Active Classroom Guide for Studying for Quizzes and Exams

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Active Classroom Guide for Studying for Quizzes and Exams

Studying for Quizzes and Exams Module Overview 3

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STUDYING FOR Quizzes and Exams

This module focuses on providing strategies to help students learn how attitude, beliefs, and actions relate to test results, as well as teaches students techniques to use to assist them improve study habits and retention of test material. The goals of this module include enabling the student to:

1. Discover how the right attitude will improve success as a student.
2. Learn how anticipating can help students prepare for tests and exams.
3. Understand how memory works, and how this knowledge can help with learning.
4. Learn and practice several memory-enhancing tools and techniques.
5. Examine the different types of tests and test questions, and strategies for each.
6. Discover ways to maximize scores on any test and in any class.

First Module Section: Students evaluate how they approach studying and planning for exams in order to assist them in developing an internal locus of control, which is assessed with a control quiz activity.

Second Module Section: Students develop various techniques to improve their ability to focus, as well as remember and retain information, including an activity that enables them to identify the most effective memory strategies for how they process information.

Third Module Section: Students learn how to increase their test-taking knowledge about different types of tests and questions, as well as what to do before, during, and after a test, which is applied in a pop quiz activity based on the material in this section.

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Studying for Quizzes and Exams, Section

In this section, students evaluate how they approach studying and planning for exams in order to assist them in developing an internal locus of control, which is assessed with a control quiz activity.

LESSON OVERVIEW

SECTION 1: THE RIGHT APPROACH TO STUDYING AND PLANNING		
Learning Outcomes	1. Discover how the right attitude will improve your success as a student. 2. Learn how anticipating can help you prepare for tests and exams.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 1: Taking Responsibility: Your Locus of Control
		  • Lecture/Activity
		  • Discussion
		  • LO 2: Totally Prepared: Using Anticipation to Help You Succeed
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Who's in Control?
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 5–9 for lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 8–9 in the textbook—Who's in Control?
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 1–10 • PowerPoint slides 1–17 • Detailed class notes for activity	

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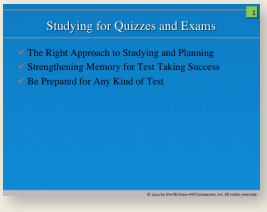
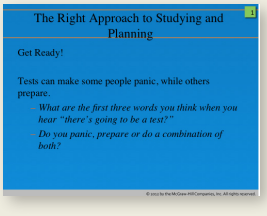
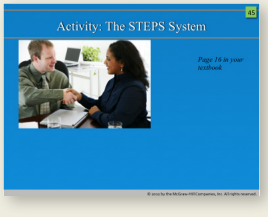
Studying for Quizzes and Exams, Section 1 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 1–2 *Slide 1, Setting Goals*  *Slide 2, The Right Approach to Studying and Planning: Get Ready!*  *Slide 3, Section Overview: Topics Covered*  	**Lesson Notes** Ask students to **reflect:** *Tests can make some people panic, while others prepare.* • *What are the first three words you think when you hear "There's going to be a test"?* • *Do you panic, prepare, or do a combination of both?* **Elaborate:** Preparing for a test in college can be far more challenging than it was in high school. In this module, you will learn strategies that will help you study for tests and quizzes. **Section Overview:** Introduce **topics covered** in this class session: • Techniques you can use while taking a quiz or exam that will help; you perform your best. • Identify methods and strategies that will help you study better and remember material at test time and beyond.	**TRY IT** Write some of the students' examples on the board. Are their similarities among the words? Extend: Ask students to explain their approach to studying for quizzes and exams.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: TAKING RESPONSIBILITY: YOUR LOCUS OF CONTROL (10 MIN.)

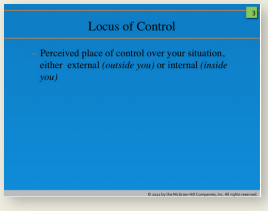
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

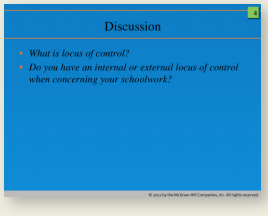
Resources

PowerPoint slides 4–6

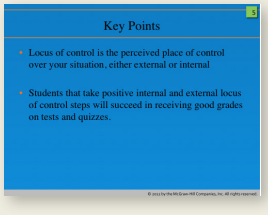
Slide 4, Locus of Control



Slide 5, Discussion



Slide 6, Key Points



Lesson Notes

Introduction: Actions are often driven by attitudes, stemming from what you believe.

Build on Background: Ask students informal survey questions:

- *What drives our actions?*
- *What makes us do things the way we want to do them?*

Connect: Actions are often driven by attitudes, which flow, from what you believe.

An attitude is a mind-set or a way of thinking about something.

Explain *how negative feelings and statements toward a test can result in poor results.*

Statements such as "This instructor doesn't know how to teach," and "That test was too tricky" reflect the locus of control.

Locus of control is the perceived place of control over your situation, either external (outside you) or internal (inside you).

Emphasize *that recognizing your own behaviors as a source of a bad grade is the first step in raising your exam grades.*

Students that seek extra help outside of class, take time to review notes after each class, find and use study buddies, and use other external resources will generally do better on tests and exams than students that don't.

Discussion

Small group: Give students a brief moment to share answers to the following discussion question with someone near by:

- *What is locus of control?*
- *Do you have an internal or external locus of control when concerning your schoolwork?*

Close the discussion by showing the Key Points slide.

Key Points

- Locus of control is the perceived place of control over your situation, either external or internal.
- Students that take positive internal and external locus of control will succeed in receiving better grades on tests and quizzes.

TRY IT

Encourage your students to take notes, as well as consider writing some of this information on the whiteboard to ensure that they capture the most important points.

TRY IT

Encourage your students to participate by sharing examples from their life.

Tip: Ask students for examples of positive statements toward tests.

Tip: Draw a picture on the board to represent Locus of Control to help explain the concept. Or ask students to draw their own graphic representation and share with the class.

Tip: Be sure students realize the difference between internal and external when asking this discussion question.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 2: TOTALLY PREPARED: USING ANTICIPATION TO HELP YOU SUCCEED (10 MIN.)

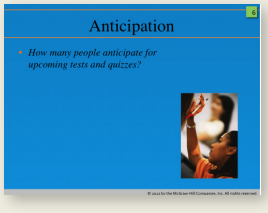
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

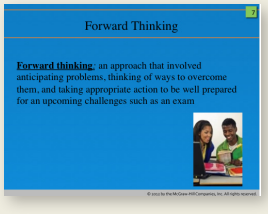
Resources

PowerPoint 7–15

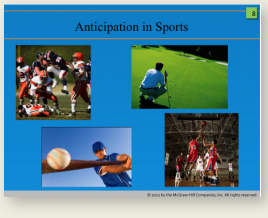
Slide 7, Anticipation



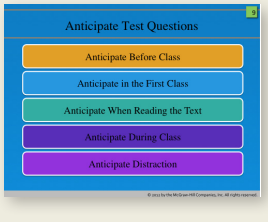
Slide 8, Forward Thinking



Slide 9, Anticipation in Sports



Slide 10, Anticipate Test Questions



Introduction: Anticipation, if used properly, can help you be totally prepared for test or quizzes.

