

# QEGS - Do Now



*Do Now*

- Provide a *Do Now* activity that prepares students for learning.

Students entering your room should never have to ask themselves, "What am I supposed to be doing?" That much should go without saying. The habits of a good classroom should answer, "You should be doing the Do Now, because we always start with the Do Now." Doug Lemov

"Learning is deeper and more durable when it's effortful. Learning that's easy is like writing in sand, here today and gone tomorrow."

**Peter C. Brown, Make It Stick: The Science of Successful Learning**

An effective 'Do Now' should conform to four critical criteria to ensure that it remains focused, efficient and effective:

## It should be in the same place every lesson.



- The location of the 'Do Now' should be consistent to ensure it is habitual for the students.
- Teach the 'Do Now' routine to your class, allowing for a clearly embedded routine at the start of lessons, and for work to start straight away.

## It should take between 3-5 minutes to complete and should involve all students demonstrating thinking e.g. pen to paper/whiteboard etc.



- It is important that teachers plan which questions/aspects of the 'Do Now' that they are going to go through, or circulate the classroom to check for areas of strength and misconceptions among the students during the 'Do Now' to choose specific questions/aspects to go through with the class.

## It should be completed without any direction from the teacher, or discussion with peers



- To build resilience with learners, it is important that students complete the 'Do Now' in silence and without any interaction with the teacher/their peers.
- When going through the answers (if the 'Do Now' is question based) do so in a manner that supports a student's cognitive load. Bring up the question, followed by the answer and do this one at a time. Students are then able to relate their answers to the questions, reducing the split-attention effect.

## It should preview the day's lesson or review previously covered content



- Strategically plan the content of the 'Do Now' tasks so that there is a link to the content being covered in the day's lesson.
- 'Do Now' tasks work incredibly well as spaced retrieval practice, allowing students to 'hook' new content/information from the day's content onto their schema that they have from previous topics/content covered, or that they already know.
- Explicitly narrate to the students the reasons why you have used the content in the 'Do Now' and how it links to the day's lesson, and the bigger picture with what has been learnt.