

QUICK START GUIDE

Have an emergency absence NOW and no time to look through the whole resource? Here's what to do.

NOTE: ALL LINKS ARE DISABLED IN THE PRODUCT PREVIEW

1. Open the PDF called "DAY 1." If everything looks good, print it out and make class sets of photocopies. (If you don't like that assignment, look through the other assignments and print out something else. All the assignments are stand-alone so you can swap things out with no confusion.) [A Google Drive version of all assignments can be found here if you prefer to assign/collect the work online.](#)
2. Add any personalized information to the day's plans in the [editable Sub Plan Form](#) (which is already completed for you) and print it out. A Word Doc version is also provided.

**That's it – no materials to gather.
Your sub plans are ready to go! Leave them on your desk.**

If you can't make it into school to leave the materials for the sub...just edit the Google Doc version of the sub plan instructions at home, and email the link to the sub, a co-worker, or your administrator. You can also email the PDF file of the day's activities so they can print it out and run a class set of copies. (Please do not post these resources online or on your school web server where people other than your sub can access them, as that violates terms of use.)

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HOW TO USE THIS RESOURCE

This is the solution you're been waiting for: everything you need to create high rigor, engaging sub plans which you can use anytime you have an unexpected absence. Prep them once and you never have to worry about spending hours prepping for a sub when your priority needs to be caring for yourself or your family.

You'll find 10 rigorous, engaging, and easy to understand activities which are adaptable for almost any subject area. **You could even use them as filler activities, or when you're called out for meetings unexpectedly.**

No additional prep work or materials are needed: simply print class sets of the activities (or make the digital versions accessible to your students), tweak the instructions for the sub to fit your schedule, and you're done.

You can even run class sets of the entire bundle at once to create a "sub tub" for emergencies. Place each day's set in a separate folder within a small plastic tub. When you have to call out from work unexpectedly, the substitute can simply grab the top folder from the sub tub and have everything s/he needs to create a full day of high quality learning experiences for your kids!

- ✓ **No more "busywork" in the form of low-level worksheets:** these activities are rigorous, inspire divergent thinking, and are aligned to standards so kids don't miss a day of learning.
- ✓ **No more creating separate lesson plans for students' various ability levels:** most activities are open-ended and therefore naturally differentiated.
- ✓ **No more racing around at the last minute gathering materials:** all you need is a class set of photocopies for each day's activities.
- ✓ **No more hoping your students will actually do the work when you're out:** these resources are classroom tested to ensure developmental appropriateness and engagement.
- ✓ **No more frustration with subs who don't follow your plans:** these activities have short, simple directions that ANY sub can easily follow, with no teaching required.
- ✓ **No more creating gigantic sub binders with every piece of reference info possible:** the class info forms are streamlined to include only the most important info so you can fill it out quickly and the sub doesn't have to wade through giant stacks of info.



[Want to listen instead of read?](#)
[Click here to launch the audio player.](#)

I recommend listening to the 19 minute audio version of the pages that follow, rather than reading them. You can listen while in the car or doing things around the house, and then sit down with the PDF when you're ready to create your sub plans or sub tub. The audio version will not only save you time but also help you see the big picture of how to make your sub system run smoothly, and inspire you to get planning!

Adjust expectations so the kids aren't expected to behave exactly as they do when you're there.

When there are different people in charge, that means a different rapport, attitudes, expectations, and so on. And, the best approaches to classroom management hinge on your rapport with students and the relationships you've built.

Therefore, it makes sense that management falls apart a bit in your absence. Relationships aren't interchangeable: a sub can't just walk in your classroom and within the first half hour, command the same level of know, like, and trust as you've built over the course of an entire school year.

Remembering this will prevent you from getting frustrated with how subs try to establish authority or how students respond to those attempts: it's a difficult task for everyone involved.

You can leverage the rapport that you have with your class by discussing expectations for behavior with subs and having students sign a contract. The sub can then review the contract with the class so the kids know you and the sub are on the same page.

Give the sub extra leverage with a special reward system used only in your absence.

You can make it a bit easier by creating a special positive behavior management system that's only in place for subs. This will also help your sub develop better relationships with the kids by focusing on the positive instead of just tracking misbehaviors.

See if you can suggest a plan that gives students something fun and different to work toward. Class points or team points are really easy ideas: the sub keeps a running tally of positive choices and good decisions made by students, and if the class gets to a set number of points by the end of the class period, they get a few minutes of free time.

HOW TO SET YOUR SUB UP FOR SUCCESS

Adjust routines so the sub is not trying to run the classroom exactly like you do.

Creating a simplified version of your daily routines and procedures for subs can save you a lot of headaches later on. Teach students that when you are out, your daily routines will be slightly different. Explain in advance what they should expect with a sub and why.

For example, you might not want subs to review homework because you need to be there to re-teach and address misconceptions. Tell kids that, and let them know when you're out, the sub will move immediately from the warm-up to a learning activity. If you do flexible seating in your class, let kids know that they'll stay at their "home base" area for the day when a sub is there so they're in one spot and the sub can more easily manage the classroom and get to know students' names.

Some kids in your class really won't care, but those who love structure and advanced preparation will hang onto every word, and will remind the rest of the class (as well as the sub) about the routines when you're not there.

Creating a clear structure for sub days – which is unapologetically different from the structure when you're there – will keep students from constantly comparing the sub to you and arguing with the sub about how things are supposed to be done.

It will also keep you from feeling like you need to micromanage the sub and leave insanely detailed instructions for every moment of the day. Giving yourself permission to let go of control and allow for different routines in your absence will free your sub to be more effective and authentic.

S/he cannot be your clone, and when that pressure is removed, the sub can bring his or her own ideas to the classroom (which are often better than what you would have planned, because they're authentic to his/her unique personality and teaching style). So, embrace the fact that the sub is not you and the day will flow differently with someone else in charge, and help kids prepare for that fact, as well.

Leave your sub with 5 key materials (all of which are provided with this resource).

There's nothing more frustrating than spending hours on sub plans to discover the sub didn't follow your directions or the kids didn't understand what they were supposed to do. This resource includes 5 elements which will help ensure your sub has a successful day (more info on each of these is included on the following pages).

- ✓ **Important class information for the sub to reference**
- ✓ **Simple sub plan directions which require minimal teaching**
- ✓ **Slideshow with your daily routines to keep the class on track**
- ✓ **Easy to understand, engaging activities for kids to do on their own**
- ✓ **Sub report so you can read how the day's activities went**

HOW TO MAKE SURE THE DAY RUNS SMOOTHLY IN YOUR ABSENCE

Leave a video or audio recording for your students so they understand why you're not there, and how the day will flow for them.

We all know that “deer in headlights” face kids make when they walk into the classroom expecting an ordinary day but don't see the usual people or set up. It seems like a small thing to us – what difference does it make if someone else teaches for a day? – but let's consider for a moment the impact on kids, because that can help us get to the root of behavioral issues they often exhibit with subs.

Walking into class and unexpectedly seeing a substitute can be a traumatic experience for some kids who have really connected with you and feel a sense of abandonment when you're not there. Other kids may feel insecure because they don't know what the expectations are or how to be successful. Some might have had bad experiences with subs in the past which predispose them to feeling fearful, angry, or rebellious. Others won't see the sub as an authority figure because s/he hasn't earned that yet, and will essentially create their own rules about how to behave in your absence.

