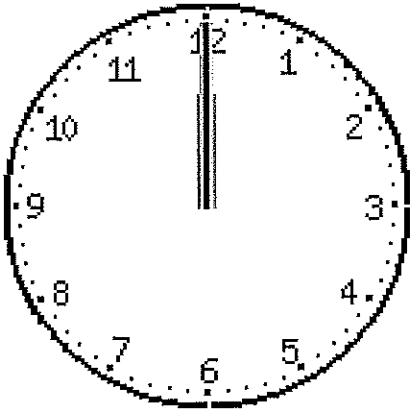


Closing Ideas/Suggestions

1. **Think-Pair-Share** - Students are asked to pair with other students in the classroom to think about the skills/concepts taught. They must take turns sharing their ideas with each other. Each student is asked to talk for one to two minutes about what they learned in class. I sometimes pair students with their clock buddy, height buddy, randomly, or with the person nearest their desk.



To create appointments for your clock buddy, students will use paper clocks and sign up for the time they would like to partner with their peers. Students must sign both clocks to ensure that the time matches.

2. **“I Can” statements** – Students use affirmations to build self confidence and to ensure that they achieve their goals for the day. Using the standards, students must create an “I can” statement. Ensure that the students use the language of the standard.

Example:

Create 2 “I Can” Statements

Standard: ELA6C1b. Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).

1. I can recognize the subject of a sentence.
2. I can recognize the direct object of a sentence.

S V DO

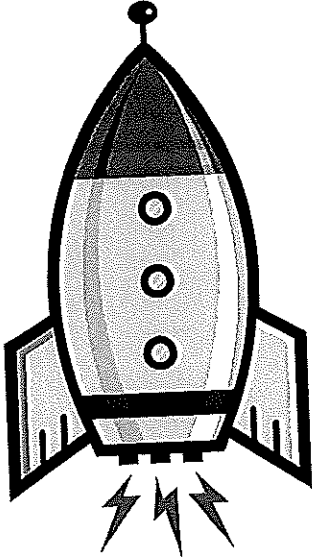
Example or Explanation: My mom made cookies for dessert. The subject of the sentence is mom. The verb of the sentence is made. The direct object of the sentence is cookies.

3. **Parking Lot** - Students use post-its to write comments, examples, questions, or an answer to a question about today's lesson. I laminate a large sheet of tablet paper and place it near the door of the classroom. Students place their post-its on the way out. Students do not write their names on their post-its. However, they must write the class period.

4. **Four Squares** - Students choose one of four activities to respond to about today's standard.

<p style="text-align: center;"><u>Poem/Rap</u></p>	<p style="text-align: center;"><u>Illustration</u></p>
<p style="text-align: center;"><u>Thinking Map</u></p>	<p style="text-align: center;"><u>Written Summary</u></p>

5. **3-2-1 Blast Off to Excellence** – Students will review concepts by completing the following card.

Name: _____ 	3 Things/Ideas I Understood Well
	2 Things/Ideas that I Know Somewhat
	1 Thing/Idea I Need More Help With

6. **Author's Chair** - Students share their writings from the work period with the class. A chair is designated for sharing of work and is located in a high visible area of the classroom.

Author's Chair Presentation

The author:

- Comes to the chair prepared
- Practices reading and writing before hand
- Gives the class background information about the writing to be read

The rest of the students:

- Serves as courteous, active listeners by keeping their eyes on the author.
- Clap when the reading concludes
- Prepare to offer positive and supportive responses

7. **Rally Robin** – Students work with the person who sits across from them. Their goal is to rally (think volleyball or tennis) as many ideas as they can back and forth. A good rally robin question is something like “*Name all the pronouns that you can think of*”. Then partner one starts, and they just name back and forth until I call time.

8. **Having a Ball**- Using a beach ball, students take turns sharing information about the standard/activity learned.