

## Want to facilitate a Do Now 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.

### Why should you facilitate a Do Now in your class?

Possible reasons to use a Do Now: Have students refresh on previous class material. Have students prepare for current class material. Get students warmed up at the beginning of class. Get students to check their understanding in the middle or end of class.

### Do Now At-A-Glance

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

#### Prep

Establish a consistent schedule.

- It is best practice to use a Do Now 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. Review the content of your current lesson and decide what content will be the focus of the Do Now. It could be a concept from homework or pre-class reading, a key concept for today's lesson, etc.

Choose a brief activity.

- The entire Do Now process should take no more than 10 minutes.
- The prompt can be opened, a specific question(s), or a short active learning exercise. 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 donow relies on materials that students bring, ensure that you have extra for those who forget. Post clear instructions in the classroom.

Post clear instructions in the classroom where every student can see them.

- 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 at the beginning of the activity. If it is at the start of class, make sure students see the directions as they enter and get settled.

For a Do Now that involves individual work, keep the room quiet.

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

Use the time to check-in with students.

- Walk around the room and take notice of students work. This can be a good time to check-in with students who have questions or are struggling with course material. Be tactful and try to do this as unobtrusively as possible. The focus should remain on getting students ready to learn.

### **After**

Have a system to collect material students make from the activity.

- Have a designated place for students to submit their work from the Do Now, if needed, 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 anything.

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. You do not have to review them every day. It's most important to be consistent throughout the semester.

Reflect on the Do Now with the class.

- Bring the class back together and review the Do Now. For example, if there is an answer to a problem, have a student share their answer. To ensure all students are on the same page before moving on, make sure to highlight and rephrase the correct solution and problem solving strategies.

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