

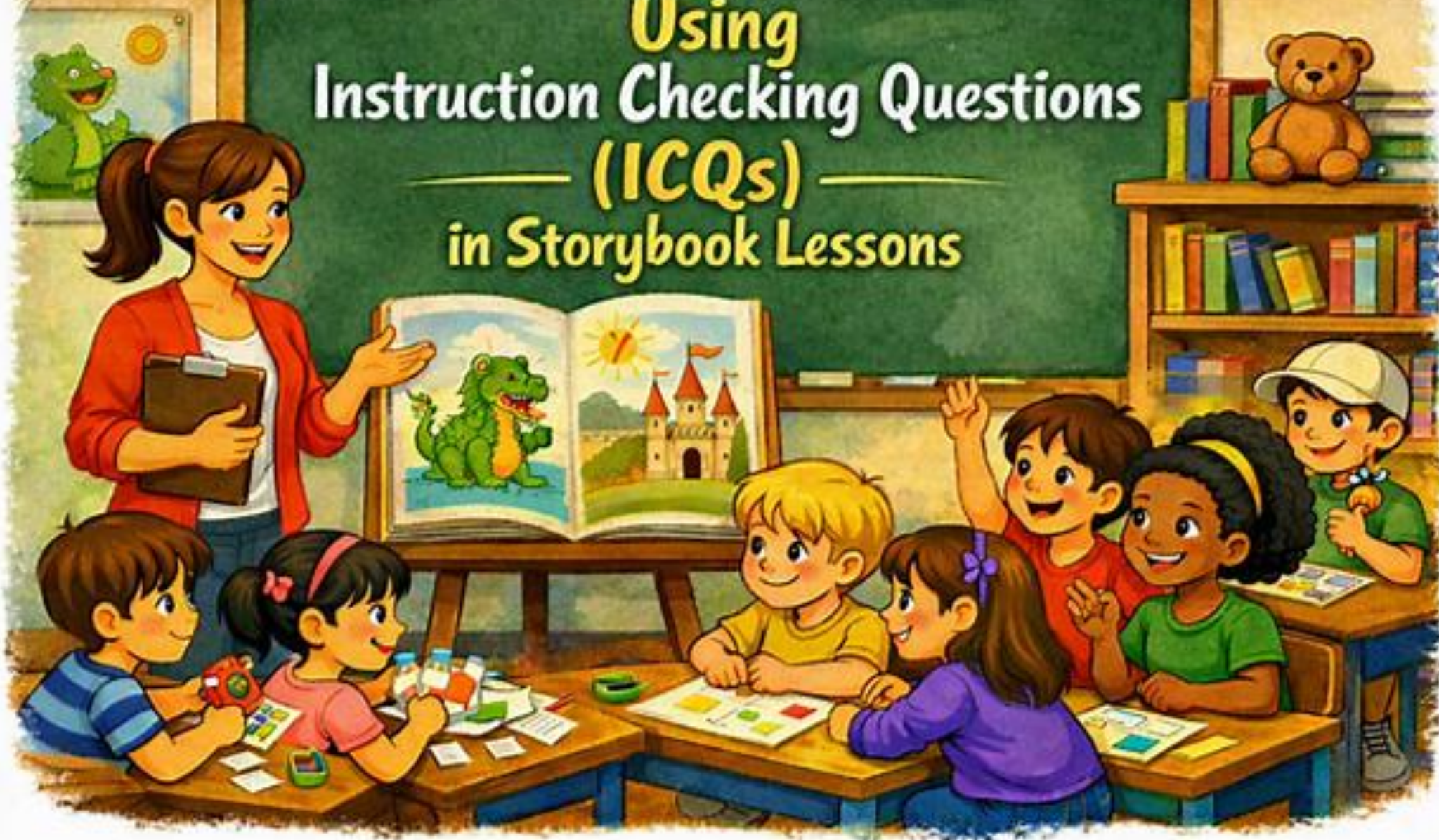


ELTA Online Training

Presented by the New Taipei City
English Education Resource Center

June 4, 2026 (Thursday),
2:00 - 3:00 p.m.

Using Instruction Checking Questions (ICQs) in Storybook Lessons



What are ICQs?

 **ICQ's = Instruction Checking Questions**



Short simple questions.

Checks understanding of instructions

not story Content.

