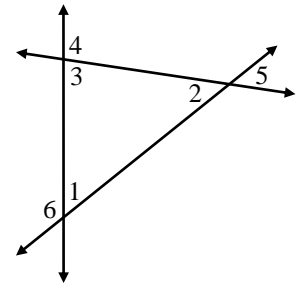Do Now #1

This offers a good example of a teacher using the Do Now to reinforce a wide array of skills the class has mastered over the course of the year in math The goal here is to keep those skills 'alive and kicking.' (Often students iniitallymaster skills only to forget them when they stop using them so this kind of shuffle practice can be helpful.

1)   One of the oldest living species on Earth is a fish known as the Coelacanth at 3.6×10^8 years old. If the Earth itself is 4.5×10^9 years old, how many times older is the Earth than the Coelacanth?
   A   0.125 times older
   B   1.25 times older
   C   12.5 times older
   D   125 times older

2)   Which of the following must be true about the diagram to the right?
   A $m\angle 4 = m\angle 2 + m\angle 3$
   B $m\angle 5 = m\angle 1 + m\angle 2$
   C $m\angle 5 = m\angle 1 + m\angle 3$
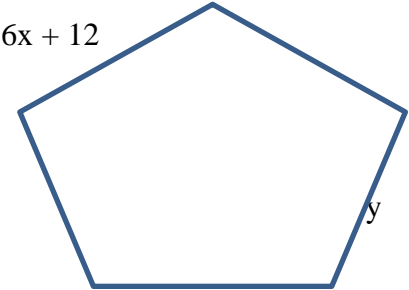   **D** $m\angle 6 = m\angle 2 + m\angle 3$

3)   Which of the following is equivalent to the expression $\dfrac{8w^{-2}x}{6w^2x^{-3}}$?

   A $\dfrac{4w^4}{3x^4}$

   B $\dfrac{4x^4}{3w^4}$

   C $\dfrac{4}{3x^2}$

   D $\dfrac{4x^2}{3}$

4)   What is the first step in solving a problem like the one above?

Do Now #2

This Do Now emphasizes critical thinking a bit more than the straightforward review in the previous example. It's also more open-ended. This emphasizes student writing but also

makes about twice as long to complete. And review—meaning more choices about what to review—and score.

1. A widget is 3 gizmos, and a gizmo is worth 5 gadgets. How many widgets is 45 gadgets worth?	2. Chris thinks that $2x$ and x^2 are the same expression, while Cliff argues that they are completely different. What two (and only two!) positive values of x make Chris think that $2x$ and x^2 are equivalent expressions
3. Write a simplified expression for the perimeter of the regular pentagon below. 6x + 12 y	4. Mark comes to the Farmer's market, where the trade values for several items are as follows: 1 cow = 10 bales of hay 1 bale of hay = 5 ears of corn 1 turkey = 4 pumpkins 1 = 40 ears of corn. If Mark comes to the market with 2 cows, what is the maximum amount of ears of corn he can receive?

Do Now #3

This Do Now is forward-looking. Rather than reviewing previously mastered skils, it's designed to anticipate the discussion in the coming lesson and build context and insight. It includes a block of text for reading and both multiple choice and open response questions. My guess, given the density and challenge of the text, is that it took more than the usual five minutes to complete. If you were inclined to be a little more cautions in this regard you might give students just the first paragraph in the Do Now and the rest in the heart of the lesson.

Directions: Analyze and read the article below. Answer the contextualization questions that follow.

The Crisis says, first your Country, then your Rights!
Certain honest thinkers among us hesitate at that last sentence. They say it is all well to be idealistic, but is it not true that while we have fought our country's battles for one hundred fifty years, we have not gained our rights? No, we have gained them rapidly and effectively by our loyalty in time of trial.
Five thousand Negroes fought in the Revolution; the result was the emancipation of slaves in the North and abolition of the African slave trade. At least three thousand Negro soldiers and sailors fought in the War of 1812; the result was the enfranchisement of the Negro in many Northern states and the beginning of a strong movement for general emancipation. Two hundred thousand Negroes enlisted in the Civil War, and the result was the emancipation of four million slaves, and the enfranchisement of the black man. Some ten thousand Negroes fought in the Spanish-American War, and in the twenty years ensuing since that

war, despite many setbacks we have doubled or quadrupled our accumulated wealth.

Source: The Crisis was a leading black owned and published magazine in the early 1900s. W. E. B. DuBois wrote this article in the September 1918 issue of the crisis.

1. *Context: When was this article written? Of the following events/topics, which two provide the best context for understanding the document?*

A. Jim Crow Era
B. Women's Suffrage Movement
C. Trench Warfare
D. U.S. Entry into World War II

2. Explain why you chose the answer you did.

3. Summarize: Why does DuBois think African Americans should fight in the war?

Do Now #4

This Do Now is a "reading check" on Elie Wiesel's Night, *the using it to make sure students have done the reading in preparation for class. It's less common for teachers to use the Do Now in this way but if you have a vibrant culture it can be done. It certainly makes sure that you are set up for a successful lesson to incentivize doing the reading. Interesting to note that even on a quiz there's still a challenge question for those who want to push themselves. There's also a task for when students are done.*

Reading Check: Complete the following questions based on your knowledge from pages 1 and 2 of "Perils of Indifference." You may not use your novel or notes. Put your answers face down on your desk. Then turn to page 2 in your packet and begin your pre-reading.

1. Elie illustrates how he was "grateful for rage" by

   a. explaining how indifference is a weapon of the enemy.
   b. describing how the "Muselmanner" felt and feared nothing.
   c. explaining his resentfulness to the American people for not liberating concentration camps sooner.
   d. remembering the day he was liberated from Auschwitz by American soldiers.

2. Elie argues that indifference can be tempting because
   a. it is easier to ignore victims than be involved in another person's pain.

b.   indifference etymologically means "no difference."
c.   neighbors often view one another's lives as meaningless.
d.   indifference causes anger and hatred.

3.   Challenge: Explain the meaning of the following line from "Perils of Indifference."

Indifference reduces the other to an abstraction.

_____
_____
_____
_____