

CLASS: L2L TOPIC Revision LESS.NO. 2

Date: 11 May 2009

Feedback from last plenary:

Students had some grasp of the thinking skills required to evaluate evidence

• Students able to maturely evaluate each other

(New topic)

Improvements Made / To be Attempted:

- More task variety
- Break up tasks into shorter chunks

Resources: Handouts / Projector / pens and blank paper / Post Its

Electronic Whiteboard failure provision

In the event that the Whiteboard fails, timings will be done using the teacher's watch and questions will be asked orally with the use of a normal whiteboard. (Pens in bag)

Every Child Matters

The plan is marked with the relevant number: 1. Be healthy 2. Stay safe 3. Make a positive contribution 4. Enjoy and achieve 5. Achieve economic well-being

Differentiation, consider: By outcome, Support materials, Extension tasks, Proximal learning & Teacher support

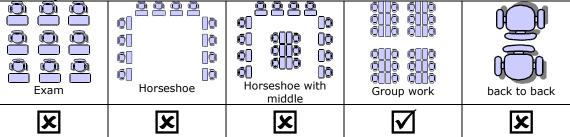
Formative Assessment, consider: Q&A, Self assessment, Number skills, Literacy skills, Oral skills, Exam, Observation, Check work & Mark work

Gardner's Multiple Intelligences, consider: Linguistic intelligence ("word smart"), Logical-mathematical intelligence ("number/reasoning smart"), Spatial intelligence ("picture smart"), Bodily-Kinesthetic intelligence ("body smart"), Musical intelligence ("music smart"), Interpersonal intelligence ("people smart"), Intrapersonal intelligence ("self smart") & Naturalist intelligence ("nature smart")

Health & Safety

The classroom will be checked for obstructions and cables before the class begins to ensure safe movement. (ECM 2)

Seat Layout



1

BELL WORK
Prepare for
Learning
ECM: 3,4 & 5

Bags will be placed under the tables and coats on the back of chairs. (ECM 2)

Starter: The students will be given a short worksheet as they come in with an odd one out puzzle. Students will do the task initially on their own, then in a pair and then share it.

Questioning Objectives: To encourage higher order thinking and to associate revision with being associated with success.

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All answers will be accepted with plausible explanations, but the original thinking is:

- Person didn't do her revision, failed her exam and is now upset.
- Pilots have to do a lot of revision to pass many tests
- To graduate you have to pass a lot of exams and do revision

Possible questions

- How do people become pilots?
- What qualities do pilots need?
- What are the people celebrating?
- Do you think they have to work hard to graduate?
- What exam results do you think she might be receiving?
- How do you think she could have improved?

Expansion via piggybacking, 'what if?' questions, extending questions and prompting students to comment on and expand other student's answers.

Examples:

- What did you think of that answer?
- Can you add anything?
- Who disagrees with that?
- Can you relate to any of these people?

Formative Assessment:

Gardner's Intelligences: Linguistic intelligence, Logical-mathematical intelligence, Spatial intelligence & Intrapersonal intelligence

G&T Provision: By Outcome & blank cards to make their own reasons SEN Provision: Added graphics to appeal more to visual reasoning & Proximal learning

03

mins

BIG PICTURE and Agree Learning objectives ECM: 3,4 & 5 We are learning Today (Set lesson in context & remind of big picture)

Knowledge & Comprehension	 To know why revision is important To understand how to revise
Higher order	To assess your ability at revision
Competencies	To be well organised and tidy

This is because it will help you with your exams

3 (1)

05 mins



INPUT Present New Information ECM: 3,4 & 5 Explain that there are 4 steps to effective revision.

- 1. You have to understand the material
- 2. You can use Mind Tricks to help you learn and remember
- 3. Then write it down onto posters and/or cards
- 4. You can use past papers or cards to revise from and check your revision.

Explain to students that they are going to try a number of different 'Mind Tricks' to help them with their revision.

Model first task for students.

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	1	
		1. Show them the time limit
		2. They then turn over the sheet
		3. They try to fill out what they were asked to remember
		4. Rate the technique out of 10. Remind them that it is their personal
		mark and they do not have to follow the team.
		Gardner's Intelligences: Linguistic intelligence, Logical-mathematical
		intelligence & Spatial intelligence
1		Students are in their 6 Home groups.
4	L. 1	
		Each group is given one of the six tasks and asked to follow the
	57 A ST	procedure as outlined above.
20		The procedure is repeated until students have done all six tasks.
mins	STUDENT	The procedure is repeated until students have done all six tasks.
	TASKS	G&T provision: By Outcome, Proximal Learning
	Construct	SEN provision: By outcome, Proximal learning & Teacher support
	Activity Search for Meaning	Formative Assessment: Visual inspection of question sheets
	ECM: 3,4 & 5	Gardner's Intelligences: Linguistic intelligence, Logical-mathematical
		intelligence, Spatial intelligence, Bodily-Kinaesthetic intelligence,
		Intrapersonal intelligence & Interpersonal intelligence
		Students will be asked to make a Mindman / Consent man of what they
5		Students will be asked to make a Mindmap / Concept map of what they have learnt today. Remind them that they can use either words of
		pictures.
	715 328	pictures.
	STUDENT	Once completed students will have a chance to compare their
18	FEEDBACK -	Mindmaps with their neighbours and see if there is anything they would
mins	to	like to add.
	Demonstrate	
	Understanding	Extension Task: Students who complete this task quickly will be asked
	ECM: 3,4 & 5	to think of any other revision techniques that they might know that
		would help.
		G&T provision: By Outcome, Extension task
		SEN provision: By outcome, Proximal learning, lexical challenge
		reduction & Teacher support
		Formative Assessment: Visual inspection of Mindmaps
		Gardner's Intelligences: Linguistic intelligence, Logical-mathematical
		intelligence, Spatial intelligence, Bodily-Kinaesthetic intelligence &
		Interpersonal intelligence
6		Students will be asked to decide which 3 Mind Tricks they thought were
		most effective and write them down on Post It Notes.
	TF 77	Formative Assessment: Students hand in Post It Notes
	PLENARY	Gardner's Intelligences: Linguistic intelligence & Logical-mathematical
07	Review and	intelligence
mins	Reflect on	
	Learning	
	ECM: 3,4 & 5	

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LITERACY ISSUES/KEY TERMS	Mnemonics – Letters stand for something Association – Using imagery and story to connect items Loci – Using locations to remember things Chunking – Breaking down information into smaller pieces Card Cover – Writing information on card and covering it By Rote – Repeating the information again and again
OVERALL OUTCOME /ASSESSMENT	Mindmaps / Concept Maps
HOMEWORK / COURSEWORK	View the School Blog for further information
KEY SKILLS	Working together, literacy & communication skills

REVIEW / EVALUATION			
Consider: Objectives Met, Groupings, Class Management, Interaction, Resources, Delivery, Timing, Praise, Range Structure, Reinforcement, Pace, H & S & Enjoyment/Fun			
Plenary Feedback			
What Went Well:			
Considerations for Development:			

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