ICQs help novice learners:

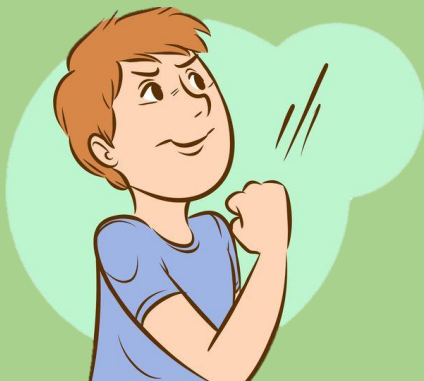
Understand instructions



Reduce confusion



Feel confident



Work independently



✓ Good ICQ's are:

1. Short



Example ICQ:

“Do you put it in order?”

2. Simple



Example ICQ:

“Do you choose one picture?”

3. Binary (A/B choice)



Example ICQ:

“Do you put it in order or choose one picture?”

4. About actions and not meaning



Example ICQ:

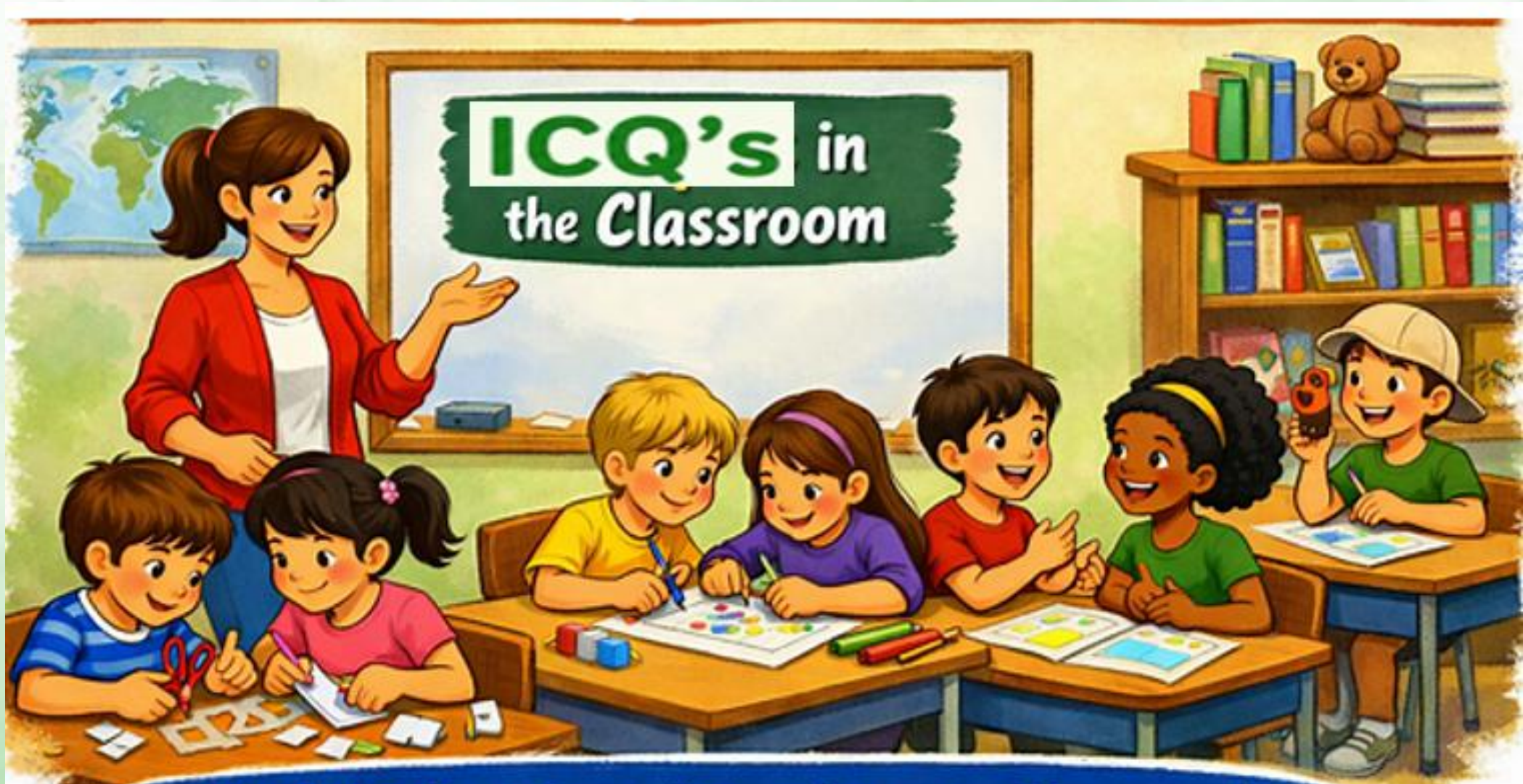
“Do we write?”
(Not “What is the story about?”)



