

“In Search of Lost Time: Small Teaching Tips for Making the Most of the First and Last Five Minutes of Class”
 CU Boulder Graduate Teacher Program. Fall Intensive 2017.

	BEGINNING	END	EITHER
RETRIEVING KNOWLEDGE	<ul style="list-style-type: none"> ➤ Ask students to explain what material was covered in a previous class session or unit (without looking at notes or the text!) 	<ul style="list-style-type: none"> ➤ Students write down the most important concept of the day ➤ Students write a question or point of confusion from the day’s material <p>*two versions of the “minute paper”</p>	<ul style="list-style-type: none"> ➤ Give low-stakes quizzes on a regular basis (paper, online, Kahoot!, etc.)
PREDICTING OUTCOMES	<ul style="list-style-type: none"> ➤ Give a pretest on material that will be covered (at the beginning of a class session, unit, or course) 	<ul style="list-style-type: none"> ➤ Students make predictions about what might be covered in the next class session or predict what the next reading will be about 	<ul style="list-style-type: none"> ➤ Students share and/or write down prior knowledge about a topic (before exposure to the material) ➤ Pause to allow students predict the conclusion of a story, experiment, history or study <i>before</i> sharing the outcome ➤ Let students try their hand at a skill before mastering it (and receive feedback on their efforts without a grade)
INTERLEAVING (REVIEW TO RETAIN)	<ul style="list-style-type: none"> ➤ Students discuss a question that appeared on a past exam ➤ Students answer a possible test question about prior material 	<ul style="list-style-type: none"> ➤ Students write a possible test question based on the material covered that day in class 	<ul style="list-style-type: none"> ➤ Students open notebooks to a previous session’s notes and pick the three most important ideas, facts, etc., and explain why they are the most important ➤ Incorporate a few questions about prior information in formative assessment (such as those frequent, low-stakes quizzes) and summative assessment (i.e., exams)

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MAKING CONNECTIONS	<ul style="list-style-type: none"> ➤ Encourage students to share connections they can think of to the material that will be covered in class 	<ul style="list-style-type: none"> ➤ Students provide another application, example, or connection that relates to the material covered in the class session 	<ul style="list-style-type: none"> ➤ Concept/mind maps, perhaps as a response to a question. I.e., the characters in a novel or historical event; the consequences of a court case, policy, or revolution; repercussions of a natural event
MOTIVATING STUDENTS	<ul style="list-style-type: none"> ➤ Get to class early, and make an effort to get to know students ➤ Appeal to student emotions and pique their curiosity by sharing an interesting story, a surprising fact, an intriguing photo, a shocking statistic, etc. Have students wonder about it for a few minutes and use this to start class discussion. 	<ul style="list-style-type: none"> ➤ Cliffhanger: have students wonder about the outcome of a story, event, experiment until the next class – maybe they have to make predictions as homework (*but be sure to pick this up in the following session!) 	<ul style="list-style-type: none"> ➤ Throughout the semester, keep in mind the larger purpose of the information or skills students are learning. Remind students of this (the syllabus can be the perfect way to refer back to overarching themes)

Other ideas/notes: