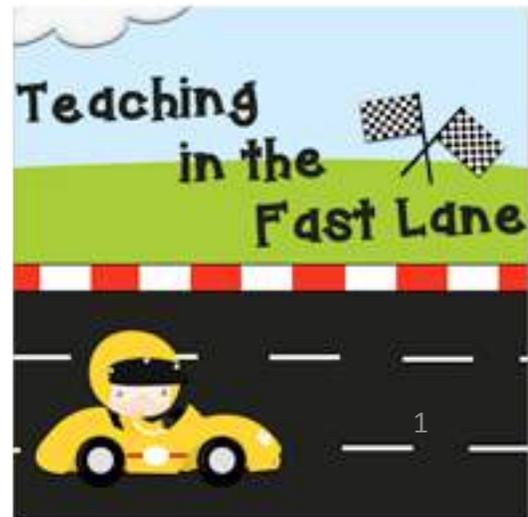


TEST

S M A S H

3rd Grade Edition

SYSTEMATIC DAILY
MATH TEST PREP TO
BUILD CONFIDENCE
AND STAMINA



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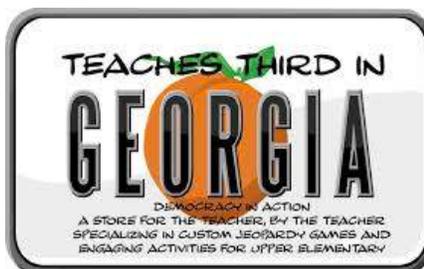
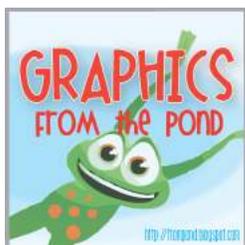


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TO THE TEACHER

Thank you for purchasing this resource. It was created with third grade classes in mind. I needed a way to prep my students for the Texas STAAR test with just a few weeks remaining.

This high impact resource covers each of the readiness standards for third grade math in the state of Texas along with important and widely tested supporting standards. The standards covered in this resource also overlap nicely with standards from Common Core. The standards covered can be found on pages 7-9.

This resource is set up to capitalize on the content by keeping the format the same each day. While it is a big time investment and can cause frustration at first, students will soon get the routine.

HOW TO USE THIS RESOURCE

This resource can be used in a variety of ways to help students build their confidence and practice important skills ahead of a math standardized test.

In our classroom I have the resource displayed with the projector each morning when students come in. My students complete their work in their math notebooks, and then we go over each problem.

I have also included an optional recording sheet for students to complete their work on. The recording sheet is a blank version of the daily projectable template.

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In addition to how you present this resource to your students there are also several ways in which you can use it within your math block.

As a Warm-Up

This resource is the perfect way to start your math block. Upon entering your classroom students can immediately get to work on answering the questions either independently, in partners, or as a team. After giving enough time to complete, go over the questions together modeling the strategies you would like to see your students use.

As a Cooperative Learning Activity

These questions are perfect for completing through cooperative learning strategies such as Sage & Scribe or Find Someone Who. After students have completed their questions, go over the questions together modeling the strategies your would like your students to use.

- Sage & Scribe
 - Students are partnered and given one recoding page. Partner A (the scribe) is seated with a writing utensil and partner B (the sage) stands behind them. Partner B reads the question and tells the scribe what to write explaining their thinking and mathematical reasoning. Partner A writes, coaches their partner, and praises them. After each question partners trade positions and roles.
- Find Someone Who
 - Project the questions. Each student has a copy of the recording sheet. Students stand up, put their hands in the air, and pair up with a partner. They greet their partner, trade recording sheets, and choose a question to answer then trade papers again. After thanking their partners students repeat the process with a new partner until all their questions are answered. I challenge my students to work with as many partners as possible and answer as many different questions as possible.

HOW TO USE THIS RESOURCE

As a Home-School Connection

Are parents asking you what you are doing to prepare their students for the test or what they can do to help their students. Use these questions to occasionally send home so that students can read and complete the questions with their families. After giving to students to complete at home take some time in class to read through and answer the questions together modeling the strategies you would like your students to use.