Build on Background: Do an informal survey.

- **Ask students:** *How many of you anticipate and plan for upcoming tests and quizzes?*

Connect: Anticipation and forward thinking is an approach that can help students prepare.

Forward thinking: An approach that involves anticipating problems, thinking of ways to overcome them, and taking appropriate action to be well-prepared for an upcoming challenge such as an exam.

Describe the following example of forward thinking:

- In sports, top athletes use anticipation all the time.
- Defensive players, such as football players, anticipate the next play the opposing quarterback will call.
- Predictions won't always be right.

Relate with an athlete example in class:

- Students can anticipate, too.
- You won't always be right; you can't know exactly what questions will be on the test.
- The act of anticipation can help you by reading the textbook before the test and keeping you focused on the material.

Ask students the following question:

- What can you do to anticipate test questions?

Explain that there are a few things you can do:

1. ***Anticipate before the first class:*** before you get to class, preview the course text; read the table of contents.
2. ***Anticipate in the first class:*** Forward-thinking continues when you receive your course syllabus.
   - Keep the syllabus close to your course information so you can refer to it often.
- ***Course syllabus:*** A document that specifies what you'll be studying in a course, what your homework assignments will be, and the dates when you will take exams and tests.
- A good way to prepare for these things is to find a good study partner.

Tip: Ask students to explain why they think anticipation could help them succeed.

Tip: Make the connection between anticipation and planning.

Tip: Ask students to describe how they've used forward thinking in the past.

Extend: Ask students to develop additional examples, possibly in other areas.

TRY IT

Encourage students to take notes.

TRY IT

Refer students to the course syllabus that they were handed in the beginning of this class.

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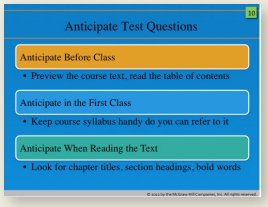
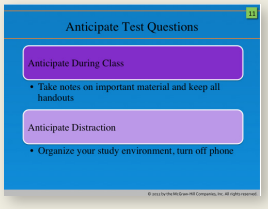
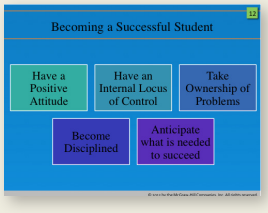
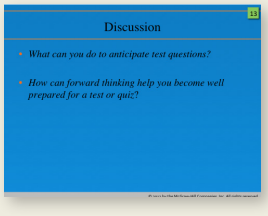
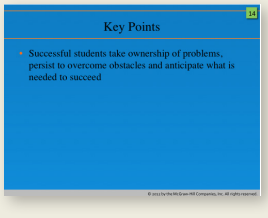
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 11, Anticipate Test Questions  *Slide 12, Anticipate Test Questions*  *Slide 13, Becoming a Successful Student*  *Slide 14, Discussion*  *Slide 15, Key Points*  	3. ***Anticipate when reading the text.*** • Instructors usually test students on their understanding of the main ideas and concepts. • Look for chapter titles and section headings. • Read introductory material and concluding paragraphs. • Study any numbered or bulleted lists. 4. ***Anticipating during class*** • Reading the assigned material before class will help you during class. • Take notes on important material. • Keep all handouts the instructor gives out. 5. ***Anticipating distractions*** • Anticipate interruptions and other distractions. • Organize your study environment. • Turn off phones, leave kids at day care, turn off fan. **Explain** that students can start now and act like a successful student by completing the following: • Have a positive attitude. • Have an internal locus of control. • Take ownership of problems. • Become disciplined. • Anticipate what is needed to succeed. **Discussion** **Small group:** *Give students a brief moment to share answers to the following discussion questions with someone nearby:* • What can you do to anticipate test questions? • How can forward thinking help you become well prepared for a test or quiz? Have students share answers with the class. **Conclusion:** Share these **key points** with students: • Successful students take ownership of problems, persist to overcome obstacles, and anticipate what is needed to succeed.	**TRY IT** Ask students to explain how they have anticipated in school as a means to prepare. Explain: By anticipating distractors, students can avoid distractions. Tip: Provide a moment for students to write down a few goals to help them anticipate and use forward thinking for tests and quizzes.

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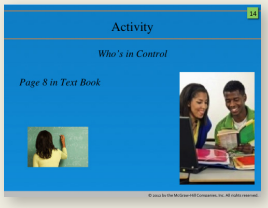
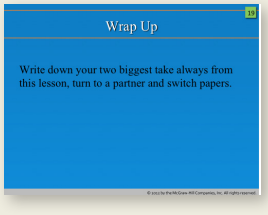
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
ACTIVITY: WHO'S IN CONTROL? (25 MIN.)		
Resources Textbook, pages 8–9 **Detailed Activity Notes** PowerPoint *Slide 16, Activity*  	**Activity** **Introduction:** *Explain to your students that they will be more successful at anticipating if they take control of their education.* **Use the Detailed Activity Notes to conduct this activity.** Prepare students to locate pages 8–9, and continue with directions from the instructor guide. **Activity Wrap-Up** *After the activity, ask students the following questions:* • How will taking personal responsibility for a failure improve your ability to be successful? • What strategies will you implement today to start taking personal responsibility?	**ONLINE EXTRA** Your students can complete this exercise online in the Connect program. **GOT TIME?** Additional Resources/Activities: 1. Forward Thinking
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Resources *PowerPoint* *Slide 17, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.* *Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.*	Tip: Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 1: Detailed Activity Notes

WHO'S IN CONTROL?

This activity assesses whether students have an internal or external locus of control, as well as assists students in taking more personal responsibility for their actions.

