



## Strategies for Reviewing the Do Now


The Do Now (Mental Wake-up, Bell Ringer) usually takes place during the beginning of class. The purpose of the Do Now is two-fold. First, it settles students into a routine right after they enter your classroom and before the lesson starts. Secondly, it's a prime time to review material.

All too often I see teachers taking up the first twenty minutes of their class with the Do Now. If that's the case, then by the time you get to the mini lesson, students may have a lot less self-control to listen. By the time you get to independent work, students might become more easily distracted because you used up precious stamina with the Do Now. Therefore, I recommend that if you do a Do Now, you keep it quick. Give students five minutes to complete the do now, and avoid spending five minutes reviewing the answers. Below are the different ways that I keep myself under the five minute review time while still making the learning kid-friendly.

**Helpers:** As students complete the Do Now, go around checking answers. The first student who finishes the Do Now with excellent accuracy helps you by checking the other students' Do Nows for accuracy. With your helpers helping, you can spend the time determining which questions most students didn't get right. Those are the questions you review, not all of the questions.

**Clap it Out:** Do you have multiple choice questions on your do now? Ask students to clap out their answers. When you call each letter choice (A? B? C? D?) students clap for the one they choose. Then, you know approximately how many students chose an incorrect answer. For instance, if you hear a lot of claps for B, when the answer was A, when you review the answer you know then to show why B isn't the answer. You can do the same thing by having kids jump out of their seats to represent the answer they picked.

**Student Teacher:** When I taught 8<sup>th</sup> grade, every single day one of the students was the teacher and went over the Do Now with the students. It was really funny seeing 15 year olds mimic my language. "I'm waiting on a few pairs of eyes..." Teach students how to go over the do now by sharing wait time to get more hands up,



cold calling, and only going over a few questions. My students loved the autonomy and probably the break from hearing my voice! I taught them three periods a day, so there were lots of opportunities for students to be the teacher.

**Toss a Ball:** Instead of calling on students with their hands up, ask kids to call on each other by tossing the ball to the next kid who will share.

**Clickers:** [Clickers](#) are great if you have them. There are also [online platforms](#) where students can click in their classrooms using laptops or cell phones. Then, students can analyze the data on graphs.

**Fast Finishers:** Don't forget to include a fast finisher at the bottom of your do now. That way, if students finish in less than five minutes, they have something to do.

**Randomizer:** Want to incorporate more digital learning in your classroom? Instead of calling on students randomly by pulling their names out of a cup (written on Popsicle sticks), use a random number generator. Assign each student a number. Then, using an online random number generator, call on students. It's a different way to try cold calling on students. Cold calling is when you call on students who do not have their hands raised.

**Mini Debate:** Pick one of the questions on the do now, and do a mini seminar. One of the questions on the do now therefore needs to be debatable and supported with text evidence. See *Reading Without Limits* for more ways to generate great discussion questions.