

# The Misconception Snapshot

Use one deliberately flawed example. Learners mark the first point where the reasoning goes wrong.

3 min preparation | Science, Maths and Humanities

## Before the lesson

Choose a short question with plausible responses that reveal different misconceptions.

## Teach it in four steps

1. Use one deliberately flawed example. Learners mark the first point where the reasoning goes wrong.
2. Present the question and ask every learner to choose privately.
3. Require a reason or evidence with the choice.
4. Use the response pattern to revisit the misconception or continue.

## Worked example: The Misconception Snapshot

Before teaching balanced forces, ask for a quick force sketch of a car moving at constant velocity. A forward resultant arrow reveals a misconception that the explanation can address.

Teacher prompt: "Show the relationship and explain the choice you made."

## Check understanding

Check a fresh example after any explanation; do not infer understanding from a correct guess.

## Fade the support

Remove choices and require an independent explanation.

## Adapt it across subjects

Maths: an almost-right fraction answer. Humanities: a source claim that overreaches its evidence.

## Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner's response to this task; proficiency can differ across skills.