

NAME:

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Distance Learning Pack: Year 9

Dear Student

Now that we are learning remotely, you will be set work by your class teacher via email or Google Classroom and there are a wealth of materials on the VLE that you can access.

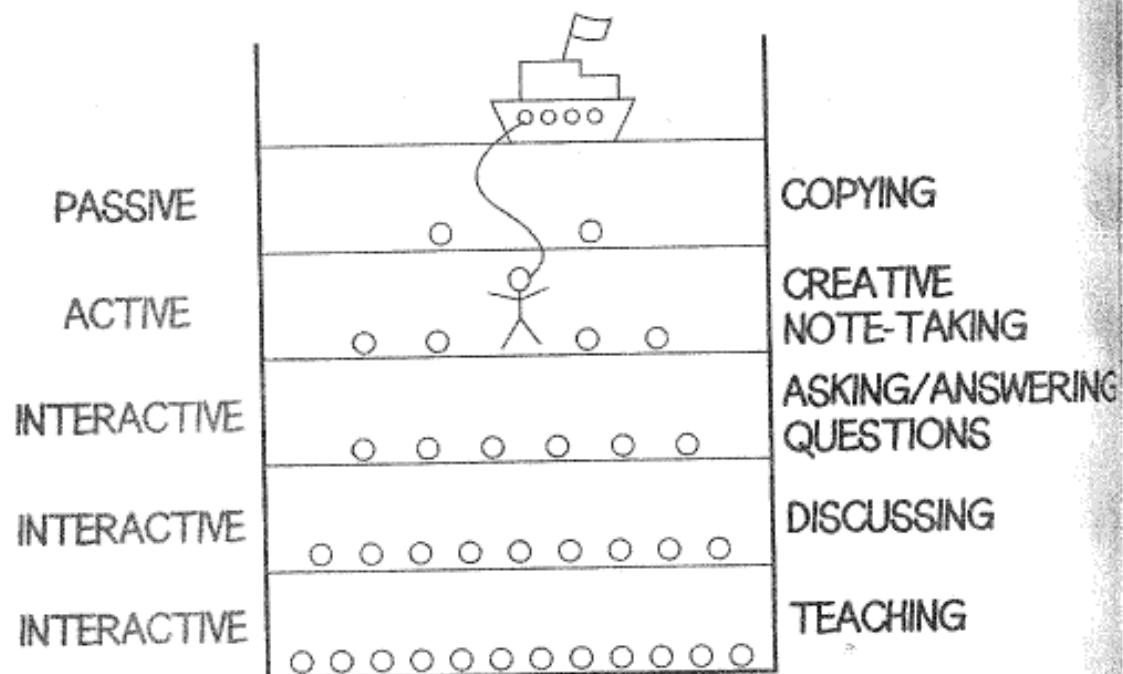
- Check your emails/Google Classroom posts each day and try to follow your normal timetable.
- Complete all set work to the best of your ability but do not worry if you find some tasks difficult – move on to another topic/task/subject.
- You may use email/Google Classroom to communicate with teachers and ask specific questions, if you do not understand the work. Teachers are still following their timetable so will reply when they can, within 48 hours.

This pack provides general learning activities that you can use with any subject. You may also like to learn with a friend by using Google Docs and Google Slides – tips on how to collaborate are also included. Reading for pleasure every day should also be part of your routine.



RATCLIFFE COLLEGE

*This booklet is designed to provide you with
PRACTICAL learning strategies that are PROVEN to
work.*



The **deep-sea pearl diver analogy**: use strategies that promote **DEEP** learning rather than **SHALLOW** learning!



Activate your memory—retrieval practice

20 minute timer

20:00

Choose a subject: Science, Maths, RS, English, MFL, History, Geography

Circle your choice.

Put away your class materials, and **write or sketch** everything you know about the topic you are studying.

Then, check your class materials/text books or VLE materials for accuracy and important points you missed. Add to your mindmap/sketch.

