

Applying “Cue-Do-Review” to Classroom Activities

Cue: The teacher...

- Names the activity
- Explains why we are doing the activity and how it is connected to the learning goal/lesson
- Explains expectations
- Allows students to get set up for the task

Do: The teacher...

- Begins the activity
- Pauses the activity to point out critical information
- Prompts students, as needed, to meet the expectations
- Allows processing time at the completion of the activity

Review: The teacher...

- Elicits answers to questions related to the information presented
- Clarifies student questions, corrects misconceptions
- Asks students how this activity deepened their understanding
- Allows processing/ reflection at the conclusion of the activity

| | Cue | Do | Review |
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| Videos | <p>Today we are going to watch a ____ (short, 3 minute, BrainPop, etc.) video entitled “____.” In the video, you will see and hear information about _____, which will help us learn more about ____ topic in our current unit. As you watch this video, please jot down at least 5 factual notes that help answer the question: _____. Please write the question at the top of your paper. The video will move too quickly for you to write your notes as complete sentences, but you will have time after the video to convert your notes to sentences.</p> <p>If you need a moment to finish setting up your paper, please raise your hand...</p> | <p>Teacher plays video, inserting reminders and identifying critical content as needed.</p> <ul style="list-style-type: none"> • Hmm, that’s interesting! • That looks important...how might we record that information? • Remember, you need to jot down at least 5 notes! <p>After the video, teacher directs students: “Take a moment to add to your notes so you have at least 5 complete thoughts.”</p> <p>Now, turn to your shoulder partner and compare your notes. Now is a great time to add to your notes....</p> <p>Bob, what information did you find? Do you agree, Mary? What else did you see?</p> | <p>Our goal in watching the video was to answer the question: _____. How did you answer? (discuss)</p> <p>The word ____ was used in the video, what does it mean? How does it apply to our topic?</p> <p>What did you see that was unclear? Do you have any additional questions?</p> <p>Using your notes and information from our discussion, write your answer as a ____ (tweet, short paragraph, etc.).</p> <p>How did this activity help deepen your understanding?</p> |

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| Lectures | <p>Today, I have a lecture and PowerPoint/Prezi about ____ planned. You'll be recording information throughout my presentation by ____ (creating a map, taking Cornell or guided notes, etc.). We are doing this activity so that by the end of class today, you will know ____ and be able to ____ (create a model, solve a problem, make a flow map, etc.).</p> <p>If you need a moment to get set up, please raise your hand...</p> | <p>Teacher presents lecture, inserting reminders and identifying critical content as needed:</p> <p>So, what is the main characteristic of ____? Why do you think that?</p> <p>What would you expect to happen if ____? If you change ____, what will happen?</p> <p>Discuss with your partner: What is the big idea here? What details did you note about it?</p> <p>How are ____ and ____ connected?</p> <p>How might you explain __ to a friend?</p> <p>Do you have specific questions about ____?</p> <p>After the lecture, teacher directs students to "take a moment to read over your notes and place a star by anything that is critical to knowing ____ and doing ____."</p> | <p>Our goal today was to answer the question ____ and be able to _____. Turn to your shoulder partner and together write an answer to the question _____. You may use your notes.</p> <p>Now, square up with another shoulder partner pair and discuss your answers until you come to a consensus.</p> <p>Let's discuss your answers and evidence....</p> <p>What is still unclear? Do you have any additional questions?</p> <p>Using your notes and information from our discussion, please (take 10 minutes to) independently complete the "do" assignment...Now let's discuss your work...</p> <p>How did this activity help deepen your understanding?</p> |
| Reading | <p>Today we will be reading about ____, one of the major ideas in our current unit, ____ (and one of our unit self-test questions on our Unit Organizer). At the end of the reading, there are vocabulary & content questions/ scenarios/political cartoons/etc. to apply the information found in the reading.</p> <p>You have two options today: read with me or read with a partner. Please preview the reading selection & assignment and decide how you personally would like to work today...</p> <p>Please raise your hand if you are sticking with me; now raise your hand if you will work with a partner. Go ahead and move to the ____ if you're working with me or sit next to your partner and let's get started...</p> | <p>Students read and complete the task. Teacher will need to circulate. If this is not independent work, students may write answers together and then, as a class, you can examine errors in reasoning or misinformation and practice finding/ examining textual support for correct answers.</p> <p>If completed independently, teacher solicits student answers/ goes over the information with the students, having them make additions & corrections as needed, again examining errors in reasoning or misinformation and practice finding/ examining textual support for correct answers.</p> <p>"Do you have any questions? Is there anything that is unclear to you?"</p> | <p>Our goal today was to answer the question ____ / be able to ____ so we understand ____.</p> <p>Using the information from the questions/ scenarios/ etc. and your notes from our discussion, (take 3 minutes to) write a thorough answer to ____ (the Self-test question, an essential question, etc. or create your own scenario/political cartoon/etc.)</p> <p>Let's share...</p> <p>What is still unclear? Do you have any additional questions?</p> <p>How did this activity help you understand ____? With which aspects of today's work were you most comfortable?</p> |