A really simple and easy way to set kids up for success is to leave them a personalized message via video or audio. You might:

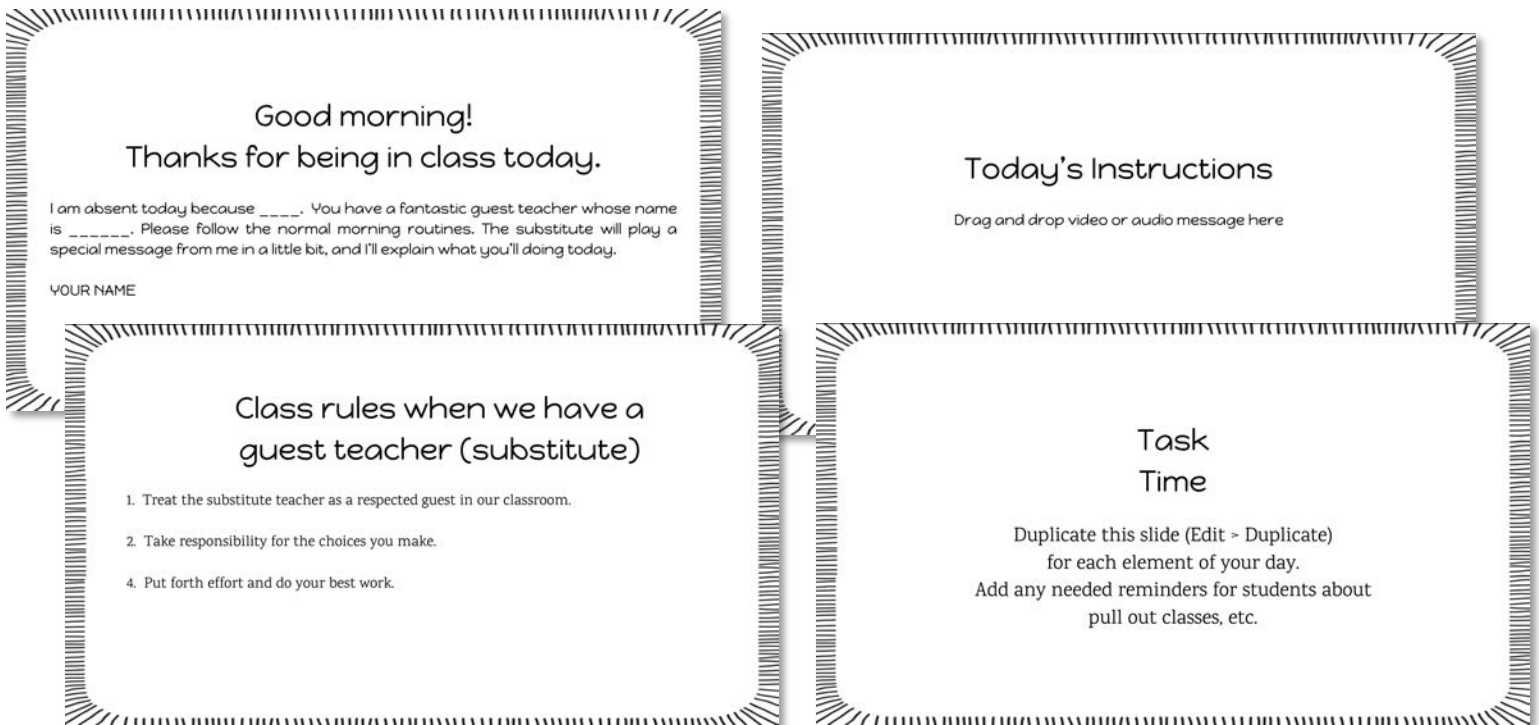
- Explain why you're out, if you're comfortable with sharing that:** “Hi, everyone, I'm so sorry I'm not there with you today. My son is sick and I need to look after him, but I'm going to be back with you again tomorrow.”
- Outline the plan for the day so kids know what will be the same and what will be different:** “You'll be doing your regular group work routines, but we'll skip the homework review. The sub knows some of you need to leave early for rehearsal, so don't worry, you won't be late.”
- Set precise expectations and give accountability:** “I'm counting on you to complete your projects so that we can begin presentations as soon as I'm back. I also need you to be responsible for cleaning up after the lab so the equipment is where it belongs, and I'll be checking with team captains tomorrow to make sure that was done correctly.”
- Offer a message of encouragement:** “I can't wait to see you again tomorrow, and see how far you got with your group collaboration while I was gone. Have a great day of learning – see you soon!”

It could be a simple 30 second selfie video on your phone, or if you just want audio, use the built-in voice recorder app on your phone or a free tool on desktop called [SpeakPipe](#). These tools will allow you to record yourself speaking just as easily as leaving a voicemail message.

When you're done, select “save as” and you can then put the video or audio file in a location for the sub to access it, such as in Dropbox, Google Drive, or your school's learning management system. If your sub won't have access to tech in your classroom, try sharing it directly with students through your LMS or with one particular student or colleague who has a device and can play the recording for the class.

HOW TO MAKE SURE THE CLASS STAYS ON SCHEDULE

Use the slideshow template provided to outline your daily routines, and have the sub display the slideshow throughout the day to keep everyone on track.



[Editable Google Slides version](#)

You should be able to create one simple slideshow at the beginning of the year and spend just a couple of minutes updating it for each absence. Keep the slides fairly generic by just outlining your daily routines (i.e. 8:00-8:10 bell work, 8:10-8:15 review homework, etc.). Or, include more info by::

- ✓ Inserting your video or audio message to the class (see previous page for directions).
- ✓ Adding important reminders, such "2:45 Prepare for dismissal. Take home permission slips and bring them back signed tomorrow."
- ✓ Including reminders of behavioral or academic expectations for times of day when you anticipate potential problems.
- ✓ Clarifying directions for an activity so the sub understands what to do.

A detailed slideshow will keep the entire class on the same page so you don't have to depend on your substitute continually checking the sub plan doc to know what to say and do. It will also help students feel like you are there with them, overseeing the structure of the day.

If your sub won't have access to a computer and LCD projector, edit the PowerPoint template and choose "Save As" then "PDF."

This allows you to download the slides as a PDF and print them out to create paper signs for your sub to display instead.

Don't spend excessive time resolving behavioral issues that happened in your absence.

If you return to class and get a bad report from the sub, my advice is to take it with a grain of salt. You weren't there, you don't know what really happened, and you don't know what the sub did to escalate or deescalate situations. It's essentially the sub's word against the kids' word, which puts you in a very difficult position.

Personally, I don't take responsibility for issuing consequences for behavior that happened when I wasn't present. The amount of class time and energy I'd need to spend trying to figure out the whole story and get to the bottom of what happened generally wasn't worth it unless the behavioral issues were extreme.

My approach was generally to have a class meeting about how things went and/or talk to individual students. I'd say, "I heard that there was a problem yesterday. Can you tell me your side of the story?" and then just listen and nod. I'd ask follow up questions like, "What could you have done differently to prevent that from happening? What's your plan for next time when there is a problem and a sub is here?" and talk through some problem solving.

I'd reiterate my expectations for how students should behave when I was out. Sometimes I'd have them write apology letters or do some other act of restoration if there was an obvious follow-up response needed by students, but that's the end of it.

Treat classwork done with substitutes as practice work, and don't grade it.

The goal in our assessment should be to focus on grading assignments which are a true and accurate measure of what students know and are able to do. If you're not there to see students complete the work, it's impossible to know if anyone cheated, if the learning environment was too chaotic and noisy for kids to concentrate, if the sub didn't explain things clearly, or if they got too much assistance from the sub.

You do not have to tell students that you won't be grading the work, but it's good practice to train kids to understand that not every assignment will receive a formal grade, so they should be used to that idea even before you have a sub.

The work done with subs can be treated as practice work only, so you can put a checkmark on it, or record whether it's complete/incomplete as part of a classwork grade, or do whatever you normally do for practice work.

You can also have students use self-assessment procedures you've taught them previously. That way, kids can see immediately how they did, but you're not assigning grades unfairly, and of course, you're not returning to school after an absence to find three hours worth of grading waiting for you.

If you feel like you absolutely must take a grade on something that was done in your absence, give yourself permission to be selective, and grade as little as possible. You need to focus the majority of your energy on reintegrating back into the classroom after an absence and planning your next steps with students. If you're still recuperating from an illness or family emergency, the last thing you need is the pressure of 10 stacks of papers to grade. There's no reason to do that to yourself.

HOW TO GET STARTED: PREPARE FOR ONE UPCOMING ABSENCE

1. Look through the folder called “**LESSON PLANS & MATERIALS**” and choose your lesson. If you like the first assignment, print it out, and make a class set of photocopies. If you don’t, chose another assignment—each one is stand-alone so you can use them in any order you want.
2. Add any personalized information to the editable Sub Plan Template (which is already completed for you) and print it out.
3. Use the editable Important Class Info Template to list special notes about students, emergency procedures, etc. if you don’t already have that information accessible for a sub.
4. Make any needed changes to the editable Sub Report Template and print a copy so the sub can let you know how the day went.

