New Paltz Central School District
Mathematics
Third Grade

Test Taking As a Genre

Lesson 1 – Multiple Choice

Launch

Begin a KWL chart. Ask students, "What do you know about taking a test? Chart students' responses on the KWL chart. Ask students, "What questions do you have about taking a test?" Chart students' responses on the KWL chart. Give students 5 multiple choice questions and bubble sheets (attached). Tell students to read the questions and answer them by marking the bubbles on the sheet.

Explore

Students go off to answer the questions and mark their answers on the bubble sheet.

Summarize

Gather students with their papers. Ask students what they noticed about the questions and the bubble sheet. Discuss student responses and chart information on the KWL chart (under what we learned). Be sure to focus on the language in the questions and finding the right place to mark the answer on the bubble sheet.

Names: _____

Date: _____

4 Mr. Norton ordered 1,398 new books for his bookstore. When the books arrived, he counted only 1,348 new books. By how much is the number 1,398 greater than 1,348?

A 5 ones

B 5 tens

C 5 hundreds

D 5 thousands

6 On Eric's road trip, he counted 59 sheep and 161 horses. What was the total number of sheep and horses that Eric counted during his road trip?

A 110

B 120

C 210

D 220

9 Eva wrote the number pattern below.

37, 34, 31, __?__ , 25

What is the missing number in Eva's number pattern?

A 26

B 28

C 29

D 30

11 Tara writes the number sentence below.

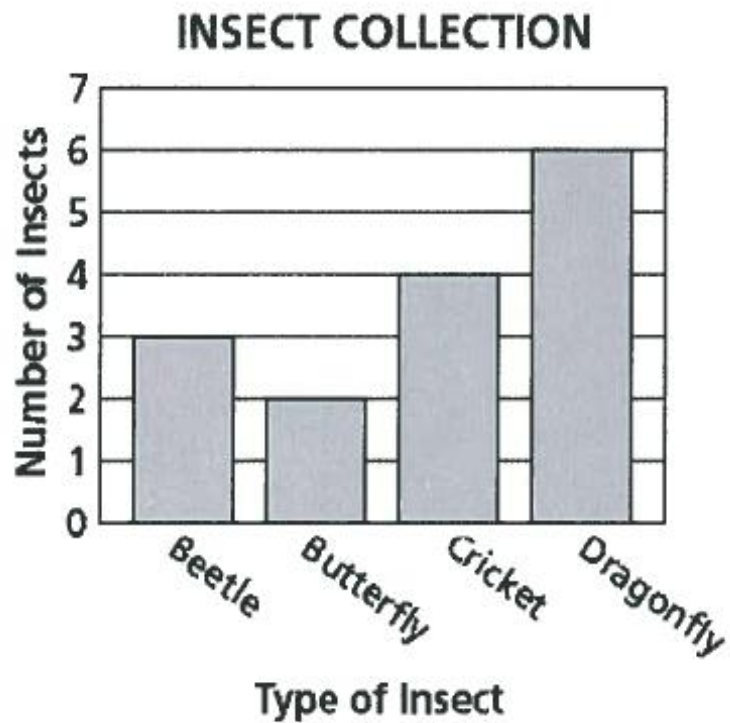20 + 15 + 30 = 30 + 15 + __?__

What number belongs on the line to make the number sentence true?

A 20

B 30

C 45

D 65

20 The bar graph below shows the number of each type of insect Ashley has in her insect collection.

INSECT COLLECTION

What is the total number of insects in Ashley's collection?

