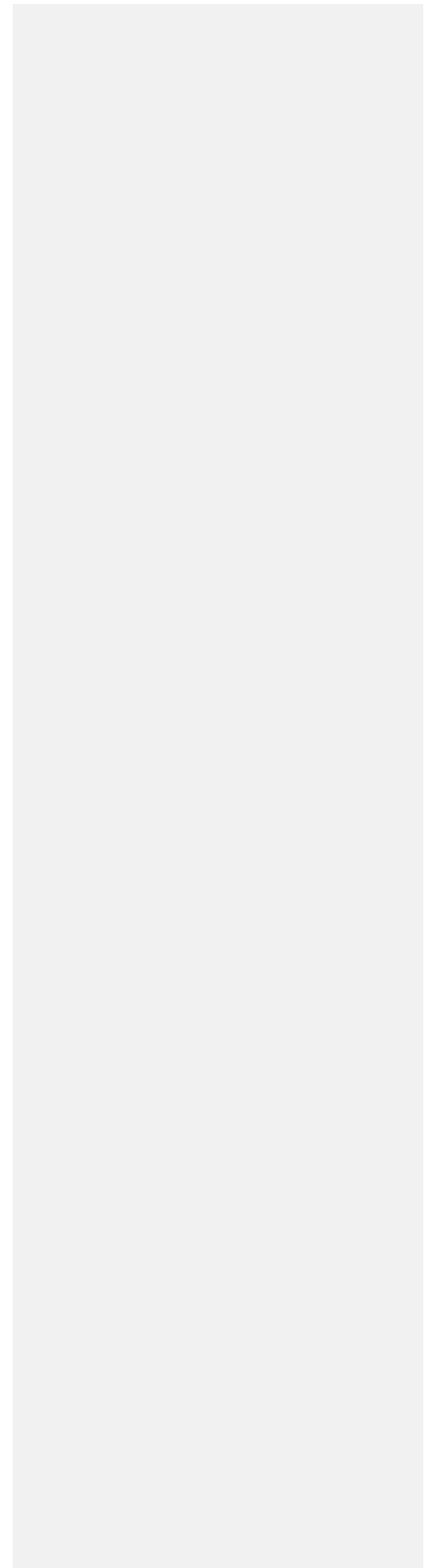


Maritime Adventures War Room 2
Language Arts / Math/ Testing Taking Skills
Grades 4 and 5

Stage 1 – Desired Results	
<p>Established Goals</p> <ul style="list-style-type: none"> ❖ M4P1 and M5P1 Using the appropriate technology, students will solve problems that arise in mathematics and other contexts. ❖ 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. ❖ The student identifies counter-productive testing behaviors, thought patterns, and attitudes and develops strategies to eliminate them. 	
<p>Understanding Students will understand ...</p> <ul style="list-style-type: none"> ❖ How their thought patterns and attitudes affect the outcome of testing 	<p>Essential Questions</p> <ul style="list-style-type: none"> ❖ How can I gain control over my own thought patterns and learning? ❖ Can you name some poor test-taking behaviors? ❖ Why is it important to eliminate poor test-taking behaviors? ❖ What strategies can you use to defeat your poor test-taking behaviors?
<p>Students will know...</p> <ul style="list-style-type: none"> ❖ That they are in control of their own attention and concentration. ❖ That they can pay attention to and choose their thoughts ❖ That their emotional state can affect their ability to think and concentrate ❖ That their behavioral choices play a major part in the outcome of testing 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ❖ Identify their own test-taking “enemies” ❖ Develop strategies to “attack” their enemies ❖ List effective strategies to use during tests ❖ Monitor their own attention, concentration, thought patterns and emotions ❖ Use self-talk to manage thoughts and emotions



Stage 2 – Assessment Evidence

Performance Tasks

- ❖ Participate in a survey regarding their feelings and thoughts during simulated test
- ❖ Complete a self-assessment identifying their own poor test-taking behaviors
- ❖ Sign the Declaration of War on Poor Test-Taking Skills
- ❖ Choose three poor test-taking skills and strategies to defeat them by completing three “Attack your enemy” worksheets
- ❖ Draw a visualization of the final battle
- ❖ Write strategies onto the paratrooper’s parachute
- ❖ Participate in the final battle and victory celebration

Key Criteria

- ❖ Students will verbalize poor test-taking behaviors
- ❖ Students will use self-monitoring
- ❖ Students will use self-talk

