

CEP Lesson Plan Form

Teacher: Kendra Vair

Date: 4/5/18

School: Conrad Ball Middle School

Grade Level: 6-8

Content Area: PLUS

Title: Test Taking Strategies

Lesson #: 1

Content Standard(s) addressed by this lesson: *(Write Content Standards directly from the standard)*

Emotional and Social Wellness

- Analyze the interrelationships of physical, mental, emotional, and social health
- Set goals and monitor progress on attaining goals for future success

Understandings/Concepts: *(Big Ideas)*

- Planning and preparation
- Positive mindset
- Self-care

Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

- Why do we take tests?
- Do you like taking tests? Why?
- What do you do to prepare for a test?
- What makes you scared about taking tests?

Evidence Outcomes: *(Learning Targets)*

Every student will be able to: *(Create your own lesson objectives from the standard, follow the ABCD format, using student voice)*

I can: make a sketchnote venn diagram of ways that I prepare for a test, what scares me about tests, what new testing habits I'd like to try, and a positive thought I could have going into a test.

This means: that I am more likely to do well on tests like the PARCC exam.

List of Assessments: (Write the number of the learning target associated with each assessment)

- Formative: The teacher can walk around and help students with their sketchnote Venn diagrams if they are stuck.
- Summative:

Lesson 1 Rubric:



	Proficient (3 points)	Developing (2 points)	Emergent (1 point)
Aesthetic Appeal	Students used <u>sketchnote</u> drawings and/or expressive text to illustrate all three of their Venn diagram topics.	Students did not include drawings in their Venn diagram topics, but they used color and/or creative text.	Students did use any drawings or color to illustrate their Venn diagram topics.
Writing	Students wrote three or more points in each Venn diagram bubble about ways to prepare for test, what scares them about tests, and what new test-taking habit they want to try.	Students wrote two points in each Venn diagram bubble about ways to prepare for test, what scares them about tests, and what new test-taking habit they want to try.	Students wrote one or less point in each Venn diagram bubble about ways to prepare for test, what scares them about tests, and what new test-taking habit they want to try.

Engagement:

[4 points] Students were focused on their work and engaged with discussions.

[2 points] Student had a hard time getting on task during work and discussions.

Total: _____ (10 points total)

Planned Lesson Activities

<p>Name and Purpose of Lesson <i>Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.</i></p>	<p>Test Taking Strategies</p>
<p>Approx. Time and Materials <i>How long do you expect the activity to last and what materials will you need?</i></p>	<p>The activity should last the entire class period (50 minutes). Students would need paper and markers/colored pencils for the sketch noting venn diagram.</p> <p>Materials: markers, colored pencils, paper, and/or iPad with Notability app</p>
<p>Anticipatory Set <i>The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.</i></p> <ul style="list-style-type: none"> • <i>To focus student attention on the lesson.</i> • <i>To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)</i> <p><i>An anticipatory set is used any time a different activity or new concept is to be introduced.</i></p>	<p>Since the PARCC exams are happening next week, we decided that it would be a good time to talk about test taking strategies and how to deal with test anxiety.</p>
<p>Procedures <i>(Include a play-by-play account of what students and teacher will do from the minute they arrive to the</i></p>	<p>Beginning</p> <p><u>(5 minutes) Do Now: Questions on Test Taking</u></p>

<p>minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.) Indicate whether each is:</p> <ul style="list-style-type: none"> -teacher input -modeling -questioning strategies -guided/unguided: <ul style="list-style-type: none"> -whole-class practice -group practice -individual practice -check for understanding -other 	<ul style="list-style-type: none"> • Why do we take tests? • Do you like taking tests? Why? • What do you do to prepare for a test? • What makes you scared about taking tests? <p>Students will receive gum or Thunderbucks for answering the question. <i>Whole Class participation</i></p> <p><u>(3 minutes) Top 5 Reasons Why We Don't Test Well</u></p> <ul style="list-style-type: none"> • Procrastinating and cramming the night before • Having an unorganized backpack/binder and simple notes • Not getting enough sleep (at least 6 hours) • Not having a good studying strategy • Test anxiety <p>Discuss what each point means and why they cause students not to test well. <i>Whole class participation.</i></p> <p><u>(6 minutes) Video: Test Anxiety (ASAP Science)</u></p> <ul style="list-style-type: none"> • Students watch the video and comment on at least three strategies they learned for ThunderBucks or gum. <i>Whole class participation.</i> <p><u>(5 minutes) Introduce Venn Diagram Sketchnoting Activity</u></p> <ul style="list-style-type: none"> • Three circles: ways to prepare for a test (left), what new habits you'll try to do better (bottom),
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	<p>what makes you scared about tests (right) and positive mindset/affirmation (center)</p> <ul style="list-style-type: none"> • Explain what sketchnoting is: a way to draw your notes rather than just writing them down. This is a great tool to use for studying because it gives you something visual to remember when you're studying the notes. • Students can either make a hard copy venn diagram or make a pic collage version on Notability. • Ask about questions or clarifications before moving on • <i>Individual student work</i> <p>Total: 20 minutes</p> <p><u>25 minutes: Work Time</u></p> <ul style="list-style-type: none"> • Teachers should be able to walk around and help students with their work • When they are finished, they can take a Kahoot quiz on good test-taking strategies. Winner gets a prize. <i>Whole class participation.</i> <p><u>(5 minutes)</u> Closing activity</p> <ul style="list-style-type: none"> • Students get a chance to leave class early by answering questions about test-taking skills that they wrote about in their venn diagram
<p>Closure <i>Those actions or statements by a teacher that are designed to bring a</i></p>	<p>At the end of class, students share one of the things they wrote/drew about on their venn diagram about test taking. They can receive gum and score points for their gender to leave class early. The student with the most artistic venn diagram gets a big prize, like a gift card to Inta Juice or a gourmet</p>

