

Maritime Adventures: Tactical Strategy Room 1

Language Arts / Math/ Testing Taking Skills Grades 4 and 5

Stage 1 – Desired Results	
Established Goals <ul style="list-style-type: none">❖ ELA4LSV1 and ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.❖ ELA4LSV2 and ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.❖ Students will use self-monitoring and other metacognitive strategies to increase their chances of choosing correct answer choices on multiple choice tests.	
Understanding Students will understand ... <ul style="list-style-type: none">❖ There are explicit test taking strategies they can use to identify correct answers on multiple choice tests.❖ How to monitor their thinking processes to assist them on tests	Essential Questions <ul style="list-style-type: none">❖ How do I increase the chances of choosing the correct answer on a multiple choice test?❖ What do I do if I don't know the correct answer to a multiple choice question?❖ How can I use my inner voice to help me with test questions?
Students will know... <ul style="list-style-type: none">❖ Elimination of obviously wrong answer choices will increase the chance of choosing a correct answer on multiple choice tests.❖ There are many different types of questions.❖ What to do if they do not know then answer to a multiple choice question.	Students will be able to... <ul style="list-style-type: none">❖ Use the process of elimination to increase the chance of getting the correct answer on a multiple choice question.❖ Recognize different types of questions and answer them appropriately by using their metacognitive abilities.❖ Monitor their own attention, concentration, thought patterns and emotions.❖ Listen to their inner voices to help them choose correct answers.

Stage 2 – Assessment Evidence

Performance Tasks

- ❖ Listen to a power point presentation about explicit test taking strategies
- ❖ Participate in group discussion in which they share their strategies for choosing correct answers.
- ❖ Use explicit test taking strategies to answer sample test questions.
- ❖ Strategies taught will include the following: **1)** elimination of obviously wrong answers using the mark out or put on hold strategy **2)** Statements that begin with *always, never, none, except, most, or least* are probably not the right answer **3)** How to use keywords and matching to choose correct answers **4)** Monitoring their own thinking processes and listening to their inner voices to assure they understand the question and how to answer it **5)** Using answer choices to select correct answers **6)** Using estimation to locate correct answers **7)** Using KFC strategy for math problems **8)** Determining how to guess when the answer is not known.

Key Criteria

- ❖ Students will use explicit test taking strategies to choose correct answers
- ❖ Students will use self-monitoring.
- ❖ Students will use self-talk strategies and recognize their inner voices.

Other Evidence

- ❖ Successful participation in classroom tests and quizzes
- ❖ Successful participation in high-stakes testing

Stage 3 – Learning Plan

Part 1: General Introduction—Rotation 1 only for all modules

- ❖ Teacher says, “Welcome to Maritime Adventures! I’m _____, and I am going to be your host for the next sixty minutes. Please take a seat around your ship.” *Students sit down in a circle around their ship’s poster.*
- ❖ The teacher says, “You are now sitting with the students who will be your fellow crew members when taking the CRCT in April. We will be meeting several times throughout the year for some exciting activities that are designed to help each of you to develop the skills that you need to feel confident and empowered when taking important tests. This year our major focus will be on the CRCT, since you’ll all be taking it in the spring. But keep in mind that the strategies that you will learn in Maritime Adventures will serve you well in any testing situations which you may face in the future.
- ❖ The teacher says “Say hello to the person on your left. Say hello to the person on your right. Now say hello to your captain. Captains, say hello to your crew! But when the ship’s horn sounds, it will be time to settle down and get very quiet for a moment.” *Let everybody speak to each other to get energy flowing in the room.*

Part 2:

The ships's horn sounds. If students do not get quiet immediately, the teacher and captains need to remind everybody to sit down and listen.

Teacher refers to the Powerpoint presentation.

- ❖ Slide 1: Teacher says, ***“Welcome students to our workshop. Today, you will learn several things. You will learn how your brain works, you will learn about your inner voice, how to be in the zone, and you will learn about metacognition. “***
- ❖ Slide 2: Teacher reads the slide. After reading the slide, teacher has all students stand up. Each student will hold up their right hand with palm facing the front and fingers spread out as if they are giving a high five. The teacher will describe a neuron and demonstrate the components of the neuron using the hand and arm. The hand represents the nucleus, the arm is the axon, and the fingers are dendrites. The teacher will then say, ***“Students, when you are born, your brain cells have very few dendrites.. So, as you grow up, you learn things from the adults around you, including your teachers and parents. As you learn, you may not realize this, but your brain is doing lots of construction. Your neurons transport signals and information by electrical impulses. These impulses move a lot faster when your neurons have a slick coating called myelin. When you are learning new information, electrical signals slide across your neurons. The more that signal runs across your neurons, the more myelin you create on the neurons. The more myelin you have, the faster and easier the signal can travel along your neurons. In addition, your neurons can grow more dendrites and get closer and closer to other dendrites, so that as you grow older and learn more and more, you make all kinds of connections in your brain. This means that all of your life, your brain is constantly growing new cells or adding myelin to existing cells. The more you use these cells, the better you are able to do things and think. For example, when you are a baby, you must learn how to walk. To do this, you first have to learn how to stand up and keep your balance. Then you learn to crawl and move your legs one after the other. Finally, your neurons become connected more and more as you practice walking until you can not only walk, but run! The more you practice, the better you get because your neurons are developing more and more myelin, making the electrical signals travel faster and more easily through your brain. Does this help you understand why your teachers want you to practice your times tables every night?”***
- ❖ Slide 3: Teacher will read the slide and say, ***“After we finish with our presentation, I will let you tell me some of the things you hear your inner voice telling you sometimes. If you are listening to me right now, you should not be able to hear what your inner voice is saying. When you are learning, there is a time to listen to your teacher’s voice, or your classmate’s voice, and a time to listen to your inner***

voice. Sometimes, if you are really managing your attention, you can even control what your inner voice is saying!”

