P4 Team: Moore, Trent, Wells

Subject: Reading- Testing Strategies Week 36- May 14th-18th, 2018

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| **Common Core Standards**  RF. 3.4a- Read grade-level text with purpose and understanding.  SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  -Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  -Follow agreed-upon rules for discussions and carry out assigned roles.  -Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  -Explain their own ideas and understanding in light of the discussion.  **Essential Vocabulary:** | **Day 1** | **Learning Target:**  I can identify good test taking strategies.  **Materials:**  -The book- The Big Test  -Testing strategy cards | **CRAFTING:**   * Begin the lesson by asking students how they are feeling about the test this week. Explain to students that it is OK to be nervous. Tell students that for the next couple of days we will be learning strategies that will help them be a better test taker. * Next, introduce the book, The Big Test. Ask students to predict what they think the book is about and what happens within the story. Remind them to use the cover of the book to help with their prediction. Read the story. * After reading the story, discuss with the students what they learned from the book. Make sure they understand that being worried or nervous is Ok, but if they just relax and take their time, everything will be fine.   **COMPOSING:**   * Next, divide the students into groups of 4. Give each group a set of test strategy cards and thumbs up and thumbs down card. Explain to students that they are going to read each card and together as a group decide whether or not it is a good testing strategy. * Once all groups are finished distributing their cards, go over the answers together. Have students defend their reason for placing a card in the thumbs up or thumbs down category.   **REFLECTING:**   * End with sharing time. Have students turn and talk about something they learned from today’s lesson. Allow time for a few students to share. |
| **Day 2** | **Learning Target:**  I can identify good test taking strategies.  **Materials:**  -The book –Testing Miss Malarkey (see below for book online)  - paper for each student | **CRAFTING:**   * Begin the lesson by reviewing some the testing strategies that we learned yesterday. Have a few of the students give example of good testing strategies and bad testing strategies. * Next, introduce the book Testing Miss Malarkey. Ask students to predict what they think the book is about and what happens within the story. Remind them to use the cover of the book to help with their prediction. Read the story. * After reading the story, ask the students the following questions:  1. Why was Miss Malarkey acting weird? 2. What did she say about the test and how it would affect the children? 3. What did she do that showed she was nervous? 4. Why was Principal Wiggins yelling? 5. Why did they serve fish in the cafeteria? 6. Why did the children get nervous about the test? 7. What are some of the things that went on the day of the test? 8. How did everyone act when the test was over?   **COMPOSING:**   * Students will then get with a partner and write an Acrostic poem using the letters in their names. The poem should include good testing strategies that everyone should follow. The pairs may work together, but each student must have a poem using their name. Students may also choose to illustrate their poems.   **REFLECTING:**  End with sharing time. Have students share their acrostic poems with the class. |
| **Day 3** | **Learning Target:**  I can read and answer questions.  **Materials:**  -Station cards  -Recording sheet | **\**  **CRAFTING:**   * Begin the lesson, by explaining to students that this week they will be reviewing skills they have learned this year. Tell students that they will be visiting different stations throughout the week and will be asked to read and answer a variety of types of questions. * You may want to display a couple of the station sheets on the Elmo, so that students understand what will be expected of them. Remind students that these are all skills that we have already learned and that they should take this activity very seriously. * Go over the rules for small group activities. Explain to the students that while these stations should be completed independently, they may ask their group members a question if they do not understand. This is NOT a group assignment.   **COMPOSING:**   * Assign students to a certain station. (There will be 4 stations). Explain to student that once they have completed one station they may move on to another. They will have 3 days to complete all 6 stations, so they should complete at least 2 stations a day. * Once students have completed their 2 stations, they may read independently and respond in their Reader’s Notebook, if they choose.   **REFLECTING:**  End the lesson with sharing time. Have students share something they learned from one of the stations they visited today. |
| **Day 4** | **Learning Target:**  I can read and answer questions.  **Materials:**  -Station cards  -Recording sheet | **CRAFTING:**   * Review the procedures for small group activities. * Address any questions or concerns that students had about how things went yesterday.   **COMPOSING:**   * Explain to student that once they have completed one station they may move on to another. * Once students have completed their 2 stations, they may read independently and respond in their Reader’s Notebook, if they choose.   **REFLECTING:**  End the lesson with sharing time. Have students share something they learned from one of the stations they visited today. |
| **Day 5** | **Learning Target:**  I can read and answer questions.  **Materials:**  -Station cards  -Recording sheet | **CRAFTING:**   * Review the procedures for small group activities. * Address any questions or concerns that students had about how things went yesterday.   **COMPOSING:**   * Explain to student that once they have completed one station they may move on to another. * Once students have completed their 2 stations, they may read independently and respond in their Reader’s Notebook, if they choose.   **REFLECTING:**  End the lesson with sharing time. Have students share something they learned from one of the stations they visited today. |

Testing Miss Malarkey online: http://www.youtube.com/watch?v=ZgnuaYaIFrQ&feature=player\_embedded#!