Option: you can repeat this process for as many topics and subjects as you require, 20 minutes per subject.

Collaborative Learning: *Can you create a Google Doc and share with a friend? You can compare your mind maps and help each other remember key points*

Another way to revise a topic, is to a list of questions you need to answer.

Revision will give you the answers!

- ✓ *At the beginning of a topic, ask ‘what questions do we need to ask to know about ...?’*
- ✓ *Identify three questions you would like to know the answer to first and identify why they are most important*
- ✓ *To test your friends’ understanding of the topic, what 5 questions would you ask them, in order of easy to hard.*
- ✓ *Before you read the next page in the text book for a subject, think about the questions you wish to answer. When you find the answer, tick off your question.*
- ✓ *When you have read some of your text book, write down what questions you are stuck on. Choose your most important one. Seek help from a friend, parent or teacher.*
- ✓ *Set yourself three key questions to answer. After revising, ask a parent, or friend to ask them you the questions. How well do you know the topic?*

2

Do something with the information...

20 minute timer

20:00

This helps develop your understanding. In order to make sense of information, you can't just read the text book and write out beautiful notes. You have to **do** something to it to make it stick in your head!

Change it: Revising or re-reading the notes? Can you change it into...

A flow diagram

A cartoon strip

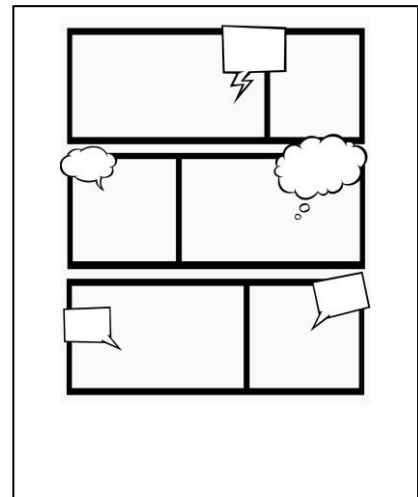
Put key words into a jingle

Turn a written description into a diagram

Create a timeline

Turn it into a picture

e.t.c



Collaborative Learning: Can you create a Google Slide Show and share with a friend?

✓ **Reduce it - Reducing information** is a very effective learning strategy and you can use it in many ways

Reduce a key passage of text to one page, paragraph, sentence, word.

Identify the six most important words in the passage.

Summarise a page in your text book /an article/ the topic in 50 words or on A4 paper

Highlight key points then summarise onto a revision card

Option: you can repeat this process for as many topics and subjects as you require, 20 minutes per subject.