Good ICQ's help check if learners understand the instructions, so they can do the task successfully.



Checking Understanding!



Let's Look at Some Examples in the Classroom!

Example 1: Listening Activity

Instruction: "Listen to the story. Do not speak."



LISTEN



Yes.



NOT WRITE



Do we listen
or write?

Do we speak?

We listen!

We don't write!

No, we don't
speak.

No talking.

Listen, Don't Speak!

Example 2 Matching Pictures

Instructions: "Match the pictures to the correct word."

MATCH



NOT DRAW



Do we match
or draw?

Picture to picture
or picture to word?

We match!

Picture to word!



Sun



Bus

Match the Pictures to the Words!

Example 3: Coloring Task

Instructions: "Color the crocodile green."

COLOR



NOT CUT



Do we color
or cut?

We color!

Green!

What color?

Color the Crocodile Green!

Example 4: Acting Out a Scene

Instruction: "Act out the part where the crocodile jumps."

ACT



NOT DRAW



Do we act or draw?

We act!

The jumping part!

Which part do we act?

Jump Like the Crocodile!

How to Create ICQs



1. Write the Instruction



2. Identify the Key Action



3. Turn into A / B Question

A. Wine?

B. Dran?

A OR B?



3 Simple Steps to Clear Questions!

Example of The Process

1 Instruction:

“Put the story pictures in order.”

2 Key actions:

✓ Put in order.
Use pictures.





A Put in order or choose one picture?



B Do we write?



3 ICQ's:

Common Mistakes in ICQs

Avoid:

Can you please tell me what you have to do now?

Long Questions ❌



Explain the story. ❌

Content Questions ❌

Do you understand?

Open-Ended Questions ❌



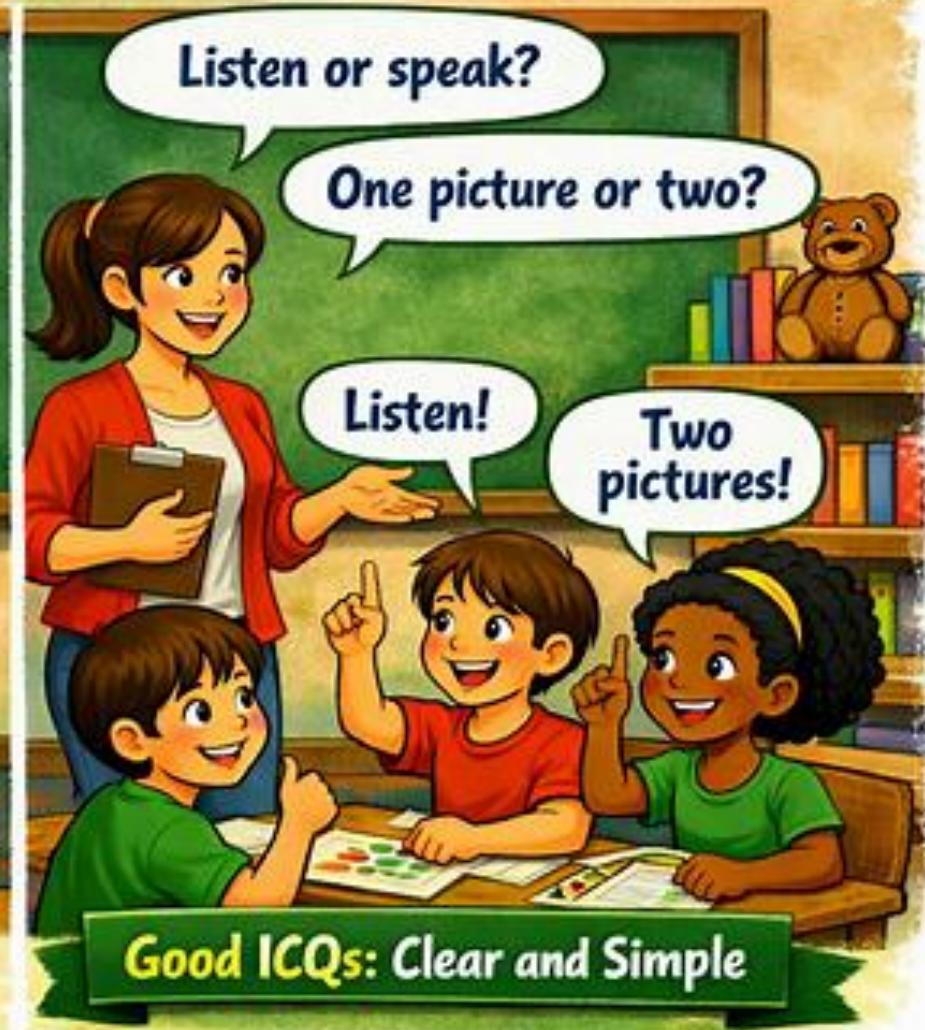
Why? Explain in detail....

