














# LESSON PLAN (JA/TEEP)

CLASS: L2L		TOPIC Revision		LESS.NO. 2 Date: 11 May 2009	
Feedback from last plenary: <ul style="list-style-type: none"><li>Students had some grasp of the thinking skills required to evaluate evidence</li><li>Students able to maturely evaluate each other</li></ul> (New topic)					
Improvements Made / To be Attempted: <ul style="list-style-type: none"><li>More task variety</li><li>Break up tasks into shorter chunks</li></ul>					
Resources: Handouts / Projector / pens and blank paper / Post Its					
<b>Electronic Whiteboard failure provision</b> 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)					
<b>Every Child Matters</b> 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					
<b>Differentiation, consider:</b> By outcome, Support materials, Extension tasks, Proximal learning & Teacher support					
<b>Formative Assessment, consider:</b> Q&A, Self assessment, Number skills, Literacy skills, Oral skills, Exam, Observation, Check work & Mark work					
<b>Gardner's Multiple Intelligences, consider:</b> 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")					
<b>Health &amp; Safety</b> The classroom will be checked for obstructions and cables before the class begins to ensure safe movement. (ECM 2)					
<b>Seat Layout</b>					
 Exam		 Horseshoe		 Horseshoe with middle	
 Group work		 back to back			
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		<p>All answers will be accepted with plausible explanations, but the original thinking is:</p> <ul style="list-style-type: none"><li>• Person didn't do her revision, failed her exam and is now upset.</li><li>• Pilots have to do a lot of revision to pass many tests</li><li>• To graduate you have to pass a lot of exams and do revision</li></ul> <p><b>Possible questions</b></p> <ul style="list-style-type: none"><li>• How do people become pilots?</li><li>• What qualities do pilots need?</li><li>• What are the people celebrating?</li><li>• Do you think they have to work hard to graduate?</li><li>• What exam results do you think she might be receiving?</li><li>• How do you think she could have improved?</li></ul> <p>Expansion via piggybacking, 'what if?' questions, extending questions and prompting students to comment on and expand other student's answers.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• What did you think of that answer?</li><li>• Can you add anything?</li><li>• Who disagrees with that?</li><li>• Can you relate to any of these people?</li></ul> <p>Formative Assessment: Gardner's Intelligences: Linguistic intelligence, Logical-mathematical intelligence, Spatial intelligence &amp; Intrapersonal intelligence</p> <p>G&amp;T Provision: By Outcome &amp; blank cards to make their own reasons SEN Provision: Added graphics to appeal more to visual reasoning &amp; Proximal learning</p>								
<div>2</div> <div></div> <div>03</div> <div>mins</div>	<div></div> <div>BIG PICTURE and Agree Learning objectives ECM: 3,4 &amp; 5</div>	<table><tr><td colspan="2">We are learning Today (Set lesson in context &amp; remind of big picture)</td></tr><tr><td><b>Knowledge &amp; Comprehension</b></td><td><ul style="list-style-type: none"><li>• To know why revision is important</li><li>• To understand how to revise</li></ul></td></tr><tr><td><b>Higher order</b></td><td><ul style="list-style-type: none"><li>• To assess your ability at revision</li></ul></td></tr><tr><td><b>Competencies</b></td><td><ul style="list-style-type: none"><li>• To be well organised and tidy</li></ul></td></tr></table> <p>This is because it will help you with your exams</p>	We are learning Today (Set lesson in context & remind of big picture)		<b>Knowledge &amp; Comprehension</b>	<ul style="list-style-type: none"><li>• To know why revision is important</li><li>• To understand how to revise</li></ul>	<b>Higher order</b>	<ul style="list-style-type: none"><li>• To assess your ability at revision</li></ul>	<b>Competencies</b>	<ul style="list-style-type: none"><li>• To be well organised and tidy</li></ul>
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<div>3</div> <div></div> <div>05</div> <div>mins</div>	<div></div> <div>TEACHER INPUT Present New Information ECM: 3,4 &amp; 5</div>	<p>Explain that there are 4 steps to effective revision.</p> <ol style="list-style-type: none"><li>1. You have to understand the material</li><li>2. You can use Mind Tricks to help you learn and remember</li><li>3. Then write it down onto posters and/or cards</li><li>4. You can use past papers or cards to revise from and check your revision.</li></ol> <p>Explain to students that they are going to try a number of different 'Mind Tricks' to help them with their revision.</p> <p>Model first task for students.</p>								

		<ol style="list-style-type: none"> <li>1. Show them the time limit</li> <li>2. They then turn over the sheet</li> <li>3. They try to fill out what they were asked to remember</li> <li>4. Rate the technique out of 10. Remind them that it is their personal mark and they do not have to follow the team.</li> </ol> <p>Gardner's Intelligences: Linguistic intelligence, Logical-mathematical intelligence &amp; Spatial intelligence</p>
<b>4</b>  <b>20</b> mins	 <p><b>STUDENT TASKS</b> Construct Activity Search for Meaning ECM: 3,4 &amp; 5</p>	<p>Students are in their 6 Home groups.</p> <p>Each group is given one of the six tasks and asked to follow the procedure as outlined above.</p> <p>The procedure is repeated until students have done all six tasks.</p> <p>G&amp;T provision: By Outcome, Proximal Learning SEN provision: By outcome, Proximal learning &amp; Teacher support Formative Assessment: Visual inspection of question sheets Gardner's Intelligences: Linguistic intelligence, Logical-mathematical intelligence, Spatial intelligence, Bodily-Kinaesthetic intelligence, Intrapersonal intelligence &amp; Interpersonal intelligence</p>
<b>5</b>  <b>18</b> mins	 <p><b>STUDENT FEEDBACK – to Demonstrate Understanding</b> ECM: 3,4 &amp; 5</p>	<p>Students will be asked to make a Mindmap / Concept map of what they have learnt today. Remind them that they can use either words or pictures.</p> <p>Once completed students will have a chance to compare their Mindmaps with their neighbours and see if there is anything they would like to add.</p> <p>Extension Task: Students who complete this task quickly will be asked to think of any other revision techniques that they might know that would help.</p> <p>G&amp;T provision: By Outcome, Extension task SEN provision: By outcome, Proximal learning, lexical challenge reduction &amp; Teacher support Formative Assessment: Visual inspection of Mindmaps Gardner's Intelligences: Linguistic intelligence, Logical-mathematical intelligence, Spatial intelligence, Bodily-Kinaesthetic intelligence &amp; Interpersonal intelligence</p>
<b>6</b>  <b>07</b> mins	 <p><b>PLENARY</b> Review and Reflect on Learning ECM: 3,4 &amp; 5</p>	<p>Students will be asked to decide which 3 Mind Tricks they thought were most effective and write them down on Post It Notes.</p> <p>Formative Assessment: Students hand in Post It Notes Gardner's Intelligences: Linguistic intelligence &amp; Logical-mathematical intelligence</p>

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

<b>REVIEW / EVALUATION</b>	
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:	