

How Smart are You?

Grade 5

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Instructional Context

This lesson is a means to teach, review and prepare for the state Standards of Learning tests. Fifth grade must review all Virginia History for the test. Students create a social studies notebook based on essential knowledge based on the Crosswalk of Common Content (1999 Teacher Resource Guide and 2001 Curriculum Framework).

Overview of Lesson

1. Students construct a notebook based on essential knowledge as illustrated from projected PowerPoint slides.
2. Students write multiple-choice questions for a second review PowerPoint file using printed notes handouts from the essential knowledge file.
3. Students create games from laminated note cards of the essential knowledge file.
4. Students play a version of *Who Wants to be a Millionaire?* with questions projected in the classroom.
5. Students review and practice PowerPoint questions in the computer lab.
6. Students take a hard copy test of PowerPoint questions printed in outline form.

Concepts

Visual and organization skills:

Virginia Studies essential understandings through construction of a study notebook, which includes essential facts, student constructed visual pictures and vocabulary.

Higher level critical thinking skills:

Students become more familiar with multiple-choice questions by writing questions.

Creative opportunities:

Students develop games using essential knowledge fact cards.

Students illustrate their review notebook with pictures.

Technology understanding:

Students become familiar with PowerPoint, projection systems, remotes, accessing the school global server and the Internet by using the teacher web page to review and practice the questions.

Objectives

- * Students will learn essential knowledge as illustrated from projected PowerPoint slides by constructing a review notebook.
- * Students will understand how to write multiple-choice questions for a second review PowerPoint file using printed note handouts from the essential knowledge file.
- * Students will create review games from laminated note cards of the essential knowledge file.

VIRGINIA SOLs Social Studies VS1, VS2, VS3, VS4, VS5, VS6, VS7, VS8, VS9, VS10: Technology C/T5.2, C/T5.3

Materials

Notebook, pencils, crayons, colored pencils, laminated note cards, printed hard copies of PowerPoint slides, notes and outline formats.

Technology

Computer and video projection system, PowerPoint software, computer lab, Internet access

Procedure

First

1. Students are challenged and motivated to learn by explaining the unit title. *How smart are you?* came to me after watching the movie *Remember the Titans*. In the movie the characters challenge themselves with the question “How strong are you?” and they reply, “I’m too strong!” I challenge my students to be “too smart!”
2. Students take a short multiple-choice test to set a beginning measurement benchmark. This is used as a motivation tool to prove their progress.
3. Next I introduce notebook requirements and the layout based on Marzano & Pickering. I also use Ellis’ LINCS graphic organizer for vocabulary.

Second

4. I project the PowerPoint essential knowledge file for note taking. Next comes modeling the notebook layout. I continue modeling until students can complete the layout on their own.

Third

5. I introduce PowerPoint projected questions. A discussion is held on how multiple-choice questions are written and test taking strategies. Then I model writing multiple-choice questions.
Suggested format: Make the questions as short, clear and specific as possible. Chose the right answer, a wrong answer that is almost right, an answer that is really wrong and an answer that is funny. To be funny you have to choose an answer that has some connection to the correct answer but is still wrong. This is the most difficult answer and may not always be possible.
6. I use printed PowerPoint essential facts note lines for cooperative groups to write their own multiple-choice questions. Groups, using different colored pens or pencils for accountability, write a question and one possible answer. Groups then switch their paper with another group and add a second possible answer. Groups have to determine whether or not the correct answer has already been written. The process continues until all groups have participated on each question. This ensures all students are exposed to all questions and therefore “own” all essential knowledge.

Fourth

7. I model a game using laminated essential knowledge note cards.
Suggested matching game: Shuffle the cards and pass them out to students as evenly as possible. Categorize cards between similar topics such as Indians, geography, famous people, documents, etc. The beginning student reads a card and names the category then asks who has a matching category card, which they read and place in a row. Ask students to create their own game in their cooperative group.

Fifth

8. Project the question PowerPoint file and play an adapted version of *Who Wants to be a Millionaire?* Model the game and then choose a student host who controls the remote.

Sixth

9. Take the class to the computer lab and let students practice with the questions.

Seventh

10. Students take a hard copy test of PowerPoint question printed in outline form.

Eight

11. Celebrate and compare the percentage gain with the beginning benchmark test. This will build student's confidence and self-esteem. They will be "too smart" for the SOL test!

Cautions and Concerns

Be careful to keep the font large enough for classroom projection. It is imperative questions be concise. This also ensures the font is not too small when the questions are printed in outline form for the hard copy test.