

Exit Strategies: Using the Last Five Minutes

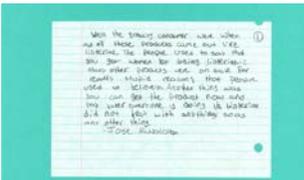
Benefits for both students and teachers:

- Learners retain the most in the first and/or last minutes of a lesson (primacy-recency effect) (Sousa 2002)
- Directs teaching (diagnostic tool)
- Refocuses at the beginning of class the following day
- Validates student voice (we've been heard; part of the learning process)
- Engages and focuses learning
- Confirm the importance of class time
- Create a routine
- Imprints learning for readier access

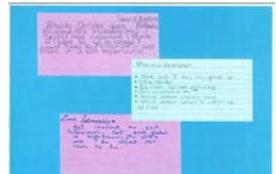


Review: This review followed a whole class discussion and verbal review : consumer culture; the 19th Amendment; transportation; etc. There were five topics. I handed out numbers one through five. The one they received tied to one of the topics. So, to really be able to respond,

they needed to know all five. I only had two non-responses (“I could have done better if I had drawn a 3” and “I didn’t understand the question”).



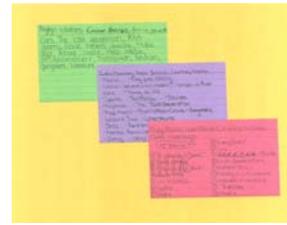
Goal Setting: These were based on follow- up work that Adrienne developed for the freshmen’s SOU field trip. It was another chance to highlight all of the work we do with our PEPs and college awareness work in advisory. This can also be great for focusing on our outstanding rubrics that establish clear stages of progress.



Learning Snapshot: This was such a surprise to me. As the end of class approached and the rustling began, I quickly announced we were not finished. All they needed was a pencil. I dispersed ½ (rapidly cut index cards) and told them to write down three things they had learned today. We’d been studying North Korea and the steps and elements for writing a research papers. I also mentioned they could use anything they learned about themselves as learners. I said when they were finished I’d take them at the door. It was an intensely quiet and focused two minutes that resulted in some interesting and informative responses.



List Storm: This one is a fun and energetic wrap up. Students at tables put their heads together and had to come up with 15 “trends” that represented change during the 1920s. Fast, furious conversation ensued.



Reflection: We all do this one. This was sort of a quick response focused on reflecting how they rated themselves on their writing and their work ethic.

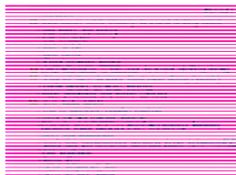
Prediction: Predictions are awesome. They truly force students to think. Coming up with the “what’s next” is rewarding for them and provides an organizational foundation for the next days learning.



Three Days: Learning Sequence

Day 1

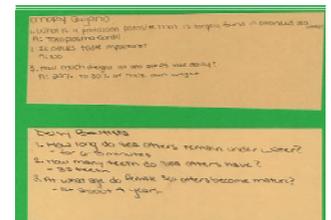
Prediction: Students had just finished a unit test and we had 10 minutes left in class.



To start the new unit they used Give One Get One to write down 2-3 things they thought they knew about sea otters then shared those predictions with their classmates. The last few minutes of class we created a class list of students’ pre-unit knowledge.

Day 2

Learning Snapshot: After reading about sea otters students used Give One Get One to report what they learned from the reading.



Day 3

Practice: Students generated test questions “What should students leaving this unit otters?”



with answers. know about sea



We were only able to try out a limited number of strategies. Below is a list of other ideas. Many of them aren't new ideas, but they may be good reminders of ways to effectively use those last, precious minutes of class time.

AHA!

I still don't get it . . . or today's murkiest point

Journaling (write for five about today – focus on academic or personal learning points, or . . .)

I like the "Ticket to Ride" - to be done with the Beatles playing in the background:)

What else do you want to know about . . . ? (These can become student led mini-investigations, e.g. how many miles of highways are there today compared to 1925? . . .)

Today's most interesting point/piece of information: (Ms. Schwada didn't know . . . how big North Korea is)

What if? (creative engagement: e.g. What if you were suddenly transported into a room with Kim Jong un. What would you see, hear, and say to him?)

Draw the day: It's fun for students to create visual representations of learning and there's not requirement for great art work.

REMEMBER: Colored, oddly sized and shaped papers are fascinating to students (and some adults).



No, we're not finished yet. You have some exiting to do.

