

Do Now Checklist

Do Nows are short activities that focus students on starting work as soon as they enter the classroom, without waiting for a teacher direction to start class. Here is a short checklist of best practices for how to implement successful Do Now practice in your classroom.

Steps to a successful **Do Now** practice:

- **Consistency is key.** Students should always find the **Do Now** in the same place. Best places to post the **Do Now** include:
 - Write it on the board.
 - Include a paper **Do Now** on the first page of the daily packet.
 - Students pick up a paper **Do Now** that can be collected and graded from the same spot in the classroom every day.
- **Build student independence.** The **Do Nows** should not require additional directions from teachers for students to complete. It defeats the purpose of the **Do Now** to have a teacher stop the class and explain the activity.
- **Keep it short.** The **Do Now** should take 3 - 5 minutes to complete.
- **Put pencil to paper.** The **Do Now** should result in a written product from students.
- **Pair with your lesson plan.** The **Do Now** is most effective when used to either:
 - Preview that day's lesson.
 - Review a recent lesson.
- **Observe which questions students spend time working on.** Save time on reviewing the **Do Now** answers by selecting a few key questions to review together as a class, then pair your students to review answers for the others together.
- **Reinforce the right answer.** It can be helpful to require students to write down correct **Do Now** answers in their notebooks if they miss an answer.
- **Specify how you want students to answer.** Use the **Do Now** as a chance to reinforce writing out full, grammatically correct sentences with a simple instruction: Answer in complete sentences. Or, if you want students to focus only on the right answer, specify: Answer only.

Do Now Activities and Resources

Review reading comprehension

Have students respond to close reading questions of an excerpted paragraph from a reading. This works particularly well to review text that was close read recently. Instruct students to annotate a short passage of text (that they've read before) with 3 - 5 critical reflection questions.

Develop critical thinking skills

Foster a discussion by having students respond in a short paragraph form to a civic engagement question. This works particularly well to preview an upcoming lesson or topic of discussion, especially for older learners. However, because these questions can be open-ended, it's best to pick just one or two to keep the lesson at the five minute limit--and also to limit review time.

Teach not just the how but the why

Review and practice math skills and concepts with a worksheet. If you're practicing functions, 7 - 10 quick problems can be completed in 5 minutes. However, if you also want students to review and explain why they completed the equation the way that they did (for example, walking through the steps of long division, or explaining the order of arithmetic equations) on the worksheet, choose fewer questions.

Build stability and routine for students who need it most

If you work with students with disabilities, Do Nows can also act as a way to bolster confidence in knowledge, ingrain knowledge through repetition, and also preview what the lesson for the day will be, adding stability to his or her routine.

Find additional resources about Do Nows at:

A primer, including Do Now examples:

<http://teachlikeachampion.com/blog/now-primer/>

Outstanding examples of Do Nows in the classroom:

<http://teachlikeachampion.com/blog/alex-laneys-nows/>

How Alex Laney is using Do Nows in his classroom to reinforce Retrieval Practice:

<http://teachlikeachampion.com/blog/using-now-retrieval-practice-update-alex-laney/>

Taryn Pritchard shared her notes (both before and after the activity) on her Do Now--what to check for, and how many students (and who) got the questions right:

<http://teachlikeachampion.com/blog/now-meets-cfu-taryn-pritchards-notes-self/>