- ❖ Slide 4: Teacher reads slide and says, **“I want everyone to stand up straight right beside your desk.”** (Teacher calls a student to come demonstrate the following pose.) **“Now, I’m going to have _____ come up and show you a pose you can do. If you can do this pose without falling or wobbling, you know that you are being very mindful and concentrating. Now, stand solid on both feet with your arms at your side. Find a spot on the wall in front of you and focus your eyes on that spot. No matter what, don’t take your eyes off that spot. Now, very slowly, with concentration and mindfulness, raise your right arm straight up beside your right ear. Now, slowly, slowly, bend your left knee and raise your left foot up behind you. When you feel comfortable, reach back with your left hand and grab your left foot, holding it right behind you. Continue staring at your spot on the wall. Don’t take your eyes off that spot. When you feel steady, slowly lean forward so that your right hand is pointing out in front of you and your left foot is coming up behind you. If you fall or wobble, you are not being mindful and you are losing your concentration. This concentration that you have when you are balanced requires you to be very mindful. You are filtering out all the distractions around you and only paying close attention to what your body is doing. People may be giggling and falling all around you, but your concentration is on steadying and balancing your body so that you don’t fall. This is mindfulness. You are in the zone if you can complete this activity.”**
- ❖ Slide 5: Teacher reads the slide and says, **“While you are playing a game, your brothers, sisters, and/ or parents could be yelling at you and you might be so far in the zone that you don’t even hear what they are saying. This level of attention is the same level you should be trying to use when the teacher is teaching or talking to you. You can’t always be this attentive, but you should always be striving to be in this zone when you are learning, completing an assignment, or taking a test.”**
- ❖ Slide 6: Teacher reads the slide.
- ❖ Slide 7: Teacher reads the slide and says, **“Scientists who study how the brain works have found that when you are upset, the parts of your brain that you need to use in order to learn things are not able to work at all! In addition, scientists know that if you are not in the zone, your brain is in a resting state, and when that happens, there is also no learning going on.”**
- ❖ Slide 8: Teacher says, **“Now, let’s stop and think about this for a minute. Are we actually thinking about our thoughts right now?”**
(read the slide)
- ❖ Slide 9: Read the slide. **“Metacognition is a fancy word that just means you are thinking about your thoughts. It can also mean that you are trying to regulate or control your thoughts also. If you catch yourself thinking about what you are going to watch on television tonight while your teacher is presenting a lesson, then you are using metacognition. At this point, you have a choice to make. You can**

continue thinking about what you're going to watch tonight, or you can re-focus your attention on what your teacher is doing or saying. This is called self-monitoring because you are monitoring what is going on up there."

- ❖ Slide 10: Teacher reads the slide, then says, ***"Once again, students, you usually have a choice as to what you do with your thoughts and attention. You can manage it, or just let it run wild. Whatever you decide to do with your metacognition will depend on several factors. If you have not had enough sleep or if you are hungry, it will be harder to manage your thoughts. If you are worried about something, it will be difficult to manage your thoughts. If you are sad, it will also be difficult to manage your thoughts. We all have things going on outside of school that sometimes take our attention away from what we need to focus on at school. What are some ways we can avoid these things that take away our ability to stay in the zone?"*** Allow students to give ideas such as eat breakfast, make sure you get plenty of rest, etc.
- ❖ Slide 11: Read the slide
- ❖ Slide 12: Read the slide and say, ***"Many times, we may be tempted to just sit and let school happen all around us, as if we are not really a part of it and we are watching a television program. School will not be useful to you if you approach it in this way. You must be willing to receive the information you are given and do something with that information. Many times, your teachers will have you participate in group or class activities and discussions. If you choose not to participate, then you are not being an active learner and chances are....you are not getting anything out of being here at school. You are not in the zone."***
- ❖ Slide 13: Teacher says, ***"One important thing that metacognition can help you do is notice when you lose your way."*** (read the slide) ***"When you realize that you are lost or confused, you need to go back and do something about it! Otherwise you are wasting time."***
- ❖ Slide 14: Teacher says, ***"Here are some things you can do to 'fix up' the problem."*** Teacher then reads the slide and asks students to raise their hands and tell some other fix-up strategies they have tried before.
- ❖ Slide 15: Teacher reads the slide and says, ***"This concludes our workshop on how you think. I hope you understand how important it is to monitor and pay attention to what you are thinking. If you can learn to do this every single day, you will be a much more successful student. Toward the end of the school year, your teachers ultimately want you to be able to pass the CRCT and to demonstrate that you have learned how to solve your own problems. You can do this by using good metacognition. Now, please raise your hand if you'd like to share with the class some things that your inner voice is saying sometimes."***