Classroom Management: This activity should be completed individually with students recording information in their textbooks. At the end of the activity, the class will discuss and brainstorm strategies for taking more personal responsibility and then hold a wrap-up discussion on this experience.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to the class that they will respond to questions in this activity to determine whether they have an internal or external locus of control. • **Tell** them that for each question, they will circle the letter (a, b, or c) that best matches how they would respond.	• Students should have their textbooks open to page 8.
• **Remind** your students that they may only identify one response per question.	• Students should be completing the assessment.
• Once they have finished the control assessment, **ask** your students to review their answers. • **Explain** that if they answered "a" to the majority of the questions, they have an inconsistent locus of control, mostly "b's" means they have an internal locus of control, and if "c" represented the majority of their responses, then they have an external locus of control.	• Students should be following along to their assessment outcome on page 9.
• After you have reviewed the outcome of their assessment, **tell** your students to respond to the following questions in their textbook: 1. Provide three strategies for a student whose locus of control is external or inconsistent. 2. Identify one area of a winner's locus of control you want to improve. 3. How will progressing in this area positively affect your ability to be a successful test taker?	• Students should be responding to the following questions in their textbooks.
• You may want to **review** their responses for accuracy and completion.	• Students should be asking questions or asking for clarification if necessary.
• Once your students have completed the last question, **explain** that they will fill in the blank on page 9 with a new action they will take, starting today, to be a successful student.	• Students should be filling in the blanks on page 9.
• After they have made this commitment, **remind** them to respond to the next question: • How can taking personal responsibility for a failure improve your ability to be successful?	• Students should be responding to this last question in their textbooks.
• At this point, **reconvene** the class to finish the activity collectively. • **Ask** your class:	• Students should be coming together as a class to complete the last section of the activity. • Students should be voicing their ideas.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
Identify five areas of school that students tend to make excuses for or blame others for if they are unsuccessful? • During this discussion, you may want to **write** these five areas on the whiteboard, as well as **remind** students to write them in their textbooks on page 9. • After the class has identified five areas, **ask** your class:	• Students should be writing the five areas selected as a class in their textbooks on page 9. • Students should be voicing their strategies for taking responsibility for the five excuse areas.
Brainstorm five strategies of how to take personal responsibility in each of the areas you and your classmates identified. • During this brainstorm session, you may want to **write** these five strategies on the whiteboard, as well as **remind** students to write them in their textbooks on page 9. • **Refer** to the discussion questions on page 9 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 1.	• Students should be writing the five strategies selected as a class in their textbooks on page 9. • Students should be preparing to discuss this experience with their classmates.
Ask your students the following discussion questions: ***How will taking personal responsibility for a failure improve your ability to be successful?*** ***What strategies will you implement today to start taking personal responsibility?***	

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Section 1 Additional Activity: The Right Approach to Studying and Planning

FORWARD THINKING

This activity teaches students how to use forward thinking to anticipate obstacles and confront their fears about school to take action and overcome them.

Classroom Management: This activity will be completed individually, and then students will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they all have the ability to be very successful students if they effectively practice and implement forward thinking to anticipate obstacles, and confront their fears about school to take action and overcome them.	• Students should be following along to the directions.
• **Tell** your students that the first step is taking control by being honest and identifying a fear or insecurity they have about school.	
• **Remind** your students that in this section, they learned about Takeisha, and how she performed poorly in math in high school, so she resolved to do whatever it took to succeed.	• Students may review her story in their textbook if necessary.
• **Ask** your students:	• Students should be responding to this question.
How can you learn from Takeisha's success?	
• **Explain** that they can start by identifying a fear or weakness they have about school.	
• **Tell** your students to write a fear or weakness they have about school in their notebooks.	• Students should be writing their academic fear or weakness in their notebooks.
• Once everyone has identified a fear or weakness, **explain** that similar to Takeisha, they will develop a plan with accountability and forward thinking to overcome this issue.	
• **Tell** your students that they will develop three strategies that they will implement to take control and be proactive to deal with this fear or weakness before it has the opportunity to impede their academic success.	
• **Ask** one of your students to volunteer to read the examples of three strategies to take control and be proactive.	• One student should be reading the examples of strategies for taking control and being proactive.
• Then ask your class to list their three strategies in their notebooks.	• Students should be writing their three strategies in their notebooks.
• After everyone has created three strategies, **explain** that in addition to working harder and being more involved in class, Takeisha also utilized her on-campus resources to overcome her math fears.	
• **Ask** your students to list three resources they will use to help them overcome their fear or weakness.	

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• Once your class has finished listing three resources, **ask** them to identify three ways they can improve their study and homework habits at home to work through their school fear or weakness. • You may need to **review** everyone's answers to ensure accuracy. • **Ask** your class to reconvene to discuss the following questions: ***What is the difference between an internal locus of control and an external locus of control?*** ***Why is forward thinking a key to academic success?*** ***Why is it important to confront your fears and insecurities about school?*** ***How can taking personal responsibility help you learn from your mistakes?*** ***Why will these skills help you to become a successful student?***	• Students should be listing three resources they will use to assist them overcome their fear or weakness. • Students should be identifying three ways they will improve their study and homework habits at home. • Students may ask questions or for assistance. • Students should be rejoining the class for a discussion.

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Studying for Quizzes and Exams, Section 2

In this section, students develop various techniques to improve their ability to focus, as well as to remember and retain information, including an activity that enables them to identify the most effective memory strategies for how they process information.

LESSON OVERVIEW

SECTION 2: STRENGTHENING MEMORY FOR TEST-TAKING SUCCESS		
Learning Outcomes	3. Understand how memory works and how this knowledge can help you learn. 4. Learn and practice several memory-enhancing tools and techniques.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 3: How Memory Works
		  • Lecture/Activity
		  • Discussion
		  • LO 4: Memorization Tools and Techniques
		  • Lecture/Activity
		  • Discussion
		  • Student Activity: Practicing Memorization Techniques
		  • Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 15–20 of lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 18–19 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 11–20 • PowerPoint slides 16–39 • Detailed class activity notes	

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Studying for Quizzes and Exams, Section 2 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

GET READY! EXERCISE (5 MIN.)

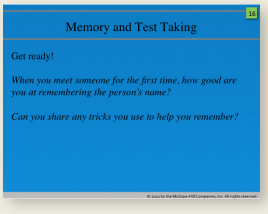
Outline

- Get Ready!
  - Reflection
- Section Overview

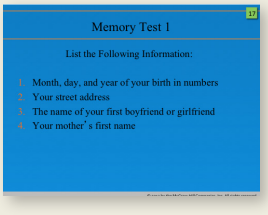
Resources

PowerPoint slides 18–21

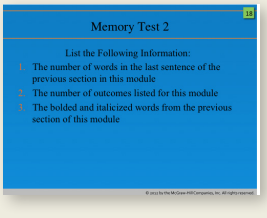
Slide 18, Memory and Test Taking: Get Ready!



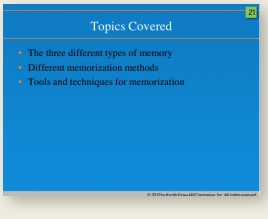
Slide 19, Memory Test 1



Slide 20, Memory Test 2



Slide 21, Topics Covered



Lesson Notes

Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect on the following:

- When you meet someone for the first time, how good are you at remembering the person's name?
- Can you share any tricks you use to help you remember?

Call on volunteers to **share** their reflections.

Conduct a memory test. Ask students to do the following:

On a piece of paper, write down the following:

- The month, day, and year of your birth in numbers.
- Your street address.
- The name of your first boyfriend or girlfriend.
- Your mother's first name.

Now, ask students to write the following on a new piece of paper:

- *The number of words in the last sentence of the previous section in this module without looking.*
- *The number of outcomes listed for this module.*
- *Any of the bolded or italicized words from the previous section of this module.*

*Now, **ask** your class:*

Which items were easier to list?

Ask students to **reflect:** Testing gives instructors feedback on whether their students have acquired a working knowledge of the course material. It also shows instructors that you have a working knowledge.

Section Overview: Introduce **topics covered** in this class session:

- The three types of memory
- Different memorization methods

TRY IT

Repeat individual's name after meeting him or her to help remember the name.

Tip: Write down suggested tips on the board to reinforce the strategies.

