

Instructional Activity: Four Corners

Instructional goals:

- Predict
- Modify
- Infer
- Estimate

Description:

This DI strategy incorporates movement and action and can be used as another check for understanding. Essentially, students are given a multiple choice test but must move around the room to go to the corner that they believe has the best answer. This exercise works well with opinion questions, or questions which do not always have a correct answer. It could be utilized similar to a think-pair-share type of exercise in which students have an opportunity to digest a concept and then share what they know.

How to incorporate it in the classroom:

1. Think of a question with two to four possible answers.
2. Assign one answer to a different corner of the room.
3. Ask students the question and require that they move to the corner that best represent their answer or opinion.

Hint: Label the corners in your room permanently with laminated signs "A", "B", "C", "D".

Examples:

English:

1. Choose any passage and have the students read it.
2. Have the students work in groups of 3-4 to identify what the author's purpose was in writing this passage.
3. Then have each group share out their thoughts on the author's purpose.
4. Write their answers on the board and assign one to each corner of the room.
5. After hearing the entire classes answers, the students choose the one that they think is most correct.
6. When they get to their corner, they work on finding evidence in the passage to support their thoughts.

Math:

1. Write on the board 4 ranges of numbers. For example:

a) <-100	c) 0 to 100
b) -100 to 0	d) >100
2. Pose a word problem to the class and give them a few minutes to work in groups of 3 or 4 to interpret the question.
3. Have the students move the corners where they have estimated the answer to the question will land in that range.
4. Once in the corner, have them come up with a list of reasons why they estimate the answer to fall in the range (and solve if appropriate).