

**Learning Activity:** Revising for a test

**Learning Behaviours:** *taking good notes, studying for tests*

**Teacher:** JSD **DATE:** /9/05

**Class:** 8C science

## Studying for your classification test.

Things to know:

- What is classification used for?
- MRS GREN – the seven characteristics of living things
- How to use a key
- How to draw a key
- The differences between the 5 kingdoms.
- The difference between a vertebrate and invertebrate
- The major animal groups and their characteristics.
- The seven levels of classification

How to study for the test:

- Read over all of your class notes.
- Make lists of all of the points you need to cover.
- Use memory cues like MRS GREN to remember things and practice writing out the lists of words. Look, cover, write, check.
- Practice drawing a key for a group of objects. Eg. Draw a key for the things in the kitchen. Five or six objects will be plenty.
- Make sure you know at least one or two examples of the types of animals in each group. Eg. Reptiles, snakes and turtles.
- Complete all of the practice questions given to you.

### **HOMEWORK ASSESSMENT:**

**For 10 marks on your test I want you to hand in an A4 page of revision notes about the topic. Use the tips above to help you complete it. Note: it will be very hard to pass the test if you don't complete this task.**

**It must be handed in with your name on it before you sit the test for you to get the 10 marks!**

**Discussion Tool:** *eg. Role play / Discussion / Journal Writing*

**Journal entry – Classification test**

1. Do you think doing well on a test is important?

2. Who influences you about this? Circle one or more

Yourself	Friends	Parents/guardians	Teachers
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3. Do you normally study for a test?

4. Do you think completing the homework (or not completing it) affected your mark?

5. What could you do better next time?

### Student Comments

#### Student comments:

**Do you think completing the homework affected your mark out of 57?**

- Yes because it means you already have 10 marks before you start
- It helps you study
- My mark was better than my friends who didn't do it
- Yes, doing my homework helped me
- Yes it does because you are learning to teach yourself
- Yes, not only does it count for marks it help you remember what we did in class
- I completed it and it really help me because it was fresh in my mind

### Teacher Journal

#### **What is my intention? What do I want to achieve?**

With a test coming up I want to make sure that the kids are well prepared and that they actually take the time to revise for their test. So, I have borrowed an idea from Cheryl and I have made their revision into a homework task that becomes part of their test mark. I made up a sheet that lists the topics covered and tips on how to go about studying for the test. Their actual task is to make an A4 summary sheet of the topics. This summary has to be handed in prior to the test and is worth 10 marks towards their test.

#### **How does my intention fit in with current practice?**

Normally I will have a revision class prior to the test and send them off with that to help them study for the test. Most of the time I am sure they don't study so I am hoping this will force them to do some study.

#### **What happened?**

We ended up spending a couple of periods doing revision and talking about how to use the tips. When it came time for the test nearly all of the students did complete their homework and their test result were much better for it.

#### **What was my role?**

I was trying to get the kids to learn some good study habits.

#### **What was the students' role?**

The students had to complete the task, but also try and learn from the process.

#### **What feelings and senses surround the event?**

Most kids really saw the benefit and took the challenge on board. Some kids even came up to me in the yard prior to the test asking me questions about their revision sheet. After the test I talked to a few students about their views on the task. Most said that they really saw a change in the way they approached the test and most of them said they think they got a better mark than they would have otherwise.

**What was I thinking? What was I feeling?**

I really wanted to get a better indication about the student's opinions so I got them to do a reflection in their journals. Most of the kids took these reflections seriously and they made some really good reflections.

**What were the important elements of the event?**

That I made a big emphasis on this helping them to achieve better grades and that I also admitted that we as teachers sometimes expect that kids know how to study for a test when they may not have ever had any guidance. I think by giving them guidance on what to do really encouraged them to put in the effort.

**What was the outcome?**

All kids who did the homework did really well on the test. The lowest mark was a C+. Some kids who didn't do the homework still got an average mark, a C, but most were much lower. On reflection, those that didn't do the task did realise that they would have been much better off if they had.

**What do I think the students got out of the event?**

They got some information on how to study for a test, they were rewarded for having a go and they were rewarded with a better final mark.

**What might I change next time around?**

Nothing, I will definitely make this part of my testing process again.