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| <p>Lab Exploration or Investigation</p> | <p>Today we are going to be exploring _____. This (lab, exploration, or investigation) is going to (introduce or deepen your knowledge) about _____.</p> <p>Let's review any laboratory safety routines that pertain to this lab at this time. For example:</p> <ul style="list-style-type: none"> • Attire • Goggles • Chemical safety <p>Let's read through the background or purpose of this (lab, exploration, or investigation). ...any questions or clarifications?</p> <p>While participating in this _____ I need for you to follow the following guidelines:</p> <ul style="list-style-type: none"> • provide behavioral expectations to students • specific task expectations <ul style="list-style-type: none"> ○ set-up, ○ clean-up ○ equipment use ○ may want to consider assigning specific roles within each group of students. <p>Let's read over the procedures together. I would like for you to text-mark the following while we read:</p> <ol style="list-style-type: none"> 1. Units = U 2. Data Collection=D 3. Unfamiliar words= circle 4. Action Words=A 5. Quantity = underline <p>Any questions or clarifications? Please summarize today's procedures to your partner.</p> | <p>Students work on lab, exploration, or investigation. Teacher circulates and provides assistance as needed. While circulating, ask students probing questions...why are you doing that? What do you think is going to happen? Etc.</p> <p>After students have completed and cleaned up. Review data collected. Establish a means to share data with the class, if needed.</p> <p>Analyzing data trends. Ask the class various questions to get them to recognize trends in data.</p> <p>Graph data with the class, if necessary. Or provide some support with this process (for example: setting up axis).</p> <p>Provide clear expectations for writing the lab report. Provide a rubric for the lab report. May want to consider providing a sentence stem to start their conclusion/discussion.</p> | <p>After students have completed their lab reports or informal write-up, review with the students the purpose behind doing the lab.</p> <p>Example Review Questions:</p> <p>Who can tell me why we conducted this (lab, exploration, or investigation).</p> <p>What were your hypothesis or predictions? Were they correct? How did you know? How did the data support your claim? How can we further explore or test this concept? (Design a new experiment).</p> <p>Were there any parts of the procedures that were confusing or unclear?</p> <p>Do you have any remaining questions?</p> |
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| <p>Group Activities</p> | <p>Today we are going to begin a group project to address the question/problem _____. During your work, you will see and hear information about _____, which will help us learn more about ____ (topic in our current unit).</p> <p>Let's read through the project together... any questions or clarifications?</p> <p>Please note that there is a rubric you will use to help you understand what to do and to make certain you master the critical information. As you complete your project/ prepare your presentation/ etc., make sure you rate your work on this rubric...</p> | <p>Students work on project; teacher circulates and guides as needed.</p> <p>Teacher asks: What is your position on this (problem/controversy)? What is the reasoning behind your position? What is another way of looking at this? Why might someone else hold a different opinion? What have you learned?</p> <p>Consider using "Cooperative Comparisons" in which one group member "visits" another group to see how they how they approached the problem and share their group's approach.</p> <p>Students present projects & respond to questions from peers and teacher.</p> | <p>Our goal in completing this project was to answer the question _____ / be able to _____. What information did you see in all of the presentations that help us ____ (answer the question/ perform the task)?</p> <p>How did this activity help you learn about _____?</p> <p>Is any information unclear? Do you have any remaining questions?</p> <p>(As an exit slip,) please take 5 minutes and write a thorough answer/ create a chart/ etc. showing your understanding of ____ (the question).</p> |
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