

Unit #1 Title: Tick –Tock Goes The Clock	
Lesson Title: It’s Time for Test Skills Rock!	Lesson: 3 of 3
Grade Level: 4	
Length of Lesson: 30-40 min.	
Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

<p><i>Song: Testing Skills Rock</i> (provided) <i>Tips and Pointers for Taking Tests</i> (provided) <i>Study/Test-Taking Strategies Inventory</i> (provided)</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.

	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will take an inventory to assess their ability to apply study and test taking skills.

Lesson Preparation

Essential Questions:

How can I improve my test scores?

Engagement (Hook):

Counselor comes into the classroom humming the tune of Jingle Bell Rock. Counselor distributes copies of the *Testing Skills Rock* song sheet. Counselor and students sing *Testing Skills Rock*.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor instructs the students to identify and underline test-taking skills mentioned in the song. 2. Counselor distributes <i>Tips and Pointers for Taking Tests</i>. The counselor pairs students up to discuss why these tips are important (5 minutes). 3. Counselor reminds students that in previous lessons they reviewed/learned tips for 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students identify and underline the test taking skills mentioned in the song. 2. Students discuss with their partner why these tips are important. Students will share their thoughts with the group. 3. Students listen.
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<p>studying, time management and organization. Now it's time for them to think about their own skills in these areas, and indicate their ability level.</p> <p>4. Counselor distributes the <i>Study/Test-Taking Strategies Inventory</i> and students self-assess their usage of the strategies, and then write a TO DO list on the back indicating skills that need to be further developed. Collect the completed inventories, and after a quick check of each student's self-assessment, completed <i>Inventory</i> sheet may be filed in the student's Portfolio. (OPTIONAL: Counselor tells students that these will be revisited in grade 5 for comparison and assessment of growth.)</p>	<p>4. Students complete the self-assessment and write a TO DO list on the backside of the inventory sheet for skills that need to be further developed. Some students will share their TO DO list with the class.</p>
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Teacher Follow-Up Activities

The teacher encourages/guides students in the use of the tips and pointers for test taking and study skills and in the use of a planner/agenda.

Counselor reflection notes (completed after the lesson)

TESTING SKILLS ROCK!

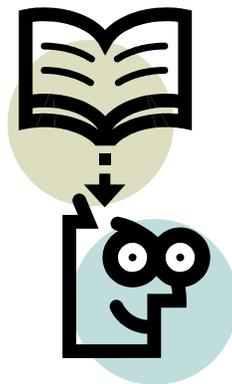
(Sung to the tune of Jingle Bell Rock)

Written by: Shari Sevier

Testing skills, testing skills, testing skills rock
All these great ways to beat the clock.
Listening and following directions to be
As prepared as I should be.

Testing skills, testing skills, testing skills rock
Rested and fed so there's no brain-block
Skim the test first, looking for all the cues
These are ways to cure test blues.

Testing skills, testing skills, testing skills rock
Taking my time...who cares 'bout the clock?
Stay calm and focused, I know it all well
My results will ring the bell!



TIPS AND POINTERS FOR TAKING TESTS

1. Be rested, well fed, and prepared (pencils, pens, materials).
2. Use complete sentences when answering questions.
3. Read the entire question, and all possible answers, carefully.
4. Underline or circle key words.
5. Make your best guess only when you don't know.
6. Eliminate the obvious wrong answers first.
7. Make an outline before starting.
8. Do easiest questions first.
9. Keep your first answer unless you are POSITIVE it's wrong.
10. Look for words like "always," "never," "none," etc. They are often false.
11. Look for words like "sometimes," "usually," "often," etc. They are often true.
12. Check your work before handing it in.
13. Check your grammar, spelling, and punctuation.
14. Keep trying until the test is finished.
15. Make an outline that includes key words/phrases to organize your thoughts.
16. Use memory cues to learn facts.
17. Don't leave any answers blank.



NAME _____ DATE _____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			