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ED440V AD/HD: Success Strategies for the Impulsive Learner

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Assignment #10-A

 In my district we have a math curriculum called Bridges. I love the curriculum as it goes along with common core, gives us lessons so we don’t have to take the time to come up with an all cohesive unit, and it implements a lot of games and partner work time. However, its does not leave room to incorporate a review or how this would look for the unit.

 A lot of teachers give a PowerPoint where the kids sit quietly, do the work on their whiteboard, and hold up their answers when the time is up. Although this is a way to see where everyone is with the questions, it leaves little room for communication or interaction. Plus they immediately tune me out once they realize they got the correct answer.

 So, I decided to create a jeopardy game for our first unit one review. It took me 3 hours to come up with the categories and questions varying from easy to hard, but it was so worth it. I broke my class up into 7 groups of 4. Each student had a different colored dry erase pen. The idea of the different colors is that I could see who was trying to solve the problem, help out their team, or who chose to sit there and not do anything. Each group was supposed to solve it together which meant they could work off of each other instead of each solving it their own way.

 The other aspect of jeopardy that I love is that each group is required to solve the problem, they have partners to communicate with and help fill any gaps of where to begin or next steps, and if the group before them gets the answer wrong the next group has the opportunity to steal. This means that everyone needs to participate because that is how you help your group and just because it isn’t your turn doesn’t mean you won’t answer the question as well.

 Finally, doing a review game like this holds everyone accountable, but it reassures students because they have their team backing them up. Each round the group will have a new spokesperson, which gives that student the confidence to speak in front of the class. But, I am perfectly okay with their group members helping/reminding them what to say out loud if they are feeling nervous or forgetful.

 My students absolutely love doing this game. They love the friendly competition of it, how they get to use dry erase markers, and how all the pressure isn’t just on them. The pressure is on their team as a whole.

Lesson: Unit 1 Math, Addition and Subtraction, Jeopardy Review Game

Goals: I can solve addition and subtraction equations.

 I can work with my team to understand what the problem is asking me to do.

Procedure:

1. Break students up into groups of 4.
2. Give each group a 12” by 12” whiteboard and every member a different color whiteboard marker
3. Inform them of the reason why we do review games
	1. This is a chance for them to see:
		1. Do I know how to solve this problem?
		2. Do I know the first step I should take to solve this problem?
		3. Do I know what the question is asking me to do?
		4. Do I need to study this more before the test?
		5. Do I need to ask Mrs./Mr \_\_\_\_\_\_\_\_\_ about this in private later to better help me be ready for the test?
4. Explain the rules of jeopardy
	1. Pull a popsicle stick to pick which group will go first
	2. They need to decided together which category and number to pick (10 – 50)
	3. The questions worth 10 points will be easy and the questions worth 50 points will be hard
	4. Depending on the question being picked you will get anywhere from 20 seconds to 3 minutes to solve it on your whiteboard with your table partners.
		1. This is a good time to remind them that on the test they will have WAY more time to answer the questions, but unfortunately today (and because they are working with partners) we will have limited time to answer each question. Remind them of this frequently throughout the review game, especially on the 40 and 50 point questions.
	5. If one group gets the answer wrong it will go to the next group. If the next group gets it right they will pick the next category. However, if the original group gets it correct, they will pick the next category. Each group has the chance to get 2 questions right in a row before we will move on to the next group.
	6. Remind them that when they give their answer they will also be required to explain how they solved it. If they cannot explain how they solved it, but gave the right answer, they will not receive points for that round and we will move on to the next group. (This allows for kids to remember that on tests they are required to show their work and it helps other students to hear and see other ways that they could have solved the problem).
5. Pull Popsicle stick and begin playing the game.
6. Final jeopardy question – explain the rules:
	1. Groups get 30 seconds to figure out how many points they want to bet
	2. Give examples:
		1. If you have 60 points and you bet 60 points – you will get to add 60 points to your score if your groups gets the answer correctly
		2. If you have 60 points and you bet 60 points – you will lose those 60 points and be at a final score of 0 if your group gets the answer wrong
		3. You can only bet up to the amount of points that you have and it has to be in groups of 10. If you have 60 points you can bet 10, 20, 30, 40, 50 or 60 points. You CANNOT bet 1, 2, 3, 17, etc or anything above 60 because you only have 60 points.
	3. Each group will get a sticky note to write their final answer on (this also helps with groups to not be able to change their answer once other groups start sharing)
7. Once the game is over there will most likely be a group that technically won the game. However, I tell them that they are all winners because they all tried their best
8. At the end of the day when I am walking them out and saying goodbye I give everyone a jolly rancher