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Please enjoy these complimentary lessons from
Becoming an Assessment-Capable Visible Learner,
Grades 3-5.

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Taking on the Challenge of Learning: Part 1



Overview



Motivation:
0.42

RELATED TOOLS AND RESOURCES:

Teacher Preparation

Teacher Planning Notes:

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Taking on the Challenge of Learning: Part 1

LESSON

6

When you hear the word

CHALLENGE

what words come to mind?

*Think
About It*



A **challenge** is something that is hard to do well but not impossible. It takes work and can be difficult but it is also fun.

Take a moment and answer the following questions ...

6

Taking on the Challenge of Learning: Part 1

1

When playing a video game, which one sounds like it would be more fun to play?

- ☐ A video game that is very easy to get from one level to the next without having to try.
- ☐ A video game that has twists and turns, and that you have to work at to get to the next level.

Why?

2

If you were in a competition at school, which one sounds like it would be more fun?

- ☐ A competition that didn't push you and was easy to win.
- ☐ A competition where you had to practice and work hard to be the winner.

Why?

3

If you were working in school on your favorite subject, which one sounds like it would be more fun?

- ☐ A lesson the teacher is teaching that you already know most of the answers for, and it's very easy to get an A.
- ☐ A lesson the teacher is teaching where you learn something new and need to pay close attention and work hard to be successful.

Why?

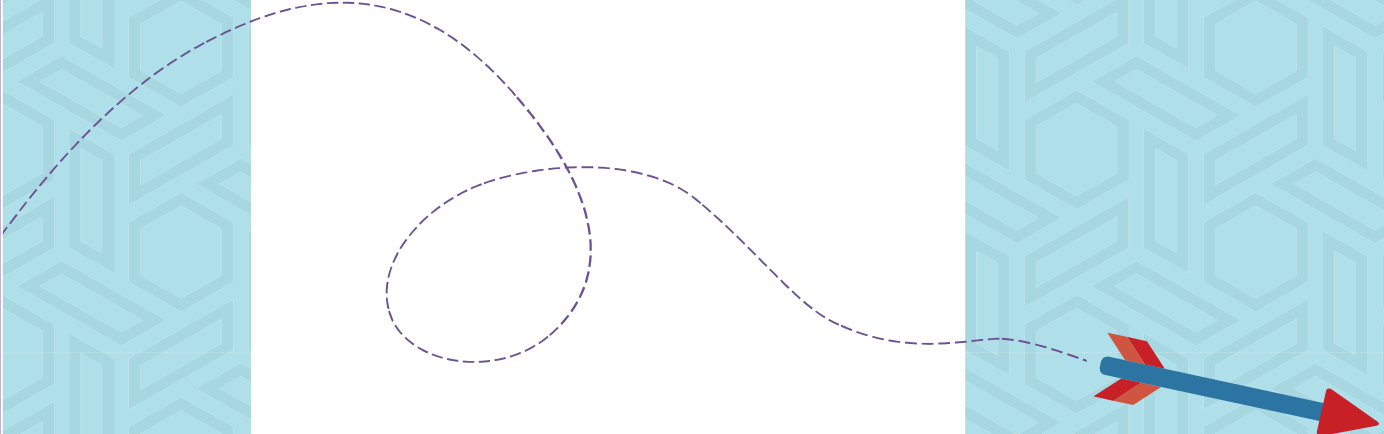
Being challenged is a GOOD thing!

Challenge is something that should be a part of your learning.

Being challenged helps us grow and get better at what we are doing.

There should be times when you make mistakes.

Remember, if you never make any mistakes, you are not really learning!



Assessment-capable visible learners know that a challenge is a chance to get better at something.

6

Taking on the Challenge of Learning: Part 1



Taking on the Challenge of Learning: Part 1

Date: _____

- Group Directions:**
1. Read each situation below.
 2. As a group, answer the two questions that follow.

Situation 1

You are doing math on Friday and the teacher is teaching something that is new. It seems much harder than normal. The teacher tells the class there will be a project due on Monday. You are doing your best to follow along with the teacher, but it is not making sense. You feel upset.

1

What would be a GOOD WAY to think about this new challenge?

2

What would be a BAD WAY to think about this challenge?

