoughts               | In groups, students simultaneously review ideas from the day's lesson. First student writes one idea on a piece of paper and throws it in the middle of the table. Next students can build off each others' ideas and   |

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|                       | write them down. Students can use different colored pens/markers.  |
| 37. Talking Chips     | Each student in a group is given two chips. As they share something from the lesson, they put their chip in the center. Any student who still has a chip goes next.  |
| 38. Find the Fib      | The teacher writes four statements from the days' lesson, three true, one false and numbers them. Students must hold the correct number of fingers in the air that corresponds to the fib.   |
| 39. Be the Teacher    | Students pretend to be the teacher and present three key terms or ideas they think everybody should have learned. Group or Individual  |
| 40. Quiz Master       | Students prepare a 3-5 question quiz with questions and answers about the lesson's material.   |
| 41. Surprise Draw     | Teacher prepares a card with a key word or idea on it. Students draw at random and explain their idea or term to the group.  |
| 42. Gallery Walk      | Students create graphic representations of their learning and post them. Students move from station to station writing questions or comments and reflecting.   |
| 43. S.T.O.P           | We Started the lesson..., the Topic was..., Our opportunities to practice were..., The Purpose was...  |
| 44. Graffiti Wall     | Students write or draw one thing they learned a single class chart paper.  |
| 45. Parking Lot       | Students write any unanswered questions or reflect on learning on a sticky note to be taped to the wall or chart paper.  |
| 46. Summary           | Students summarize learning in a short paragraph.  |
| 47. Cloze Procedure   | Teacher prepares a cloze paragraph summarizing key ideas and terms.  |
| 48. Share Bear        | After the teacher poses a question, students at a table pass around a share bear and give their response.  |
| 49. I have...Who has? | Use key vocabulary terms and definitions from lesson to play this mix and match game.  |
| 50. Find Someone Who  | Students are given a review sheet and circulate around the room to find help in answering the questions on the sheet. Students approach each other and ask the questions. Students who give the answers must initial next to them so that no student answers more than one question. |