Small Group Re-teaching

These questions are perfect for completing in a small group setting with you guiding your students through the process of solving each problem.

Whole Group Lesson

Prior to the big test students need to become familiar with the different ways that each skill might be seen. Using these questions is a great way to get them used to thinking critically.

****I would recommend using this strategy for the first day or two of practice to get students used to the process.**

TRACKING THE DATA

On pages 35 & 36 I have included a checklist of standards. This checklist can be used in a couple of ways.

The first way is to have an individual copy for each student to check off the standards they answered correctly each day.

The second way is to have a master copy for the class. With this method, you can check off who has mastered each standard based on your observations.

Both of these methods will help to form small groups for re-teaching

Using THE DATA

I have found that having students track their own data is not only helpful, but empowering. By having the responsibility of holding their own data students are able to take ownership of their learning, set goals for growth, and celebrate their successes. This keeps student engagement high throughout the process of prepping for the test.

This data can also be used to build your small groups for re-teaching by standard.

Test+ Smash Layout+ Key

Solve One and Two-Step Problems with Addition and Subtraction within 1,000

Composing and Decomposing Numbers

Comparing and Ordering Numbers

Represent One and Two-Step Problems with addition and subtraction using models, number lines, and equations

Area of a Rectangle

Representing Equivalent Fractions

Comparing Fractions

Solve One and Two-Step Problems with Multiplication and Division within 100

Perimeter of a Polygon

Number Pairs in Tables

Summarize a Data Set

Represent One and Two-Step Multiplication and Division Problems using arrays, strip diagrams, and equations.

Classify and Sort 2 & 3D Figures

Common Core Standards

Solve One and Two-Step Problems with Addition and Subtraction within 1,000
3.NBT.A.2

Composing and Decomposing Numbers
3.NBT.A.1

Comparing and Ordering Numbers
3.NF.A.3.D

Represent One and Two-Step Problems with addition and subtraction using models, number lines, and equations
3.OA.D.8

Area of a Rectangle
3.MD.C.5.B
3.MD.C.6
3.MD.C.7.A
3.MD.C.7.B

Representing Equivalent Fractions
3.NF.A.3.A

Comparing Fractions
3.NF.A.3.D

Solve One and Two-Step Problems with Multiplication and Division within 100
3.OA.A.1 3.OA.C.7
3.OA.A.2 3.OA.D.8

Perimeter of a Polygon
3.MD.D.8

Number Pairs in Tables
3.OA.D.9

Summarize a Data Set
3.MD.B.3

Represent One and Two-Step Multiplication and Division Problems using arrays, strip diagrams, and equations.
3.OA.A.3
3.OA.A.4

Classify and Sort 2 & 3D Figures
3.G.A.1

TEKS Standards

Solve One and Two-Step Problems with Addition and Subtraction within 1,000

3.4a

Composing and Decomposing Numbers

3.2b

Comparing and Ordering Numbers

3.2d

Represent One and Two-Step Problems with addition and subtraction using models, number lines, and equations

3.5a

Area of a Rectangle

3.6c

Representing Equivalent Fractions

3.3f

Comparing Fractions

3.3h

Solve One and Two-Step Problems with Multiplication and Division within 100

3.4k

Perimeter of a Polygon

3.7b

Number Pairs in Tables

3.5e

Summarize a Data Set

3.8a

Represent One and Two-Step Multiplication and Division Problems using arrays, strip diagrams, and equations.

3.5b

Classify and Sort 2 & 3D Figures

3.6a

I Can Statements

I can statements are a great way for students to take ownership of their learning.

Ideas for using I Can Statements:

- Create a display within your classroom using the statements as posters to remind students of what they can do.
- Create mini-posters for student notebooks by copying multiple I Can Statement posters onto a page.
- Use I Can Statements in your small group area to help prompt students as to how to answer a question.
- Use I Can Statements to sort questions from a released test by standard.
 - To complete a sort print and cut apart the questions from a released test. Have students use the I Can Statements to determine which standard the question is asking about. Encourage students to share why they chose a particular statement for each question. This helps students to become more familiar with the format of a standardized test.
- Use the final I Can Statement, "I can SMASH the test," to write a note to each student on test day to encourage them.

