

Here's What!/So What?/Now What?

Logistics

Materials and Preparation

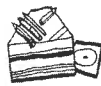
Three-column recording sheets with "Here's What!" items identified

PowerPoint® direction slides

Time

20–30 minutes

Grouping: Trios or quartets



Purpose

Here's What!/So What?/Now What? is a versatile strategy that focuses attention and energy on a specific piece of information—a fact, a data point or an idea—and extends the exploration to include inferences, interpretations, multiple perspectives and implications or predictions based on the point of focus.

Intention

This strategy scaffolds a sequence of thinking processes, increasing the depth of exploration of individual points. Beginning with a discrete piece of information, group members elaborate, extend and explore, increasing understanding as they do so.

Tip

Use public recording on chart paper to focus group work.

Variations

Have each group work on a different set of "Here's What!" items.

Have one group create the "Here's What!" items for another group.

Use the protocol as a planning tool. Place an issue or concern in the "Here's What!" column; its implications in the "So What?" column; and potential actions in the "Now What?" column.

Instructions to Group Leader

1. Explain the function of each column to the group members. Items for the "Here's What!" column include specific facts, data points or discrete pieces of information generated by group members. In the "So What?" column are interpretations or inferences based on the first column. The "Now What?" column follows with implications, predictions or next steps.
2. Provide specific "Here's What!" items for the group, or ask group members to generate items related to the topic being explored or their observations of a data set.
3. Direct task groups (trios or quartets) to work across the column to complete the recording sheet.
4. After a designated amount of time, organize a full group discussion.

Example

Here's What!	So What?	Now What?
50% of Grade 8 students meet or exceed the standards for reading comprehension.	What we're doing is working for some but not all of our students.	We need to expand our repertoire of explicit instructional strategies in grades 6-8 for teaching important comprehension skills.