

What it looks like in practice

Eight routines from UK and US teachers on X between 17 Sep 2024 and 17 Sep 2026. Each row is a claim, labelled reported practice, practitioner claim or objection. The evidence column is a fetched page or a named paper, not the post. UK and US stay on the row. The live article already covers the four-question frame, the 24 named formats, and why the review fails. These rows add the four-quadrant slide, books versus boards, the rub-out scan, the English MWB fight, the register-then-review script, the three-minute clock, and seven periods of the same style.

ROUTINE	TEACHER MOVE	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS	REPORTED BY
Four-quadrant history slide ● reported practice	Split the slide into four. Three multiple-choice questions plus one sentence. Answers on mini-whiteboards. It is the Do Now, not a later task.	A history board already up as the class sits. Three ticks and one written line, not a paragraph.	Lemov, The Do Now: A Primer (fetched): a written product, three to five minutes, no direction from the teacher. Durrington Research School, 28 Apr 2021 (fetched): the five-minute cap is the criterion schools miss. A classroom claim, not a trial of four quadrants.	“I have three questions on the board that are multiple choice, and the fourth question requires a sentence.” @MrMaldenHistory · 13 Sep 2026 · UK
Year 7 English sentence ● reported practice	Put a labelled Do Now on the IWB: one sentence, list the adjectives, upgrade two, continue the description. A support line defines adjective. Learners write as they sit.	Year 7 English, pens down on a sentence, not a ten-item quiz. The slide is already there.	The article already argues an English Do Now can be a sentence. This row is the photographed board, 4 Sep 2026. EEF, Cattrall, 4 Jun 2024 (fetched): retrieval is not only a factual quiz; probing questions can follow a first recall. Not a trial of this slide.	“Year 7 focusing straight away in English with a focused do now to start the lesson!” @KC1school · 4 Sep 2026 · UK
Books, not boards ● practitioner claim	Science Do Now in exercise books. Skip mini-whiteboards: not enough space, hard to read, faff at the door. If you need the misses, ask for hands.	Books open on the first task. No board distribution. Hands for the items that failed, not a wall of boards.	A science-teacher claim, not a trial. On the same thread @hannahtuffnell keeps boards so the class can show the wrongs. @Miss_GJohnston , 13 Sep 2026: if they are writing more than ten words, paper while you circulate. EEF Cattrall (fetched) still names mini-whiteboards as one way to capture every attempt. The disagreement is the finding.	“dont use MWBs because not enough space can't read them faff at the start of a lesson is undesirable” @adamboxer1 · 7 Jan 2026 · UK
Rub out the rights, hold up the wrongs ● reported practice	Go through the Do Now. Learners rub out what they got right. Boards up only on the misses, so the teacher sees the misconception, not the score.	A room of boards that show errors. Correct work already gone. The scan is of what failed.	EEF Cattrall (fetched): retrieval of incorrect information can embed a misconception, so feedback has to land. Rowland (2014), already on this article: testing with feedback beat testing without it. This row is how one science teacher makes the miss visible. Not a trial of rubbing out.	“I get my students to rub out their correct answers when we go through them and hold up boards to see which ones they got wrong/what the misconceptions are.” @hannahtuffnell · 8 Jan 2026 · UK
English refuses the default board ● objection	Do not make mini-whiteboard retrieval the starter in every subject. Geography HoD in Northern Ireland: apply the principle, keep the subject.	English writing a sentence in books while science holds boards. Same school, two tools.	EEF Cattrall (fetched): retrieval should not be a single, separate activity prescribed the same way in every room. @Miss_GJohnston on the same thread: boards exist to be held up and scanned; more than ten words belongs on paper. No trial of a whole-school MWB ban. The Year 9 observation that started the thread is @hkateaching , whose bio now says teaching in Qatar, so it is not a UK Year 9 cell.	“English should not be subjected to a one-size-fits-all appraoch to lesson planning. MWB retrieval should not be the default starter.” @lcgeography · 13 Sep 2026 · UK
Register, then the answers ● reported practice	Meet them at the door with one script: hello, come in, here is today's Do Now. Call the register. When the register is done, go through the answers together.	Computing class already writing while names are called. Review starts only when the list is finished.	Durrington (fetched): teachers often interrupt a class already doing the Do Now by explaining it. Lemov primer (fetched): keep the review to five minutes max, and choose what not to review. The script solves the door. It does not cap the review. Not a trial of computing starters.	“Hello. Come in. Here's today's do now task. I will call the register. When I have finished calling the register, we will go through the answers of the do now together.” @TsuiAllen · 4 Aug 2026 · UK

ROUTINE	TEACHER MOVE	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS	REPORTED BY
Eight questions, three-minute clock ● reported practice	US: eight to ten retrieval items on mini-whiteboards. A visible 03:00 timer. Reveal, learners tally, boards up, scan, reteach the misses. Silent from the threshold, even with three seconds to the bell.	A dated slide, numbered items, a clock. Nobody waiting in the doorway. Answers hidden until the reveal.	US listen. The photographed timer is three minutes. Lemov primer (fetched): three to five minutes, then a review that must not become the lesson. EEF Cattrall (fetched), citing Agarwal, Nunes and Blunt (2021): the active attempt to retrieve is the mechanism, so notes and visible answers during recall are not retrieval. @XpatEducator, 14 Sep 2026, DistillED (fetched): answers visible during recall is copying. Country of @SoLinTheWild is not on the bio; the slide is dated 9/14.	“Students answer 8–10 retrieval questions on their mini-whiteboards at the start of class.” @SoLinTheWild · 13 Sep 2026 · US
Seven periods of the same style ● objection	US: keep a silent start, but vary the cue so the same learner does not meet one identical Do Now seven times a day, for years.	The ritual holds. The task shape changes: quiz, map, talk prompt, error hunt.	@laurapatranella, 19 Jun 2026, on the same thread: a CLT-aligned bank can vary the task so it is not the same thing every day. EEF Cattrall (fetched): retrieval should not be a single, separate activity, and policies that fix the number and form of questions miss the flex subjects need. No trial of seven identical starters. The live US complaint is sameness of style, not the same quiz item.	“If I'm a student, and I have to go into 7 classes every day, all with the same style Do Now, for years, I'm going to lose my mind.” @JamesHosler · 19 Jun 2026 · US
What was not found. UK listen, 39 searches, 35 evidenced posts, and US listen, 38 searches, 29 evidenced posts, 17 Sep 2024 to 17 Sep 2026: no UK sixth form teacher replacing a Do Now with a discussion; no UK primary teacher using the phrase Do Now for a board task; no classroom post cutting it to four minutes; no UK or US teacher using the Do Now to punish late arrivers; no US grading fight (completion points or I don't grade it); no Advanced Placement teacher describing their own prompt; no kindergarten Do Now on a board (US elementary is morning-work binders).				

Every quote is verbatim from a named account. A tweet is a claim. Country of @SoLinTheWild is taken from the US listen and a 9/14 date on the slide; the bio does not name a state. @adamboxer1 is a science teacher at TTA and co-founder of Carousel; the books row is his classroom claim, not a Carousel trial. Nothing here is a trial of the routine.