Other Evidence

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

Stage 3 – Learning Plan

- ❖ Teacher says, “Welcome back to Maritime Adventures! Does everybody remember me? I’m _____, and I am going to be your host for the next forty minutes. Please take a seat around your ship.” *Students sit down in a circle around their ship’s poster.*
- ❖ The teacher says “Now let the parade of ships begin! Captains, as I call the name of your vessels, lead your crew on a tour of the harbor! Mrs. _____ will guide the procession!” Upbeat music begins to play, and the teacher calls out the name and special power of each ship in the room. *Let everybody speak to each other to get energy flowing in the room.*
- ❖ Ring the bell and say, “Now everybody listen carefully because I want to find out how much you remember from our session in December.”
- ❖ The teacher says, “How many of you remember a certain ruffian who likes to party late, comes in unprepared for duty, will do anything to avoid actively thinking and planning?” *Students may call out answers at will, but should remain seated.*
- ❖ The teacher displays Distractimus Wanderthought’s picture on the big screen and says, “If you said ‘Distractimus Wanderthought’, you’re absolutely correct. He’s wearing that teabag instead of an earring for a very good reason: He’s never, ever going to actively pay attention or engage in any thinking task and he wants you to do exactly the same! Has anybody here today been caught by Distractimus Wanderthought since we last got together? Do you remember how he attacks?” *Students may call out answers at will.*
- ❖ The screen goes blank. The teacher says, “How many of you remember an air-headed redhead who keeps her knowledge locked up in a chest under her bunk

Comment [ILP1]: We need some visual here. Maybe the pirate ship logo?

and refuses to use it at all?" *Students call out answers.* The teacher says, "Do you remember her special attacks?"

- ❖ The teacher displays Wendy Luftkopf on the big screen and says, "If you said, 'Wendy Luftkopf', you are right on target. No wonder she's carrying a wooden spoon instead of a scimitar—and she wants you to lock your knowledge up and stow it away, just like she did! Who remembers her special attacks? *Has Wendy caught anybody since we met her in December?*" *Students call out responses or remarks.*
- ❖ The screen goes blank. "Who remembers a sneaky guy with red hair and freckles who loves to whisper words like , 'You can't . . .', 'It's too hard . . .', or 'You're not smart enough . . .'?" *Students call out responses or comments.*
- ❖ The teacher displays Cutis Anserina's picture on the screen and says, "Yes, it's our old nemesis Cutis Anserina, back to sow the seeds of doubt and failure yet again! Do you remember how he operates? Has anybody been caught by Cutis lately?" *Students call out answers or remarks.*
- ❖ The screen goes blank again. "And last, but not least, who remembers a fearsome fellow with a bushy dark beard, strong muscles, and wide skull-and-crossbones hat who messes up the raiding party by distracting others, falling asleep, cheating, or, worst of all, not showing up at all for the expedition! Oh, No! Could it be . . . Yes! It is! It's Somnambulus Slumberbottom! He may be bragging, 'Nobody can make me do anything I don't want to!', but the other pirate captains are laughing at him behind his back and we know why! Is it possible that he's caught anybody since he came on board at our last Maritime Adventures encounter?" *Students may comment at will.*
- ❖ Teacher says, "If you're thinking, 'Wow! We face some stiff opposition!', you're absolutely right. These guys and girls *are* tough. So, we need to prepare very thoroughly for the encounter. Let's do some basic training. Does anybody remember the basic training exercise that we did at our last workshop? Let me give you a hint. Sailors go through basic training to prepare for major battles at sea. But our challenge is a mental one, so we need to exercise our minds instead of our muscles to get ready for what lies ahead.
- ❖ Teacher says, "Your thoughts are very powerful. In your mind's eye, you can go anywhere in a moment. Your body is still here, but your mind can go anywhere. Let's go somewhere in our minds. During your trip, be sure to use all your senses – vision, hearing, smell, touch... (Lights go down, become dimmer)
- ❖ Teacher says, "*Now listen as we begin our visualization. Close your eyes and relax. You are very comfortable, the air around your body feels just right, and you're breathing slowly but deeply, in and out, in and out. With each breath you are cleansing yourself of any thoughts about yesterday or tomorrow, and you're becoming very aware of how you're feeling in this moment and this moment only. I will now count backwards from ten. As I say each number, your body will become lighter, and lighter, more relaxed, and calmer. Ten, nine, eight, seven, six, five, four, three, two, one. Now you're feeling calm and comfortable, but your thinking is very clear and focused. As if in a movie, you see yourself on the beach and you know something wonderful is going to happen... so just get up,*