A   6

B   9

C   15

D   18

New York State Assessment Practice

Name: _____
Version: 2

	Incorrect	Ⓐ Ⓑ ⓧ Ⓓ Ⓔ
	Incorrect	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
	Correct	Ⓐ Ⓑ ● Ⓓ Ⓔ

1. Ⓐ Ⓑ Ⓒ Ⓓ

2. Ⓐ Ⓑ Ⓒ Ⓓ

3. Ⓐ Ⓑ Ⓒ Ⓓ

4. Ⓐ Ⓑ Ⓒ Ⓓ

5. Ⓐ Ⓑ Ⓒ Ⓓ

Lesson 2 – Multiple Choice

Launch

    Review the KWL chart started in the last lesson. Tell students that an important strategy for taking a multiple-choice test is to think of the answer before looking at the given answers. When they have the answer in their mind, they look for the answer in the possible choices. Another strategy is to visualize the problem so that they can see what is happening in the problem. Tell students that test makers sometimes give a possible answer that a student would get if they make a mistake in calculating. Show students a sample question (on Smartboard or chart). Have students put their heads together to come up with the correct answer. Then reveal the 4 possible answers. Have students put their thumbs up if their answer is on the board. Look at the 3 other choices to see what the test makers may have been thinking in giving the choice.

Explore

    Send students to work with a partner. Give each partner group 3 questions (see attached). Have students give the correct answer and 1 or 2 possible answers the test makers may give as a choice.

Summarize

    Gather students and discuss the answers students gave for the questions as well as the possible "trick" answers. Add to the L section of the KWL chart.

Names: _____

Date: _____

5 An elephant ate 345 pounds of food on Saturday and 263 pounds of food on Sunday. What is the total amount of food the elephant ate during those two days?

11 The Green Tree Nursery planted lemon trees. They planted 4 rows of lemon trees with 7 trees in each row. What is the total number of lemon trees the Green Tree Nursery planted?

25 Gary is practicing sit-ups. The bar graph below shows the number of sit-ups he can complete in one minute during a four-week period.

SIT-UPS IN ONE MINUTE
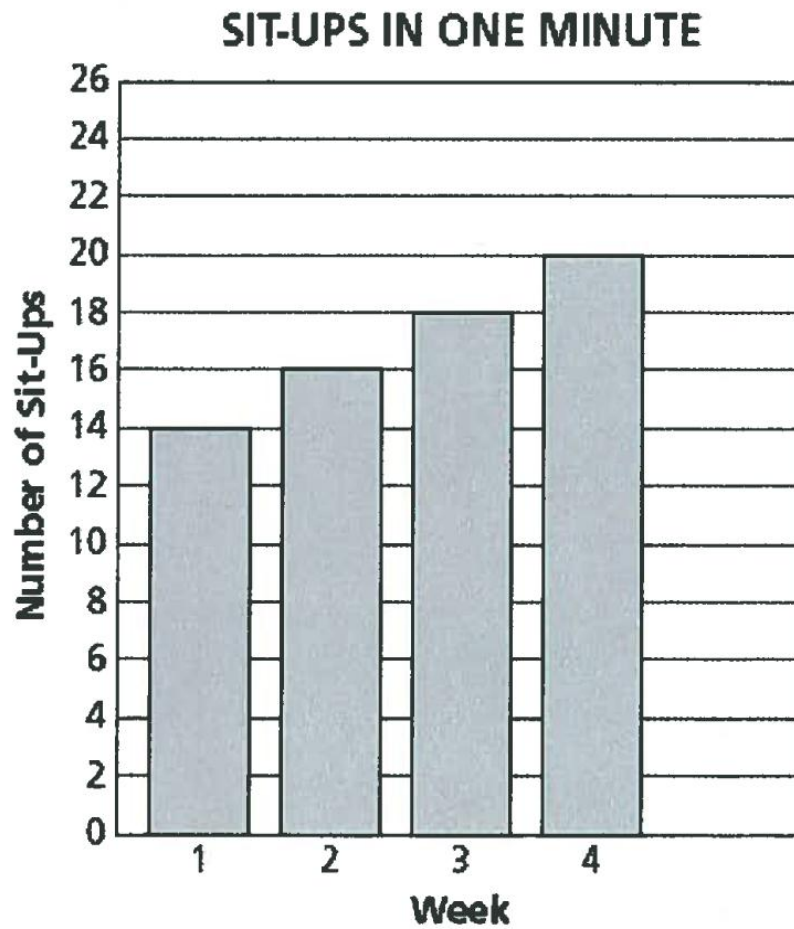
If the pattern continues for one more week, how many sit-ups will Gary be able to complete in one minute in **Week 5**?

