

Original Tweet:

Druin [@druinok](#)

14m

Ok [#MTBoS](#) - What's a strategy you love but often forget about until after the fact? Trying to compile a list of "go-to structures" :) For me, it's Always / Sometimes / Never. When I think about it, I'm like "Oh yeah! I love ASN", but in the day to day, I often forget about it

(My own thoughts: Chalk Talk; Math Hospital; Hold Ups; Find Someone Who; Give One Get One;

Replies:

Daniel Schneider [@MathyMcMatherso](#)

12m

Replying to [@druinok](#)

Card sorts. Almost every card sort activity I have comes from me having taught a lesson, going "I bet I could've done that better", and then making a bomb card sort

Amber Smith [@WGiSA](#)

6m

Replying to [@druinok](#)

Closing the loop youtu.be/ZZ4Oazst38Y

Elissa Miller  [@misscalcul8](#)

2m

Replying to [@druinok](#)

Concept attainment- showing a list of examples and nonexamples so they can figure out patterns

Dana Harrington [@HarringtonWMC](#)

20s

Replying to [@druinok](#)

Kagan's quiz-quiz-trade is one of my go-tos for when we're in the practicing stages of a topic, but it only works for questions that can be done on a flash card. I actually have a whole set of quadrilateral ASN questions that I do quiz-quiz-trade with for Geo!

(Reply: **Julia Anker**  [@AnkerMath](#)

7h

Replying to [@HarringtonWMC](#) [@druinok](#)

It works for more than just that! When I teach a long procedure, I do a whole problem step by step but make a mistake, and that's what students have to identify (answer on the back)

Bonnie Basu [@GotMathHelp](#)

1m

Replying to [@druinok](#)

2 truths, 1 lie & WODB.

I love them. Kids love them. But forget!

Yelena Melnichenko [@yelena585](#)

21s

Replying to [@druinok](#)

Here are the protocols that use in my math class, some are my handouts, some I found on [#MTBoS](#)
drive.google.com/open?id=0Bx3YY...

Kit [@MrKitMath](#)

12m

Replying to [@druinok](#)

I love RUMORS from [@RhondaBondie1](#) she talks about it in her book, Making Differentiation Practical. She also has info on her ALL ED website about it.

Susan Russo [@Dsrussosusan](#)

9h

Replying to [@druinok](#)

Open Middle. I even taped it the my desk so I wouldn't forget. Then I forgot to look at the tape.

Lydia Kirkman [@lydiakirkman](#)

9h

Replying to [@druinok](#)

"My favorite no"

Kevin Davis [@mr_davis_math](#)

9h

Replying to [@druinok](#)

So much good stuff here. Could I throw [#NoticeWonder](#) from [@MFAnnie](#) and [@StandandTalks](#) from [@saravdwerf](#) in the ring?

Bradley Warfield [@MrWarf19](#)

9h

Replying to [@druinok](#) [@GotMathHelp](#) [@g_brgmn](#)

Yes! I used 2t&1L my 1st year with parabola properties and totally forgot last year. Used it for triangles and students had to label all sides and angles.

Kim Charlton [@LogicalPoetry](#)

9h

Replying to [@druinok](#)

3 reads/notice wonder. It is my goal to do this a lot more often this year

Kim Charlton [@LogicalPoetry](#)

4h

Replying to [@druinok](#)

3 reads is to read the problem 3 times, usually without the question. 1, what is the story about. 2 what are the quantities/relationships. 3 what problems could you solve? Then ask the question fosteringmathpractices.com/3-reads/

Anne [@anne_mayre](#)

9h

Replying to [@druinok](#)

What I See, What it Means (WIS, WIM)

Anne [@anne_mayre](#)

2m

Replying to [@druinok](#)

I was just introduced to it during a science training, but sts. are given a graph, for example, and notate WIS on the graph. You could have a driving question to guide their thinking. Then, they write what they think those observations mean in the context of the DQ (WIM).

Julia Anker  [@AnkerMath](#)

7h

Replying to [@druinok](#)

Inside outside circle paired with quiz quiz trade!! Also I came up with one called OG Mistake that I like which involves posters around the room with answers (I explain it on my blog, link in bio :) <http://ankermath.blogspot.com/2018/03/og-mistake.html>

Amy [@BetweenDesks](#)

7h

Replying to [@druinok](#)

Mine would be [#wodb](#) and would you rather?. Love all the suggestions. I'm going to start a list.

Todd Feitelson [@toddf9](#)

2h

Replying to [@druinok](#)

I've had some success with "Give an answer that you know is wrong" to start a discussion.

Keri Pomeroy @kapomeroy

46s

Replying to @druinok

My favorite "no" is one the kids learn a lot from and I want to make a point to use it more often. It reinforces that everyone makes mistakes and also rewards the work they have shown instead of only focusing on the final answer. Great for common misconceptions.

Tara Daas @chatelet0211

9m

Replying to @druinok @MrKitMath

I do a "menu activity"; which works well for differentiation-DM me if you need an example. I also like, 2 truths/1 lie, add Em up, and scavenger hunts.

Michael Tang @MichaelTang09

45s

Replying to @druinok

More for physics, but can probably done a lot in math: Predict / Explain / Observe / Explain Again

Amy Gruen @sqrt_1

3m

Replying to @druinok

Posting questions/answers around the room like a scavenger hunt, add 'em up, row games, bucket of lies.

Amy Gruen @sqrt_1

32s

Replying to @druinok

Found it! simplifyingradicals2.blogspot.com/2012/09/bucket... @NoraOswald

Lara Metcalf @LaraMathcalf

2h

Replying to @druinok

samebutdifferentmath.com

Mrs. Bailey @deepdishpi

43m

Replying to @druinok @pamjwilson

Here is a link....lots of ideas listed lead4ward.com/playlists/

Brooke Powers [@LBrookePowers](#)

8h

Replying to [@druinok](#)

I agree with my favorite no! Every time I do it I am like man the kids like that and it is so helpful and then I forget for weeks again. I especially love it for going over the cool-downs from [@openupresources](#). There were usually the two or three common mistakes to use!