

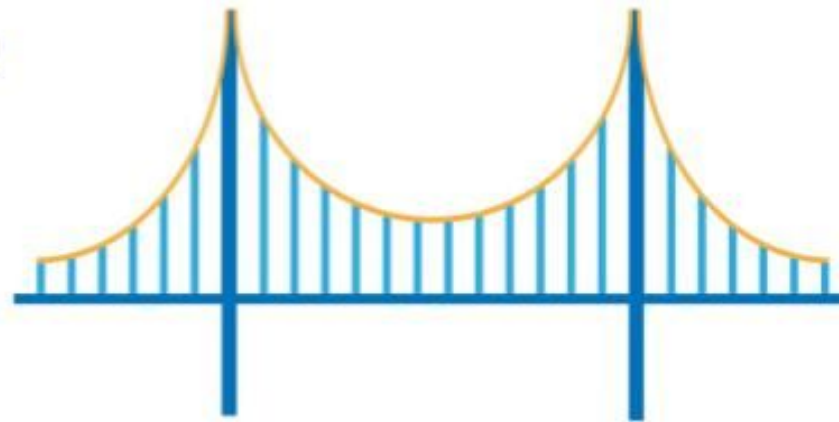
3-2-1 Bridge

1st Responses

3 thoughts/ ideas

2 questions

1 analogy



Connected Responses

3 thoughts/ ideas

2 questions

1 analogy

Bridge

Identify how your new response connects to or shifted from your initial response

purpose

This routine asks learners to uncover their 1st thoughts, ideas, questions & understandings about a topic & then connect these to new thinking about the topic after some exposure & research.

Introducing
& Exploring
Ideas

PURPOSE

What kind of thinking does this routine encourage?

This routine is all about activating prior knowledge before a learning experience begins. It asks students to uncover initial thoughts, ideas, questions & understandings about a topic & then connect these to new thinking about the topic after they have received some instruction.

APPLICATION

When and where can it be used?

Use this routine:

- Works well when learners have some prior knowledge of topic or concept
- To help develop understanding of a concept over time
- To focus on understanding & connecting one's thinking, rather than pushing it toward a specific outcome

ASSESSMENT

How can I use this routine as an assessment?

- 3-2-1 at the beginning of a topic provides effective, mini-preassessment.
- Effective instruction should then build on this knowledge
- Process of repeating 3-2-1 allows teachers to see how readily learners synthesise & integrate new information into their thinking

LAUNCH

What are the steps needed for starting and using this routine?

1. **Set up** → Decide how recording of responses will take place as learners will need to come back to initial responses after an extended period of time.
2. **3 Words** → Generate 3 words that quickly come to mind when they think of this topic. Don't overthink, you are just looking for quick associations.
3. **2 Questions** → Generate 2 questions that quickly come to mind regarding topic.
4. **1 Metaphor or Simile** → Create a metaphor or simile for this topic. Examples may need to be given.
5. **Instructional Period** → This may be a video, text, image, story or experiment that conveys new information. There is no time limit. Main criterion is it needs to be of sufficient substance to move students' thinking beyond initial understanding.
6. **2nd Round of 3-2-1** → Repeat steps 2-4 above. This time ask students to select words, questions, and metaphors prompted by the instruction.
7. **Share the Thinking: Bridging** → Invite learners to share both initial & new responses with a partner. Discussion should centre around how their thinking on the topic has shifted. As a class identify some of the new thinking & changes in thinking that have taken place. Try to capture these major shifts or changes.