Long Answers Needed ❌



Keep ICQs Clear & Quick!

Good vs Bad ICQs



Use ICQ's in every story lesson

Use **ICQ's** before:

1. Listening

? Example ICQ:
"Are we listening or speaking?"

2. Matching

? Example ICQ:
"Are we matching or drawing?"

3. Coloring

? Example ICQ:
"Are we drawing or coloring?"

4. Retelling

? Example ICQ:
"Are we retelling or listening?"

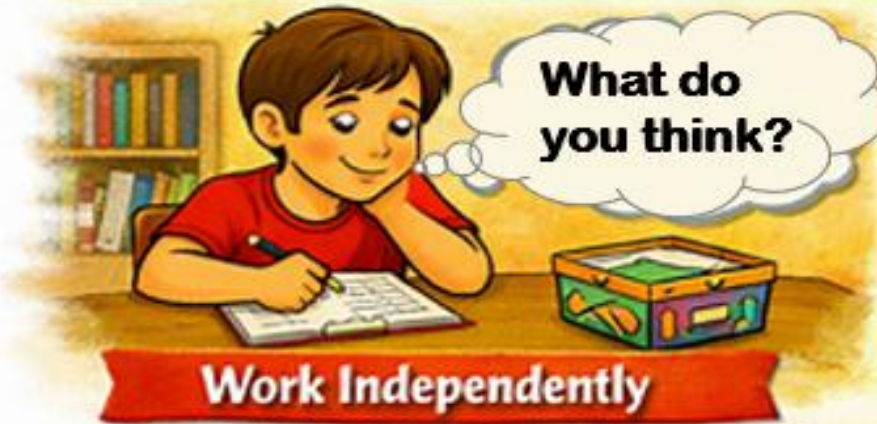
5. Acting

? Example ICQ:
"Are we drawing or acting?"

ICQ's help check understanding of the INSTRUCTIONS, not the story content.

Clear instructions. Better understanding. Successful lessons!

ICQ's Help Students...



Clear Questions = Better Learning!

FINAL MESSAGE

➤ Great lessons start with clear ICQ's! ⇐

1. Ask yourself

“What do I need students to do?”



2. Turn that

I need students to...

listen match color

...into

3. A question

Do we listen or speak?
 Do we match or write?
 Do we color or draw?



Good ICQ's check understanding of the instructions, not the story content.





Breakout Room Group Tasks

GROUP 1 WORKSHEET — Understanding ICQs

Task Goal: Understand what ICQs are and why they are important.

A. Questions

1. What do ICQs check?
2. Do ICQs check story meaning or instructions?
3. Why are ICQs useful for novice learners?

B. Sentence Starters

- “ICQs help teachers check _____.”
- “ICQs are used before students _____.”
- “ICQs make instructions more _____.”

C. Word Fill

- ICQs check _____ (instructions / story meaning).
- ICQs must be _____ (short / long).

D. Group Report

Your reporter will share:

- Two reasons why ICQs are important
- One example ICQ your group created

GROUP 2 WORKSHEET — ICQs for Listening to a Story

Instruction:

“Listen to the story. Do not speak.”