OPTIONAL BUT HIGHLY RECOMMENDED

(see pgs. 7-9 for instructions)

- Create a quick video or audio recording for the kids.
- Insert the audio or video into the editable **Daily Routines Slideshow PPT Template**. Customize the slideshow with your daily routines to keep the class and sub on track.

PREFER TO ASSIGN THINGS DIGITALLY?

[A Google Drive version of all assignments can be found here.](#)

I’ve simplified the formatting in most places so students can focus on creating high quality work. (Having to enter text in multiple small text boxes for graphic organizers can be a frustrating process.)

Go to File > Make a Copy to have your own editable version of the assignments.

Please be careful with your sharing settings so that you don’t make the files publicly available, in accordance with the copyright and licensing guidelines on page 13.

What if I prefer to keep my sub plans digitally?

Use the provided Google Doc version of the sub plan form. Or, if you use planbook.com for your lesson plans you can create a tab for substitutes and write your plans at home. ([This post](#) from Classroom Tested Resources shows you how.)

What if I can't make it into school to leave the materials for the sub?

Edit the Google Doc version of the sub plan instructions at home, and email the link to the sub, a co-worker, or your administrator. You can also email the PDF file of the day's activities so they can print it out and run a class set of copies. (Please do not post these resources online or on your school web server where other teachers can access them freely, as that violates terms of use.)

How do I use these sub plans for multi-day and extended absences?

The format of each day's activities are unique, so they won't feel repetitive or redundant if you're out multiple days in a row. You could theoretically take a 2 week leave of absence and use only these resources. The days do NOT build on each other in order to create more flexibility for you. The only exception is the growth mindset activities—the second set of activities should be used after the first day's activities if your students have not previously been taught about growth mindset. These activities are perfect for a 2 day absence.

How do I stretch the plans for more than 10 days?

Add in some of your own content-specific activities (such as class sets of worksheets you ran out of class time for and didn't get to use). You can also stretch many of the activities out over a 2 day period by having kids take part in other routine activities. For example, have the kids do independent reading for half of the class period and do the activities provided for the other half; or have them play review games for half the class period and the activities provided for the other half. Add in a movie, extra centers/stations time, etc., and you can easily fill more than 10 days without spending much extra time creating sub plans.

What if no sub is available and my students get split among other teachers' classes?

No problem – you can have the photocopies distributed to your students to complete in other teachers' rooms. I've found it's generally best to have the split class participate with the other teacher's activities when possible, and then use these activities as a supplement when the class is doing something they cannot join in with.

What are some ways I can minimize paper and photocopying?

- Use the digital versions instead, and make them available in Google Classroom or your learning management system.
- Project the task (or part of it) on a screen and have kids copy any graphic organizers/info on their own paper
- Photocopy the day's materials in a double-sided format.
- Have students complete the activities on their own notebook paper or composition books so you can re-use the copies with multiple classes
- Make one set of copies for each PAIR of students: have them share the copy and either work together on it, or complete the work on their own notebook paper.

TERMS OF USE

You have purchased a single user license of this resource to be used in one classroom. You may photocopy the resources as needed for your own students and classroom use.

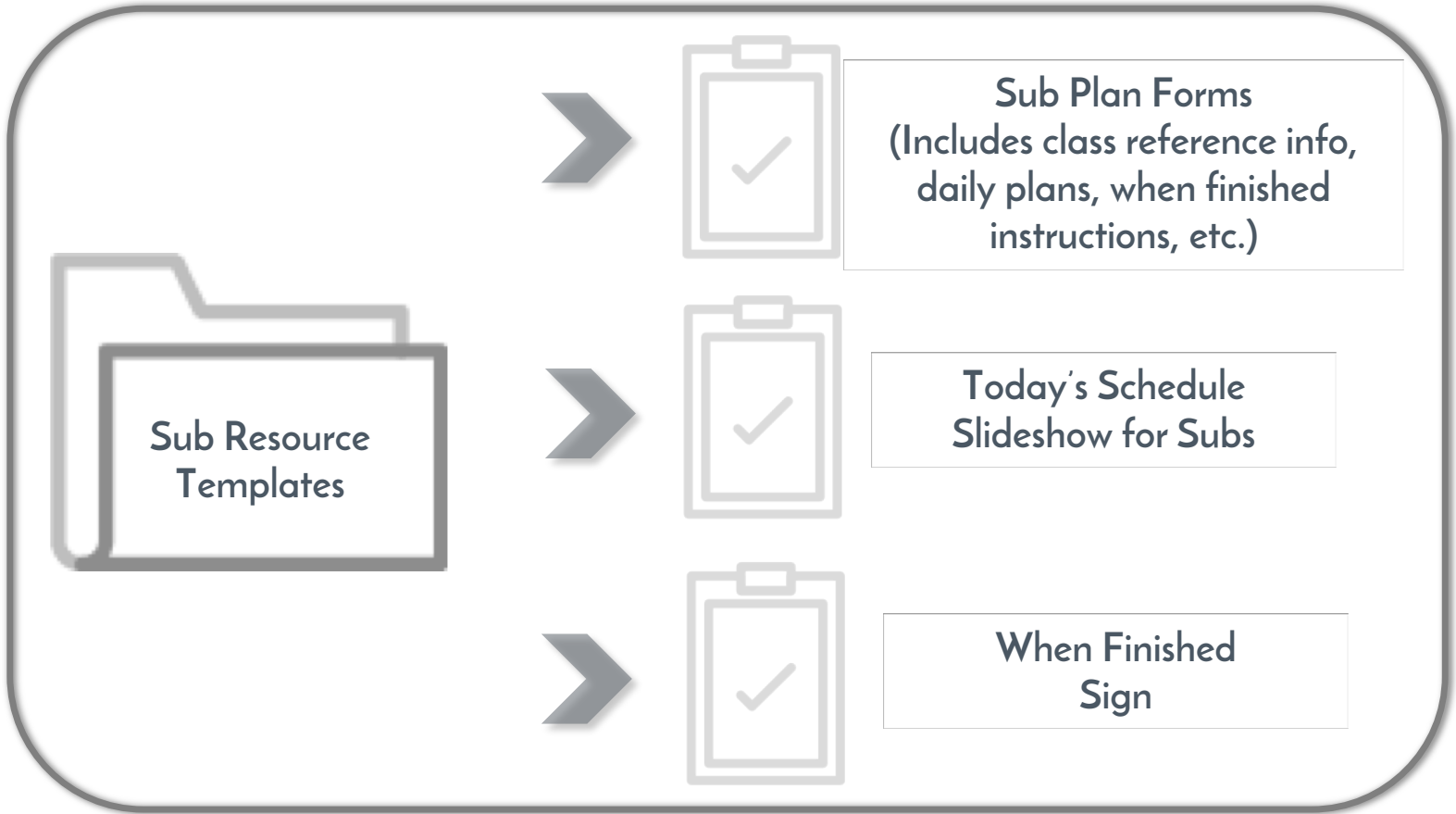
Please do not share these resources with other teachers, or upload them to any website, school server, shared drive, etc.

If you have any questions about proper usage or wish to request permission for exceptions to these terms, feel free to email info@TheCornerstoneForTeachers.com, and I'll be happy to help.

Thank you for respecting my intellectual property and all the hard work that has gone into the creation of these materials!

