

Fourth/Fifth Grade Lesson Plan

This SRT lesson plan is intended to be a guide for teachers who are learning how to incorporate the SRT in their classroom. As students become acquainted with the structure of the SRT, more independent practice is recommended.

UNIT: Student Readiness Tool: *The Questions* section

WHEN TO USE: Several days/weeks before state testing occurs

Lesson Plan: The Questions on the Test Duration: 30 minutes
Standard Alignment
This lesson is designed to support student understanding for upcoming statewide achievement testing.
Relationship to Unit Structure
This is one of several short lessons to review Navigation, Tools, Question Types and Test Supports that are available for upcoming achievement testing. This lesson will focus on 3-4 question types with the intent of the other types being covered in future lessons.
Instructional Materials and Resources
<ul style="list-style-type: none"> ○ Teacher Computer Projected ○ Computer devices for each student ○ Student headphones or earbuds ○ Access to the Student Readiness Tool
Methods and Instructional Strategies
Anticipated Student Misconceptions
<ul style="list-style-type: none"> ○ The SRT is a test ○ Students are taking a test today ○ The student will need to watch all tutorials in the SRT

Concept Prerequisites

The student should understand what a standardized test is and how the SRT is a tool to help them get ready. The student should have a basic knowledge of how to use the computer device at hand. The device used should be similar or the device that will be used for testing in the future.

Introduction - Anticipatory Set

The teacher projects computer and plays the SRT Introductory Video which is found on the landing page of the grade level SRT.

Instructional Activities

Teacher writes the words *Student Readiness Tool* in a place where the students can see it. Teacher circles readiness and asks the students what the word *Readiness* means. Students engage.

The teacher explains that there are student characters who will be showing students question types that they will interact with on the test. The teacher shares that the student narrator for the section they are exploring today is **Kyra**.



The teacher shows students where *The Questions* section is in the REVIEW portion of the SRT. The teacher emphasizes the word **NEW!** in front of specific content and explains that it is an alert to the student, letting them know that the tool or question type is one they have not interacted with in past tests. Students engage.

The teacher asks the students to find the SRT and *The Questions* section. Students engage and teacher circulates. This is when the teacher and helpers make sure that the students are in the correct place in the SRT.

The teacher demonstrates how to watch a tutorial video and engage in the **Try It** section. The teacher assigns 4-5 videos that students need to watch and try today. The teacher writes the names of the tutorials in a place where the students can see. Students engage with the 4-5 assigned videos.

Wrap Up

The teacher

- asks the students what they learned during their try
- asks the students what their favorite question type was
- announces that the class will be able to explore the SRT at home
- announces that the class will be exploring the SRT in the upcoming days

Differentiation

- Some students will need to learn how to pause and rewind the video if the narration is too fast.
- Closed captioning is available for those students who need to digest the material in a different way.
- Closed captioning is a way to silence the music for students who find it distracting.
- Some students can only access the **Try It** section with teacher support if the video is too distracting.
- Some students can watch more than 3 tutorials. Watching tutorials multiple times is okay.

Assessment

The assessment for this lesson is formative as the teacher circulates and engages with the students as they are involved in the 3 tutorials.