

50 REVIEW GAMES GAME 08

Four Corners

Move, commit, and defend the answer

Four Corners is an active review game that gets students out of their seats while reinforcing vocabulary, comprehension, and decision-making. Students physically move to the corner that matches the correct answer, making review energetic and memorable.

TIME NEEDED

10–20 minutes

GROUP SIZE

Whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary, grammar, culture, and comprehension through movement and active participation. Because every student has to physically commit to an answer, there is nowhere to hide — and the explanations that follow are where the real teaching happens.

Students will demonstrate understanding by moving to the correct answer and explaining their choice in ASL.

02 Materials & Skills

Materials

- Four corner signs — A, B, C, D or four categories
- 15–20 prepared review questions
- Whiteboard for displaying options (optional)

ASL Skills Practiced

- Receptive and expressive ASL
- Vocabulary recall and grammar
- Explaining and defending reasoning in ASL
- Deaf culture knowledge

03 Setup

1. **Label each corner** A, B, C, and D, or with four vocabulary categories. Make the labels large enough to read from across the room.
2. **Prepare 15–20 review questions**, and decide how you will present the four options for each — see the next page.
3. **Explain the rule:** students choose the best answer by moving to the matching corner.
4. **Set the commit signal.** Students decide first, then move on your cue, so no one simply follows a friend.
5. **Clear the path.** Push chairs in and agree on how students cross the room before the first question.

Before You Start

Vary which corner holds the correct answer. Students pick up on a pattern within four or five questions, and once they do they stop reading the question at all.

04 Directions

1. Sign or display a review question.
2. Students silently choose the correct answer and move to a corner.
3. Invite students from each corner to explain their reasoning using ASL.
4. Offer a second chance — after hearing the explanations, any student may change corners before the answer is revealed.
5. Reveal the correct answer and discuss common errors.
6. Continue with additional questions.

Presenting the Options

Corners labeled A through D only work if students know what each one stands for. Sign the question first, then sign each of the four options in turn, numbering them on the non-dominant hand — one, two, three, four — so students can hold the set in memory. Pause, give the commit signal, and let them move. For longer options, post them on the board as well; for handshape or movement questions, produce each option yourself and let students read them rather than reducing the choice to English.

05 Sample Review Questions

Pull from these directly, or use them as models for questions on your current unit.

1. Which sign means 'library'?
2. Which handshape is correct for this sign?
3. Which facial expression best matches the sentence?
4. Which sentence uses the correct ASL word order?
5. Which classifier best fits this situation?
6. Which sign belongs in the transportation category?
7. Which sign is NOT an animal?
8. Which sign completes the conversation?
9. Which sign correctly answers the question?
10. Which sign has the correct movement?
11. Which month comes after June?
12. Which number did the teacher sign?
13. Which sign shows an emotion?
14. Which Deaf culture practice is most appropriate?
15. Which sentence is the best translation?

06 Variations

Beginning

Use picture choices or simple vocabulary, and keep options to two or three corners.

Intermediate

Require a complete ASL explanation from at least one student in every corner.

Advanced

Students create and present their own Four Corners questions to the class.

Challenge Mode

Label the corners with categories — Animals, Food, School, Sports — instead of A–D. Students decide which category best matches the signed word or sentence.

07 Assessment Ideas

Observe students for:

- | | |
|--|--|
| ☐ Accuracy of responses | ☐ Quality of the ASL explanation |
| ☐ Receptive comprehension of the question | ☐ Willingness to change position after discussion |
| ☐ Participation and confidence | ☐ Respectful discussion across corners |

A student who moves to the wrong corner and explains their reasoning clearly has shown you more than a student who guessed correctly and said nothing. Score the explanation, not the position.

08 Troubleshooting

IF THIS HAPPENS

TRY THIS

Students follow their friends	Have everyone hold up one to four fingers at chest height first, then move on your signal.
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One student dominates the discussion	Call on one student per corner and rotate who speaks for each group.
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Wrong-corner students feel exposed	Praise the reasoning before revealing the answer, and keep the second-chance move in play.
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Moving takes longer than answering	Switch to four walls instead of corners, or have students step toward a wall rather than cross to it.
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Paul's Best Practice

Ask students to explain why they chose a corner before revealing the answer. Their reasoning often tells you more about their understanding than whether they chose correctly.

The corner tells you what they picked. The explanation tells you what they know.

Why It Works

Students stay engaged because they are moving, thinking, discussing, and defending their answers instead of simply recalling isolated vocabulary. The commitment is public and physical, which makes the follow-up conversation matter — a student standing in a corner has a reason to listen to why the other corners disagree.

Quick Tips

- ✓ Change the order of the correct answers.
- ✓ Encourage respectful discussion.
- ✓ Celebrate thoughtful explanations as much as correct answers.
- ✓ Give a commit signal before students move.
- ✓ Keep each round to one skill area so the questions build on each other.

Continue Exploring

Next in the collection:

- ▶ Game #9: Speed Signing
 - ▶ Game #10: Picture Prompt
 - ▶ Game #11: Vocabulary Basketball
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Extend the Activity

Keep the questions that split the room most evenly. A question where students land in all four corners has found a genuine gap, and it is worth building a full lesson around rather than moving past in thirty seconds.