

TRY IT

After 10 or more minutes in one instructional format, shift to a different structure such as partner work, group work, or independent work.

WHY TRY IT?

- Keeps students engaged during longer lessons
- Allows participation in different ways
- Creates opportunities for check-ins and resets

Whole-class lecture...



try a problem independently.

Independent work time...



think, pair, share.

Group work session...



whole-class discussion.

TEACHER NOTES

The transition to a new format can be brief and purposeful. For example, independent work might pause for a short whole-class discussion before returning to partner work. Keep transitions clear and concise so frequent shifts support engagement without losing instructional time.



CAUTION

Switching too frequently may be overwhelming for students.