Angela Watson

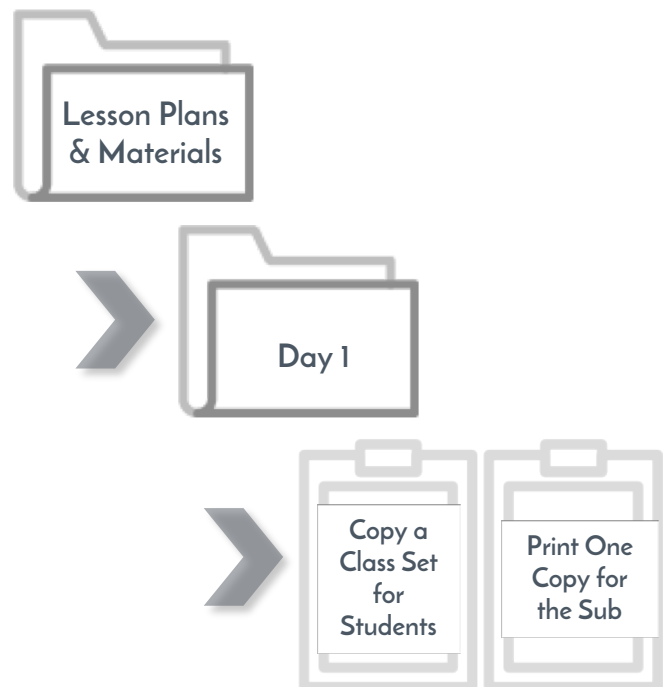
A special thanks to Sarah Koves and Rachel Sampson, who helped design the lesson activities for this resource and peer reviewed them to ensure they're effective in real secondary classrooms.



Each day's activities are saved in a separate PDF in your zip folder download.

Each PDF is labeled so you know which to just print one copy of, and which you'll need to photocopy a class set of, so that each student has one.

The days are a suggested order only:
The assignments don't build on each other, so you can pick any of them to use at any time.



OVERVIEW OF MATERIALS FOR THE SUB

Class Reference Info

Some teachers create extremely detailed reference guides for the sub, such as binders and flip books. These require a lot of time to create and can be difficult to update as your class info changes throughout the year.

I recommend keeping things simple. Most of the important info a sub might need has already been documented in some form, and if you can simply print an additional copy of it and stick it in the folder, it's going to save you a lot of time of re-writing it in a special sub folder.

Here is some info you probably have listed elsewhere, and may want to photocopy for the sub:

- Class roster
- Seating chart
- Catch info
- Dismissal and home transportation list
- Sign-in info/keys for students
- Emergency contact info for parents (where to access)
- Emergency procedures (fire drill exit map, first aid kit location, etc.)

Here is some info you may not have written out anywhere, and can type directly into this Google Doc template for your sub:

- Procedures for attendance and lunch count
- Class expectations and rules (during the year, dismissal, finishing work early, if they have question, bathroom permission)
- Notes about individual students (special needs, accommodations, allergies, health concerns)
- Who to contact for help (which students are reliable, nearby coworkers, principal's contact info, plus your own contact info)

Class Reference Info

Today's Lesson Plans
(Already filled in with instructions related to the activities in this resource; simply modify your times and personalize!)

7:50-8:00am Before the first bell	1. Set up the Daily Routine Slideshow for the class. 2. Turn on the TV for morning announcements.	
8:00-8:20 Student Arrival/ Morning Work/	Student begin entering the room around 7:55. As students come in, they should unstack chairs, unpack backpack, hang up coat/backpack, sharpen pencil, begin morning work. Have students put away morning work just before 8:15 in preparation for announcements.	
8:20-8:30 Introductions	reintroduce yourself and the expectations for the day using the Daily Routines Slideshow.	
8:30-9:00 Group Reading	Pass out today's reading activity paper and have students work independently or in pairs/groups to complete it. Review the small group reading procedure for today, which is simplified from how we normally do it.	
9:00-9:45 Small Group/ Reading Workshop	9:00-9:20 Red and blue reading groups work on reading folder / read silently / practice reading comprehension on computer.	9:20-9:40 Red and green reading groups work on reading folder / read silently / practice reading comprehension on computer.
9:45-10:15 Specials	Take students to Art (the line leader will show you where to go) Please be sure to pick up the class promptly at 10:15!	
10:15-11:00 Writing	Pass out today's writing activity and review the directions together. Once students begin working quietly, you can call them one table at a time to get drinks from the water fountain.	

Sub Lesson Plans Template

Substitute Report

Would you take a moment at the end of the day to fill out this form so I know how your day went? Thanks so much!

Date _____ Substitute's Name _____

Absent Students _____

Tardy Students _____

I followed your lesson plans...

Exactly
 Changed
 Omitted

Were any parts of my instructions unclear? Anything I could do to make your day easier next time?

Students who struggled following directions and needed behavior reminders	Students who were exceptionally helpful and productive

Any additional comments?

Sub Report

These are general forms/templates which you can use for all days you are absent.

[Click here to access editable Google Doc versions of these forms.](#)

Or, use the Word Doc versions provided in your zip folder product download from TpT.

Finished early?
You may choose to...

- ★ Get book box and read silently.
- ★ Do math papers in Friday Folder.
- ★ Work on Reading Folder.
- ★ Catch up on any unfinished work.
- ★ Complete the assignment below.

When Finished Sign
(Hang on the board for students)

WHAT TO DO IF YOU HAVE EXTRA TIME

Many activities have been included activities scattered at the end for students. If just a few kids finish the entire thing early, have them read a book or look at the "When Finished" signs figure out what they can do next. If almost the entire class is done and needing something to do, you can choose one of the following activities to extend their learning.

MAKE A LIST

Ask students to make a list each of 10 things they learned in the lesson. I make the _____ list on more observations of _____ on discussion on their student give them lists with the items to complete and the observations they are a companion for next report cards.

You can do this:

- generating list in small groups instead of individuals
- writing names and handwriting practice to the wrong thing to list on it.

TALK SHOW INTERVIEW

Plan to do this with a partner. When ready, one will ask the other one of your own questions. The second will have to answer them. Partner then asks questions. Plan students go and then. Questions appear about the answers they heard. Also, share their list together to support for a class list one or a single sentence can record on the board. (Class one student to be the host and the other to be the interviewee in a host interview.)

You can do this:

- if having students give an audience were being the background using the line prepared for all activities and writing
- one of them
- if having an interviewee who could be any thing about the topic and could be the interviewee it is because one is
- if having teacher or staff with the teacher after students could play the part of a popular talk show interviewee
- having partner talk with each other.

TRUE, TRUE, FALSE

Plan students work together to write 3 statements about your lesson plan. If each one has a word of what is true. Then plan to do this with a partner. When ready, one will ask the other one of your own questions. The second will have to answer them. Partner then asks questions. Plan students go and then. Questions appear about the answers they heard. Also, share their list together to support for a class list one or a single sentence can record on the board. (Class one student to be the host and the other to be the interviewee in a host interview.)

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- if having teacher or staff with the teacher after students could play the part of a popular talk show interviewee
- having partner talk with each other.

What to Do If You Have Extra Time
(Activities for the sub to lead if the whole class is done)

[Edit the When Finished Sign in Google Drive](#)

(or via the PPT version provided in your zip folder download from TpT.)

Type in choice activities for students to do if they finish early.
Hang the sign on your board. You can write choices specific to that day on the board underneath the sign so you don't have to retype/print for each absence.
additional activities are provided for subs if the majority of the class finishes early.

MATERIALS FOR STUDENTS: LIST OF ALL ASSIGNMENTS

Day #	Title
1	Personal Goal Setting Plan
2	Growth Mindset: What Does It Mean to Be Smart?
3	Overcoming Setbacks: A Game Plan for Resilience
4	What's Your Conflict Management Style?
5	Vocabulary Choice Board
6	One Pager: Show What You Know
7	Pitch Your Idea
8	Create an Infographic
9	What I Wish We'd Learn
10	Create a Review Game

You can use these ideas in **ANY** order and skip anything you don't think fits your students' needs.

The first 4 assignments focus primarily on student goal setting, mindset, and collaboration skills.

The final 6 assignments focus more on reviewing content-area concepts.