Tip: Be sure to use the PowerPoint to direct students in answering the questions.

Extend: Use this as a way to introduce different types of memory to students

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 3: HOW MEMORY WORKS (10 MIN.)

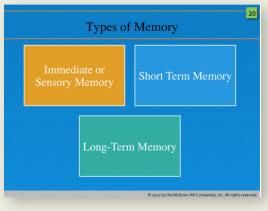
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

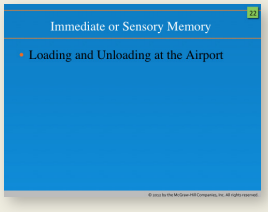
Resources

PowerPoint slides 22–29

Slide 22, Types of Memory

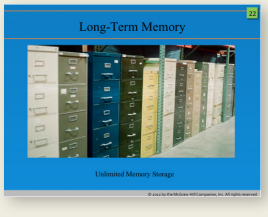


Slide 23, Immediate or Sensory Memory



Slide 24, Short-Term Memory

Slide 25, Long-Term Memory



Lesson Notes

Introduction: There are three types of memory that can explain how memory works.

Build on Background: How your memory works is much like driving to the airport. You can park in long-term parking, a large lot with many open spaces filled with cars, or you can park in short-term lot with smaller spaces and less cars. The loading/unloading zone has cars coming and going within a few minutes.

Connect: Memory is like taking a car to the airport.

Explain *that there are three types of memory.* ***Immediate or Sensory Memory, Short-Term Memory, and Long-Term Memory***

- ***Immediate or sensory memory*** is made up of images and sounds that constantly flash into our memory, like cars in the loading zone. Most of those images leave our brain just as quickly as they arrived.
- S***hort-term memory,*** much like short-term parking, has information that you focus on in order to remember it a bit longer.
- ***Long-term memory,*** much like the long-term parking lot, has unlimited memories that can be kept for extended periods of time.

Refer *to the first step of memorization in learning.*

Explain *some suggestions to help students with learning—the first step in memorization*

1. Concentrate
2. Comprehend it
3. Make it personal

Elaborate: *After learning, students must find the right memorization method that is right for them.*

Explain *that there are things to consider when choosing a method for memorization.*

- Consider your learning and thinking styles
  - Visual, auditory, kinesthetic
  - Left-brained tend to be more organized, analytical, and can recognize patterns.
  - Right–brained, intuitive, and spontaneous; like to use their imaginations.
  - Middle–brained, have characteristics of both.

TRY IT

Encourage your students to take notes of the different types of memory, or reference their textbooks.

Tip: Have students draw an example of each type of memory as a way to differentiate between the three.

Tip: Provide an example of immediate or sensory memory.

Tip: Provide an example of short-term memory.

Tip: Provide an example of long-term memory.

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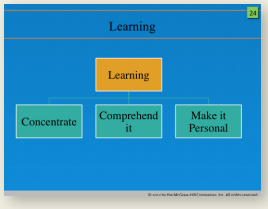
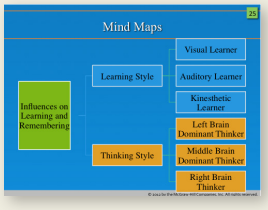
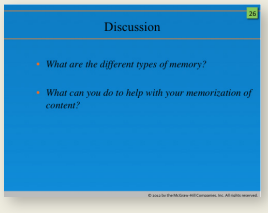
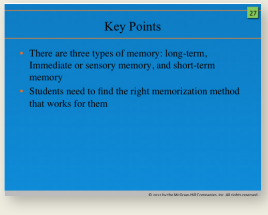
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

Slide 26, Learning
 
 	
	• Using mind maps
	  • Can be used instead of outlines to plan essays, speech, or essay questions.
	  • Drawings with key words circled and connected by lines to show relationship among ideas.
		TRY IT
		Provide an article about a new topic students most likely haven't been exposed to. Have them read the article and practice this first step in memorization. Focus on the last step to help them make it personal.

Slide 27, Mind Maps  	**Discussion** **Small group:** Give students a brief moment to share answers to the following discussion question with someone nearby: • *What are the different types of memory?* • *What can you do to help with your memorization of content?* *Come back together as a **whole class** and call on students to share their goals.*	Extend: Search for Mind Mapping tools on the Internet. Allow students to create their own mind maps.
Slide 28, Discussion  	**Conclusion** Close the discussion by showing the Key Points slide. **Key Points:** *Share the **key points** to implementing these concepts:* • There are three types of memory: long-term, immediate or sensory memory, and short-term memory. • Students need to find the right memorization method that works for them.	
Slide 29, Key Points  		

LO4: MEMORIZATION TOOLS AND TECHNIQUES (10 MIN.)

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
 	
Resources
PowerPoint slides 30–38
	Lesson Notes
	Introduction: There are many different memorization techniques that you can use to help you memorize information you need to learn.
	Build on Background: *Ask students the following informal survey:*
	
	Does anyone have any tips or techniques for memorizing something?
	Ask students to share responses out loud.
		Tip: Provide a personal example to start the discussion.

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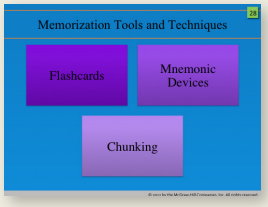
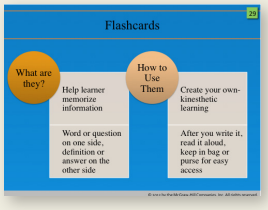
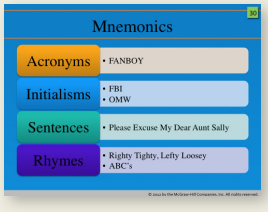
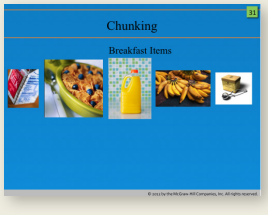
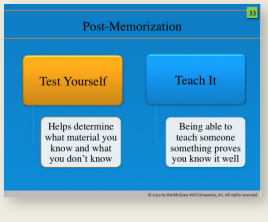
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 30, Memorization Tools and Techniques  	**Connect:** There are a few tools and techniques that can help you memorize different types of content. **Explain:** Flashcards are an invaluable memorization tool because they involve all the learning styles. **Elaborate** on flashcards. • Note cards are used to help the user learn or memorize information. • A typical flashcard many have a word on one side and its definition on the other, or a question on one side with the answer on the other.	**TRY IT** Give examples of content that works well with flashcards, such as vocabulary words or foreign language vocabulary.
Slide 31, Flashcards  	**Elaborate** on how to use flashcards. • Creating your own flashcards with index cards will engage your kinesthetic learning by having to write the word and definition on the card. • After you write it, read it aloud. This powerful act of recitation brings all three learning styles into play. • ***Recitation:*** Reading aloud to reinforce learning. This practice engages all three learning styles. • You can keep flashcards in your pocket or purse and review them whenever you have some spare time.	**TRY IT** Encourage students to take notes on vocabulary words.