walk down to the ocean, walk along the edge of the surf, feel the cool water coming in and wrapping around your ankles and the warm sand under your feet...and then look down and watch the waves as they come and go and then look further out toward the ocean and see a beautiful horizon... and the sky is blue and the ocean is so, so calm... and then look over to the harbor that's on your right and notice that there is a parade of ships beginning to line up. These are ships that look very familiar. First you notice all the sails and they are full and the wind is blowing into the sails and they are coming out at full power... they are ready to go... look at them... there's the Santa Maria, the Mayflower, the Sovereign of the Seas, the Flying Dutchman, the Kon-Tiki, the Mary Celeste, the Calypso, the Dragon Ship, the USS Enterprise, and the USS Virginia. Do you see your ship? Look, it's waiting for you! You and your crew are climbing on board. You find your seat, and take your place with your friends on your ship. Now all the ships begin to move again. They're sailing away, out the mouth of the harbor and into the open sea. The wind is blowing in your hair. The air smells salty, and you feel excited but confident about taking this voyage. Think about your ship's special power. Now look around you, and think about the mighty power of this great fleet of ships. Together, everybody is strong and ready to face anything. With all that help and all that power, you're going to be able to do what you set out to do today. You are going to be able to concentrate and hold your attention and manage it in a way that will help you with your thoughts, a way that will help your feelings to be nice and calm so that you can plan your strategies and make good choices to help you so that, when your work is all completed, you'll know that you've done your very best. Now you see a different scene. Now you're back in your classroom, sitting in your desk. You did it! You finished your test! You used the test-taking strategies that you learned this year, and you feel proud of your work. Your teachers are proud, too, and they're saying, "Good work! You did a great job!"

- ❖ Teacher says, "Now open your eyes. How many of you saw, felt, heard or smelled the images in this visualization? Raise your hand if you were able to do any of these. If you did not, just remember that, like any other skill, your ability to create visual and sensory images in your mind gets better with practice. We will be practicing this visualization throughout the year in class and in your testing locations when your ship teams get together for benchmarks and CRCT testing. But you can do it yourself anytime you want to on your own. Just get quiet, relax, and try to remember as much as you can from the images I just described.
- ❖ Teacher says, "Well, it looks as if everybody's relaxed, focused, and ready to take on the bad guys! But remember, not everybody faces the same attackers. Let's take a few minutes to figure out who our own personal test-taking enemies are."
- ❖ The teacher hands out "Identify your enemy!" checklists to students. She (he) reads and discusses each "bad testing behavior" on the list and students check off those that they think have been a problem for them in the past. Students may talk freely with each other and with their captains as they work about the enemies and behaviors on the list.

Comment [ILP2]: This section 3 minutes

- ❖ The teacher says, “Let’s look at some of the bad guys you’ve identified.” She calls on a few students to tell about the behaviors they have checked and the commodores who have “caught them” in the past.
- ❖ The teacher says, “Friends, since earliest recorded history, mankind has suffered under the dominion of this clan of villains who has destroyed the hopes, ravaged the dreams, and crushed the spirits of those valiant warriors who have long striven to unravel the mysteries of . . .The Grand Conundrum! And what is that? The Grand Conundrum is this: How do I manage my own attention, thinking and feelings for any important mental work, such as taking tests and completing classroom assignments?”
- ❖ The teacher says, “Who is willing to join with me in condemning these acts of cowardice and deceit? Who will stand with me and say “No!” now and forever more to the purveyors of these self-defeating acts of fear and defeat? Stand up, I say! Stand up and say “No!” once and for all! *Let students get noisy as they cheer for this speech. Captains cue their teams to stand and cheer.*
- ❖ The teacher says, “I present to you this Declaration of War against our oppressors!” The teacher then hangs up the Declaration of War and reads it aloud.
- ❖ The teacher says, “

Comment [ILP3]: This speech appears on big screen and rolls as teacher speaks with operatic female soloist singing a sad dirge.

Comment [ILP4]: Music stops. Silence as teacher speaks.

Declaration of War

Comment [ILP5]: Victory mix begins to softly play

We, the students and teachers of Pepperell Elementary School, in virtue of the power vested in us by all that is right and just in this world, have thought fit to call forth, and hereby do call forth, the Militia of our battleships of seaworthy vessels in order to defend the honor, sanctity, and knowledge of those principles set forth by the State of Georgia known as the Georgia Performance Standards and measured by that noble instrument revered in the exalted circles of academia as the Criterion-Referenced Competency Test.