[Access the Google Drive version here.](#)

OVERVIEW OF LESSON PLANS (DAY 1)

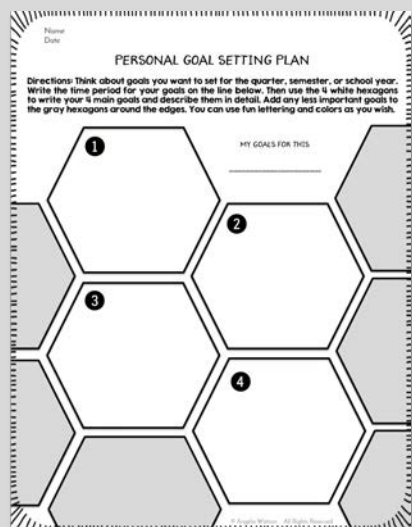
Personal Goal Setting Plan

Name _____
Date _____

PERSONAL GOAL SETTING PLAN

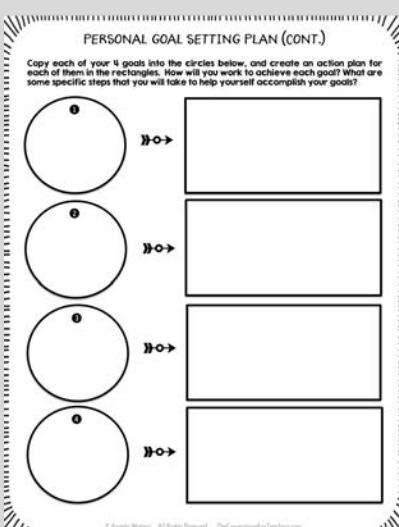
Directions Think about goals you want to set for the quarter, semester, or school year. Write the time period for your goals on the line below. Then use the 4 white hexagons to write your 4 main goals and describe them in detail. Add any less important goals to the gray hexagons around the edges. You can use fun lettering and colors as you wish.

MY GOALS FOR THIS _____



PERSONAL GOAL SETTING PLAN (CONT.)

Copy each of your 4 goals into the circles below, and create an action plan for each of them in the rectangles. How will you work to achieve each goal? What are some specific steps that you will take to help yourself accomplish your goals?



PERSONAL GOAL SETTING PLAN (CONT.)

Reflect on how your short-term goals fit in with your long-term life goals. Write a short paragraph in response to each question (use the back if more space is needed).

What goals would you like to have accomplished 5 years from now?

How will your short-term goals for this school year move you toward the 5 year goals you wrote about?

What else will you need to set as a goal over the next few years to make sure your 5 year goals are accomplished?

How can you use the skills and knowledge you are gaining in this class (and your other classes) to help you meet your 5 year goals?



TEACHER NOTES

Students can use colored pencils if they have access to them, but it's not required.

SUBSTITUTE NOTES

Distribute the entire assignment to students. If students seem to be spending excessive time adding color/decorative detail to the first page, you may want to ask them to move on and complete the rest of the assignment, and then go back to the first page if they have time.

If most of the class finishes early, have students partner up with a friend of their choice and share their goals and plan for accomplishing them. Students should work with their partner to determine which of their four short-term goals are most important if they want to accomplish their 5 year goals.

OVERVIEW OF LESSON PLANS (DAY 2)

Growth Mindset: What Does It Mean to Be Smart?

**GROWTH MINDSET:
WHAT DOES IT MEAN TO BE SMART? (CONT.)**

Directions: Read the following article and mark the text as you following steps:

- 1) Number each paragraph.
- 2) Circle important words and vocabulary.
- 3) Draw a box around unfamiliar words.
- 4) Underline or highlight main ideas (the most important sentences).

Students' View of Intelligence Can Help Grades

A new study in the scientific journal *Child Development* shows that if you teach students to grow and increase, they do better in school. All children develop a belief about their own intelligence, says research psychologist Carol Dweck from Stanford University.

"Some students start thinking of their intelligence as something fixed, as carved in stone. 'Do I have enough intelligence to do this?' Dweck calls this a **fixed mindset** of what she thinks intelligence is something you can develop your whole life," she says. "You can learn. You keep mastering new things." She calls this a **growth mindset** of intelligence.

Dweck wondered whether a child's belief about intelligence has anything to do with school. She looked at several hundred students going into seventh grade, and assessed which students believed their intelligence was unchangeable, and which children believed their intelligence could grow. Then she looked over the next two years.

"We saw among those with the growth mindset that math grades steadily increased over time. But that wasn't the case for those with the so-called fixed mindset. They showed a growth mindset. This led Dweck and her colleague, Lisa Blackwell from Columbia University, to ask those students a growth mindset, if we taught them how to think about their intelligence, grades?" Dweck wondered.

So, about 100 seventh graders, all doing poorly in math, were randomly assigned to two groups. One would be given lessons on how to study well. The other taught about neuroscience how intelligence can be grown over time. The students in the second group "learned that new connections every time you learn something new, and that over time, this makes your brain work a new course on how the brain works. By the end of the semester, the brain taught that the brain can grow smarter had significantly better math grades than the other group."

"When they studied, they thought about those neurons in the brain forming new connections. When they worked hard in school, they actually restructured how their brain was growing. That changed the kids' attitude toward learning and their willingness to put forth effort."

Duke University psychologist Steven Ades says, "Teaching children that they're unchangeable growth mindset is a child to work hard, he says. 'If you think about a child especially challenging task, I don't think there's anything better in the world than that child he get there.' And that, I think, is the spirit of what this is about."

Source: Michelle Finkbeiner, *Morning Edition*, <https://www.nytimes.com/2016/09/05/us/politics/grades.html>

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**GROWTH MINDSET:
WHAT DOES IT MEAN TO BE SMART?**

Directions: Complete the following statements to summarize of the words from the word bank.

Word Bank:

growth mindset	fixed mindset	neuroscience
learn	grow	effort

The main idea of the article is _____

According to Carol Dweck, the two types of mindsets are _____

The difference between the two is _____

In her research, Dweck learned _____

The research can help students, grades by _____

How can changing our thoughts help us to develop a growth mindset? _____

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**GROWTH MINDSET:
WHAT DOES IT MEAN TO BE SMART? (CONT.)**

Directions: Read the examples of fixed mindset thoughts and their replacement growth mindset thoughts. Then, supply your own growth mindset thoughts where they are missing. Finally, create some of your own examples of fixed vs. growth mindset thoughts.

Fixed Mindset	Growth Mindset
I can't do this.	I can do this if I keep working at it.
I'm so dumb.	I have a flexible brain that learns and grows.
I hate when I mess up.	
I want to quit.	
This is too hard.	
I hate when I'm corrected.	I accept correction and use it to improve what I am doing.
I'll never get it.	
I wish I was smart.	
This is good enough.	
(Now, create some of your own examples.)	

After thinking through what you read in the article and the exercises you've just completed, are there any answers to the true/false quiz you would want to change? Why or why not?

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TEACHER NOTES

This lesson is designed to be useful for students who are already familiar with the concept of growth mindset as well as students who are new to the concept.

SUBSTITUTE NOTES

Distribute the entire assignment to students. They can work through it at their own pace. Alternatively, you can provide several minutes for them to complete the first page, then facilitate a discussion around it. Have students finish the assignment on their own afterward.

If most of the class finishes early, facilitate a game called "True, True, False." Pair students up and challenge them to use a piece of scrap paper to write 3 statements about growth mindset, 2 of which are true and one of which is false. Each pair of students then takes a turn to read their statements aloud to the class. They should read the statements once through so everyone can hear the statement choices, and then read through a second time and invite their classmates to stand up when they hear the false statement. Encourage volunteers to explain their thinking.

OVERVIEW OF LESSON PLANS (DAY 3)

Overcoming Setbacks: A Game Plan for Resilience

OVERCOMING SETBACKS: A GAME PLAN FOR RESILIENCE

Name _____
Date _____

Directions: This assignment will help you think about how you develop knowledge over the years, and what steps you took to overcome setbacks. You will reflect on ways you have recovered from mistakes, and how those experiences to help you in the future. Please choose school-appropriate experiences to reflect on. Begin by thinking about a time when you worked hard to do something that was important to you.

I surprised myself with how hard I worked when...

I worked hard because...

When I got frustrated and wanted to give up, I kept going by...

Now that it's over, I think about what I accomplished, and I feel...

OVERCOMING SETBACKS (CONT.)

Everyone makes mistakes, but how you respond to them will determine success you achieve. Use the space below to reflect on how you respond to people point out your mistakes and what you can learn from those experiences.

A recent time when I did not get something right and someone else pointed out my mistake...

What I told myself when I didn't get it right

What someone said to me about my mistake

How I responded to that person

Actions I chose to take next

How I achieved success in the end

What I learned from making my mistake (and the way I responded to correction)

OVERCOMING SETBACKS (CONT.)