Slide 32, Mnemonics
 
 	
	Explain that mnemonics are another strategy to increase your ability to remember.
	Elaborate that mnemonic devices include acronyms, initialisms, sentences, rhymes, songs, and visual associations.
	Identify some examples of mnemonic devices:
	• Acronym—Made by using the first letter of each word.
	  • BOYFANS—Helps remember coordinating conjunctions: but, or, yet, for, and, nor, so
	• Initialisms—Letters are read individually
	  • FBI, OMW (on my way). Prevalent in text messages.
	• Mnemonic sentences
	  • Please Excuses My Dear Aunt Sally. First letter of each word stands for Parenthesis, Exponent, Multiplication, Division, Addition, Subtraction. The common math concept.
	• Rhymes and songs
	  • Righty Tighty, Lefty Loosey. Learning the alphabet by singing the tune to "Twinkle Twinkle Little Star."
		GOT TIME?
		If time permits, have students come up with lists of each of the mnemonic devices.

Side 33, Chunking  	**Identify** chunking as another memorization technique.	**TRY IT** Divide class into groups, giving each group a mnemonic device. Have the group create a poster and teach the class about their topic.
Slide 34, Methods of Loci 		**TRY IT** Demonstrate the grocery list example of chunking. Have students try to memorize a grocery list by chunking it by meal: breakfast food, lunch food, snacks, etc.
Slide 35, Post-Memorization  		

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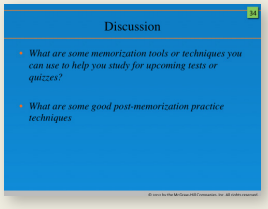
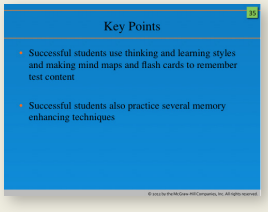
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 36, Discussion  *Key Points, Slide 37*  	**Explain** that most people can only hold five to nine items in their short-term memory. **Identify** that your phone number and Social Security number are separated into shorter groups of numbers. Grouping, or chunking these items together, makes it easier to understand. **Method of Loci:** Uses visual association. Learners are able to recall information by visualizing each item in a separate location of place. **Introduce** some post-memorization practice techniques. • Test yourself—to determine what material you know and what you don't know. • Teach it—eing able to teach someone something else proves you know it well. **Discussion** **Small group:** *Give students a brief moment to share answers to the following discussion question with someone nearby:* • What are some memorization tools or techniques you can use to help study for upcoming tests or quizzes? • What are some good post-memorization practice techniques? Come back together as a **whole class** and call on students to share their goals. **Conclusion:** *Share the key points to implementing these concepts.* **Key Points** • Successful students use thinking and learning styles and making mind maps and flash cards to remember test content. • Successful students also practice several memory-enhancing techniques.	Tip: Give students various examples of the Method of Loci. **GOT TIME?** Have students get into pairs. Each student should teach something they know really well to their partner

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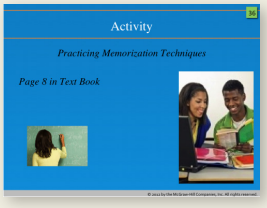
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

STUDENT ACTIVITY: PRACTICING MEMORIZATION TECHNIQUES (25 MIN.)

Resources
Detailed Activity Notes

Slide 38, Practicing Memorization Techniques: Activity



Activity Notes

Introduction: In this activity, students will get to experiment with some of the memorization techniques they read about in this section.

Build on Background: Tell students that since they are equipped with a variety of memory strategies, they will complete an activity to practice and determine the strategies that best fit their ways of learning and retaining information.

Use the Detailed Activity Notes to conduct this activity.

Activity Wrap-Up

Conclusion: Ask your students:

- Which mnemonic device was most effective for remembering the information?
- How well did you remember information after teaching it to a classmate?
- How does your learning style affect which method is most successful for you to remember information?

GOT TIME?

Additional Instructor Resources/Activities:

1. Concentration, Comprehension, Personalization

ONLINE EXTRA

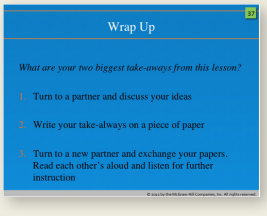
Your students can complete this exercise online in the Connect program.

LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

Resources

PowerPoint

Slide 39, Wrap-up



Lesson Wrap-Up

*Have the class come together as a whole group, ask students to share with a partner their **two biggest takeaways** from this lesson.*

*Direct students to **write** these on a piece of paper, turn to a partner, and switch papers. Invite students to **read aloud** the shared takeaways to the class.*

Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 2: Detailed Activity Notes

PRACTICING MEMORIZATION TECHNIQUES

This activity provides students with the opportunity to implement several of the memorization techniques they have learned in this section to assess which ones are the most effective for them.

Classroom Management: This activity should be completed in partners with students recording the information in their textbooks. Once the partners have finished, everyone will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your class that they will have the opportunity to practice a few of the memorization techniques they just learned in this section. • **Ask** your class to take out a sheet of paper. • **Tell** them to make a list of seven words or phrases, such as titles of seven of their favorite movies or TV shows, or seven recording artists or actors. • Once everyone has their list, **ask** your class to partner with a classmate. • After everyone is in pairs, **tell** your students to trade lists with your partner. • **Explain** to your students that each of them will select two mnemonic devices to use to remember all seven items on the list they just received from their partner. • Once everyone has selected two mnemonic devices, **tell** your class to write their two choices on a separate piece of paper. • Then **tell** your class that they must practice both methods at least three times, which will be completed individually. • After everyone has practiced both methods three times, **ask** the class to return the list to their partner. • Now **explain** that they are going to try another technique. • **Tell** your students to think of a concept to teach their partner. • **Encourage** them to select a topic that interests them, and then to jot down a few notes about the concept on their separate sheet of paper. • **Elaborate** that in their pairs, one of them will start as the "teacher" while the other plays the "student," and then they will trade roles. • **Explain** that the "teacher" will teach his or her "student" about his or her concept. • Once the "teacher" has taught the concept, he or she will receive feedback from the "student," and then switch roles.	• Students should be following along with the directions on page 18 of their textbooks. • Students should have a blank sheet of paper. • Students should be writing their list of seven words or phrases. • Students should be in pairs. • Students should be trading lists with their partner. • Students should be deciding on which two mnemonic devices they would like to practice. • Students should be writing the two mnemonic devices they selected on a separate sheet of paper. • Students should be practicing both mnemonic devices with the items on their partner's list alone. • Students should be returning the list to their partner. • Students should be considering a concept that they would enjoy teaching to their partner. • Students should be writing a few notes about how to teach this concept to their partner on their separate sheet of paper. • Students should be determining their role as either the "teacher" or "student."