Situation 2

You have just completed a science experiment and the teacher is asking the whole class questions. You really like doing experiments. You raise your hand to respond to the question because you think you know the answer. The teacher tells you that you actually missed it and calls on another student. You feel embarrassed.

1

What would be a GOOD WAY to think about this new challenge?

2

What would be a BAD WAY to think about this challenge?

6

Taking on the Challenge of Learning: Part 1

Situation 3

Your teacher has just handed back something you wrote. You worked really hard and spent a lot of time drafting it. You see that your grade isn't as good as you thought it would be, and there are a lot of markings from the teacher telling you where you made mistakes. You reviewed your writing before you handed it in, and you didn't think you made that many mistakes. You are really disappointed at the grade you got, and you feel sad and upset.

1

What would be a GOOD WAY to think about this new challenge?

2

What would be a BAD WAY to think about this challenge?

1

What are some ways you can get through a challenge in your learning?

Reflect



2

How can we help each other in our classroom when there is a learning challenge?



6

Taking on the Challenge of Learning: Part 1



Taking on the Challenge of Learning

Date: _____

1

What will challenge me today in my learning?

2

How might I feel during the learning challenge? Why?



3

What strategies will help me with my learning challenge?

4

Did my strategies help me with my learning challenge?
Why or why not?

Teacher Talk

Have students open up to page 33 in their notebook.

Part of developing into an assessment-capable visible learner means that you are okay when you encounter CHALLENGES in your learning. As a matter of fact, as a learner, you should look for ways to be challenged in your learning. That means that not only do you seek challenges in your learning, but you don't let mistakes define who you are as a learner. If you "fall down" you get back up and move forward. Today, we are going to look at a couple of sample situations, and in groups, think about how we can respond to those situations and move forward in a positive manner. We are also going to think about ways that we can respond that would hurt our learning. These are pitfalls we want to be aware of and avoid or get in front of so we are ready for them.

Instruct students to read the top of page 33 and list anything that comes to mind when they hear the word *challenge* in the space provided.

I'd like you to take a look at the top of page 33 in your notebook. Think about the word challenge and include anything that comes to mind in the space provided. When everyone has had a couple of minutes to write something down, we will share our responses as a whole class.

Allow students a couple of minutes to complete the task.

Is someone willing to share something that they think of when they hear the word challenge?

Invite a few students to share their responses. Capture the student responses on something that everyone in the class can see.

Now that you've thought about what we think of when we hear the word challenge, you are going to read through a couple of questions and look at the two answer choices that are provided for each one. Pick the answer choice that you like the best. Let's look at the first one together. (Prior to going in to the first question below, read the instructions at the bottom of page 33.)

1. When playing a video game, which one sounds like it would be more fun to play?

A. A video game that is very easy to get from one level to the next without having to try.

B. A video game that has twists and turns, and that you have to work at to get to the next level.

Ask students to do a quick turn and talk with one of their peers and share which answer they picked and why.

Turn to a peer and share with them which choice you picked and why.

Invite a few pairs to share their responses. If pairs vary between saying they chose A or B, ask them to share the why behind their answer choice. If there are no pairs picking B, you will need to use that as a discussion point to help the class look deeper into why they look at answer choice A as more fun. While neither answer is wrong, the purpose of the activity is to help them see the value in encountering challenges, so as the teacher, you will need to be prepared for how best to move the discussion there.

Are there any pairs that would share what they discussed and why?

Great job sharing. Now I'd like you to read through the other two questions on your own and select an answer choice for each one. (You can also have the students continue to do this in pairs. There will not be another whole-class share out, as students will move into groups for the next activity.)

Now I'm going to put you into groups. Within your groups, I'd like you to read through each scenario and then have a discussion about what kind of reaction would move you forward in your learning and what kind of reaction would not move you forward in your learning. Capture what your group talks about in your notebook. Be prepared to share out some of your group's thinking with the rest of the class.

After students have had time to work in groups, ask some of the groups to share a response to one of the scenarios. Once students shared some of their thoughts, ask them to individually complete the reflection questions on page 39.

Now I'd like you to individually complete the reflection on page 39. Please respond to both questions.

This lesson can now be brought to a close.

Student Action

- Turn and talk
- Class discussion
- Group discussion
- Individual reflection

Teacher Planning Notes:

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