



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 262

Book Summary

Math Test Mix-Up describes the dilemma that two students experience when they don't follow directions and write their names on their tests. Both children end up learning an important lesson and become better students in the process.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Compare and contrast
- Discriminate medial long vowel /i/ sound
- Identify words that contain VCe pattern
- Identify and use quotation marks
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Math Test Mix-Up* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, quotation marks, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *know*, *said*, *which*
- Content words:

Story critical: *directions* (n.), *finished* (v.), *mistake* (n.), *questions* (n.), *studied* (v.), *writing* (n.)
Enrichment: *decide* (v.), *easy* (adj.), *hard* (adj.), *test* (n.)

Before Reading

Build Background

- Discuss things that students need to think about when they complete assignments at school. Ask what helps them to do well. Facilitate the discussion by asking the following questions: *What should you remember to do before beginning an assignment? What might happen if you don't follow the directions?*

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Math Test Mix-Up*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name). Ask students what kinds of mix-ups they have had at school. Ask what they think the mix-up in the book might be. Encourage predictions from students.
- Preview the book up to page 6, inviting students to look at the pictures. Encourage predictions as they preview the pictures.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that one way to understand more about what they are reading is to predict what will happen in the story. Tell students that they just made predictions, based on the title of the book and some of the pictures. Explain that they can check and change their predictions by reading the book. Tell them that making predictions and checking them will help students understand the story better.
- Model how to make a prediction.
Think-aloud: As I read this book, I am going to look at the pictures and think about what I have read. Then I will make a prediction, or ask myself what might happen next. After making a prediction, I will keep reading to see if my prediction was correct. I will continue reading and making predictions throughout the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures. Use the vocabulary they will encounter in the text. Model how to use what they know about school and their assignments as they preview the pictures.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. Use as much of the language from the text as possible. For example, on page 6 you might say: *The students looked at their papers, and what did they see? (mistakes) How many mistakes did they make? (one, fifteen)* Continue by having students repeat the language you used. (Repeating the book language will support students when they come to difficult parts of the text.)
- Model for students the strategies they can use to work out words they don't know. For example, point to the word *studied* on page 3. Model using the familiar word part *stud*. Explain to students the ending *ied* replaces the *y* in the word *study*. Then read the sentence to students and ask if the word *studied* makes sense and looks right. Remind students that they should always check whether a word makes sense by rereading the sentence in which it occurs.

Set the Purpose

- Have students read the book to find out whether the text confirms their predictions. Remind them that they may need to revise their predictions as they read and learn more about the characters and events in the story.

During Reading

Student Reading

- **Guide the reading:** Have students put a sticky note on page 5. Tell them to read to the end of this page. Ask students to reread the pages if they finish before everyone else.

- Model making a prediction.
Think-aloud: When I looked at the cover pictures and read the title, I thought the boy and girl had played a joke on someone to cause a mix-up. Then I looked at all the pictures, and I realized my prediction wasn't quite right, so I predicted that they did something to cause a mix-up that made them both unhappy. Now that I've read a little, I think my prediction is correct. I think the kids forgot to follow directions and left their names off their math papers.
- Discuss other predictions. Have students read the remainder of the book to find out if their predictions are correct.
- ✍ Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- *Think-aloud: Making predictions as I read helped me to follow along and understand the book. I now know that sometimes my predictions will be correct and sometimes my predictions will be wrong. The important thing to remember is to keep reading and learning as I go along.*
- Discuss how predicting helped students get more meaning from the book and gave them a reason to keep reading to find out if their predictions were correct.

Teach the Comprehension Skill: **Compare and contrast**

- **Discussion:** Ask students to name the main characters in the story (Emily, Joe). Explain that the author chose students, Emily and Joe, to help the reader understand the importance of following directions. Ask: *Have you ever forgotten to follow directions? What happened? How do you help yourself remember to follow directions?*
- **Introduce and model:** Explain to students that good readers often compare themselves to characters in the book. This strategy helps readers understand the story in a more personal way.
- *Think-aloud: When I read page 8 in the story, I saw how angry Emily became when she received the wrong paper. I probably would have been upset if I had been in her situation, but I don't think I would have stomped my foot. In some ways I am like the character, and in other ways I am different from the character.* (Personalize examples as necessary.)
- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *Emily* and the right circle *Me*. Explain that you can write things that only Emily does in the left side of the left circle. (Emily stomps her foot when she is angry.) You can write things that you do in the right side of the right circle. (I clench my jaw when I am angry.) Where the circles overlap, you can write things that both of you have in common. (We both like math.)
- **Check for understanding:** Ask students to reread pages 7 through 9 to find one way they are alike and one way they are different from one of the characters in the story. Have them discuss their comparisons with a partner. Then discuss students' comparisons as a group.
- **Independent practice:** Introduce, explain, and have students complete the **compare-and-contrast worksheet**. Discuss their answers after students have finished working independently.

