### Establish purpose
(set expectations that this is a daily starter activity—after week one, students should begin without any teacher prompting)

1. **Visibly display** the word and provided response frame
2. **Students read and record** response frame quietly on blank “Do Now” page
3. **Encourage students to review** Vocabulary Notes
4. **Prompt students to consider a response** *(allow adequate think time)*
5. **Cue students to consider a response** *(stress form of the word and relevant content)*
6. **Circulate** reading student responses to assess understanding and opportunities for reteaching
7. **Cue bonus** *(for students who have accurately completed 1st response frame)*
8. **Circulate reading** to preselect 2 model responses to report

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### Transition to brief Verbal Practice

1. **Cue partner** *(A/B, 1/2)* to share response with partner
2. **Cue partner** *(A/B, 1/2)* to provide **supportive feedback** and a **verbal rating**

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### Transition to reporting

3. **Circulate to monitor discussions**
4. **Cue two preselected students to report**

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### Transition to self-rating

1. **Direct students** to re-read their response, checking grammar and content
2. **Review rating** *(no attempt, ✓ word or content correct, + word and content correct)*
3. **Cue students to quickly circle** the score that reflects their self-rating
4. **Cue students** with bonus sentences to circle the score that reflects their self-rating
5. **Circulate** to confirm accuracy and provide corrective feedback on scoring