

Three, Two, One... You're Done!

Bloom's Taxonomy: Comprehension

ELA Anchor Standards:

- *Key Ideas and Details*
- *Production and Distribution of Writing*

Mathematical Practices:

- *Make Sense of Problems and Persevere in Solving Them*
- *Attend to Precision*

Sometimes known as a "ticket out the door" activity, the 3-2-1 is a classic exercise often found in a teacher's bag of tricks. At its simplest level, ask the students to ***mentally review the day's lesson*** and then, on an index card, compose three statements about the lesson's content, two questions still on the student's mind about the content, and one more sentence that tells how the new material relates to any lessons covered in the past.

This is a fine activity. But why keep it so restrictive? The prompts below allow stu-

dents to create their own 3-2-1 reviews about the lesson or unit.

Students are to select three different prompts from the list below. For one of the chosen prompts, they will create three (3) sample responses; for another prompt, they will create two (2) responses; for the one that remains, they will create one (1) response.

(Note: for the purposes of explaining the concepts, the examples that follow all relate to a science lesson about the Earth's moon.)

3-2-1 Prompts. Choose three below.

- **Compose SENTENCES that reflect your understanding** of today's lesson (e.g. "Craters on the moon were created by meteorites that slammed onto its surface.").
- **Compose SENTENCES that show how something you learned today is similar or different to something you learned in another lesson** (e.g. "NASA had to prepare for their mission to the moon in ways that were very much like the first explorers who set out to discover new ways of sailing around the world. Unlike many moons of some other planets, our moon has no atmosphere at all.").
- **Compose QUESTIONS you still have** about today's lesson (e.g. "Does the United States have any plans to go back to the moon? Does the moon have an inner core like Earth?").
- **Write NOUNS** that relate to today's lesson (e.g. "crater, gravity, telescope, natural satellite").

- **Write VERBS** that relate to today's lesson (e.g. “waxing, waning, rotating”).
- **Write ADJECTIVES (or ADVERBS)** that relate to today's lesson (e.g. “dark, pitted, cold, reflective, silently”).
- **Write NUMBERS** that relate to today's lesson (e.g. “1960 – date of first manned landing on the moon’s surface; 250,000 – a rough estimate of the distance in miles from Earth to the moon”).
- **Write NAMES/PROPER NOUNS** that relate to today's lesson (e.g. “Neil Armstrong, NASA, the Outer Space Treaty”).
- **Draw a COMIC STRIP PANEL(S)**, that relates to today's lesson (e.g. A student might simply draw a one-panel picture of a crater; similarly he might draw a three-panel cartoon showing the steps of the meteorite hitting the moon's surface and creating a crater.).
- **Identify PEOPLE/SOURCES who would know more about this topic** than your teacher; or, put another way, identify people/sources **who would need to know** about this topic (e.g. “a NASA employee, a university student of astronomy, author of a book about the moon, Buzz Aldron”).
- **Write key UNIQUE VOCABULARY WORDS** that relate to today's lesson (e.g. “gibbous, crescent, declination”).
- **Write the STEPS OF A PROCESS (2 or 3)** discussed in today's lesson (e.g. “The moon gets in the path of the sun. Its bulk blocks the sun’s rays. We then see a corona around the moon.”).
- **Compose METAPHORS/SIMILES/OTHER ANALOGIES** that relate to today's lesson (e.g. “During a total eclipse, the moon is the patch on the eye of the sun. The moon’s gravity pulls on the earth’s oceans like a dog pulls on a chew toy.”).
- **Create “IF... THEN” STATEMENTS** that relate to today's lesson (e.g. “If the moon were closer to the Earth, then the tides of our oceans would be much more turbulent.”).

A sample response, once completed, might look like this:

3 vocabulary words:

- Crater, gravity, natural satellite

2 differences from other lessons:

- I learned that, unlike moons of some other planets, our moon has no atmosphere at all.
- I learned that, unlike our own planet, other planets frequently have more than one moon orbiting them.

1 simile

- Craters on the moon look like a piece of pepperoni on a cooked pizza.