Lesson 3 – Extended Response

Launch

> Explain to students that there is another kind of question on the assessment – extended response. Show the students a sample question (on Smartboard or chart). Ask students what they notice about the question and expected answer (no choices for answer – two parts of the question). Add information to KWL chart. Answer the question with the class using "teacher talk" to model your thinking. Be sure to include the use of visualizing, estimating, checking your work. Have students turn and talk to a partner about what they noticed you doing. Add to KWL chart.

Explore

> Give students 3 extended response questions (see attached). Have students work with a partner to answer the questions and to keep track of what strategies they used to answer the questions.

Summarize

> Gather students and discuss the answers to the questions as well as the strategies the students used to solve the problems. Add to the KWL chart. You could begin a "Test Taking Strategies" chart.

Names: _____

Date: _____

27 Last year, a school sold 638 tickets to their school fair. This year, 287 **fewer** tickets were sold than last year. How many tickets to the fair did the school sell this year?

Show your work.

Answer _____ tickets

30 The table below shows the number of minutes Carrie practiced dancing on four different days.

CARRIE'S DANCE PRACTICE

Day	Minutes
Day 1	18
Day 2	25
Day 3	32
Day 4	39
Day 5	?

If the pattern in the table continues, how many minutes will Carrie practice dancing on Day 5 ?

Answer _____ minutes

On the lines below, explain how you found your answer.

_____

_____

_____

_____

_____

If the pattern in the table continues for a few more days, on what day will Carrie practice dancing for 53 minutes?

Answer Day _____

28 A museum has a total of 900 posters to give away to people who visit the museum. Each person receives one poster. On Friday, 185 adults and 135 children were given posters. How many posters does the museum have left?

Show your work.

Answer _____ posters

Lesson 4 – Scoring

Launch

Look at the scoring rubric (on Smartboard or chart). Discuss what students notice and questions they have. Add to the KWL chart. Show answers that are 0 points, 1 point, 2 points, and 3 points. Have students work with a partner to discuss scoring for each answer. Discuss how to apply the rubric to get the correct score.

Explore

Have students work with a partner to use the rubric and score samples of student work (see attached for sample work).

Summarize

Gather students with the work samples and their scores. Show the sample answers (on Smartboard or chart) and have students tell the score they gave (by holding up fingers for 1, 2, or 3) and why, using the rubric. Discuss any discrepancies. Be sure to include a discussion of a complete answer versus an incomplete answer. Analyze answers to look at clear, concise explanations of thinking.

2 – Point Rubric

2-Points

- The student completely understands the math problem and the steps to solve it.
- The answer is correct.
- The explanation is clear, complete and shows work if it is required.

1-Point

- The student partly understands the math problem and the steps to solve it.
- The answer may not be complete, but is partly correct.
- The answer can be the wrong answer, but the student used the correct math operation.
- The answer is correct but student did not show required work.

0-Points

- The student gives the wrong answer and uses the wrong math operation.
- The student does not show that he/she understands the problem.

3 – Point Rubric

3-Points

- The student completely understands the math problem and the steps to solve it.
- The answer is correct.
- The explanation is clear, complete and shows work if it is required.

2-Points

- The student partly understands the math problem and the steps to solve it.
- The answer may not be complete, but is mostly correct.
- The answer can be the wrong answer, but the student used the correct math operation.

1-Point

- The student shows very little understanding of the math problem.
- The answer may not be complete, but is partly correct.
- The answer is correct but student did not show required work.

0-Points

- The student gives the wrong answer.
- The student uses the wrong math operation.
- The student does not show that he/she understands the problem.

31 Jamie is using craft sticks to build a model for school. He has 367 craft sticks and buys another box that has 125 craft sticks. What is the total number of craft sticks that Jamie has?

Show your work.

$$367 + 125 = 492 \text{ sticks}$$

Answer ___492___ craft sticks

Jamie will need 800 craft sticks to build the whole model. How many more craft sticks does Jamie need?