*We appeal to all loyal citizens to favor, facilitate and aid
this effort to defeat and subjugate the forces of evil and
wickedness known in all the schools throughout the land as the*

Bad Testing Behaviors.

*Done at the City of Lindale, this 14th day of March in the
year of our Lord two thousand eight.*

We will not be defeated!

- ❖ The teacher says, "Which brave soul will be the first to sign his or her name to this courageous document? Those of you who will, line up here and show the swaggering enemy commodores that WE ARE NOT AFRAID! Sign, and bring them to their doom!" *The teacher hands a fancy red feather pen to the first student in line. All take turns signing. Controlled rowdiness is acceptable as long as it is directed toward the appropriate enemies.*
- ❖ The teacher says, "Now, for our first step toward freedom! (Hand out "Identify your Enemy" worksheet) "We have to identify our enemies in order to defeat them! Which of these foul brigands have raided your treasure chests lately?"
- ❖ The teacher reads each section of this worksheet and students complete them. *They should be allowed to talk freely amongst themselves about the enemies on these worksheets. Captains should actively participate, helping students choose appropriate responses if they need help.*
- ❖ The teacher says, "And now for the next phase of our grand scheme! (Teacher hands out "Attack your enemy!" worksheets)
- ❖ The teacher says, "In the first box, write the name of the enemy ship that has attacked you at any time in the past and the name of its commodore. You can include up to three."
- ❖ The teacher says, "In the second box, put the weapons, armor, and/or equipment that you will use to defeat the enemies you have identified. You may use those pictured on the Weapons and Equipment sheets that we have placed in your folders or you may invent your own. Listen as I read a description of some items other students have come up with in previous Maritime Adventures missions. (Teacher reads Weapons and Equipment sheet and then gives students time to complete this box.

Comment [ILP6]: Victory mix gets louder, continues during signing, stops when kids are finished signing.

Comment [ILP7]: Consider adding slides to powerpoint with student examples of weapons and equipment

- ❖ The teacher says, “Now look at the last box on your sheets. Using words and /or pictures, explain the strategy you will use to defeat your enemies.”
- ❖ *Distribute toy paratroopers and black fine-tipped markers to students and one cardboard box that says ‘Armory’ to each captain.* The teacher says, “Now, each of you, carefully open up your paratrooper and, using your best handwriting, write your strategies on his parachute. Don’t forget to write your name on him! Captains, write your ship’s name on the armory (cardboard box) that you were just given. *Captains should assist students with this to avoid tearing the parachutes or tangling their threads.*
- ❖ Teacher says, “Give your parachute to your captains. Captains, re-wrap each parachute and place them inside your ship’s armory. Take good care of them, because they’re going to come back out and help us when we need them most!”
- ❖ *Give out copies of the “Final Battle Scene” sheet to students.* The teacher says, “Now for the most important training exercise of all! Do you remember how the power of visualization can be used to help us achieve goals? Let’s harness that power to speed us on our way to victory! Take markers, pencils, and any other drawing tool you care to use, and, on this blank sheet, draw a picture of what you think it will look like when you defeat your enemies at last! Use your imagination to create a visual image of your personal final battle scene! When you are finished, your captains will gather all of your War Room documents for safe keeping. *Students who finish early may talk about their work or may help others with theirs. Talking and activity should be allowed (even encouraged), since bonding and friendship between crewmembers is an important goal. Captains should, however, make sure that interactions are appropriate and goal-directed.*
- ❖ When students are all finished, the teacher says, “That concludes our War Room activities for today. But we are not finished! No, this is just the beginning! In March, we will be getting together in our teams for the CRCT, where you will put all of your weapons, equipment, and strategies to work for yourself and your crew. Then, at last, all the ships and their crews will meet for our final battle, where we will crush our enemies into submission! May victory be yours! Teacher and captains wave victory signs as students leave in teams for their next module session. *The teacher and captains wave victory signs at everybody as students leave in teams for their next module session, if any.*
- ❖ *After the last module of the day, the teacher should make sure that students have placed all the items they have collected today (buttons, paratroopers, and pencils) in their Maritime Adventures Gear bags and then takes up all bags, keeping them in groups according to the ships to which students are assigned.*

Comment [ILP8]: Mission, Impossible music plays here until students finish this section.

Comment [ILP9]: Music stops.

Comment [ILP10]: Begin Victory Mix again, softly, then a little louder as students work and talk together.

Comment [ILP11]: Music stops

Comment [ILP12]: Victory Mix again as students leave the room.