Do Now Starter Kit

Take 2 Do Nows and call us in the morning…. ☺

* Do Nows are a quick way to assess students formatively and get their brain ready for the day. This is a quick activity to get students warmed up.
* We have put together some Do Now explanations and templates so you have something to get you started.
* If you would like these documents in electronic format, email one of the coaches and we will see you get a set!!
* For many of these activities, Collins Type I and Collins Type II writings are incorporated. These have been defined later in this handout.

**Explanations and (some)Templates attached**

* Whip Around
* Basket Toss
* Forced Choice
* Finding the other half
* Chalk Talk
* Table Chalk Talk
* Artifact Box
* Knowledge Rating
* Statement Response
* Speed Dating
* Disagree/Agree
* Think/Pair/Share
* Build on
* Go Beyond
* 3-2-1
* Written Conversations
* Word Splash
* Sorting activity
* Anticipation Guide
* Four Corners
* Create News Headlines
* Create a top ten list
* Re-write a statement
* Draw a picture
* Candy Do Now

**Collins Type I Writing**

* This is incorporated into many of the do nows. This is where students write just to get ideas on paper. Capture ideas on paper.
* This requires a minimum number of items or lines. Questions and guesses are permitted.
* This is not assessed for correctness, just for completeness.
* This type of writing is just to get the students writing.

**Collins Type II Writing**

* This is incorporated into many of the do nows. This is where students write and must show they know something about a topic or have a thought about a topic.
* It is a correct answer to a specific question and should be graded for correctness.
* This type of writing helps to actually improve student learning.

**DO NOW IDEAS**

**Whip Around**

* Students are given scrap paper and are given instructions as to what to write on the paper
* This could be things such as list something you learned yesterday, list a question you still have from yesterday or it could be a thought, question or what they know about the topic of the day. For example, I might ask students to write something they know about circles if I am starting a circle lesson.
* Students do not put their names on the paper.
* Students crumple the paper and toss it around the room.
* When the tossing is done (teacher must stop this or they will toss forever) each student ends up with one paper.
* That student reads what is on the paper.

**Basket Toss**

* This idea is similar to the whip around except that the students don’t throw the papers at each other, they toss it into a basket.

**Forced Choice (template attached)**

* Students are given an item or list of items to choose from. This list can be given on a handout, verbally or in presentation format.
* After they make their choices they are to go around the room and try to find the person who has the most matches to their choices.
* The teacher then gives them a topic to discuss or a question to answer or asks an opinion, etc.
* They will answer their question and then share out to the class. (Some of the groups can share, not all have to.)

**Finding your other half**

* Students are grouped in this do now by being given something that has another half and they must find their other half. For example, you might print out an equation and answer, words that go together, artwork that is cut in half, books and authors, music and artists, etc. Be creative and use your subject matter.
* Students then find their other half and either complete or follow instructions that are on their cards or wait for instructions from the teacher.

**Chalk Talk**

* The teacher has a topic, question, thought, idea, etc. on the board when the students come in.
* The students then are silent and must go to the board and respond to whatever is on the board.
* After all students have responded, you can have students pair/share and group share.

**Table Chalk Talk**

* This is similar to the chalk talk, except that the item to which they must respond is already at their tables or in various stations.
* You can even have chart or roll paper taped to the desk and they can write directly on that.

**Artifact Box**

* This is where a shoebox or larger container with a collection of items, such as symbols, photos, charts, graphs, quotes, drawings and sketches that represent key ideas about a topic.
* Ask the students to examine, group, or rearrange the collection of items the teacher has provided in order to make sense of what the collection represents.
* Students can then suggest items that could be added to the artifact box at this time or throughout whatever unit you are working on. Students can even offer to create or bring in items for the artifact box.

**Knowledge Rating (Template attached)**

* This is a chart where students go down through and mark what they already know about a topic or topics.
* You can have the students pair/share about these items to see if that will help them remember more and possibly be able to change their rating.

**Statement Response**

* You write a statement and the students must respond (in writing) to the statement.

**Speed Dating**

* Students are given an objective, such as find out what each person knows about a topic, or find a person who has the same question as you do about a given topic, etc.
* Students are then given 30 seconds to ‘interview’ a partner until they must rotate and find another partner.
* Once the speed dating is done, the information can be reported out in some way. Such as using chart paper to have students list their information or transparencies, etc.

**Disagree/Agree**

* Students are given a statement or statements and must choose whether they agree or disagree with the statement and must back up their choice.
* Students should then pair/share this information.

**Think/Pair/Share**

* This is actually used in conjunction with most Do Nows.
* It can be used alone by asking students to think about a topic, turn to their partner and share their thoughts on the topic.