Show your work.

$$800 - 492 = 308 \text{ sticks}$$

Answer ___308___ craft sticks

31 Jamie is using craft sticks to build a model for school. He has 367 craft sticks and buys another box that has 125 craft sticks. What is the total number of craft sticks that Jamie has?

Show your work.

$$367$$
$$+125$$
$$\overline{492}$$

Answer _____4_____ craft sticks

Jamie will need 800 craft sticks to build the whole model. How many more craft sticks does Jamie need?

Show your work.

$$367$$
$$125$$
$$800$$
$$+$$
$$\overline{1292}$$

Answer _____1292_____ craft sticks

31 Jamie is using craft sticks to build a model for school. He has 367 craft sticks and buys another box that has 125 craft sticks. What is the total number of craft sticks that Jamie has?

Show your work.

Answer __8__ craft sticks

Jamie will need 800 craft sticks to build the whole model. How many more craft sticks does Jamie need?

Show your work.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
16 17 18 19 20
Answer __8 15__ craft sticks

26 Mia had 385 toothpicks to build a model house. She used 134 toothpicks to make the roof. How many toothpicks did she have left to make the rest of the model house?

Show your work.

$$\begin{array}{r} 385 \\ -\ 134 \\ \hline 252 \end{array}$$

Answer _____252_____ toothpicks

26 Mia had 385 toothpicks to build a model house. She used 134 toothpicks to make the roof. How many toothpicks did she have left to make the rest of the model house?

Show your work.

$$
\begin{array}{r}
385 \\
- 139 \\
\hline
251
\end{array}
$$

Answer ____251____ toothpicks

26 Mia had 385 toothpicks to build a model house. She used 134 toot
to make the roof. How many toothpicks did she have left to make
of the model house?

Show your work.

$$\begin{array}{r} 1 \\ 385 \\ + 134 \\ \hline 529 \end{array}$$

Answer 529 toothpicks

26 Mia had 385 toothpicks to build a model house. She used 134 toothpicks to make the roof. How many toothpicks did she have left to make the rest of the model house?

Show your work.

$$385$$
$$-134$$
$$\overline{251}$$

Answer ___251___ toothpicks

Lesson 5 – I'm Done!

Launch

Tell students that they should check their work when they finish the assessment. Ask students to list strategies for checking their work. Make a list of strategies for checking their work. The list could include, but is not limited to:
- o Reread the directions
- o Reread each question
- o Put a mark next to the questions you were unsure of
- o Put a star next to the hard ones
- o Eliminate the ridiculous answers
- o Start from the last question and work backward

Explore

Give students 5 questions (see attached). Have students answer the questions and then practice strategies for checking their work.

Summarize

Gather students and discuss the answers to the questions and the strategies for checking their work. Add to the list of strategies as appropriate.

Names: _____

Date: _____

7 Dana baked the cupcakes shown below.

Which expression can be used to find the total number of cupcakes Dana baked?

A 3×6

B 6×6

C $3 + 6$

D $6 + 6$

11 The Green Tree Nursery planted lemon trees. They planted 4 rows of lemon trees with 7 trees in each row. What is the total number of lemon trees the Green Tree Nursery planted?

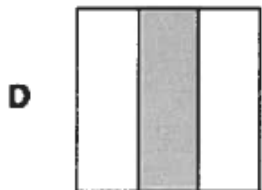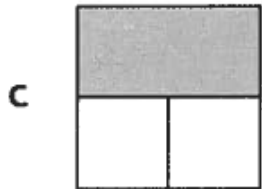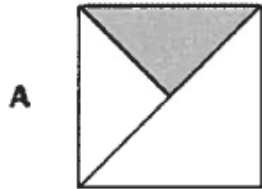**A** 11

B 21

C 28

D 32

12 Mr. Robbins is making a sign for the front of the school. He places the digits shown below on the sign.

7 ,   5 ,   9

What is the **largest** number that Mr. Robbins can make using these three digits?

A   795

B   957

C   975

D   759

14 Which figure is $\frac{1}{3}$ shaded?

A

B

C

D

3 Ms. Nakata spends $0.70 at the store. Which group of coins shows exactly $0.70 ?

A

B

C

D