**NEW** 1 question quiz

quickcheck
- teacher presents 1 practice question over content just taught
- students respond on a white board, paper, etc.
- students reveal responses and discuss similarities/differences

think it up
- clarify and verify thinking
- ask great questions
- listen for important words
- make connections

**NEW** 7 little words

quickcheck
- students summarize the content taught with 7 words
- students reveal their words, discuss similarities/differences, and revise their original list as appropriate

think it up
- clarify and verify thinking
- ask great questions
- listen for important words
- make connections

**NEW** analogy challenge

quickcheck
- students complete the analogy stem below
  - content just taught is like real life idea because __________.
- students share analogy with a partner and explain the relationship

think it up
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- ask great questions
- listen for important words
- make connections
applause-o-meter
quickcheck
- teacher writes a few concepts, words, or steps taught during the lesson
- students select the idea that they are MOST confident in understanding and applaud when the teacher calls their word
- students then select the idea that they are LEAST confident in understanding and applaud when the teacher calls their word
- teacher adjusts instruction accordingly

think it up
- clarify and verify thinking
- ask great questions
- listen for important words

click or clunk
quickcheck
- students draw a T-chart and label the columns: “CLICK” and “CLUNK”
  » students write the ideas that they understand under the “CLICK” column
  » students write the ideas they do not understand under “CLUNK”
- students share responses and coach each other on the “CLUNK” area
- Option: instead of writing responses, teacher may choose for students to respond with a signal (snap for ideas that “click”; tap their desk for ideas that “clunk.”)

think it up
- clarify and verify thinking
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NEW

compare & critique
quickcheck
- students respond to a question
- students compare responses with a partner
- students critique how each started, processed, and answered the question, noting similarities and differences in approach

think it up
- clarify and verify thinking
- ask great questions
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- make connections
dot 2 dot consensogram

quickcheck
• students draw a rectangle with 3 sections labeled “low, medium, high”

<table>
<thead>
<tr>
<th>low</th>
<th>medium</th>
<th>high</th>
</tr>
</thead>
</table>

• Students draw a dot in the box that reflects their confidence in understanding the content
  » at the beginning of the lesson
  » at the end of the lesson
• teacher notes how students’ dots moved and adjusts instruction accordingly

think it up
• clarify and verify thinking
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NEW face time

quickcheck
• students respond by drawing an emoji face based on their understanding: happy, sad, confused, neutral, frustrated, surprised, etc.
• students write one sentence explaining their “response face”
• students turn and talk to share responses

<table>
<thead>
<tr>
<th>overjoyed</th>
<th>happy</th>
<th>neutral</th>
<th>confused</th>
<th>frustrated</th>
<th>surprised</th>
</tr>
</thead>
<tbody>
<tr>
<td>🥰😊</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😮</td>
</tr>
</tbody>
</table>

think it up
• clarify and verify thinking
• ask great questions
• listen for important words
• make connections
graffiti
quickcheck
• students draw a one-minute “graffiti” representing a major concept
• students write 1 sentence explaining or justifying their graffiti
• students turn and talk to share responses

think it up
• clarify and verify thinking
• ask great questions
• listen for important words
• make connections

hot/cold
quickcheck
• students draw a T-chart labeling “HOT” on the left and “COLD” on the right
• teacher lists words/ideas on the white board, and students write those ideas in either the “hot” or “cold” column
  » HOT = list all the words/ideas that make complete sense
  » COLD = list all the words/ideas that are still confusing
• share responses and coach each other on the “cold” areas

think it up
• clarify and verify thinking
• ask great questions
• listen for important words
• make connections

knock-knock test
quickcheck
• knock on your desk three times if... (choose one of the stems below)
  » you completely understand ________________________________
  » you need me to explain ________________________________ a different way
  » you know ________________________________ well enough to teach it to someone
• students turn and talk to summarize understanding or ask questions

think it up
• clarify and verify thinking
• ask great questions
• listen for important words
• make connections
mind map learning reflection
quickcheck
• students write an important word or concept in the center of a piece of paper
• use words, colors, symbols, or other visuals connected to the word
• write a summary statement of their essential learning

think it up
• clarify and verify thinking
• ask great questions
• listen for important words
• make connections