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Remind** your students that they cannot both teach the same concept. • After each student has had the opportunity to be the "teacher" and the "student," **ask** your students to respond to the following question on page 19 of their textbooks: 1. Did teaching a concept help you discover what you did and didn't know about the concept? What will you remember about your teaching experiment? • **Tell** your students that they were practicing their mnemonic devices three times for this next exercise. • **Explain** to your students that without looking at the list, they will try to recall as many of the seven items they were practicing earlier as possible. • **Emphasize** that they only have one chance to name all seven and then it will be their partner's turn. • Once everyone has tried to recall all seven items, **refer** them to the follow-up questions in their textbooks. • **Ask** your students to respond to the following questions: How many items were you able to recall? Which of the two mnemonic devices that you tried worked better for you? If you did not remember all seven items, what might you do differently to recall all of those items? • **Refer** to the discussion questions on page 20 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 2. **Ask** your students the following discussion questions: ***Which mnemonic device was most effective for remembering the information?*** ***How well did you remember information after teaching it to a classmate?*** ***How does your learning style affect which method is most successful for you to remember information?*** ***What strategies will you start using to prepare for your next exam?***	• Students should be following along to directions in their textbook on page 19. • The first "teacher" should be teaching his or her concept. • The first "student" should be providing the "teacher" with some feedback on the effectiveness of the lesson. • Students should be switching roles and then repeating the same process. • Students should be responding to the questions on page 19 of their textbooks. • Students should be with their partner, and taking turns, attempting to recall all seven items they practiced earlier from their partner's list. • Students should be responding to the following questions on page 19. • Students should be reconvening as a class to begin the discussion.

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Section 2 Additional Activity: Strengthening Memory for Test-Taking Success

CONCENTRATION, COMPREHENSION, AND PERSONALIZATION

This activity teaches students how to practice the three steps they learned to improve their memory of new information: concentration, comprehension of it, and the personalization of it.

Classroom Management: This activity will be completed individually, and then students will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that the first step to strengthening their memory stems from how they approach learning the material they need to remember. • **Ask** your students to review the tips presented on page 13 of their textbook. • **Tell** them that with these concentration, comprehension, and personalization strategies in mind, to read the passage presented in this activity silently to themselves. • You **should allot** around five minutes for the reading portion and you should encourage them to look up any unknown words. • **Explain** to your class that you want to see how successful they were at using these steps to improve their memory of the reading. • **Ask** your students to respond to the following questions about their reading experience in their notebooks: 1. Identify your body position (for example, were you slouching or sitting up straight?) 2. Explain what you said to convince yourself that this information was important. 3. If your attention wandered, what did you do to help refocus? 4. Did you look up any unfamiliar words? If yes, what word(s)? 5. Did you reread any confusing sentences? 6. Did you write a question mark next to any information to ask your instructor to clarify? 7. How did you connect the information in this passage with your life? • You may need to **review** their responses to answer any questions. • After everyone has responded to the questions about their reading experience, **bring the class together** for a discussion on the following questions:	• Students should be reviewing concentration, comprehension, and personalization strategies. • Students should be silently reading the passage presented in this activity using the memory strategies. • Students should be looking up any unknown words. • Students should be responding to the following questions in their notebooks about this reading experience.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
Did you forget to implement some of the concentration, comprehension, or personalization strategies? ***If yes, which ones?*** ***Which strategies were the most challenging to implement?*** ***Which strategies were the most effective in assisting your retention of the material?*** ***Why were these strategies more successful than others?*** ***If you could redo this activity, what would you do to improve your ability to remember the information?*** ***How will these strategies assist you in preparing for major exams?***	• Students should be asking any questions about their responses if necessary. • Students should be reconvening with their classmates for a class discussion.

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Studying for Quizzes and Exams, Section 3

In this section, students learn how to increase their test-taking knowledge about different types of tests and questions, as well as what to do before, during, and after a test, which is applied in a pop quiz activity based on the material in this section.

LESSON OVERVIEW

SECTION 3: BE PREPARED FOR ANY KIND OF TEST		
Learning Outcomes	5. Examine the different types of tests and test questions, and strategies for each 6. Discover ways to maximize your score on any test and in any class	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 5: Types of Test Questions
		  • Lecture/Activity
		  • Discussion
		  • LO 6: Maximize Your Test Score
		  • Lecture/Activity
		  • Discussion
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 26–30, lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 26–27 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 21–29 • PowerPoint slides 40–57 • Detailed class activity notes	

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Studying for Quizzes and Exams, Section 3 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

GET READY! EXERCISE (5 MIN.)

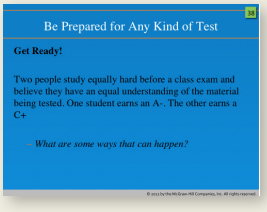
Outline

- Get Ready!
  - Reflection
- Section Overview

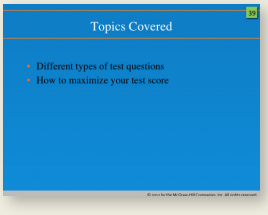
Resources

PowerPoint slides 40–41

Slide 40, Get Ready!



Slide 41, Topics Covered



Lesson Notes

*Ask students to **reflect:***

Two people study equally hard before a class exam and believe they have an equal understanding of the material being tested. One student earns an A–. The other earns a C+ .

- What are some ways that can happen?

***Ask** students to volunteer to share their* answers.

***Emphasize** how there are many variables that go into taking a test. Time limitations, test length, in-class exams, at-home exams, online tests, test coverage.*

Section Overview: Introduce **topics covered** in this class session:

- Different types of test questions
- How to maximize your test score

TRY IT

Encourage students to be honest and participate. Consider providing an example from your life when you may have done poorly on an exam.

LO 5: TYPES OF TEST QUESTIONS (25 MIN.)

Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

PowerPoint slides 42–49

Lesson Notes

Introduction: As well as predicting test content, you can also predict what types of test questions will be on the test.

Build on Background: *Conduct an informal survey by asking students:*

- What types of test questions have you experienced in your academic career?

Connect: Different types of questions require different kinds of study methods and memorization methods.

***Explain** that true/false, multiple-choice, and matching questions all require recognition of the correct answer.*

TRY IT

Encourage your students to follow along with their textbooks or to take notes on this information.

