

## Strategy Toolkit for Criterion 3a: Engaging Students in Learning

### Stop and Jot

**Source:** Various

Stop and Jot provides an opportunity for students to process their learning through writing. The teacher uses specific points in the lesson to engage students to “stop and jot” by posing a critical thinking question related to the lesson underway. Stop and Jot can be used generally to engage students, and/or by the teacher to check for understanding. Stop and Jot is useful across grades and subject areas.

Where to find more details:

**UDL Goalbook:** <https://goalbookapp.com/toolkit/strategy/stop-and-jot>

This website includes considerations for planning Stop and Jots, and for incorporating variations on Stop and Jot to further engage students.

**Match Education:** <https://www.matchminis.org/videos/for-teachers/66/stop-and-jot/>

This 2 minute video describes what Stop and Jots are, and includes criteria for successful Stop and Jots.

**The Teacher Toolkit:** <http://www.theteachertoolkit.com/index.php/tool/stop-and-jot>

This site includes details on the Stop and Jot strategy, as well teachers discussing using Stop and Jot in a math class. It also includes templates to download for use in grades 3-5 and secondary grades.

**Scholastic:** <https://www.scholastic.com/teachers/blog-posts/danielle-mahoney/reading-and-critical-thinking-stop-and-think-then-jot/>

This website describes the use of Stop and Jot specifically in a reading lesson. It includes prompts that the teacher may use about the book students are reading. It is categorized as appropriate for grades 3-5.

Note: This strategy is presented as an example of one option for engaging students in learning. It is not an expectation that teachers implement this strategy, but instead is an exemplar to support teacher development. This exemplar does not imply endorsement by the Delaware Department of Education.