Build Skills

Phonological Awareness: **Long vowel /i/ sound**

- Ask students to listen carefully as you say words that contain the long /i/ sound (mine, write, side, time), stretching the words out as you say them. Then have students repeat the words. Explain that you are going to play a sound game. Tell students that you are going to say a series of words. When students hear the long /i/ sound, they should give the thumbs-up sign.

<i>bride</i>	<i>mine</i>	<i>men</i>	<i>tiger</i>	<i>pine</i>
<i>pin</i>	<i>bread</i>	<i>mice</i>	<i>vine</i>	<i>Venn</i>
<i>nine</i>	<i>none</i>	<i>slide</i>	<i>ice</i>	<i>five</i>
<i>slid</i>	<i>kit</i>	<i>fifteen</i>	<i>kite</i>	<i>write</i>

Phonics: VCe pattern

- Review the long /i/ sound with students. Say the words *mine*, *writing*, *decide*, and *time*, exaggerating the long /i/ sound. Have students repeat the words. Ask: *What sound do all of these words have in common?* Have students repeat the sentence: *We must decide in time if the writing is mine.* Explain that all of the words contain the long /i/ sound.
- Check for understanding:** Write the words *mine*, *write*, *decide*, *time*, *bride*, and *slide* on the board. Say the words and have students repeat them. Ask students to identify what all of the words have in common (i_e). Explain that the final e is silent in these words. Have students brainstorm long /i/ words to add to the list.



Independent practice: Have students work with a partner to read and highlight long /i/ words in the text.

Grammar and Mechanics: Quotation marks

- Have students read the first sentence on page 5. Ask them to tell who is talking in the sentence (*Mrs. Meed*). Ask them how they know (*Mrs. Meed said*). Ask what other clues show that someone is talking (quotation marks). Review or explain that *quotation marks* tell that someone is talking and mark the words spoken by the person. Write on the board: *"Do you know which test is yours?" Mrs. Meed asked Emily and Joe.* Ask a volunteer to identify the question and who is asking it.
- Check for understanding:** Have students read the first sentence on page 8. Ask them to identify the speaker in the first sentence (Emily).
- Independent practice:** Introduce, explain, and have students practice identifying dialogue by completing the [quotation marks worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the alphabet on the board. Underneath, write the words *math* and *test*. Have a volunteer explain which word would appear first in alphabetical order (*math*) and why (*because m comes before t in the alphabet*). Circle the *m* and *t* and compare their locations in the alphabet. Erase the circles when the discussion is finished.
- Check for understanding:** Write the words *direction* and *finished* on the board. Have a volunteer explain which word would appear first in alphabetical order (*direction*) and why. Circle the *d* and *f* on the board and compare their location in the alphabet. Erase the circles when the discussion is finished.
- Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss their answers after students have finished working independently.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them share with someone at home how they are the same and different from one of the characters in the book.

Extend the Reading

Realistic Writing Connection

Have students practice creating dialogue in a writing assignment about at least two characters. Have them review the book to find dialogue words, such as *said*, *asked*, and *offered*. Brainstorm additional dialogue words. Encourage students to use many dialogue words while writing conversation between characters in their story.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Have students play a game that emphasizes the importance of following directions. For example, blindfold a volunteer. Choose a simple task, such as moving from the front of the room to the teacher's desk at the back of the room. Have another volunteer give verbal directions for the blindfolded student to follow. Have students pay attention to whether the director can get his or her partner to the desk without a problem. Have other students work in pairs to accomplish similar following-direction tasks.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the reading strategy of making, revising, and confirming predictions
- compare and contrast a character in the story to themselves in discussion and on a worksheet
- identify the long /i/ sound in words during discussion
- recognize words that contain the VCe pattern in the text
- identify, understand, and use quotation marks on a worksheet
- place words in alphabetical order in discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)