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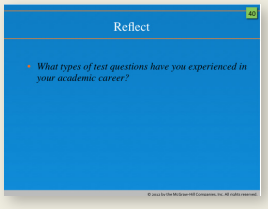
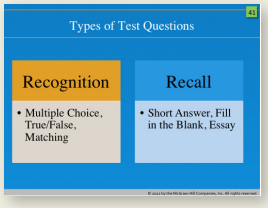
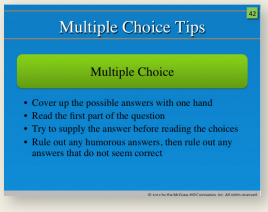
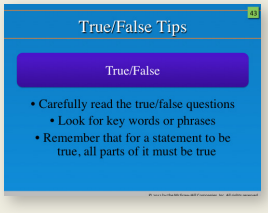
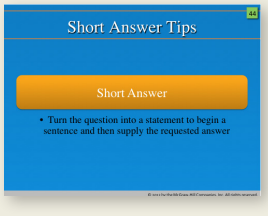
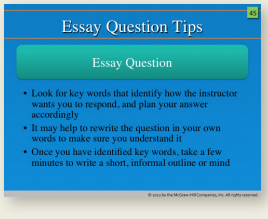
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 42, Reflect  	**Define:** ***Recognition***—The ability to identify a correct answer upon seeing it, such as spotting a familiar face in a crowd of strangers, or knowing the right answer from among several multiple-choice answers. **Explain** that short-answer, fill-in-the-blanks, and essay questions demand recall.	**TRY IT** Ask students to participate and give examples of multiple-choice questions, true/false questions, and short-answer questions.
Slide 43, Types of Test Questions  	**Define:** ***Recall***—The ability to remember information on demand, such as remembering a name that goes with a familiar face. **Elaborate** on techniques for each one of the types of questions:	Ask students to participate and give examples of which question they do the best/worst on. Tip: While explaining each tip, provide a visual example to help students understand.
Slide 44, Multiple-Choice  	***Multiple-Choice*** • Cover up the possible answers with one hand. • Read the first part of the question. • Try to supply the answer before reading the choices. • Rule out any humorous answers, then rule out any answers that do not seem correct.	
Slide 45, True/False  	***True/False*** • Carefully read the true/false questions. • Look for key words or phrases. • Remember that for a statement to be true, all parts of it must be true.	
Slide 46, Short-Answer  	***Short Answer*** • Turn the question into a statement to begin a sentence and then supply the requested answer.	
Slide 47, Essay Questions  	**Essay Questions** • Look for key words that identify how the instructor wants you to respond, and plan your answer accordingly. • It may help to rewrite the question in your own words to make sure you understand it. • Once you have identified key words, take a few minutes to write a short, informal outline or mind map to organize your thoughts.	Extend: Ask students what their favorite type of questions are and have them explain why

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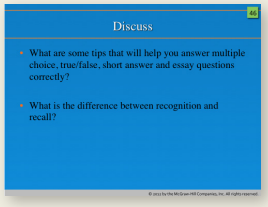
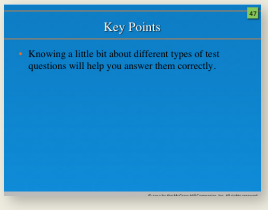
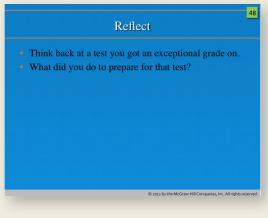
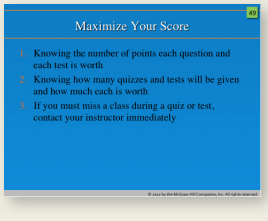
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 48, Discuss  *Slide 49, Key Points*  	**Discussion** **Small group:** Give students a brief moment to share answers to the following discussion question with someone nearby: • *What are some tips that will help you answer multiple-choice, true/false, short-answer, and essay questions correctly?* • *What is the difference between recognition and recall?* **Close** the discussion by showing the Key Points slide. **Key Points** • Knowing a little bit about different types of test questions will help you answer them correctly.	

LO 6: MAXIMIZE YOUR TEST SCORE (10 MIN.)

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
 	
Resources
PowerPoint slides 50–55
Slide 50, Reflect
 
 	
Slide 51, Maximize Your Score
 
 	
	Lesson Notes
	Introduction Regardless of the kind of test, there are a number of things you can do to get a good grade on any test.
	
	Building on Background
	• *Think back to a test you got an exceptional grade on.*
	• *What did you do to prepare for that test?*
	Connect: There are a few things you can do to maximize your score on any test. One of them is to know how the instructor is keeping score.
	Elaborate:
	1. Knowing the number of points each question and each test is worth.
	2. Knowing how many quizzes and tests will be given and how much each is worth.
	3. If you must miss a class during a quiz or test, contact your instructor immediately.
	Explain how another important aspect of test taking is how to manage your time better while taking a closed-book test. Here are a few tips for taking these types of tests:
	1. Write your name on the test.
	2. Write down anything you are afraid you will forget (key dates, terms, etc.).
	3. Scan the whole test and decide on an order for answering the questions.
	4. Consider doing the true/false, multiple-choice, and matching first.
	5. Lastly, notice which questions are worth more points so if you run out of time you will get points for those.
		GOT TIME?
		Offer time for students to answer questions.
		
		GET CONNECTED
		Encourage students who are successful at test taking to share some tips they may have
		
		TRY IT
		Encourage students to take notes on all the tips and tools for test taking.
		
		TRY IT
		Ask students to raise their hands if they go back every time after taking a test to check their work. Encourage them to answer honestly!

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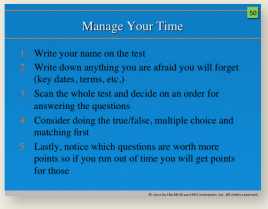
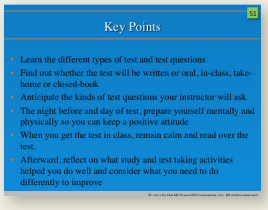
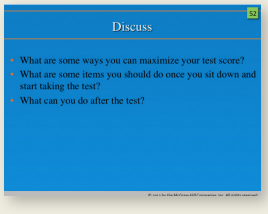
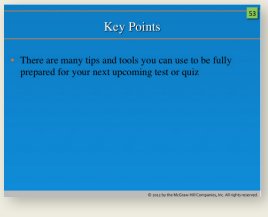
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 52, Manage Your Time  *Slide 53, Key Points*  *Slide 54, Discuss*  *Slide 55, Key Points*  	**Last,** it is important to check your work before you turn in your test. Make sure you have answered all questions. ***Explain*** *that it's not a good idea to change your answer, unless you have a really good reason to change it.* **Identify** another key is to ignore how long it takes other students to complete the test. Take as much time as you need. **Key Points** Summarize some of the skills mentioned: • Learn the different types of tests and test questions. • Find out whether the test will be written or oral, in-class, take-home, or closed-book. • Anticipate the kinds of test questions your instructor will ask. • The night before and day of test, prepare yourself mentally and physically so you can keep a positive attitude. • When you get the test in class, remain calm and read over the test. • Afterward, reflect on what study and test-taking activities helped you do well and consider what you need to do differently to improve. **Discussion** **Small group:** Give students a brief moment to share answers to the following discussion question with someone nearby: • *What are some ways you can maximize your test score?* • *What are some items you should do once you sit down and start taking the test?* • *What can you do after the test?* Come back together as a **whole class** and call on students to share their goals. **Conclusion** Close the discussion by showing the Key Points slide. **Conclusion:** *Share the* ***key points*** *to implementing these concepts:* • There are many tips and tools you can use to be fully prepared for your next upcoming test or quiz.	Students should be able to answer questions by verbally repeating the important information.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

ACTIVITY: POP QUIZ! (25 MIN.)

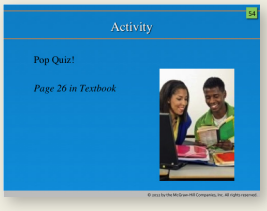
Resources

Textbook, page 26

Detailed Activity Notes

PowerPoint slide

Slide 56, Activity



Activity

Introduction: Students will use the question, reading, and answering techniques learned in this module to take the following pop quiz.

