Next, she asked her students to write for five to seven minutes using as many of these words as possible in their short compositions. Tammy said they could write what they expected to hear during the upcoming presentation on the human respiratory system. She urged students to be creative, incorporating the words in a song, poem, or story.

Many of the students wrote what they knew about the respiratory system, which helped Tammy discover the extent of their prior knowledge. Others, who were more comfortable with the content, chose to be creative and were eager to share their work before her presentation began. Tammy found her students paying closer attention during the lesson. Since she had not picked up their compositions, several students corrected their stories with the information they gleaned from the presentation. It was clear the lesson Impression strategy had engendered focused listening and heightened motivation to learn due to students' desire to compare their Impression texts with the content of the Tammy's presentation.

When Tammy asked students after her presentation what they liked or disliked about the strategy, their responses were consistent. They liked the freedom to be creative and to have a default option in case the "creative juices" weren't flowing. The students further commented that they thought the lesson Impression activity helped them focus on information about the respiratory system of which they were unsure. Two examples of the students' readiness compositions are below:

**Student 1:**

My breathing takes in air that contains oxygen. It goes through my nose and the mucus cleans the air before it enters my lungs. But first it goes through the vocal cords. After it enters my lungs, I exhale the carbon dioxide that I don't need.

**Student 2:**

My nose is very big although I'm very small.

When I sneeze my mucus goes all over the wall.

My lungs are breathing oxygen that's a proven fact.

I exhale carbon dioxide and that's all I have to say