Quiz-Quiz Trade Chapter 4 Instructions

Objective/Learning Targets:

\* Using the cooperative learning structure, quiz-quiz-trade, students will orally review important concepts and information.

\* Using the cooperative learning structure, one-stray, students will identify important concepts or information from their unit of study, then compose questions with answers and use  "one-stray" to learn by peer coaching.

\* Students will be able to check and review Government contents. This lesson will allow the students to include an activity to coach one another. And students will learn from their peers with different topics.

**Quiz – Quiz Trade Instructions**

**(Review and Coach One Another)**

1. Anticipatory Set:

Together as a class, students will check their understanding and knowledge by taking some challenging quizzes.

[Students will form 4 rows. They stay with their shoulder partners]

I will present some questions and how many points they will get at the end.

Using game the quiz game “No it or show it”

[Give 30 sec to one min for students to read each question silently, and then they buzz to their partners for answer. I call them back and ask for the answer by showing fingers such as A = 1, B = 2, C = 3, and D =4]

2. Input

Providing Input:

After I do quick review – how many points they get. I will give another chance to review their topics’ content by quizzing one another in their small groups.

There are four categories of questions:

**Red:** Chapter 4 Section 1

**Green:**  Chapter 4 Section 2

**Yellow:** Chapter 4 Section 3

**Orange:** Federalism

I will divide the students into 4 big groups

I will ask students to do “Quiz – Quiz - Trade”

I will model with one student how they do this activity – procedure:

Stand shoulder to shoulder, small student number ask a question first.

Give one more chance if partner’ answer is incorrect. Review and coach.

Your partner’s turn to ask you. When finish, you trade card.

Check for Understanding

I will go around each group to check/monitor and quiz them from the cards they have.

4. Independent Practice:

Students will write two of their own questions on the 3x5 cards:

One side is a question – it can be multiple choice or choose to answer the question type

Other side is the answer

They may use their textbooks.

5. CLOSURE:

[All students are sitting on their assigned seats at their desks]

Students will do “One Stray” to other expert teams. One representative from each group will go around to other teams, and quiz and coach by bringing 2 cards

Reflection

This will be the first review where each expert team's member will be coaching other team expert's member who had different content of topic. I intend to do this again in the following week after mid-winter break so all students could learn and know about other topics. This activity will be worthwhile and relevant to the students

For the next time, I will postpone the writing own question part as the students need more time and learn more to formulate/write a good content question.