

Study Skills
Fall Semester 2013 Course Syllabus
Ms. Gleason

Course Overview

Students will learn how to set goals, collect/ record data, document work, increase organizational/ study skills. The students will work on IEP goals, classwork, study for tests/ quizzes, take assessments and finish projects for classes. The overall goal of this course is to strengthen students study skills in and out of the classroom.

Unit 1: “Goal Setting” Students will learn how to write meaningful, achievable, and measurable school related goals.

Unit 2: “Data Collection” The students will learn how to create graphs and charts to display their progress, from the data they collected on their; class participation, grades, and goals.

Unit 3: “Study Skills” Students will take quizzes and other assessments to learn valuable information about themselves. They will then create a PowerPoint based on the information they found which will be presented at their next IEP meeting.

Unit 4: “Transition Plan” Students will determine a career path and then create a resume pertaining to that particular field of interest. They will also develop a four year plan, research colleges, and fill out related applications.

Classroom Rules

1. Be Respectful

- a. To everyone (authority and peers)
- b. Others property
- c. By using only kind words
- d. Raising hand and staying in your seat

2. Be Responsible

- a. By coming to class on time
- b. Being prepared (Pencil, Paper, Assignments, Binder, Books, etc.)
- c. By Turning in assignments on time
- d. By Making up assignments when absent

3. Expect Excellence

- a. Paying attention in class
- b. Asking questions
- c. Trying your best on all assignments
- d. Asking for help

4. Be Safe

- a. Keeping all body parts to yourself
- b. Remaining in assigned area
- c. Walking
- d. Listening

Discipline

Discipline issues will be resolved in adherence to the student handbook.

**Derogatory language directed at any individual or group of people will not be tolerated.*

Grading

Grades will be determined by the following:

Organization
Data Collection
Assessments
Daily Work
Class Participation
Projects

Materials

Textbook(s)
Binder
Pocketed Folder
Pen
Pencil
Paper
Homework

Contact Information

e-mail:

Bethany.gleason@psd150.org

*Parents: the quickest, most efficient way of contacting me is via the e-mail address provided here. I will make every attempt to return your e-mail as soon as possible.

If you are unable to email; you can contact me through the office 😊

Passes/Leaving the Classroom

Students are not allowed to leave the classroom without an adult present.

The Notebook

In order to help keep you organized throughout the semester, each student will be required to keep a notebook (binder). The notebook should contain all of your papers from each unit. Students will be expected to number assignments as they are handed out.

There will be a weekly notebook check!

If you need additional help, see me. We can set up a meeting time before or after school. Your success is my top priority.

Study Skills Routine

1. Students will grab their binder from the shelf and record what they are working on today in class on the calendar and assess themselves in the data section.
2. _____ will write on the calendar what things they need to work on in Study Skills
3. The students should be working the entire period.
4. If they don't have anything to they can work on transition materials in their binders
5. If a computer is available they may go to my website and do career material and learn more about themselves <http://gleasonclassroom.weebly.com>
6. Students will assess their behavior at the end of the period and once the bell rings they will put away their binders and clean up their area.
7. All of the students have a goal. They need to focus on their goal to earn full points for the period.

Objective: Students will be able to identify useful resources and procedures in the classroom.

(5 minutes) Bell Ringer:

1. What does the word procedure mean?
2. Why do we have rules and procedures in the classroom?

(10 minutes)

Attention Getter: Today we are going to have a classroom scavenger hunt? Does anyone have any idea what I might be having you hunt for in the classroom?

I'm going to provide you with a list of items you need to find around the classroom. I will be playing music during the activity and once I turn off the music you will need to return to your seat. I want you to develop a strategy for how you are going to complete this task. If you see more than two people at a particular place in the classroom I want you to go to a different location. At the end of the lesson you will need to be prepared to tell me what your strategy was to complete this lesson. You will have 10 minutes to complete this task. Does anyone have any questions?

- Can someone show me how we should act in the classroom during the activity? Or show a video related to the activity

Teacher will hand out the worksheet once proper demonstration and expectations are discussed during the activity

(10 minutes)

Students will be working on the worksheet and teacher will be monitoring behavior and assisting students to help them complete the task. Handing out warrior bucks for positive actions

(10 minutes)

Review the worksheet with the students and make sure all of the students have the correct answers

(5 minutes)

Check out: (students will write on a postit note with their name and place it on the board)

1. Can you tell me why I had you do this activity?
2. What was your strategy for completing the assignment on time?

Name: _____

Date: _____

Classroom Scavenger Hunt

Directions: Complete this worksheet by searching for helpful resources, posters, pictures, and labels in the classroom.

1. What are Ms. Gleason's classroom rules

a. Be _____

b. Be _____

c. Be _____

d. Expect _____

2. What does she mean by Be Responsible?

3. What does she mean by Be Respectful?

4. What does she mean by Be Safe?

5. What does she mean by Expect Excellence?

6. If there is a Fire where should you go?

7. If there is a Tornado; where are you expected to go?

8. If a fire or a tornado were to occur in the building should you go to these places without your teacher? Circle Y or N
9. Or should you wait for your teacher to give you the directions on what to do? Circle Y or N
10. What do you think will be in the We Missed You folders?
11. If you are absent where should you look for your work?
12. Where is the cool down area?
13. Where are your cellphones and other electronic devices expected to be?
14. How should you be sitting when you are at your desk?
 - a. S _____
 - b. L _____
 - c. A _____
 - d. N _____
 - e. T _____
15. How should you get the teachers attention if you have a question?
16. What should you be doing when the teacher is speaking?
17. What are my rules for computer usage?