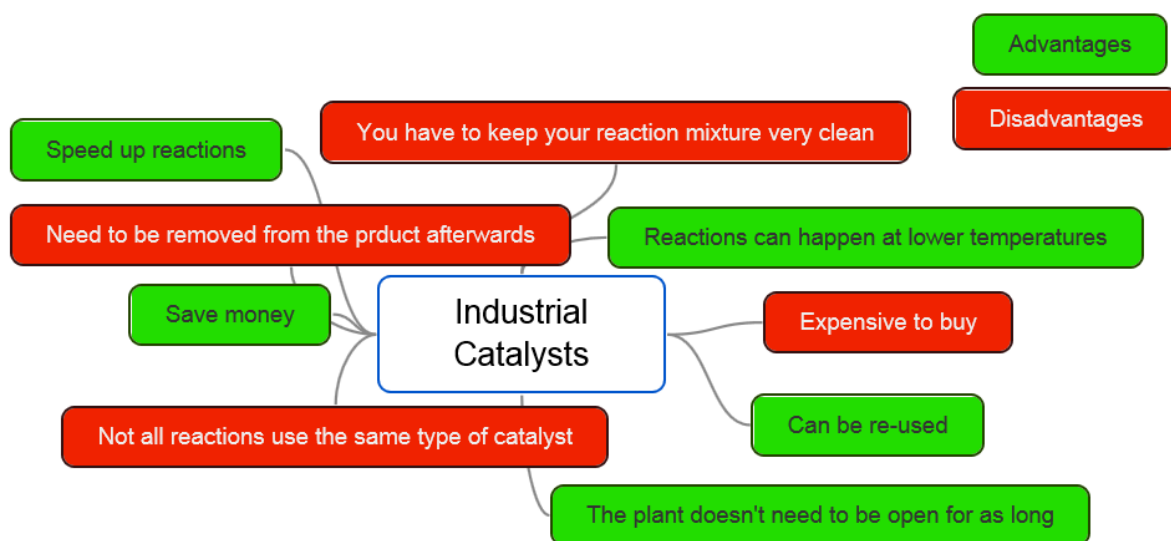
Connect it - Make connections

Connecting information lies at the heart of understanding. The way you organise your notes can be a helpful memory trigger so think about a structure that makes sense to you and your understanding of the module. Use coloured MINDMAPS so you can see the picture in your head.

- ✓ *Create a mindmap with links, key words and visual images.*

20 minute timer

20:00



@ _____

Tweet your learning in 140 characters



Option: you can repeat this process for as many topics and subjects as you require, 20 minutes per subject.

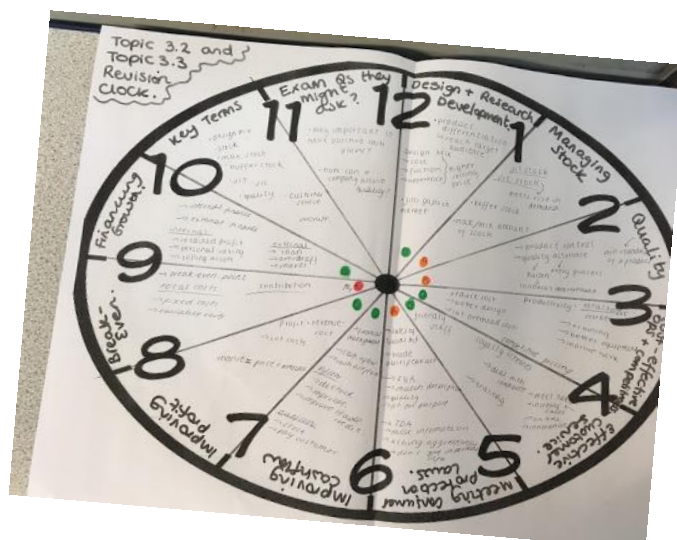
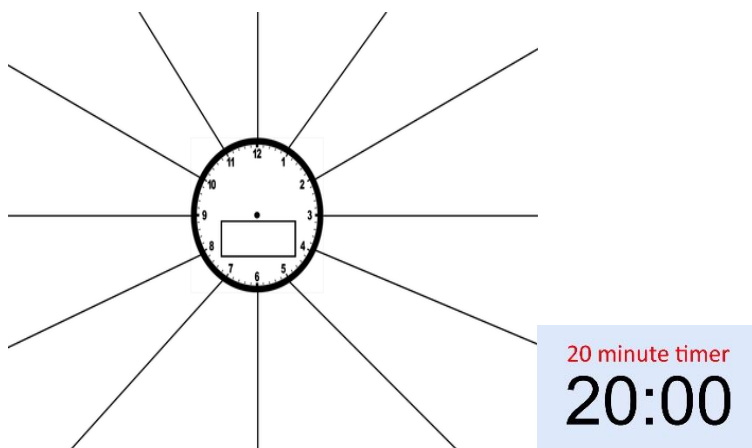
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REVISION CLOCK LEARNING

For this technique

you draw a basic clock. You can then take a subject or topic and break it down into 12 sub-categories. Make notes in each chunk of the clock. Revise each slot for 5 minutes, turn the clock over and then try to write out as much information as you can from one of the segments. Eg. all the information in the 2-3pm segment or use it to help visualise a timeline.