MTV (Move-Think-Verify) Challenge
quickcheck
• students MOVE to get a thinking partner using one of the “Movement and Discourse” strategies from the Playlist (Four Corners, Musical Mix-Freeze-Group, Pair-Square-Share, or Shake and Share)
• student pairs THINK to answer a “think it up” question posed by the teacher
• teacher VERIFIES responses and adjusts instruction accordingly

think it up
• clarify and verify thinking
• ask great questions
• listen for important words
• make connections

notable partners
quickcheck
• set a timer for two minutes
• take notes by summarizing in words and pictures
• assign students a “notable partner” - share, compare, and extend summaries
• ask each other questions, make clarifications in notes

think it up
• clarify and verify thinking
• ask great questions
• listen for important words
• make connections
one sentence summary

quickcheck
• students write one sentence summarizing what they learned
• pair up and share, adding ideas and deepening understanding

think it up
• clarify and verify thinking
• ask great questions
• listen for important words
• make connections

picture worth 1000 words

quickcheck
• teacher shows a visual/picture relating to an important part of the lesson
• students write a description of the visual/picture
• pair up, share, make connections to other vocabulary, processes, and content
• draw a conclusion about the importance of the visual/picture

think it up
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ping-pong summary

quickcheck
• student partners decide who is ping and who is pong
• ping summarizes/teaches the content just learned
• pong adds to, clarifies, and extends the content just shared
• reverse the roles in the next summary

think it up
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• make connections
plus-check-minus
quickcheck
• students write and reveal the symbol reflecting their understanding
  » plus = totally understand and could teach someone else
  » check = understand most of it
  » minus = not sure I understand this yet
• students pair up and talk about their symbols
  » plus = extend and attach the content to another lesson or concept
  » check = explain what you know
  » minus = ask a question

think it up
• clarify and verify thinking
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respond, reveal, revise
quickcheck
• teacher asks a question about information just taught
• students respond and reveal their answer on a response card, dry erase board, or with response clickers
• students turn and talk to explain their answer
• students revise answers to make them more complete or more thoughtful

think it up
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shape up quiz
quickcheck
• students draw a large square and write what “squares” with their thinking (what makes sense).
• students draw a large circle and write what is still rolling around in their head (what is still confusing).
• turn and talk, share and compare “shape up” responses

think it up
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• make connections
**sketch it**

**quickcheck**
- students brainstorm all the different visuals that might be associated with the concept (maps, chart graphs, tables, diagrams, etc.)
- choose one idea and quick sketch the visual
- explain the sketch to a partner
- count and compare how many different visuals are represented in the class

**think it up**
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**stop-n-go**

**quickcheck**
- students label three sections of a paper:
  » stop: what do you need more time to stop and think about?
  » caution: what content is slowing you down?
  » go: what are you going to take off with from today’s learning?
- turn and talk, share and compare responses

**think it up**
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- make connections

**stop! talk! question!**

**quickcheck**
- ask students to...
  » stop: what they are doing
  » talk: to a person sitting next, explain one thing they learned so far
  » question: share one question they still have

**think it up**
- clarify and verify thinking
- ask great questions
- listen for important words
- make connections
think tracker
quickcheck
• students respond to one of the question stems below to track the changes in their thinking:
  » I used to think ________________, but now I think ________________.
  » I thought I knew ________________, but I was mixed up about ________________.
• turn and talk to explain responses and extend thinking

think it up
• clarify and verify thinking
• ask great questions
• listen for important words
• make connections

thumbs
quickcheck
• students respond to a question using a signal:
  » thumb up: totally understand
  » thumb sideways: kind-of understand
  » thumb down: don’t understand
• turn and talk to explain, coach each other, and extend thinking

think it up
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yet to yes
quickcheck
• students draw an arrow or line labeling the left “yet,” the middle “kind of,” and the right “yes”

[Diagram: NOT YET | KIND OF | YES!]

• teacher asks: how well do you understand concept you are teaching?
• student draw a dot on the “yet to yes” arrow
• turn and talk and coach each other on the difficult parts

think it up
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• make connections