Inventory of Some Possible Practices for First-5, Last-5, & Hitting Pause

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| First-Five Minutes of Class |  |  |  |  |
| 1. Brief 5-point quiz at beginning of class on current & recent work |  |  |  |  |
| 2. Writing prompt at beginning of class to draw on previous topic |  |  |  |  |
| 3. Begin student work with student offering summary w/ responses |  |  |  |  |
| 4. Students sign up to offer ‘look back’ in first-5 of each class |  |  |  |  |
| 5. First-5 given to solving a problem that integrates old & new |  |  |  |  |
| 6. Peer pairs take turns explaining question posted to begin class  |  |  |  |  |
| 7. Students can bring short article on uses of the course material |  |  |  |  |
| 8. Students asked to predict outcome of reading, experiment, other |  |  |  |  |
| 9. First-5 spent in interleaving practice of research process |  |  |  |  |
| 10. Before new topic/story, first-5 in Minute Paper on ‘what I know’ |  |  |  |  |

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| Last-Five Minutes of Class |  |   |   |  |
| 1. 1 question or quiz to end class on ‘What is next’ |  |  |  |  |
| 2. Writing prompt at end of class connect current work previous, next |  |  |  |  |
| 3. Peer pairs alternate explaining muddiest point or key idea |  |  |  |  |
| 4. Last-5 on ‘In the News’ reflecting on course or major |  |  |  |  |
| 5. Change peer pairs to connect current topic to different context |  |  |  |  |
| 6. When appropriate last-5 to connect to course outcomes |  |  |  |  |
| 7. Or, when appropriate last-5 to connect to research project |  |  |  |  |
| 8. Interleaving practice on one segment of research project |  |  |  |  |
| 9. Last-5 to write in Connection blue books  |  |  |  |  |
| 10. Last-5 practicing elevator speech, 2 sentences on research topic |  |  |  |  |

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| Hitting Pause |  |   |   |   |
| 1. Hit pause to apply new materials to outside situation |  |  |  |  |
| 2. Pause to wait for questions you know are just beneath surface |  |  |  |  |
| 3. Pause or time out to discuss a relevant topic in the news |  |  |  |  |
| 4. Pause to celebrate briefly a student achievement |  |  |  |  |
| 5. Hit pause for top 10 recurring errors in essays, w solutions |  |  |  |  |
| 6. Pause to work out the problem posed at beginning of class |  |  |  |  |
| 7. Hit pause to work on Concept Map for a specific topic |  |  |  |  |
| 8. Pause to allow time for students to process a difficult reading |  |  |  |  |
| 9. Pause to allow peer pairs to work through complex problem |  |  |  |  |
| 10. Pause to allow students to review answers on daily quiz |  |  |  |  |