

# Starting the School Year with **Kognity**

**Topic:** 0 Introduction

**Lesson:** Ready for Action Lesson Plan

**Subject:** IBDP English B



## What can I use this lesson plan for?

This is a great lesson plan for introducing students to both the English B curriculum and Kognity’s digital textbook features in the beginning of the school year. The activities in this lesson work well with remote or in person learning. As the year progresses, you can use these activities with different sections of the English B digital textbooks.

### Lesson Objectives:

Students will be able to apply Kognity’s digital textbook features to classroom learning in IBDP English B.

### Time Allotment:

Recommended time is *one hour*, however the revision activities provide opportunities for extension.

### Materials:

[0.1.1](#) (Key features of the book), [0.1.2](#) (How Kognity supports IBDP English B Assessment), [Themes introduction document](#), [Assessment criteria document](#)

## Activities with Kognity

### Hook

1. Have students look at the picture in section 0.0.1. Discuss the following questions:



- Can you describe the picture?
- In what way do you think this cover is related to the subject “English”?
- What does Anglophone (English) culture look like to you?

2. Introduce students to the structure of the course, (5 prescribed themes and possible explorations). Use this document from the English B syllabus to introduce structure.
3. Ask students the following questions:
  - Which of these themes would you like to study? Why?
  - What topics do you find the most interesting?

## Introduction Activity

1. Introduce Kognity's English B features by projecting the overview page and **explaining that:**
  - The content in each section of the book incorporates features such as **videos, external links, practice questions** and **activities** to enhance students' learning.
  - Students can take be active readers by highlighting and taking notes in their Kognity **notebooks**
  - The **practice centre** has exam style questions, strengths tests and battles for all topics that allow students to check their knowledge and understanding of each topic. As they engage with the **strengths test and battles**, their **strengths bar** (on the overview page) will increase, allowing them to keep track of their strong content areas and areas they need to work on.
  - Teachers can assign readings and questions and can keep track of student progress
2. Give students the opportunity to explore these features independently for 5 to 10 minutes. As they are exploring, relate these sections to Approaches to Teaching and Learning (ATL) self-management skills development.
3. Introduce the different assessments for the course (Paper 1, Paper 2 and IA), using this [assessment criteria document](#)

## Group Activity

1. Separate the class into different groups, assigning each group a subtopic to review (ideally, if there are 5 groups, each group will get a subtopic from a different theme)
2. Each group should create a *map* of each topic. The teacher can give these guiding questions if needed.
  - 1) What is the order of the sections?
  - 2) How many exercises are in each section?
  - 3) What are the colored boxes for?
  - 4) How many different colour boxes can you spot?
3. Ask each group to share their subtopic findings, Identify patterns, and go over the colored boxes found in each section.

*ATL connection: Listen actively to other perspectives and ideas*

4. Discuss as a class:
  - What do you think is interesting in your subtopic?
  - What would you like to explore in this subtopic?
  - Is the theme developed interesting to you?

## Independent Activity

Have students read the Introduction topic (O.1.1 and O.1.2), highlighting and taking notes in their Kognity notebooks. This will reinforce the group activity and the features of Kognity English B.

## Revision Activities

Here are some revision activities you can do at the end of any section or subtopic:

- Create a [Kahoot](#) or [Jeopardy](#) for review.
- Assign your students Practice/Exam-style questions, where they can answer one to two questions for a specific subtopic that has already been discussed in class. These questions are modelled after IB exams and are invaluable when students are preparing for exam papers.
- Review the vocabulary and grammar bank at the end of each subtopic, and have students make flashcards to quiz each other.
- Have students go to the practice centre to take the Strength test as a post assessment, or engage in a strength battle with a classmate.
- Create a question or reading assignment on any topic or subtopic. Then, have students head over to the Assignments tab to identify how assignments are presented to them.

