

Grade: 4	Strand: Reading	Concept: Use a trivia game to review concepts
Description of Task:	Students prepare a set of cards to use to play a trivia game and review learned concepts.	
Expectations:	4e27 read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes; 4e29 read independently, using a variety of reading strategies; 4e31 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate resources; 4e32 understand the vocabulary and language structures appropriate for this grade level	
Software Type:	AppleWorks 6	
Computer Skills Prerequisite:	Students should be able to: <ul style="list-style-type: none"> • Locate and open the template file • Type in text boxes • Save and print their work 	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> 1. Ask the students to brainstorm five good test questions they would ask on the material that they have just learned. 2. Have them share some of their questions with the class. 3. Explain that they are going to make a collection of such questions to help them review the material. 4. Explain your expectations (e.g., number of questions, topics to be covered, etc.) 	
Teacher Notes:	<p>Teachers may choose to have students record their questions and answers on paper prior to accessing the template file, or record the information directly on the template.</p> <p>This activity focuses on the Reading expectations, as students consult written materials to prepare their cards; however, it could encompass Writing and Oral and Visual expectations if you choose to have the class present their research in writing or if you make anecdotal observations based on their participation in the trivia game. Other expectations suitable to the topic would also apply.</p> <p>The game can be played like <i>Trivial Pursuit</i> or like <i>Jeopardy</i>. It could be effective at the end of a teaching unit as a summative assessment or at the beginning as a diagnostic assessment.</p> <p>Extension/Off-line activities:</p> <ul style="list-style-type: none"> • Students can complete the same activity off line. • Students can trade cards and try to guess one another's answers. • They can play to hold onto the cards they win and continue to play until one or two people have the most cards. • They can create a database of all of the class' cards to use to study. 	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	<p>Did students include all relevant material? (curriculum)</p> <p>Did their questions highlight important topics/information? (curriculum)</p> <p>Do their questions and answers match and are they correct? (curriculum)</p> <p>Did they follow routines and instructions without supervision? (learning skills)</p> <p>Did they approach this new learning situation with confidence? (learning skills)</p> <p>When playing the game, did the students work effectively as team members, and did they respect each other's contributions? (cge)</p> <p>Did students show regard for accuracy in analysing and evaluating information? (learning skills)</p>	