Collaborative Learning: Can you create a Google Doc Revision Clock and share with a friend?



5 Flashcards

20 minute timer
20:00

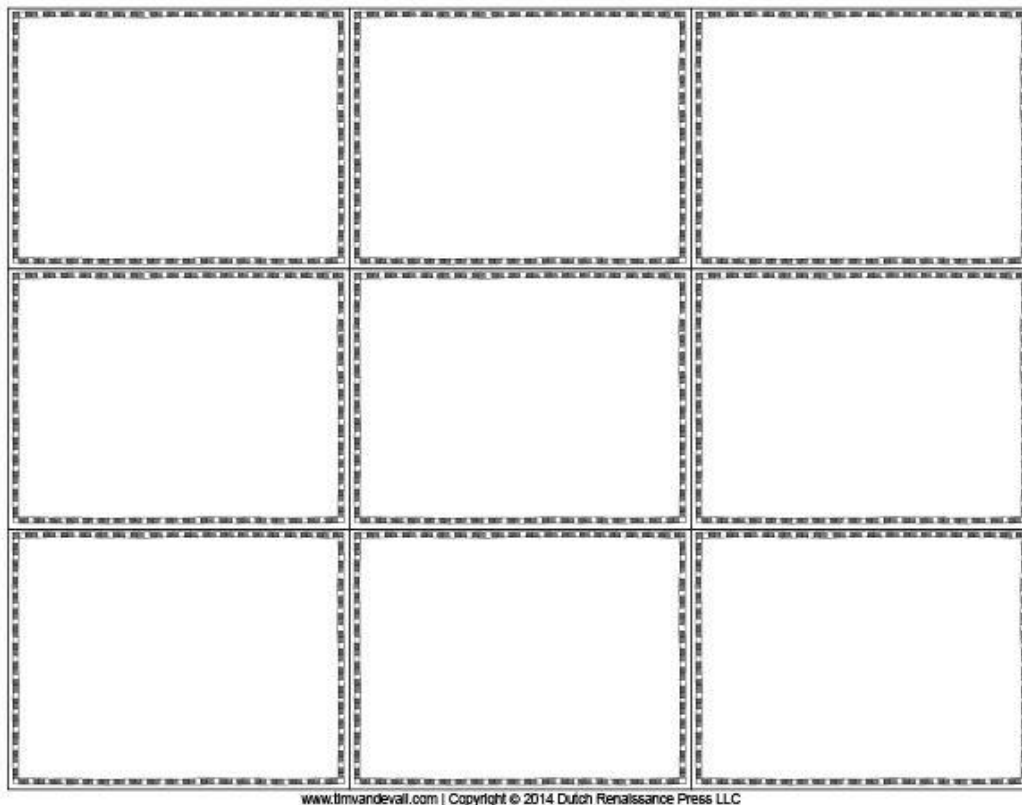
These are a very good and simple self-testing tool. They can be physical or electronic.

Quizlet's cards are good as they prioritise cards you have previously got wrong:
<https://quizlet.com/en-gb>

To make your own, take some card and cut into rectangles roughly 10cm x 6cm. You then write the keyword on one side and the definition on the other.

Then go through your cards looking at one side and seeing if you can remember the keyword/definition on the other side.

Collaborative Learning: *Can you create a Google Doc quiz to send to a friend?*



Option: you can repeat this process for as many topics and subjects as you require, 20 minutes per subject.

Verbalise your thinking

6

Asking someone to explain something –SAYING out loud their thinking - can help the brain organise its thoughts. Talking can help you think through and clarify your ideas.

