

### ***List, Draw, Story (Individual Routine)***

Before an activity begins, teachers activate student prior knowledge and gather information about what students know and questions they have about the topic. *List, Draw, Write* is an individual routine designed to provide options for students to record their memories. The options make writing about memories easier so that the focus for students is thinking about the topic. Any options that are available and easily used by students in your setting could be used such as *Type, Picture with Caption, or Collage* if you are using a computer. The goal is to facilitate all students making a quick visible recording of their thinking on the topic. This routine can be used as an introduction to a topic, a check for understanding in the middle of a lesson or story being read aloud. It can also be used as a reflection at the end of the assignment reflecting on what the student will remember from completing the learning task and why that part is memorable.

Strengths of this routine:

- takes little time
- is fun – students like sharing because students choose different options
- shows key points that are on the minds of students

### **Implementation Directions**

***Objective*** Record your thinking with details.

***Starting Positions*** (individually)

*Individually:* Ask students to think “in their head” about a question or a prompt. For example, “Think of a time when you (related to the topic – maybe how you learned \_\_\_\_\_ or when you were motivated...)” You might ask the students to summarize a lesson using List, Write, Draw capturing the most important points. Or to describe a part of a story or a character.

***Criteria***

- *Must Haves:* Answers the prompt, Includes details
- *Amazing:* Answer/response to the question uses vocabulary from the class word wall, Includes how you felt

***Action Pattern***

The teacher identifies in the directions:

- **Rules:** Must use the whole time to add to your response, so if you finish your drawing then add words or if you finish writing then add a sketch. When you think that you are finished then reread what you have written or drawn and add two more details. Continue until time is called.
- **Time:** About 30 seconds to 3 minutes, depending on the type of question and response required (e.g. summary, memory, or comparison).

1. Ask students to *List, Draw, Write* to answer the prompt.
2. Remind students that when they think that they are finished to reread and add two more details.

### ***Reflections & Next Steps***

3. Ask students to reread what they have written and circle the most important part. This routine can be followed by a Show and Share or table discussion and then *Domino Discover* to gather the most important parts (circled) of the responses.

### **ALL-ED Classroom Routine Directions**

Bondie, R., & Zusho, A. (2018). *Differentiated instruction made practical: Engaging the extremes through classroom routines*. Routledge.