Think about something you currently want to get better at. How can you use past experiences and mistakes to create a game plan for improvement? Use the spaces below to reflect.

I want to get better at _____ so I need to make time for learning and practice by...

Sometimes I will get distracted, but I can stay focused by...

I won't just try to learn this all one way. I will try different strategies to see what works best.

When I get stuck, I will find resources to help me. For example...

I'll ask other people for feedback to help me improve and listen to their advice, even when admitting I made a mistake. I might say things to them like...

I will stay committed to keep going until I experience success. I'll know I have achieved my goal when I...

OVERCOMING SETBACKS (CONT.)

When you're finished, talk with a partner about your strategies for overcoming setbacks and rebounding from mistakes.

ME	MY PARTNER
A goal I accomplished	A goal my partner accomplished
How I accomplished it	How my partner accomplished it
Setbacks I experienced 1) _____ 2) _____	Setbacks experienced 1) _____ 2) _____
How I overcome my setbacks 1) _____ 2) _____	How setbacks were overcome 1) _____ 2) _____
What makes me proud of this:	What makes your partner proud of this:
What is some advice you and partner would give to each other, based on what you've shared? Write it below.	

TEACHER NOTES

The fourth page is an optional exercise if students have time. Rather than leave a class set of photocopies, you can have the form projected for the class to see, and students can draw a similar T chart on their own paper.

SUBSTITUTE NOTES

Distribute the entire assignment to students and they can work through it at their own pace. Alternatively, you can pause periodically to have volunteers share their thinking/responses, or provide time for students to discuss with a partner of their choice. If you are comfortable sharing your own reflections or examples, that could prompt some quality discussions.

If most of the class finishes early, have students complete the final partner activity on the last page.

OVERVIEW OF LESSON PLANS (DAY 4)

What's Your Conflict Management Style?

Name _____
Date _____

WHAT'S YOUR CONFLICT MANAGEMENT STYLE?

Directions: Throughout your education and career, you will encounter conflict (serious disagreement). Different people manage conflict in different ways. Some people are very assertive (showing a confident and forceful personality). Others are more cooperative (focusing on working together to come up with a solution). Below are 5 styles of managing conflict. Read the information in the chart below with a partner, discussing it and making notes if you'd like. Then follow the directions on the next page.

Symbol	Conflict Management Style	Characteristics
	Competing	<ul style="list-style-type: none"> Highly assertive & uncooperative Focused on their own concerns, often at the expense of others Sometimes get worse to "win" Useful when quick decision is needed
	Collaborating	<ul style="list-style-type: none"> Highly assertive & highly cooperative Works to find a solution that works for both parties The process can take a long time Useful when the concerns of both sides are very important
	Compromising	<ul style="list-style-type: none"> Equally assertive & cooperative Find a solution that is acceptable and partly satisfactory to both sides A middle-ground approach Useful for temporary solutions
	Avoiding	<ul style="list-style-type: none"> Equally unassertive & uncooperative Does not address conflict Will let others figure out solutions themselves rather than get involved Useful when the issue is not currently important or when emotions are high
	Accommodating	<ul style="list-style-type: none"> Unassertive & highly cooperative Lets go of their own concerns to satisfy others, self-sacrificing The opposite of competing Useful when you are wrong or need to preserve relationships

CONFLICT MANAGEMENT STYLES (CONT.)

Once you have reviewed the information in the chart about conflict management styles, complete the following steps.

- Identify which conflict management style MOST fits you. There may be more than one style you identify with, and everybody uses each type at different times, but which one is your go-to style of dealing with conflict, whether that be with family, teachers, friends, or peers? Write below which style fits you the most and why.
- Find 1-3 people who have the same style as you and each share your answer to the first question above. If nobody else shares your style, you may work on your own or find a group with your second-most style. Write the name(s) of the people you will be working with below.
- Discuss your conflict management style as a group, and prepare to create a visually attractive and clear poster with the following information. Use the space below for thinking through your conflict management style and setting out information which you will add to your poster later.
 - The conflict management style you chose
 - A summary of the style
 - An example of the style's reaction/behavior in a conflict
 - Three adjectives to describe the style's strengths
 - Three adjectives to describe the style's challenges
 - What others should know about interacting with your style during conflict

CONFLICT MANAGEMENT STYLES (CONT.)

Now, work together to decide how to create a poster to convey the information you wrote on the previous page. This poster should help your classmates understand how to work with you and resolve problems when they arise. You may each create your own poster, or work together on a single poster. It can be created on the back of this page, on a separate piece of paper, or digitally (depending on your teachers' directions).

The rubric below indicates the point values for each required element of your poster.

Title (the style) / 5 pts.
Summary of style / 15 pts.
Example/ scenario / 15 pts.
3 Strengths / 10 pts.
3 Challenges / 10 pts.
What others should know / 15 pts.
Neat and organized / 15 pts.
Visually appealing / 15 pts.
TOTAL / 100 pts.

Be prepared to share your poster with the class and talk about it. You may be asked to use the rubric above to self-assess your work.

If your group has extra time, plan out a short role-play you could perform to demonstrate your conflict management style. How might your style of conflict management work in a real-life situation? What reactions might happen? How would the conflict be solved, if at all? Each person in your group should play a part in the role-play.

Your role-play should help your classmates understand how to work with you and resolve problems when they arise. You can write the script for this on the back of this page for a separate page! and perform your role-play for the class if there's time.

TEACHER NOTES

Students will work with a group to create a poster. This could simply be on a regular sheet of paper, but if you have larger paper and colored pencils available, those could be useful.

SUBSTITUTE NOTES

Distribute the entire assignment to students. Students can work at their own pace, but it's preferable if you read over the first page together and discuss the various conflict management styles. Ask students to think of examples of how each one might play out in real life.

When you are confident students understand the styles and can identify with at least one, they should put themselves into groups of 2-4 people (approximately) to complete the rest of the assignment.

There is a group role-play activity written at the end of the instructions for students who finish early. Have students use the rubric to self-assess when there's a few minutes of class left.


OVERVIEW OF LESSON PLANS (DAY 5)

Vocabulary Choice Board

Name _____
Date _____

VOCABULARY CHOICE BOARD

Directions: You will need 10-15 vocabulary words to complete this activity, use your most recent vocabulary list, or words you select from your current unit of study for another option provided by your teacher. Then choose TWO of the tasks below to complete.

Draw a picture and label 10 vocabulary words made. The words should be placed in pictures that are related to the definition. Example: the word "logging" written among a bunch of cut-down trees.	Create 5 pictures/illustrations with thought bubbles or captions, each containing at least one vocabulary word. Include details in the drawings that depict how they are related to the words.	Create a picture dictionary using 10 vocabulary words. Each entry should include the vocabulary word and a picture to show the meaning of the word.
Write descriptive definitions of 10 vocabulary words <u>using your own words</u> . Make sure your definitions are clear and that there is enough information for anyone to read your definition and understand the meaning. Example: traitor- someone who betrays their country and gets caught.	Create a 3 column chart and fill the columns (1) I could explain this to someone else, (2) I understand this but could use more practice, (3) I need to become more familiar with this. Then place the words of your vocabulary list into the chart according to how you feel about them. What could you do to learn more about the words in the second and third columns?	Complete "Frayer Model" using 5 vocabulary words. Follow the model below. The vocabulary word is placed in the middle, with the four corners containing a picture, sentence, example, and non-example. 
Write a short story (at least 15 sentences long) using 10-15 vocabulary words. Underline each vocabulary word when it is used. The story must make sense all the way through.	Write 10 sentences (each containing one vocabulary word) to illustrate the vocabulary word's meaning. Underline each vocabulary word when it is used. Challenge yourself to write complex sentences.	Create a crossword puzzle using 10-15 vocabulary words. Include a word bank, and place an answer key on the back of the page or on a separate page.

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TEACHER NOTES

This page can be projected for the class to see and they can work on their own papers rather than having photocopies made. You can provide a list of vocabulary words you want students to use, or allow them to select their own from previous/current units of study.

SUBSTITUTE NOTES

Distribute the entire assignment to students and read the directions together. Provide several minutes for students to look over the choices, select TWO, and ask clarifying questions if needed.