<p><i>lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any Questions? No. OK, let's move on" is not closure. Closure is used:</i></p> <ul style="list-style-type: none"> • <i>To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.</i> • <i>To help organize student learning</i> <p><i>To help form a coherent picture and to consolidate.</i></p>	<p>snack.</p>
<p>Differentiation</p> <p><i>To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?</i></p> <p><i>To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?</i></p>	<p><i>Access and Expression:</i></p> <ul style="list-style-type: none"> • Students have the option to complete the venn diagram in Notability or as a sketchnote drawing. This means that students can use the digital option for challenging fine motor skills or a hard copy if they are frustrated with technology. • Students can use the CSI approach (color, symbol, image) for each circle if drawing is too difficult. <p><i>Depth and Complexity</i></p> <ul style="list-style-type: none"> • Using sketchnoting, students will detail steps on how they will practice their new test-taking habits in the week leading up to the PARCC exam.

<p style="text-align: center;">Assessment</p> <p style="text-align: center;"><i>How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.</i></p>	<p>Lesson 1 Rubric:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">+</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 25%;">Proficient (3 points)</th> <th style="width: 25%;">Developing (2 points)</th> <th style="width: 25%;">Emergent (1 point)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Aesthetic Appeal</td> <td style="padding: 5px;">Students used <u>sketchnote</u> drawings and/or expressive text to illustrate all three of their Venn diagram topics.</td> <td style="padding: 5px;">Students did not include drawings in their Venn diagram topics, but they used color and/or creative text.</td> <td style="padding: 5px;">Students did use any drawings or color to illustrate their Venn diagram topics.</td> </tr> <tr> <td style="padding: 5px;">Writing</td> <td style="padding: 5px;">Students wrote three or more points in each Venn diagram bubble about ways to prepare for test, what scares them about tests, and what new test-taking habit they want to try.</td> <td style="padding: 5px;">Students wrote two points in each Venn diagram bubble about ways to prepare for test, what scares them about tests, and what new test-taking habit they want to try.</td> <td style="padding: 5px;">Students wrote one or less point in each Venn diagram bubble about ways to prepare for test, what scares them about tests, and what new test-taking habit they want to try.</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table> <p>Engagement:</p> <p>[4 points] Students were focused on their work and engaged with discussions. [2 points] Student had a hard time getting on task during work and discussions.</p> <p>Total: _____ (10 points total)</p>		Proficient (3 points)	Developing (2 points)	Emergent (1 point)	Aesthetic Appeal	Students used <u>sketchnote</u> drawings and/or expressive text to illustrate all three of their Venn diagram topics.	Students did not include drawings in their Venn diagram topics, but they used color and/or creative text.	Students did use any drawings or color to illustrate their Venn diagram topics.	Writing	Students wrote three or more points in each Venn diagram bubble about ways to prepare for test, what scares them about tests, and what new test-taking habit they want to try.	Students wrote two points in each Venn diagram bubble about ways to prepare for test, what scares them about tests, and what new test-taking habit they want to try.	Students wrote one or less point in each Venn diagram bubble about ways to prepare for test, what scares them about tests, and what new test-taking habit they want to try.				
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Post Lesson Reflection

1. To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement)

I felt that the learning objectives were achieved in the sense that most of the students found creative ways to integrate sketchnote drawings and expressive text font when making their Venn diagram. I will say that I think I initially got caught up in the aesthetic appearance of the diagram to prove learning, which I don't think the lesson was about at its core. Most of the students were able to discuss at least one to two ways they could prepare for the test, what they are scared of, and what new habit they could work on. What could've been useful is having students fill out a survey after they finished the CMAS exam to determine if their new test taking skills (particularly related to sketchnoting) helped them feel confident. Either that, or a check-in discussion about the test would work. Had I been more clear about creating specific expectations with the learning target going into the lesson, I think I would've had stronger work.

2. What changes, omissions, or additions to the lesson would you make if you were to teach again?

I went into teaching the lesson assuming that the students would be willing to do the work if they had the option to make drawings. What I didn't realize was that some students were stressed about making drawings and self-conscious about their technical skill. There were a lot more students that were interested in writing their answers with creative and colorful text. If I were to teach this lesson again, I would definitely make sure to encourage more graphic design creativity. I also thought that it worked to have students have the option to work on paper or on Notability (on iPad). This way, they could collage pictures from the internet into their lesson, make drawings, and/or play with colorful text. I would definitely create an example based on my own experience that's drawn and digital. Showing student work from the 5th period class helped the students in the 6th period class understand what the expectations are.

3. What do you envision for the next lesson? (Continued practice, reteach content, etc.)

I would probably encourage more discussions about what students wrote (maybe have them do a show and tell in small groups), work on scaffolding ways to for students to complete the assignment without them relying on making art, and work on my awareness of the room to see if students are understanding what is expected of them. I think one of the limitations I had teaching this lesson was not being able to access all of the digital copies of the Venn diagrams on Schoology, since I didn't have an account as a practicum teaching student (and I'm not sure if I would've had the ability to in the position I was in). However, I think a stronger familiarity with Schoology and Notability would help me understand how to scaffold my lessons.