



3-2-1 Strategy

Created: 06/2015 by the National FFA Organization

DESCRIPTION: This strategy provides a structure for students to record their own comprehension and summarize their learning. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest. It is commonly used as a review/exit ticket activity. Students identify three things they learned, two things they found interesting, and one question they still have. However, the questions are easily changed so it can be used for many activities.

EXAMPLE ACTIVITIES: Each student will need one copy of the "3-2-1 Activity Sheet" (or have students create their own 3-2-1 sheet on a piece of notebook paper). After covering a new topic have students complete the 3-2-1 activity, and review their responses. If the questions are modified this strategy is versatile. Other common variations include using it as a during reading activity, to discover prior knowledge of a subject, and as a compare/contrast activity.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.01 Premier Leadership: Acquire the skills necessary to positively influence others.

NASDCTec

- AGC02.01 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology to communicate technical information within AFNR.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core- Literacy in Science & Technical Subjects: Writing

- WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Common Core- Math Practices

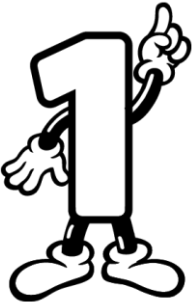
- MP3: Construct viable arguments and critique the reasoning of others.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction

NAME: _____

3-2-1 Activity Sheet

	Three things I learned:
	Two things I found interesting:
	One question I still have:

Aligned to the following standards:
CS.01; AGC02.01; CCSS.ELA-Literacy.SL.9-10.1.C; CCSS.ELA-Literacy.SL.9-10.4; WHST.9.10.4; WHST.9.10.5; MP3