

10-2-2 Protocol

“Chunk and Chew”

PURPOSE:

The 10-2-2 strategy is highly effective in supporting students with understanding important concepts. The purpose of 10-2-2 is to ensure that students are not inundated with input without being given appropriate time to process the information. Simplistic yet complex in nature, 10-2-2 is applicable in all content areas. Student comprehension grows as learning is processed in small chunks, both orally and in writing.

RATIONALE:

Reinforced by Costa, 1981 and Long, Swain and Cummins, 1996, it is important to allow at least 2 minutes of student processing time (both orally and in writing) with every 10 minutes of instruction, followed by 2 minutes of comprehensible output. Having students negotiate meaning in a risk-free environment by conversing with someone about the information helps them make greater sense of the subject/concepts being introduced. Brain research supports the idea of chunking information—people remember more if it is broken into small bits (e.g. social security numbers 000-00-0000 or phone numbers 000-000-0000).

PROCESS:

By focusing in short spurts on important discipline-specific understandings, content-rich lessons are delivered in small, 10 minute “chunks.” During this time, students listen and possibly take notes. Then, prompted by a teacher question to focus thinking, students are given time to “chew” the information—first writing individually (2 minutes), then verbally processing with a partner or small group (2 minutes). This protocol can also be employed when having students read from a text to support comprehension of the material.