A. Questions

1. What is the key action in this instruction?
2. What ICQs can check understanding?
3. What answers do you expect?

B. Sentence Starters

- “Do we listen or _____?”
- “Do we speak?” → “_____.”

C. Word Fill

- Students must _____ (listen / speak).
- Students must **not** _____ (speak / write).

D. Group Report

Your reporter will share:

- Two ICQs
- Expected answers

GROUP 3 WORKSHEET — ICQs for Matching Pictures to Words

Instruction:

“Match the picture to the correct word.”

A. Questions

What action must students do?

What ICQs can check understanding?

What materials do students need?

B. Sentence Starters

- “Do we match or _____?”
- “Do we match picture to picture or picture to _____?”
- “We need the _____.”

C. Word Fill

- Students must match the picture to the _____ (word / number).

D. Group Report

Your reporter will share:

- Two ICQs
- One material students need

GROUP 4 WORKSHEET — ICQs for Pair Work (Retelling a Story)

Instruction:

“Tell your partner one thing from the story.”

A. Questions

What must students do?

How do we check if they understand “partner work”?

What ICQs can we ask?

B. Sentence Starters

- “Do we work alone or with a _____?”
- “Do we write or _____?”
- “Do we tell one thing or _____ things?”

C. Word Fill

- Students must work with a _____ (partner / group).
- Students must tell _____ thing(s).

D. Group Report

Your reporter will share:

- Two ICQs
- Expected answers

GROUP 5 WORKSHEET — ICQs for a Coloring Task

Instruction:

“Color the crocodile green.”

A. Questions

What action must students do?

What ICQs can check understanding?

What color must students use?

B. Sentence Starters

- “Do we color or _____?”
- “What color?” → “_____.”

C. Word Fill

- Students must color the crocodile _____ (green / blue).

D. Group Report

Your reporter will share:

- Two ICQs
- The correct color

GROUP 6 WORKSHEET — ICQs for Acting Out a Scene

Instruction:

“Act out the part where the crocodile jumps.”

A. Questions

What is the key action?

What ICQs can check understanding?

What part of the story must students act?

B. Sentence Starters

- “Do we act or _____?”
- “Which part do we act?” → “The part where _____.”

C. Word Fill

- Students must act the part where the crocodile _____ (jumps / sleeps).

D. Group Report

Your reporter will share:

- Two ICQs
- Expected answers

MODEL ANSWERS

GROUP 1 — MODEL ANSWERS

A. Questions

ICQs check understanding of **instructions**.

ICQs check **instructions**, not story meaning.

They help low-level learners avoid confusion and feel confident.

B. Sentence Starters

- “ICQs help teachers check **instructions**.”
- “ICQs are used before students **start the activity**.”
- “ICQs make instructions more **clear**.”

C. Word Fill

- ICQs check **instructions**.
- ICQs must be **short**.

GROUP 2 — MODEL ANSWERS

ICQs

- “Do we listen or talk?”
- “Do we speak?”

Expected Answers

- “Listen.”
- “No.”

Word Fill

- Students must **listen**.
- Students must not **speak**.

GROUP 3 — MODEL ANSWERS

ICQs

- “Do we match or draw?”
- “Picture to picture or picture to word?”

Expected Answers

- “Match.”
- “Picture to word.”

Materials

- Pictures
- Word cards
- Worksheet

Word Fill

- Students must match the picture to the **word**.

GROUP 4 — MODEL ANSWERS

ICQs

- “Do we work alone or with a partner?”
- “Do we write or speak?”
- “One thing or many things?”

Expected Answers

- “With a partner.”
- “Speak.”
- “One thing.”

Word Fill

- Students must work with a **partner**. Students must tell **one** thing.

GROUP 5 — MODEL ANSWERS

ICQs

- “Do we color or cut?”
- “What color?”

Expected Answers

- “Color.”
- “Green.”

Word Fill

- Students must color the crocodile **green**.

GROUP 6 — MODEL ANSWERS

ICQs

- “Do we act or draw?”
- “Which part do we act?”

Expected Answers

- “Act.”
- “The part where the crocodile jumps.”

Word Fill

- Students must act the part where the crocodile **jumps**.