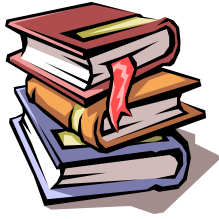
- ✓ *Tell someone at home three things you learned on the topic. What was the hardest? What are you still stuck on?*
- ✓ *Read a page in your text book / revision booklet and decide which you think is the most important sentence. Tell someone at home which you have chosen and why.*
- ✓ *Explain your diagrams to someone at home. Record yourself explaining and listen to it. Did you include all the points?*
- ✓ *Describe a process or explain something to someone younger than you. Record yourself explaining and listen to it. Did you include all the points?*



- **Mnemonics** can be a helpful way to memorise facts. The first letter is used to create a phrase or word that you can more easily remember.

Have a look at this video on how to remember material:

<https://www.youtube.com/watch?v=Js5Tm1y0igY>



BONUS TIME! Finished your work for the day? Enjoy a good book!

READING FOR PLEASURE

For inspiration, you could check the recommended “Writes of Passage” booklist, produced by the charity Booktrust for World Book Day:

<https://www.worldbookday.com/writes-of-passage/>

or look at some of the titles nominated for the prestigious Carnegie Medal award:

<https://carnegiegreenaway.org.uk/longlists-for-2020-cilip-carnegie-and-kate-greenaway-medals-announced/>

Also look at the excellent website <https://www.lovereadings4kids.co.uk/>

Dyslexia-friendly reading:

If you struggle with normal print, you might like to consider the range of dyslexia-friendly quick reads books published by firms such as Barrington Stoke.

The use of E-readers can also help, particularly as the font size and format can be altered. The Open Dyslexia font available on the Kindle can make reading much more accessible.

*There is more treasure in books than
in all the pirate's loot on Treasure Island.
~ Walt Disney ~*

QUESTIONS TO DEVELOP YOUR READING: choose a number from 1-8 then **think** about the questions under the heading or talk to a friend/parent.

1. What do you think about when you are reading?

- Do you wonder what will happen next?
- What pictures do you ‘see’ in your head?

- Do you think about what the book reminds you of?
- Do you think about which characters you like or dislike, and why?
- Do you think about what you would do or how you would feel if you were in a similar situation as a character in the book?

2. What do you think about the opening of the book?

- What kind of book do you think it is going to be?
- What do you think will happen and why?
- Has it made you want the answer to any questions?
- How does the book actually start? Does it introduce characters, describe a setting, begin with a mystery or use of dialogue?

3. What are the characters like?

- What sort of person is the main character?
- In what ways do the characters change and develop?
- How does the author make the characters believable? Are any characters unrealistic? In what way?
- Is the story written from the point of view of a particular character?

4. How is the setting developed?

- Where does the story take place? How is the setting described?
- Have you read any other books with a similar setting?
- How does the setting contribute to the mood of the books?
- Did you see the setting in your mind as you read?

5. How is the story organised?

- Is there more than one set of characters and events?
- Does the author use memories and flashbacks?
- Is there a lot of dialogue or detailed description?
- How do the chapters end? How does the author make you want to continue reading?

6. What is the book about?

- What do you think the author wants you to think about this book (the main idea – the theme)?
- Do the characters have any views about the theme?

- What happens in the story that tells us what the author thinks?
- What do you think about the theme? Is there anyone in the story who shares your views?

