



Learning Habits Lesson: Getting the most from your Workbook

Summary

Students will revise the great workbook set-out and unpack how beneficial valuing our mistakes can be in building a deeper understanding.

This revision lesson is for continuing students, you can find an introductory lesson [here](#).

Group Size: Whole class (Reinforce with a small group, if necessary)

Length: Approximately 30 minutes

Lesson Preparation:

- Prepare Learning the *Getting the most from your Workbook* powerpoint ([download here](#)) – there is a video embedded which makes the file size large, so download and save before the lesson.
- Whiteboard and marker

Optional:

- If you would like students to have a sample workbook to refer to, you can print *A Great Workbook* poster ([download](#)) in A4 colour to paste into workbooks, or in A3+ colour to stick to the classroom wall – simply print to the desired size, remembering to select the “fit” option so it doesn’t print too large.

Learning Intention

This activity helps students to:

- Revise the standard conventions for laying out a mathematics exercise book
- Explore the importance of valuing our mistakes and how this helps us to learn.
- Recognise their workbook as a valuable resource for their learning.

After the Lesson

- Follow-up may be needed to reinforce these expectations until they become habitual. This could include working in small groups to revise with particular students or re-playing the video *Workbook Set-out – Video* ([view on YouTube](#)).
- Use the *Blank Marking Guide* sheet ([download](#)) for students to self-assess or peer-assess workbook set-out once per week or as habits are being developed. As a further extension, this allows you to compare growth data from tests against bookwork scores, which can demonstrate the value to students.
- Positively reinforce and celebrate students’ workbook while walking around the room and observing students’ work.
- Ask students to share examples of their “memos” and when they have used this strategy. Has this helped and, if so, how?

Time	What the teacher is doing	What students are doing
10mins	<p>Ask the class if they can remember how a mathematics workbook should be set out. The key elements include:</p> <ul style="list-style-type: none"> ○ A red line down the middle ○ Heading in red pen with the date ○ Number questions as you go and with red pen ○ Write in blue or black pen, including all the working out ○ Complete and mark one question at a time. ○ Mark as you go with a red tick ○ Don't erase or scribble out an incorrect answer. Simply cross it out and try again. <ul style="list-style-type: none"> ● Play the student <i>The Great Workbook</i> video on Slide 2 of the powerpoint. ● Explain that a great workbook helps to learn more efficiently and reduce brain strain. Slide 3 of the powerpoint is there to support this discussion. <p><i>Optional:</i> Review the <i>A Great Workbook</i> poster (download) and/or ask students to paste a copy into their workbook.</p>	<p>Have a class discussion. Think back to your workbook and how to set this up.</p> <p>Watch the video.</p>
10mins	<p>Tell the class that we're going to look closer at - not only finding and fixing mistakes - but <u>valuing</u> the mistakes we make.</p> <p>Using Slide 4 of the powerpoint, lead a class discussion on how erasing mistakes is erasing opportunities to understand our mathematics better. Consider the following discussion points:</p> <ul style="list-style-type: none"> ● Mistakes reveal patterns and connections. Unpacking and valuing mistakes can help connect different ideas in our brain. ● Valuing our mistakes can look like reflecting on where or why a question was incorrect. They can help us rethink our approach to a question. ● Studies show 86% of people feel exploring their mistakes helps their maths learning and helps them to remember/retain this knowledge longer! ● Finding and valuing is a big part of mathematics learning and developing as learners <u>and</u> mathematicians. <p>Introduce one strategy of valuing mistakes by writing a brief "memo-to-self" about the mistake made and why it was incorrect. This can help us "think about our thinking" and learn more effectively. These "memos" can also give insight to the teacher (or a helping peer) about where you might need more support with that concept or how you're thinking about the question.</p>	<p>Have a class discussion. Reflect and consider what the teacher is discussing. Is this something that could help your learning?</p>
10mins	<p>Using Slide 5-6 of the powerpoint, model an example where two students might have an incorrect answer but for different reasons.</p> <ul style="list-style-type: none"> ● For example, two students working on the same module and both Student A and Student B had the same question incorrect for different reasons. ● A little "memo-to-self" will help these students recognise and learn deeply beyond simply "I got it wrong". ● Ask the students if they can think of a similar example? ● Encourage students to share their efforts when they find, value and reflect on a mistake. Because mistakes are good! 	<p>Have a class discussion. Reflect and consider what the teacher is discussing. Is this something that could help your learning?</p> <p>Share a similar example.</p>

If you want to give feedback on this lesson plan email support@mathspathway.com with the title of the plan and your feedback.