**Build on (Template attached)**

* This is where students respond to a statement such as “I would like to build on this idea by…….”.

**Go Beyond (Template attached)**

* This is where students are asked to respond to a statement such as “This makes me think about……” or “Another way to think about this is…..”.

**3-2-1 (Templates attached)**

* This is where the students give three responses to an item, 2 responses to another item and 1 response to an item. (These responses can also be questions.)

**Written Conversations (Template attached)**

* This is where you assess student understanding or their opinions through writing.
* Students are given a template where they must respond to the statement on the paper.
* When they are done responding, the paper is passed to another student who then responds to the statement on the paper and the previous student response.
* This continues until all conversation spots are filled.
* Small groups then discuss these written conversations and then the groups share.

**Word Splash (Template attached)**

* The teacher dictates words to the students.
* The students write them down and underline any that they are not sure of the spelling and circle any in which they are unsure of the meaning.
* After they have all the words, they are to write a story using all of the words, even the ones they are unsure about.
* Students then read their story to their partner.
* Some students may even volunteer to read to the class.

**Sorting Activity**

* Students are put into pairs or quads and are given an envelope with items inside.
* They must then sort these items following whatever instructions were given. For example, if you are studying various countries, you may have various items/topics on each country and the students must sort them into the correct country.
* After completing the sorting activity, the groups share out.

**Anticipation Guide**

* This is where you give the students one or more statements and they choose whether the statements are true or false.
* This can easily be done with activotes (just like our in-service where you used activotes). However this can be done easily verbally or on paper as well.

**Four Corners (or any number)**

* Before class have 4 (or whatever number you need) chart papers hung up around the room.
* Students will be split into the same number of groups that you have chart paper.
* After given instructions, each group of students will report to one of the chart papers and they will have 30 seconds to brainstorm and write down as much as they can about the topic o the chart. For example, I may have one chart on properties of quadrilaterals, one on properties of polygons, one on properties of 3-D shapes and one on properties of circles.
* After 30 seconds they move to the next chart. (Each group has a unique color marker so that you can see the various answers on each chart.)
* When done, the class goes through the information.

**Create News Headlines (Template attached)**

* Students are asked to create a news headline based on some concept or topic that is being studies.

**Create a top ten list**

* This works great as a review.
* Have students create a top ten list of ideas/topics/skills learned throughout the chapter.
* Have students compare their lists with their pair/share partners.
* Share out to the class.

**Rewrite a statement**

* Give the students a statement or paragraph and have them re-write it in their own words.
* Have students share their writing with their partners.

**Draw a picture**

* Have the students depict some idea/concept by drawing a picture of previous information or of upcoming information to see what they already know.

**Candy Do Now**

* This is what we used at the beginning of this study group.
* The colors can be used differently than we used them today. You can use the colors to have students tell you something from yesterday, ask a question about a topic, give an opinion on something, etc.

***Read all about it***

**Create a newspaper headline that captures what we studied yesterday.**

Written Conversations

One barrier I see to teachers collaborating is……..

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| --- | --- |
|  |  |
|  |  |

“This makes me think about…...........

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“Another way to think about this is...........

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

**3-2-1**

**List:**

**3 things that stood out for you**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2 things that you’d like to discuss**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1 thing you didn’t understand**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Work 3-2-1**

**List:**

**3 things your group did well**

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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2 things your group didn’t do well**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1 thing you enjoyed about the project**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FORCED CHOICE**

**Choose one item in each pair below:**

Pepsi or Coke

Drama or Comedy

Beach or Mountains

Yellow or Blue

Football or Volleyball

Saturday or Sunday

Winter or Summer

* Go compare your answers with people throughout the classroom. Find your new BFF. (This is the person who has the most choices in common with you.)
* After finding your partner, listen for further instructions from the teacher.

MCj03223410000[1]Please Do Now

Ticket Out The Door

MCj02513870000[1]

**Knowledge rating**

|  |  |
| --- | --- |
| Name: | Date: |

**Directions:** How much do you know about the terms listed in the table? Place and X in the spaces that signal your knowledge.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **A lot!** | **Some** | **Not Much** |
|  |  |  |  |
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“I would like to build on this by...........

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

“I would like to build on this by...........

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

*WORD SPLASH*

Write all the dictated words below. Underline any word you are not sure of the spelling of and circle any word for which you are not sure of the meaning.

Next, write a brief story that uses **ALL** of the words (even if you are unsure of the meaning), in any order, and you may use the words as many times as you’d like. You may also change the ending of a word to help it fit your story. Your story has to make sense and be at least six lines long. **HAVE FUN!!!**