# **UNIT: Study Skills Grade 3**

**ACTIVITY: Book: Tyler Tames the Testing Tiger! Lesson 1**

**Academic Standards:**

A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in

school across the life span.

**Competencies:**

A:A1 Improve academic self-concept

A:A2 Acquire skills for improving learning

**Indicators:**

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.4 Apply knowledge of learning styles to positively influence school performance

**Materials**

* Question strips, copied and cut apart (see Notes)
* Elmo
* Copy of “Encouraging Words We Say to Others.”
* Tyler Tames the Testing Tiger, book
* High Fives of Testing sheet

**Vocabulary**

* Nervous – the way your body feels when you are concerned, anxious or worried
* prepare – to get ready
* tame – to make mild or train

**Gathering**

“How many of you have been on a sports team, been in a play, or sung or played a musical instrument in front of an audience? Did you feel nervous? Nervous is the way your body feels when you are worried or concerned.”

**Review Agenda/Before the Lesson**

“Sometimes test-taking makes kids feel nervous. In 3rd grade our study skills unit will teach us about test-taking so we feel prepared, not nervous. Today we begin by reading about a boy named Tyler who used what he learned playing basketball to help him prepare to take a test!”

**During the Lesson**

Before Reading

* Pass out a numbered question strip to students (because of the limited number of questions, not all students will have a question strip). Instruct them to listen for their number to be called as you read the book. Tell students that when you call their number during the story they will read his/her question aloud and respond to it.
* Show the “Encouraging Words We Say to Others” sheet to students using the Elmo. Tell students that after someone has correctly answered a question you will point to one of the encouragements and all will read together, adding the student’s name. (“You did it, Jack!”)

Practice this once before beginning.

* Instruct students to keep their own strip of paper still until after story is completed, then collect them.

Read book

* Stop for each question, each response and one encouragement.

**After the Lesson**

Popcorn: “How did it feel to hear encouraging words?”

**Checking Out What You Learned/Assessment**

“TTYPA share one new thing you learned about how to prepare yourself for taking a test.”

**Closing**

(Display the sheet showing the High Fives of Testing.)

“Today, Tyler taught us five ways to prepare for a test. Let’s say them together. Over the next few weeks we will be practicing each of these ways.”

**Notes**

* Prior to this lesson, coordinate the questions within this book to this lesson by numbering them right onto the story page that you will read.
* Copy and cut apart the student question strips (lamination is helpful).
* Note that question #6 will reinforce last year’s (2nd grade) objectives.

1. **Does your classroom look different on testing days? How? Why?**
2. **How can you tell that Tyler was nervous about the test?**
3. **When you’re nervous, do you ever imagine unpleasant things?**
4. **How does your body react to stress or nervousness?**
5. **What helps you relax when you are nervous?**

1. **Think of a positive message you can say to yourself when you need to calm down. (Remember this is what we did in second grade when we learned about encouraging words.)**
2. **Tell about something you can do better after practicing regularly.**
3. **How did Tyler’s feelings change and why?**
4. **What is the purpose of standardized tests?**
5. **Why do you think students get so nervous about tests?**
6. **Why do you think teachers also get nervous about tests?**
7. **Do you think you will do better on tests if you are nervous or calm? Explain.**
8. **What have you learned from this story that might help you “tame the testing tiger”?**

**14. Tell us a positive message you can say to yourself when you need to calm down.**

**Encouraging Words We Say to Others**

|  |  |  |
| --- | --- | --- |
| **You’re a winner!** | **That was alright!** | **Way to work hard!** |
| **Way to go!** | **Wow!** | **Awesome!** |
| **Great!** | **Cool!** | **That’s the way!** |
| **You’ve gone far!** | **That’s good!** | **You did it!** |
| **That’s the ticket!** | **High Five!** | **Buenos!** |
| **Will you look at that?** | **Aren’t you smart!** | **Supreme!** |
| **Neat!** | **I am impressed!** | **Thanks!** |
| **Superb!** | **Excellent Job!** | **You rock!** |
| **Congratulations!** | **Super Job!** | **Over the top!** |
| **Nice work!** | **You’re the man!** | **(Thumbs up)** |
| **You go girl!** |  |  |

