



Check in, Check on, Check out Elementary-Specific Examples

Check in:

- promotes readiness for today’s learning by activating and assessing prior knowledge
- involves active engagement
- generally quicker than the other two checks
- can be used to develop relationships
- AKA--set, Do Now, Bell Ringer

Check on:

- checks for understanding of lesson content
- involves active engagement
- focused on monitoring learning progress
- AKA--Check for Understanding, you do

Check out:

- determines who learned what as a source of reflection and formative data
- involves active engagement
- directly aligned with the learning target(s)
- AKA--closure, exit ticket

Content	Elementary
Math	LT: I can represent fractions on a number line with different denominators. C-in: Find equivalent fractions for $\frac{1}{2}$. C-on: Mark points on number line 0-3. C-out: Quick Quiz - place 3 fractions on number line with different denominators.
Math	LT: I can read and write decimals to the thousandths using expanded form. C-in: Make place value chart including thousands to thousandths. C-on: Choose 2 of the decimals we have worked with the last 10 minutes and practice reading them out loud. C-out: Roll dice 6x for a 6 digit number, record on place



	value chart, and write in expanded form.
ELA	<p>LT: I can determine the theme of the story by citing specific details of how a character responds to challenges within the story.</p> <p>C-in: Students complete slide defining what was taught previous day in relation to this LT. Example: defining theme or possibly listing character traits.</p> <p>C-on: Students can populate slide of specific character traits that relate to the challenge faced in the story thus far.</p> <p>C-out: Sticky note that students place on their numbered square as they exit the room with the one character trait that they feel most strongly supports the theme of the story thus far.</p>
Science	<p>LT: I can make observations about weather patterns over time.</p> <p>C-in: Record today's weather including temperature, cloud cover, precipitation, and wind.</p> <p>C-on: Create a graph or tally of previous week/month/specified time frame observations.</p> <p>C-out: Predict, based on previous observations/trends, today's conditions and what tomorrow's weather might be.</p>
Social Studies	<p>LT: I can differentiate cause and effect. I can name effects of political, social, and economic events.</p> <p>C-in: Reading a primary source document - underlining an event (cause) and circling the effect.</p> <p>C-on: After learning a new topic, sorting new events so that the effects are aligned with the causes.</p> <p>C-out: Create a diagram that sorts effects into categories to identify if it has a political, social, or economic influence on society (realizing that some might be both).</p>
Music	<p>LT: I can show proper finger placement on my recorder to prepare for our class song.</p>



	<p>C-in: Share with a partner the proper finger placement.</p> <p>C-on: Walking the room to see continuous finger placement as students begin to play first part of song.</p> <p>C-out: Speed of how quickly each individual student can pick up their recorder and place their fingers in the correct position.</p>
Physical Education	<p>LT: I can hop on one foot at a time using both my left and right foot.</p> <p>C-in: Partner students and have them stand on lines across from one another. Have them begin to hop on one of their two legs when you say go.</p> <p>C-on: As you walk the room, make note of students who have difficulty hopping as you have them switch from one leg to another.</p> <p>C-out: Have them hop into line on their leg of preference as they line up at the end of the class.</p>
Health	<p>LT: I can identify components of a varied healthy diet.</p> <p>C-in: List at least five foods/drinks you had in the past day. Check all that are part of a healthy diet.</p> <p>C-on: After reviewing all food groups and examples of varied/healthy foods, review your check-in list and 1) identify missing food groups; 2) place a star where you could add more variety.</p> <p>C-out: Think about the week ahead. Identify three things you would like to add to your food plan to make it more healthy and varied.</p>
World Language	<p>LT: I can communicate the correct time on a clock, including AM & PM.</p> <p>C-in: Kahoot featuring time-related vocabulary identification (numbers, time expression, AM & PM notation).</p> <p>C-on: Partner interview conversation w/checklist- Partner asks what time it is, other partner has a given time in front</p>



	<p>of them, they communicate it correctly in that language; First partner checks off correct usage (numbers, time expression, AM & PM notation).</p> <p>C-out: Flashcard closure (last five minutes, teacher circulates with time flashcards and listens to each student–notates correct usage).</p>
Technology	<p>LT: I can locate and activate the period, comma, question mark, and exclamation point on the keyboard, utilizing the Shift key when needed.</p> <p>C-in: Think back to our last lesson. What does the Shift key allow us to do on our keyboard? How do we know when we need to use the Shift key?</p> <p>C-on: Interactive Slide: Type the following joke into your spot on the interactive slide. Punctuation is most important: “Knock, knock. Who’s there? A little old lady. A little old lady who? I didn’t know you could yodel!”</p> <p>C-out: Close your eyes and imagine the keyboard. Raise your right or left hand based on the question. Where is the exclamation mark located? (left) Where is the period located? (right)</p> <p>Put thumbs up if Shift is needed. Thumbs down if it is not. Comma? (thumbs down) Question mark? (thumbs up)</p>
Art	<p>LT: I can create secondary colors by mixing primary colors.</p> <p>C-in: Each student has to find an object in the room that is a primary color (activating prior knowledge).</p> <p>C-on: Each student will be given red, blue, and yellow Model Magic. They will create orange, green, and purple Model Magic by mixing two of the colors together.</p> <p>C-out: Students will get a piece of paper with three circles that are colored either orange, green, or purple. Students will use crayons to draw circles within those circles to identify the two colors that would make each circle the correct color.</p>
ELL	<p>LT: Today I can sit down, stand up, stand in front, behind, & next to a chair and classmates.</p>



	<p>C-in: Show me sitting in a chair. Show me standing.</p> <p>C-on: Practice reviewing these concepts/draw a picture/physically do it/use manipulatives.</p> <p>C-out: Show making a line and changing positions (call out sit down/stand up/stand in front/behind and next to etc.).</p>
ELL	<p>LT: I can identify classroom items containing the letters of the day.</p> <p>C-in: Individual assessment: Teacher points to a letter and the student identifies it. Lower and uppercase letters are included.</p> <p>C-on: Students walk around the room with their notebooks and jot down anything they see that contains any of these letters (focusing on initial and final sounds). Everyone shares a few of their words.</p> <p>C-out: Each student thinks of a sentence about one of the items they identified and shares it orally with the teacher before leaving. Teacher asks the student what letters of the day are included.</p>