Students should be able to complete the assignment on their own. It's fine for them to talk and share ideas with each other, as long as they're still on-task. You can offer them the option to complete the second choice with a partner if they'd like.

If most of the class finishes early, ask a student who chose "write descriptive definitions of 10 vocabulary words in your own words" to read their definitions to the class, and have students try to guess which vocabulary word was being defined. You can make a game out of this if you'd like, dividing the class in half and keeping points to see which team can earn the most before the class period is over.

OVERVIEW OF LESSON PLANS (DAY 6)

One Pager: Show What You Know

Name _____
Date _____

ONE-PAGERS: SHOW WHAT YOU KNOW

Directions: The purpose of this assignment is to process and display information about a topic using only a single page (piece of paper or page in a notebook). It's a chance to be creative and organize what you have learned in an imaginative way. You can design and decorate your one-pager in any way that makes sense to you!

Use your resources (notes, books, classwork, etc.) to create a one-pager about a topic your class is currently studying or has studied in recently, depending on your teacher's directions. Use the checklist below to ensure that you include all of the necessary elements in your one-pager.

Required elements:

- Title (displays your topic OR the actual title of the text/reading)
- Summary of the topic in your own words (at least 3 complete sentences)
- 3 facts or pieces of information about the topic (can be in list form)
- 2 important questions about the topic & their answers
- 2 quotations from the book, reading, resources, or notes
- At least one illustration, drawing, sketch, or image representing the topic
- Minimal blank space (just enough to make your one-pager easy to read)

Optional elements:

- Personal response to the topic
- Colorful borders and/or decoration
- Key words or vocabulary that come to mind about the topic
- Other items which you think would be useful to show learning about the topic



TEACHER NOTES

You can specify the topic choices for students or leave it open-ended. You will only need to make photocopies of the first page (and even that could just be projected for students to see.) If students have not done one pagers before, the second page of the assignment has examples. This page can be displayed or projected for the class to see. Alternatively, you could choose an ideal example of a one pager (click to see the full-size images, or do a quick online search to find many more), and print it out to display.

SUBSTITUTE NOTES

Read over the entire page of directions with students and review the criteria for the one-pager. Ensure students are able to see examples if needed.

Creating their one-pagers should take the remainder of the class period. They can use plain unlined paper and colored pencils if those are available, or their own paper and writing utensils. If a number of students finish early, have them work in groups to present their one-pagers to each other and highlight the main ideas/features.

OVERVIEW OF LESSON PLANS (DAY 7)

Pitch Your Idea

The image shows three worksheets for a lesson plan titled "Pitch Your Idea".

- Worksheet 1 (Left):** Titled "PITCH YOUR IDEA". It includes a "Name:" and "Date:" field. The main heading is "PITCH YOUR IDEA". The directions state: "Choose a topic from a current or recent unit of study which is important for other students to understand. Decide whether you will design a graphic novel or a video to teach them about the concept, and create a pitch to sell your idea for the graphic novel or video to an educational publisher." It then provides instructions for both options: "If you choose a graphic novel..." and "If you choose a video...". Below these are the instructions: "Then, write your pitch" and "The rubric below indicates the point values for each required element. Write your pitch on a separate sheet of paper." A rubric table is provided at the bottom left of this page.
- Worksheet 2 (Middle):** Titled "PITCH YOUR IDEA (CONT.): VIDEO OPTION". It includes the heading "PITCH YOUR IDEA (CONT.): VIDEO OPTION" and directions: "Use the space below to create the storyboard for your video. Draw them comic strip-style as a sample of what the complete video would be like. Your pages should clearly teach key ideas about the topic, fill every frame, have more than one character, and include dialogue bubbles. You can add additional frames on another page if needed." The page contains a storyboard grid with 10 empty frames for drawing.
- Worksheet 3 (Right):** Titled "PITCH YOUR IDEA (CONT.)". It includes the heading "PITCH YOUR IDEA (CONT.)" and directions: "Use the space below to write your pitch. This is what you will say to for write in a proposal for an educational publisher. The purpose is to convince the company to buy your idea and make your creation. What is unique about your approach for teaching this concept? Why should the company pay for your idea? How could your idea be expanded to include other concepts?"

Each worksheet has a footer with the text: "© Angela Watson. All Rights Reserved. TheCornerstoneForTeachers.com"

TEACHER NOTES

You can specify the topic choices for students or leave it open-ended. Make photocopies of all 4 pages, or just project them for the class to see and work on their own papers. Students will choose either the graphic novel OR video pitch concept, so they will need either page two OR page three (not both.) The directions on page 4 could be written on the board for students and they can use their own paper.

SUBSTITUTE NOTES

Review the directions with students. Clarify the concept of a "pitch" if needed (think the TV show "Shark Tank".) Help students get started on either a comic book-style sample for a graphic novel pitch, or a storyboard sample for a video pitch.

If most of the class finishes early, have students read their pitches, either in groups or to the whole class if you want to facilitate a discussion.

Create an Infographic

Name _____
Date _____

CREATE AN INFOGRAPHIC

Directions: Your group will select a topic your class has recently learned about which you think is important for others to understand. Your group will then work together to create an infographic with 4 blocks or sections. Each person will design and create one block of the infographic.

What is an infographic? An infographic is a visual way to explain information. It combines words and pictures in a way that helps the reader understand the information more easily than long paragraphs. A good infographic provides an overview of the topic/data and does not require any special knowledge to understand it. Infographics are broken into blocks of information, with each block having a different set of information for the reader. If you're not sure what an infographic looks like, be sure to see the example(s) your teacher has.

Our topic is _____

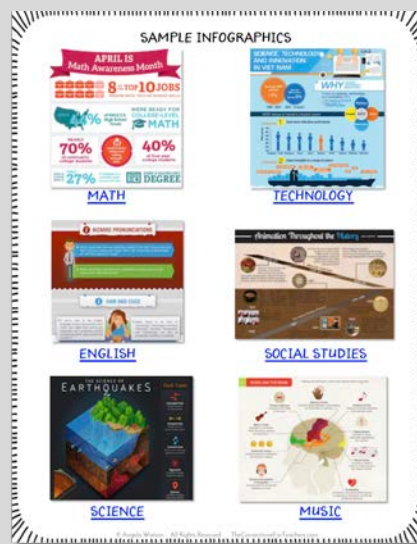
With your group, plan your infographic (everyone should write the answers on their own papers):

1. What is the purpose of your infographic?
2. Who is the audience for this infographic (the people you want to be able to read it)?
3. What will be your color scheme of the infographic (choose no more than 4 colors)?
4. What are the four blocks of your infographic? What data/facts/research will be used in each block?

A. _____	B. _____
C. _____	D. _____

Now, on a separate sheet of paper, design your block of the infographic. Be prepared to present it to the class.

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TEACHER NOTES

You can specify the topic choices for students or leave it open-ended. You will only need to make photocopies of the first page (and even that could just be projected for students to see.) If students have not created infographics before, the second page of the assignment has examples. This page can be displayed or projected for the class to see. Alternatively, you could choose an ideal example of an infographic (click to see the full-size images, or do a quick online search to find many more), and print it out to display.

SUBSTITUTE NOTES

Read over the entire page of directions with students and review the criteria for the infographic. Ensure students are able to see examples if needed. They will need to work in groups of 4 to create their infographic, each person working on his or her own sheet of paper, so that when all 4 pages are put together, it creates one large infographic.

Creating their infographics should take the remainder of the class period. They can use plain unlined paper and colored pencils if those are available, or their own paper and writing utensils. If a number of students finish early, have them present their infographics to the class and highlight the main ideas/features.

OVERVIEW OF LESSON PLANS (DAY 9)

What I Wish We'd Learn

Name _____
Date _____

WHAT I WISH WE'D LEARN

Directions: What are some topics or skills you think are important for students in your school to learn which aren't part of the curriculum? Today, you will brainstorm ideas for things you'd like to see taught in this class' subject area. You'll then choose the topics and skills you think are most important, and plan a letter or a presentation to persuade your school leadership to consider it. Begin by brainstorming in response to the questions below.

