

TITLE OF LESSON

Physical Science Unit 1 Lesson 13 – Review for Test 1

*Nature of Matter: How do tribes define the substances around them and their interactions?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Sciences: Chem, Atomic and Molecular Structure 1; Gases and Their Properties 4; Investigation and Experimentation 1

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MATERIALS

**Lab Report Revision** – Teacher Page

**Test 1: Matter** – Teacher Page

Colored pens

calculator (optional)

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LESSON OBJECTIVES

- To review matter concepts for assessment
  - To determine significant concepts and the relative importance of each
  - To edit a lab report
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Collect homework. Pass back graded assignments and notes. Have students place them in the appropriate sections of their binders. They will need all of their notes for today’s class.
  - 2) Agenda – Have students copy the agenda you have posted.
  - 3) **Peer Revision** – Tell students they will write the lab report using the draft process, which means they will write their lab report, then revise it, write a second draft with the suggested peer revision changes, edit with a partner, and then write an error free final draft to be turned in for a formal letter grade. Have groups get out the first draft of Lab Report 3. Ask students to switch reports with a student in his/her group. (You may want to assign partners before class so that you can pair up struggling writers with more accomplished writers.) On an overhead projector, post the Teacher Page, **Lab Report Revision**. Cover all the steps but Step 1. Explain to students that they will be walking through the revision process one step at a time. This should take about 15-20 minutes. Collect the reports and give credit to students who did a thorough peer revision. Be sure you hand them back before the end of the period so that students can write their second draft after lesson 14.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Assessment – Write the format of assessment on the board (from **Test 1: Matter** in the *Teacher Pages*). Go over with students testing strategies for multiple choice, fill in the blank and problem solving tests. First, ask students if they have some ideas for good test taking strategies. List their ideas on the board. If they do not come up with the following, add them to their list:
  - a. **Get good sleep the night before an exam**
  - b. **Eat a good breakfast and bring a snack for right before the test.**
  - c. **Study with a partner or a group before the test.**
  - d. **Bring pens, pencils, and erasers for the test.**
  - e. **During the test, pace your self and watch the time!**

- f. Never leave any answers blank. It increases the possibility you may get an answer right. Whereas no answer ensures you will get it wrong.
- g. Eliminate any answers you know are wrong. The more you can narrow an answer down, the higher your chances of getting it right.
- h. After you have eliminated all wrong answers, if you cannot figure out the right answer from the answers left, GUESS!!!
- i. If the test is timed and you cannot think of an answer within a minute, skip the problem and MAKE SURE you come back to it at the end.
- j. You're first answer is usually the correct answer. Do not change an answer unless you are absolutely positive you must.

Ask students to keep the list they have just created in their notes section. Every time they take a test from now on, you will review it with them. If they think of any new test taking strategies or strategies that work well for them, they should add them to their lists and present them to the class the next time you cover test taking strategies.

2. Binders – Have students get all pertinent notes, labs, and worksheets from their binders. That is, everything from Lessons 1-11. Tell them they will be using these today to study with their groups. These will be their study groups from now on. Any time they have a test, they will work with group members to prepare. Ideally, they have already been studying on their own. So today is simply a review.
3. Study Groups – Have students break into their lab groups to create a study sheet. Have them assign group roles (see *Group Roles* below). Explain to students that the study sheet should contain a list of vocabulary words, a list of different types of problems with examples of how to solve them, and a list of major concepts with examples of everyday application. They should agree upon what material should be placed on the study sheet. Tell them they will have 20 minutes to create their study sheet. All members should have their own copy of the study sheet so that they can study tonight, but they may work together to make sure they have all of the necessary information. If students did not understand concepts, now is the time to ask. They should start by asking their group members for help. If no one in the group can help them to understand, then they should ask the teacher. Tell students they will have 20 minutes in groups to finish their study sheets. Remember, they all have the vocabulary list done, if they have been keeping it up to date. And most everyone should have their vocabulary memorized since they were supposed to be studying the words every night. At the end of 20 minutes, call time. Tell students that while they are quizzing each other, you will be walking around the room to initial study sheets that are complete. You will collect them tomorrow for credit, when students walk in the door. So if they have not finished them now, they should complete them tonight for partial credit tomorrow.
4. Quizzing Group Members – Students should quiz each other on concepts. They can pair up—one partner puts their study sheet face down while the other partner reads key concepts to see if the first person can answer correctly. They can work as a whole group—one person is quizzed by the rest of the group members. They can use their flash cards. Or they can choose another method that works for them. The idea is not to work alone. Tell students they will have the rest of the period to make sure each person is quizzed on all of the information at least once. If all students have been quizzed once and there is still time left in the class, they should quiz each other again! No one should be sitting around with nothing to do.

**NOTE: If you have discipline problems in your class, it is best to choose the method they must use to study rather than allowing choice.**

5. Answer Questions – Walk around the room and answer any remaining student questions. Sit in on quizzes. Or pick a partner and quiz him/her. If there is a group with an odd number, offer to quiz. It's important to the students that you participate, too!
6. Wrap Up – Five minutes before the end of the period, call time. Have students clean up. Make sure that each member of the group leaves class with a study sheet. Remind students that they should study tonight. It's important that they have someone continue to quiz them. If that means they exchange phone numbers with group members and plan to get together, that's great! If it means they have a parent or sibling quiz them, that's fine too. The idea is that they should be developing study habits now.

7. Homework Review – Explain the homework assignment. Quickly, remind students to come prepared tomorrow. Study sheets are due at the beginning of the period before they start their exam. So they should make sure they bring them to class. Pass back Lab Report 3 with revisions.
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#### HOMEWORK

Study for the test. Bring study sheets to class tomorrow for credit.

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#### GROUP ROLES

Manager – You are responsible for making sure the study sheet is completed.

Recorder – All students will be recording the study sheet, but the Recorder is responsible for making sure all students are writing and are writing the same information.

Facilitator – You are responsible for keeping your group focused and on task.

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#### DOCUMENTATION FOR PORTFOLIO

Lab Report 2