

### 3-2-1 Strategy for Reflective Learning

The “3-2-1” strategy is a versatile strategy to promote reflective learning in any educational settings. Educators also use this activity to promote students’ engagement with and comprehension of assigned readings and viewings (Zygouris-Coe, Wiggins, & Smith, 2004).

#### Examples of Reflection Questions

##### “3”:

- 3 things you have learned in today’s lesson
- 3 things you have learned in the case/paper/chapter/video/etc.

##### “2”:

- 2 things that surprise you
- 2 ideas for implementation

##### “1”:

- 1 more question you still have about the topic/case/etc.
- 1 more thing you want to learn about this topic/case/etc.

#### “3-2-1” Exit Ticket

One of the ideas to implement the “3-2-1” strategy is to use it as an “exit ticket” at the end of the class as a way for students to reflect on their learning. Below is an “exit ticket” template.

<b>3</b> things I learned at today’s lesson: • • •
<b>2</b> ideas for application in my practice: • •
<b>1</b> question I still have about the topic: •

#### References

Zygouris-Coe, V., Wiggins, M.B., & Smith, L.H. (2004). [Engaging students with text: The 3-2-1 strategy](#). *The Reading Teacher*, 58(4), 381–384.

Melissa Weimer. *Reading informational texts using the 3-2-1 strategy*. International Literacy Association, National Council of Teachers of English. Retrieved on July 17, 2019 from <http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html?tab=4>