

RETRIEVAL PRACTICE THE DO NOW



who ...

... is involved in the play?

Teacher - sets the task and welcomes students to class. They then connect with individual learners, prepare for the lesson, etc.

Students - engage in the task based on the written instructions, without directions from the teacher.

when ...

... to run the play?

At the beginning of a lesson block - with the task ready and waiting for the students as soon as they have entered the room.

Prior to anything else - the Do Now is the first activity students engage in, before the Daily Review, marking the roll or setting any other learning task.

why ...

... we run the play?

Starting the lesson well - when coupled with our Entry/Exit Routine (Procedural Routine #1) this provides a predictable start to the lesson and sets expectations for learning and engagement.

Building autonomy - whilst supporting self direction and building learning stamina in students.

Allowing time for connection - through the teacher checking in with students as they complete the task.

variations ...

... on the play?

Preview the current lesson - by setting the context for the lesson, eg. setting a task that asks students to write about a time they ate something delicious prior to a lesson reading a book about food. Focus on providing context, not pre-loading content.

Review a recent lesson - requiring students to retrieve and use recently used acquired information. This is an opportunity to build generalisation skills.

Build background knowledge - providing information (text or a diagram for example) that will support the learning in the current lesson, and having the students summarise, transform or otherwise engage with this information

Regular, low-stakes review is the most powerful Do Now

how ...

... to run the play?

1. **Call the play** - there should be no need to call this play. Once established this routine should be an automatic and autonomous start to the lesson.
2. **The Do Now task should be:**
 - a. **Placed in the same place every time** - on display, ready to be completed, when the students enter the room.
 - b. **Clearly explained** - able to be completed by students without any discussion with their classmates or further instruction from the teacher. (*Some students may require some ES support to access and engage in the task*)
 - c. **Short** - requiring no more than 5 minutes to be completed.
 - d. **Written** - putting pen to paper (or MWB) increases the rigour and engagement of the task and allows easy data gathering.
 - e. **Reviewed** - a quick check from the teacher with an exemplar answer provided
3. **Both declarative and procedural knowledge** should be used to develop the Do Now. (not necessarily in the same task).
4. **Allow differentiated challenge** - either through multiple tasks, or open ended activities such as using "Because, But, So" sentence stems.
5. **If multiple tasks are included** in the Do Now they should progress in difficulty with the most achievable tasks listed first. All students should be able to access the task with some level of success.
6. **Links to the Daily Review** - there is no specific need to link the Do Now to the Daily Review. It can be a stand alone activity.

Non-Examples

- A. **Too complicated** - the task requires an explanation from the teacher for students to access. This results in disengagement and frustration.
- B. **Taking too long** - the Do Now should not take longer than 8-10mins (including a review). Drawing it out can disrupt other timings in the lesson.
- C. **Inconsistency** - as this task is to be done independently by students it must be consistent and predictable - placement, style etc.