



Checking understanding



20 CLIL IDEAS TO CHECK UNDERSTANDING

- 1** **Open-ended questions.** E.g. Tell me about..., What did you do first?, What do you call?, What happened next?
- 2** **Physical response.** Hands on heads for yes, stand on one leg for no. Or clap once for yes, wave hands in the air for no. Thumbs up for yes, down for no, halfway up for not sure.
- 3** **Exit tickets.** Learners write their name and answers to 2-3 questions on a card (exit ticket). Use them to plan your next lesson. Ask different questions each time to keep learners on their toes. E.g. I was most confused by ____ .
- 4** **Mini whiteboards.** Ask one quick question. Learners write on individual mini whiteboards and show you/each other.
- 5** **1-4 fingers.** **1 finger** for I do not understand the concept, **2 fingers** for I am still a bit confused, **3 fingers** for I understand and can do it by myself, **4 fingers** for I understand and could teach it to a friend. **Give different work to the two groups: 1s and 2s together, 3s and 4s together.**



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- 6** **Quick writing and sharing.** Learners jot down the answer to a question. They share answers with a partner, improve and hand in their best answer.
- 7** **Red and green check.** Learners flash a green card for “agree” or “yes”, and a red card for “disagree” or “no”.
- 8** **Sorting.** Learners write their answer to a question on a card. Take them in and sort into Got it, Almost There or Re-Teaching Needed. Divide the students into (mixed) groups according to their answers. .
- 9** **True or false.** In groups, learners write down two true and one false statement about the topic. Each learner takes turns reading their statements and the others try to figure out which statement is false.
- 10** **Self-written quiz.** Learners write questions for each other, perhaps for homework. Use the questions next lesson for a quiz.
- 11** **Quiz the teacher.** Learners write questions for the teacher about the topic and you answer them.



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- 12** **X words to describe.** Learners describe an aspect, event or object related to the lesson in exactly 10 (20, 30, 50) words.
- 13** **Fill in the missing word.** Create an incomplete summary of a topic. Learners complete it with vocabulary you have selected (some learners can fill in the blanks).
- 14** **Sentence stems.** Learners complete sentence stems about the lesson topic.
- 15** **Finding words.** Provide definitions or synonyms. Learners find the word or phrase in the unit.
- 16** **Main idea.** Learners write down what they THINK the main idea of the lesson was or what their key take-aways from the lesson were.
- 17** **Two-minutes.** Learners have two minutes to summarize the lesson, in writing or talking pairs. Walk around and read or listen.
- 18** **Class pass.** Learners have to provide a fact as they exit the class about the topic taught, one by one. Can also be done as they enter next lesson.



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- 19** **Four corners.** Each corner of the room represents a different response: “Agree,” “Disagree,” “In the middle,” “Not sure,” or A, B, C, D. Read a statement about a topic or show a multiple-choice question. The learners run to the corner that matches their answer. A short discussion can follow.
- 20** **3-2-1.** Learners write down, for example, three things they learned, two that they found most interesting, and one that they still don’t understand quite well.

Some ideas adapted from:

<https://www.classcraft.com/blog/ways-to-check-for-understanding/>

<https://www.weareteachers.com/ways-to-check-for-understanding/>