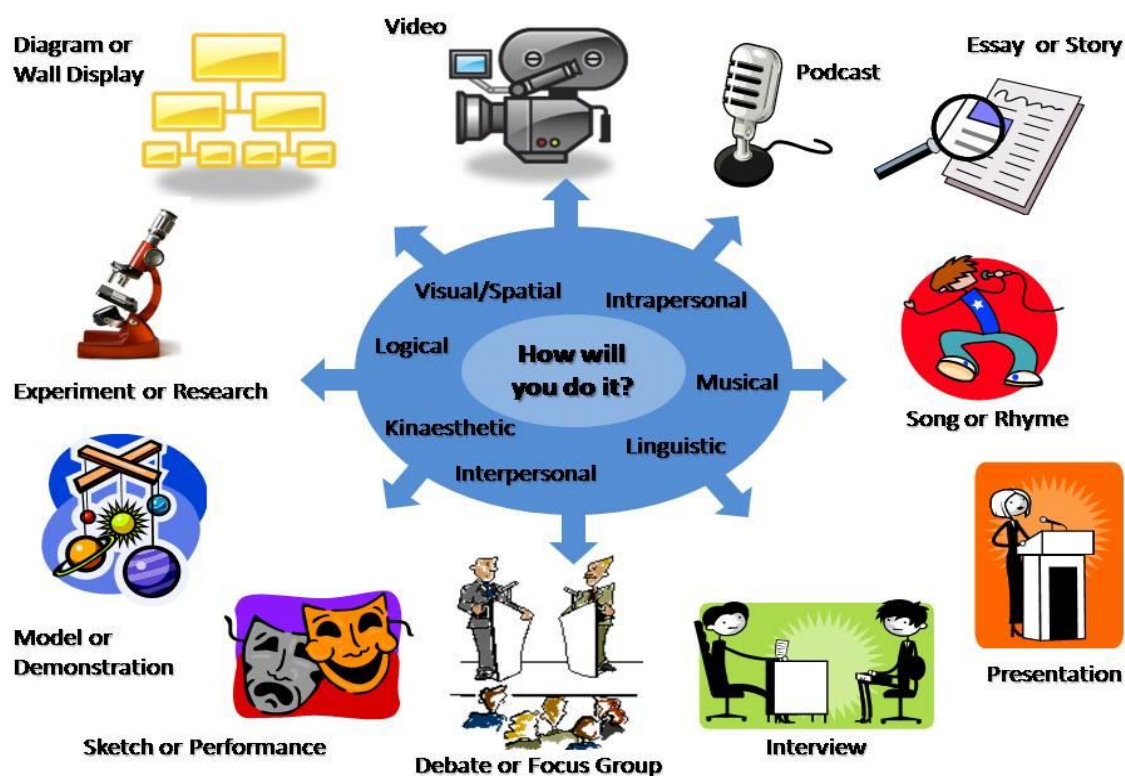
7. How is the book written?

- Is the story written as if it's told by one of the people in it (first person)?
- Is it written as if the author is 'on the outside' of the story (third person)?
- Do you think this makes a difference? In what way?
- What do you think about the way it is written?

8. What do you think about the ending?

- Was the ending what you expected? If not, what did you expect to happen?
- Are there some questions you would still like answering?
- Would you have preferred it to end in a different way?
- Why do you think it ended the way it did?

Choice Wheel – choose how to record your responses to your reading:



Great Places for Online Learning:

1. Seneca Learning

<https://www.senecalearning.com/>

‘**Seneca** helps 1,000,000+ students to **learn** faster and memorise better. The homework & revision platform applies cognitive neuroscience to make **learning** more efficient and enjoyable. ... **Seneca's** algorithms are adaptive and personalize students' education to their abilities, prior knowledge and performance.’

‘The Fastest Growing Homework & Revision Platform in the UK

Pick among 250+ KS3, GCSE & A Level courses based on **exam board specifications**. All of our homework and revision content condenses what you actually need to know for your exams.’

2. Khan Academy

<https://www.khanacademy.org/>

Khan Academy is a non-profit educational organization created in 2008 by Salman Khan with the goal of creating a set of online tools that help educate students. The organization produces short lessons in the form of videos. Its website also includes supplementary practice exercises and materials for educators.

3. **TED-Ed** is **TED's** youth and education initiative. **TED-Ed's** mission is to spark and celebrate the ideas of teachers and students around the world. ... **TED-Ed** has grown from an idea worth spreading into an award-winning education platform that serves millions of teachers and students around the world every week.

https://ed.ted.com/lessons?content_type=animations&direction=desc&sort=publish-date&user_by_click=student

NOTES PAGES



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