

Want to Use Do Nows in *Your* Class?

A Do Now is an activity at the start of a lesson or class to instantly get students in the correct mindset for learning. It is commonly brief, usually not longer than 5 or 10 minutes. This activity is most successful when it becomes a routine in your class.

Do-Now At-A-Glance	
Prep	<ul style="list-style-type: none">● Decide on an aspect of previous lesson about which you want to query the students or a topic related to the upcoming activity.● Choose a brief (3 to 10 minutes) activity.● Create necessary materials and have them ready at the beginning of class.● Post clear instructions in the classroom where every student can see them.
During	<ul style="list-style-type: none">● Call attention to the instructions as students walk in.● Keep the room quiet as students perform the task.● Use the time to check in with students who may have trouble or to answer one-on-one questions with students.
After	<ul style="list-style-type: none">● Have a system to collect artifacts from the activity.● Provide feedback to students in a timely and consistent basis.

Prep

Establish a consistent schedule.

- It is best practice to use do-nows on a consistent basis, so once you start to use them, commit to employing them throughout the semester. They can be used from once a week to daily.

Decide on an aspect of a previous lesson or reading about which you want to query the students or a topic related to the upcoming activity.

- Review the outcomes of your previous lesson(s) and decide what content will be the focus of the do-now activity.
- It could be a concept that caused confusion, an important learning goal, a required fact, etc.
- Or the Do Now could focus on priming the students for an upcoming lesson.

Choose an brief activity.

- The entire Do Now process should take no more than 10 minutes.
- The prompt can be open-ended or a specific question(s).
- Some activity options include:
 - a quick write
 - journaling
 - discussion (either whole class or small group)
 - quizzes
 - games

Create necessary materials and have them ready at the beginning of class.

- Any handouts, tools, or other materials should be ready for the students as soon as they walk into the classroom.
- If your do-now relies on materials that students bring, ensure that you have extra for those who forget.

Post clear instructions in the classroom.

- Have the instructions for the Do Now written on the white/chalkboard or projected big enough so it grabs the attention of students as they enter the classroom.

During

Call attention to the instructions as students walk in.

- Point out the instructions and the location of necessary materials as students enter.

Keep the room quiet as students perform the task.

- For a Do Now that involves individual work, keep the room quiet.
- Ensure students start working on the activity right away. It may take time to get them into the habit at first.

Use the time to check-in with students who may have trouble or to answer one-on-one questions with students (for activities that do not require whole class interaction).

- Try to do this as unobtrusively as possible. The focus should remain on getting students ready to learn.

After

Have a system to collect artifacts from the activity.

- Have a designated place for students to submit the artifacts from the lesson to avoid confusion and speed up the process.
- Alternatively, if the activity is being used to introduce the lesson of the day through small group discussion, presentations, etc., you will naturally follow up on the activity and might not need to collect artifacts.

Provide feedback to students in a timely and consistent basis.

- If students know that you are actually reading and/or offering feedback on their work will deter them from not completing the task or passing in an incomplete assignment.
- Again, you do not have to review them every day. It's most important to be consistent throughout the semester.

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