What are five concepts, topics, or skills that you feel you have learned a lot about in this class' subject area?	What are five concepts, topics, or skills you've learned in this class' subject area which felt most important to you?
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____

What are five topics you wish you had learned about in this class' subject area but have not yet?	What are five skills that you would like to improve and classes in this subject could help?
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____

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WHAT I WISH WE'D LEARN (CONT.)

2) Circle two things in each box (from the previous page) that you want to focus on in your presentation to your school leaders. Think about which items are most important to you and your classmates, and what you want to do in the future. Also consider which points you can make a strong, convincing case for.

3) Turn to a partner and share the ideas you circled and why you chose them. Be sure to listen to what your partner has to share as well.

4) You are now going to write out the text of your presentation.

What makes you someone that your school leaders should take seriously? Write a paragraph with examples explaining two of the things you feel you have learned a lot about in this subject area, and the two things you've learned to be that have felt most important to you. (Use the things you circled in the top two boxes on the previous page.)

What does your school leadership need to know about how this subject area is currently being taught? Write a paragraph with examples explaining two of the things you feel you have learned a lot about in this subject area, and the two things you've learned to be that have felt most important to you. (Use the things you circled in the top two boxes on the previous page.)

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WHAT I WISH WE'D LEARN (CONT.)

Write a detailed paragraph with examples explaining the two topics you think students in your school should learn. Then write another detailed paragraph explaining the two skills you think students should learn. Use the bottom two boxes on the first page of the activity to help. Be sure to explain in detail why you feel these things are important things for students in your school to learn. You can use the back of this page if you need more space.

What are two possible questions your school leaders might ask you about your presentation? Prepare a short 2-3 sentence answer for each one.

Question A:
Answer A: _____

Question B:
Answer B: _____

When you are finished, share what you wrote with a partner and discuss ways to make your arguments stronger and clearer. If you have time, act out what you have written so far into an actual letter, or sketch out a presentation you could make to convey your points. You can discuss these ideas with your teacher later if you'd like.

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TEACHER NOTES

Students should have access to all 3 pages of the assignment.

SUBSTITUTE NOTES

Distribute the entire assignment to students and discuss the first page before releasing students to work on their own. They may immediately jump into conversation—you can provide time for them to discuss their ideas with a group before they begin writing.

If a number of students finish early, have them conduct their presentations for each other in small groups. If the majority of the class finishes early, you can do this exercise whole class and facilitate a discussion around the persuasiveness of each presentation.

OVERVIEW OF LESSON PLANS (DAY 10)

Create a Class Review Game

Name _____
Date _____

CREATE A CLASS REVIEW GAME

Directions: Your class will play a game to review a topic you're currently studying or have recently studied. Each person will help create the questions for the review game.

The best questions for the game are those that require all kinds of "depth of knowledge." Some questions will be the type where the answer could be memorized or found right in a text. Others will be harder, and require your classmates to take information they have learned and apply it to a different situation.

Take several minutes to read the chart below with the 4 depth of knowledge levels. Think about the types of questions you might write about your topic. Then use the space below and on the next page to write your questions.

	Level 1	Level 2	Level 3	Level 4
Goal	Recall Information	Comprehension and Processing	Deeper Understanding and Explanation	Applying Knowledge
Question Stems	Identify, Recall, Who, What, Where, When, Name, List, Label	Cause/Effect, Describe, Compare/ Contrast, Summarize	Provide Evidence, How, Why, Contrast, Assess, Critique, Evaluate	Create, Design, Apply, Construct, Support, Refute, Synthesize, Connect
Example	What year was President Kennedy elected?	Describe the features of the Rocky Mountains.	Critique the author's use of setting in the book.	Construct a conversation between Isaac Newton and Albert Einstein.

Level 1 question:
Correct answer:

Level 2 question:
Correct answer should include information about:

CREATE A REVIEW GAME (CONT.)

Level 3 question:
Correct answer should include information about:

Level 4 question:
Correct answer should include information about:

When you are done, trade papers with a partner. (You can create an additional bonus question below if you are waiting for your partner to finish.) Each of you should read each other's work to:

- Proofread the questions and answers
- Check for answer accuracy
- Check that the questions your partner wrote are at the right level (discuss how to make them simpler or more complex if needed)

When you're finished, wait for your teacher to give you instructions about how to play the review game once the class is ready.

TEACHER NOTES

Students could complete this assignment using their own paper, if the first page is projected for them to see or otherwise displayed.

SUBSTITUTE NOTES

Distribute the entire assignment to students and discuss the "depth of knowledge" or DOK chart. Help students think about different examples of each type of question. Then have students pair up and begin working. They should create the questions mostly on their own but may want to check in with their partner. When the majority of the class is done, begin the review game. There are two ways to play—choose whichever one you are most comfortable with.

Whole class:

- Divide class into 2 teams (keep pairs of students who worked together to proofread questions are not split up.)
- Collect the questions from each team, and put them in separate stacks so they don't get asked their own questions.
- Ask for 2 responsible volunteers from each team to be the "judges" for the game. They can help you make a determination if an answer is satisfactory if you are not sure or if students challenge your determination.
- Teams will take turns answering other's questions, as read aloud by you. They can choose level 1,2,3, or 4. Skip over anything that you feel is inappropriate or too difficult to answer in the review game context.
- Points can be awarded for each question (level 1 is worth one point, level 2 is worth 2 points, etc.) The team with the most points at the end of the class period wins.

In teams:

- Divide class into 2 teams (keep pairs of students who worked together to proofread questions are not split up.)
- Ask for 4 responsible volunteers to be the "judges" for the game who can walk around the room and help the teams make a determination whether an answer is satisfactory if there is a disagreement they can't resolve..
- Have each pair of students take turns asking the other pair of students their questions.
- Points can be awarded for each question (level 1 is worth one point, level 2 is worth 2 points, etc.) The team with the most points at the end of the class period wins.

Name _____

Date _____

WHAT I WISH WE'D LEARN

Directions: What are some topics or skills you think are important for students in your school to learn which aren't part of the curriculum? Today, you will brainstorm ideas for things you'd like to see taught in this class' subject area. You'll then choose the topics and skills you think are most important, and plan a letter or a presentation to persuade your school leadership to consider it. Begin by brainstorming in response to the questions below.

What are five concepts, topics, or skills that you feel you have learned a lot about in this class' subject area?

- 1)
- 2)
- 3)
- 4)
- 5)

What are five concepts, topics, or skills you've learned in this class' subject area which felt most important to you?

- 1)
- 2)
- 3)
- 4)
- 5)

What are **five topics** you wish you had learned about in this class' subject area but have not yet?

- 1)
- 2)
- 3)
- 4)
- 5)

What are **five skills** that you would like to improve and classes in this subject could help?

- 1)
- 2)
- 3)
- 4)
- 5)

WHAT I WISH WE'D LEARN (CONT.)

2) Circle two things in each box (from the previous page) that you want to focus on in your presentation to your school leaders. Think about which items are most important to you and your classmates, and what you want to do in the future. Also consider which points you can make a strong, convincing case for.

3) Turn to a partner and share the ideas you circled and why you chose them. Be sure to listen to what your partner has to share as well.

4) You are now going to write out the text of your presentation.

What makes you someone that your school leaders should take seriously? Write a paragraph to introduce yourself. Include your name, grade, and information about yourself that is relevant to your topic.

What does your school leadership need to know about how this subject area is currently being taught? Write a paragraph with examples explaining two of the things you feel you have learned a lot about in this subject area, and the two things you've learned so far that have felt most important to you. (Use the things you circled in the top two boxes on the previous page.)

WHAT I WISH WE'D LEARN (CONT.)

Write a detailed paragraph with examples explaining the two **topics** you think students in your school should learn. Then write another detailed paragraph explaining the two **skills** you think students should learn. Use the bottom two boxes on the first page of this activity to help. Be sure to explain in detail why you feel these things are important things for students in your school to learn. You can use the back of this page if you need more space.

What are two possible questions your school leaders might ask you about your presentation? Prepare a short 2-3 sentence answer for each one.

Question A:

Answer A:

Question B:

Answer B:

When you are finished, share what you wrote with a partner and discuss ways to make your arguments stronger and clearer. If you have time, extend what you have written so far into an actual letter, or sketch out a presentation you could make to convey your points. You can discuss these ideas with your teacher later if you'd like.