Use the Detailed Activity Notes to conduct this activity. *Prepare students to locate page 26, and continue with directions from the instructor guide.*

Activity Wrap-Up

- After the activity, ask students the following questions:
- How did you approach this pop quiz? (for example, did you just start from the beginning?)
- What test-taking strategies did you consider as you took the pop quiz?
- Which questions were easier for you to answer?
- Which questions were more difficult for you to answer?

TRY IT

Consider asking students to discuss this question with a classmate next to them before answering as a class. You may consider writing these possible answers on the whiteboard for students to write down: compare answers to the textbook and notes, read any comments or suggestions from the instructor, consider questions that may appear in future tests, double check that the score is accurate.

GOT TIME?

Additional Instructor Resources/Activities:

1. Test Creation
2. Class Discussion

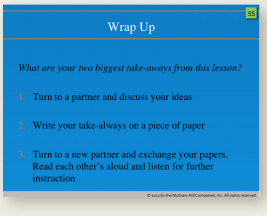
TRY IT

Your students can complete this exercise online in the Connect program.

LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

Resources

Slide 57, Wrap-Up



Lesson Wrap-Up

Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.

Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.

Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 3: Detailed Activity Notes

POP QUIZ!

This activity has students apply the question-reading and answering techniques they just learned in this section to take a pop quiz and evaluate their success.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, students will partner with a classmate to compare answers, and then reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your class that they will take a pop quiz in order to apply the test-taking techniques they just learned. • **Tell** your students that you will time the quiz. • **Clarify** that you will give the class ten minutes to finish the quiz. • **Emphasize** that they must complete the quiz entirely on their own.	• Students should be following along to the directions on page 26 of their textbooks.
• **Remind** your students that for multiple-choice questions, to circle the letter of the best answer, for true/false questions to circle T for true and F for false, and for any fill in the blanks, to use the space provided in their textbook.	• Students should ask any questions before starting the quiz.
• **Tell** your class that they may begin the quiz. • You may need to provide clarification for some students as they complete the quiz.	• Students should be completing the quiz and asking the instructor questions if necessary.
• Once the ten minutes has lapsed, **tell** the class to stop writing.	• Students should be stopped and waiting for the next instructions.
• Then **ask** your students to find a partner. • **Explain** that with their partner, they will complete the following steps (you may want to write these on the whiteboard): 1. Compare answers. 2. Use their book to reference any discrepancies in responses. 3. Make any necessary changes. 4. Discuss the techniques they used to answer the questions in the quiz.	• Students should be partnering with a classmate. • With their partner, students should be completing the following four steps.
• After everyone has finished the four steps, **refer** to the discussion questions on page 30 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 3.	• Students should be reconvening as a class to begin the discussion.
Ask your students the following discussion questions: ***How did you approach this pop quiz? (for example, did you just start from the beginning?)***	

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INSTRUCTOR GUIDE	STUDENT ACTIONS
What test-taking strategies did you consider as you took the pop quiz? ***Which questions were easier for you to answer?*** ***Which questions were more difficult for you to answer?*** ***How can you use this pop quiz experience to assist you with preparing for a larger exam?***	

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Section 3 Additional Activity: Be Prepared for Any Kind of Test

TEST CREATION

This activity increases students' test-taking knowledge by having them create their own test factoring in different types of questions and approaches.

Classroom Management: This activity will be completed individually; then students will form pairs to take their partner's test, and then discuss this experience with their partner.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Tell** your students that increasing their test-taking knowledge about different types of tests, questions, and what to do before and after a test will give them more confidence and awareness in order to improve their overall test performance. • **Elaborate** that to build on this foundation, it will be helpful to also increase their understanding of how instructors create tests. • **Explain** that having a stronger idea of how tests are made will provide them with more insight in how they approach taking exams. • **Tell** your class that one of the best methods to increase this understanding is for them to actually see what goes into test creations by having them make their own test.	• Students should be following along to the directions.
• **Explain** that for this activity, they will create a test that includes <u>four</u> types of questions: 1. Multiple-choice 2. True/false 3. Fill-in-the-blank 4. Short-answer questions • You may want to **write** these question types on the whiteboard as well. • **Elaborate** that the test your students will make will only take <u>10</u> minutes to complete. • **Clarify** that this timeframe is essential because it will determine how many questions they will write, as well as the complexity of these questions.	• Students should consider jotting down ideas on a separate sheet of paper as the instructor goes over the details of how to create the test.
• **Explain** that with these factors in mind, they should consider only writing between 5–7 questions, which would allot the person taking it 1–1½ minutes per question. • At this point, **ask** your class if they have any questions or need any further clarification.	• Students should ask any questions if they need any clarity.

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• Then proceed to **explain** to your students that they will need to determine the content. • **Tell** your class that the questions will only be based on the information they learned in this section. • **Emphasize** that they may not include material from the earlier sections or any outside information. • Again, pause, and **ask** your class if they have any questions or need any further clarification. • **Remind** your students to considering all of the test-taking knowledge they have gained in this section. • **Tell** your students that they may begin creating their 5–7 test questions in the space provided in their textbooks. • **Remind** your class that their questions must consist of multiple choice, true/false, fill-in-the-blank, and short-answer. • After everyone has written their test, **tell** them that you would like see how successful they were at writing a 10-minute test. • **Ask** your students to partner with a classmate. • **Explain** to your class that they will trade tests with their partner. • **Tell** your class that they will have 10 minutes to complete their partner's test. • **Emphasize** to your students that before they take their partner's test, to remember all the elements they evaluated in the creation of their own, and to use this knowledge to assist them in their test-taking approach. • **Tell** your students that may begin the test. • **Stop** your class after 10 minutes. • **Explain** to your students that they will rejoin their partner to discuss the following questions and record their responses in their notebooks: 1. How difficult was it to write a test? 2. What was the most challenging part? 3. How did writing your own test help you in responding to your partner's? 4. What did you learn in this activity that you could use to help you in how you approach taking tests in college?	• Students may review this module section and identify information they may want to include or use for their test questions. • Students should begin creating their 5–7 test questions using multiple choice, true/false, fill-in-the-blanks, and short-answers. • Students should have completed their 5–7 question test. • Students should be partnering with a classmate. • Students should be trading tests with their partner. • Students should consider the test-taking factors they used in the creation of their own exam to assist them with how to approach taking their partner's test. • Students should be beginning the test. • Students should stop taking the test. • Students should be rejoining their partner to discuss their test-taking experience.

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Class Discussion

This discussion has students examine memorization techniques, identify the ones best suited for their learning styles, and offer advice for other students anxious about test taking.

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• **Ask** your class the following questions: ***Select one of the memorization techniques you read about and practiced, and explain which learning or thinking styles it is best suited for.*** ***Describe something other than a memorization technique that you have done to prepare for a test that has worked well for you.*** ***What advice would you give a student who is anxious about test taking?***	• Students can use a separate sheet of paper to respond before participating in the class discussion, or students may simply share their answers verbally.

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