



Learning Habits Lesson: Setting out a Workbook

Summary

Students identify examples and counter-examples of correct workbook set-out.

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

Length: Approximately 40 minutes

Lesson Preparation:

- Watch the teacher video - available [here](#).
- Prepare the student video - available [here](#).
- Print both of the sample workbook sheets in double-sided A4 colour – one copy for each pair of students, plus one copy for teacher reference. Consider laminating for re-use as a class set, and sharing with colleagues in the faculty.
 - *Sample Workbooks – Ray and Naomi* ([download](#))
 - *Sample Workbooks – Terrence and Amira* ([download](#))
- Print Marking Guide sheet ([download](#)) – one copy for each student.
- Prepare *Workbook Set-out* PowerPoint ([download](#)) – there are videos embedded which makes the file size larger, so make sure to download and save before the lesson.
- Read through all of the red notes in the PowerPoint before the lesson – these highlight some helpful hints to be aware of beforehand.

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.
- If you want students to self- or peer-correct workbooks over the next few weeks, print Blank Marking Guide sheet ([download](#)) – one copy for each student.
- If you want students to glue anything into their books, bring spare glue/scissors/stapler – enough for students likely to forget or bring.

Learning Intention

This activity helps students to:

- Learn the standard conventions for laying out a mathematics exercise book
- Learn to show working out and correct mistakes appropriately one question at a time
- Learn how to self-evaluate or peer-evaluate workbook set-out

After the Lesson

Follow-up may be needed to reinforce these expectations until they become habitual. Over time, you may wish to focus more on some bookwork aspects more than others, but setting a high bar across the board can be useful at the start.

Options for reinforcing this are to:

- Re-play the video *Workbook Set-out – Video* ([view on YouTube](#)) to the whole class as a reminder after a few weeks, or refer back to *A Great Workbook* poster.
- Use the *Blank Marking Guide* sheet 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.

Note: This lesson requires a level of student concentration for 30-40 minutes. As such, this lesson may be more suited to Monday morning than to Friday afternoon.

Note: The lesson assumes that rulers are not required for lines down the middle of the page (to save students time), and that pencil is not recommended for showing working out (to avoid the temptation to erase mistakes). Depending on your students' needs, you may wish to modify these as you go.

| Time | What the teacher is doing | What students are doing |
|---------|--|---|
| 5 min | Hand out: <ul style="list-style-type: none"> For each student: <i>Marking Guide</i> sheet For each pair of students: All four of the <i>Sample Workbook</i> sheets (over two double-sided piece of paper). | Help hand out sheets. Don't fill in anything yet! |
| 30mins | Use the <i>Workbook Set-out PowerPoint</i> to lead the class through a gradual release exploration of Workbook set up. <ul style="list-style-type: none"> Watch a short video explaining a couple of aspects of workbook set-out. I do. Model how to grade Ray's workbook for the class, and have students copy. We do. Lead a class discussion to grade Naomi's workbook together. You do. Have students grade Terrence's workbook in pairs, then discuss answers. During the class discussion, consider getting students to indicate their answers with a thumb-sup or thumbs-down. <ul style="list-style-type: none"> This gives a quick visual indication of the spread of opinion in the class and allows you to keep all students participating and engaged. Have students hold their thumbs-up or thumbs-down close to their chest so that you can see their answer, but it's not so obvious to their peers. This can encourage less confident students to give their honest opinions. | Fill in parts of the Marking Guide sheet with ticks and crosses by: <ul style="list-style-type: none"> I do. Copy the teacher to grade Ray's workbook. We do. Join class discussion to grade Naomi's workbook. You do. Try in pairs to grade Terrence's workbook. During class discussions, show your vote for the correct answer using a thumbs-up or thumbs-down. When you do this, hold your hand close to your chest so the teacher can see without others copying you. |
| 5mins | Direct students to correct all of Amira's workbook in pairs. Share and discuss the correct answers with the class after everyone has had a go individually. | <ul style="list-style-type: none"> You do. Try by yourself to grade Amira's workbook. This time, do all the ticks and crosses in one go |
| 10 mins | <i>Optional:</i> Direct students to paste the <i>Marking Guide</i> sheet into their workbooks, and self-assess or peer-assess their own workbooks | Paste the Marking Guide sheet into your book. Grade your own book or another student's book. |
| 5 mins | <i>Optional:</i> Put up the <i>A Great Workbook</i> poster in the room for students to refer to, or direct them to paste a copy of this poster into their books for later reference. | Listen, or paste a copy of the <i>A Great Workbook</i> poster into your book. |