18. Where are the pencil sharpeners located in the room?

a. _____

b. _____

c. _____

19. If the teacher is talking what should you be doing?

20. If I need to get paper, pencils, crayons, glue, ruler, scissors, or other school supplies where should I go to look first?

21. If I am not sure about the definition of a particular word what can I use that is in the room?

22. Where are the dictionaries located?

23. What are Ms. Gleason's expectations for students entering and exiting the room?

24. If I need to know what I can work on in class where should I look?

25. Where can you find your classroom books?

26. Where are your binders located so you can stay organized?

27. Where are you supposed to keep your coats and backpacks?

28. If you have your coat or backpack with you where do you need to place it?

29. Should you touch or remove any items from Ms. Gleason's desk? Y or N

30. Where did Ms. Gleason go to College?



Parent IEP Planning Sheet

Purpose

This form is designed to get relevant student information from parents or family members to use when writing an IEP. In addition, parents often feel overwhelmed by the IEP process, and having a sheet that has already been filled out about their child can help make them feel more like a participant in the meeting, and also help remind them about what they want to discuss.

Filling Out The Form

It is recommended that the form be given to EACH parent or guardian. If other family members are closely involved, ask each member to fill out a form. Let each parent, guardian, or family member(s) know that it is important to have multiple opinions about the child, as providing these opinions allows the team to have a more complete profile of the child to develop an accurate IEP. Make it clear that their knowledge, opinions, and participation are welcomed and desired.

The form can be filled out multiple ways:

- Email (also call to explain the form and its purpose)
- Sent home with student or by mail (also call to explain the form)
- At school
- Over the phone.

Preferably, the form should be given as soon as a child's IEP meeting is scheduled, to make sure the guardian(s), parent(s), or family member(s) have ample time to complete the form - a minimum of one week if advised when possible.

Make sure to specify what they are to do with the form after it is completed (bring with to the meeting, return to you at the school prior to the meeting, etc).

Other Suggestions

In addition to providing information for an IEP, the completed sheets to IEP copies or paperwork given to teachers who work with the student. This can give a glimpse to teachers, present or not present in the IEP meeting, about strengths, struggles, and goals from the parents'/guardians' perspective. However, you should always get permission from the parent/guardian who filled out the form to do so, as it may contain sensitive or personal information they are not comfortable sharing with those outside of the IEP team.



Parent IEP Planning Sheet

Your name(s) _____ Child's name: _____
Date: _____

Prior to coming to the IEP meeting for your child scheduled for _____, it will help the team to have you provide the following information. You know your child best, and thinking before the meeting about what you would like for your child will help guide the development of your child's IEP, and help you advocate for your child.

1. My child's strengths include (think about areas such as reading, writing, math, social/behavioral or areas unique to your child):

2. The school skill/s I see my child struggle the most with is/are:

An example of this is:

3. I hope my child's future includes...

4. My child's greatest interests are in the area(s) of:

5. What does your child like about school? Dislike about school?

6. The one area I would like to see the school focus on for my child is:

7. To better understand my child, I believe school staff should know:



Purpose

An IEP is about the student, so when a student is able to participate in the meeting, this form can be a good tool for getting input and helping a student organize his or her thoughts prior to coming to the meeting. It will also help the team get the child's perspective about what he or she feels about services, goals, and accommodations.

Filling Out The Form

The student may respond in multiple ways with some accommodations to the forms. Students can fill it out with a parent, teachers, or staff. Please make sure let the student know this is not a test and there are no wrong answers.

Students that are high functioning may not need any help and can complete the form independently. Other students may need accommodations listed on their IEPs in order to complete the form, such as having someone to read the form to them, transcribe answers, use of an assistive technology to help with writing or communication of answers, or review of answers with the child after he or she completes the form.

For a child with more severe disabilities, the information requested on the form should be conveyed and gathered in a manner that corresponds with the communication strategies written on his or her IEP and utilized on a regular basis by the child.

Other Suggestions

The form should be attached to the IEP, and included in his or her file so that future school staff who work with the child can clearly see the student's point of view on learning and services.

Also, portions of the form that a student agrees to share can be copied or included in the information sheet given to teachers at the start of a school year.



Student IEP Planning Sheet

Name: _____ Date: _____

You will be attending an IEP meeting at which you will develop goals to work on with your teachers over the next year. To help develop these goals, please answer the following questions and bring them to the meeting.

1. What are you best at in school?

2. What areas do you struggle with at school?

3. What have people done, or what can they do, to help you with those things that are hard for you to do?

4. What would you like to learn to do better at school?

5. Do you learn best when you:
 See information in pictures or read about it (diagrams, charts, photos, books)
 Listen to someone tell you about it / have the chance to talk about it (lectures/ discussions)
 Touch or interact with what you are learning about (doing experiments, building something, taking something apart)
 Both see and hear information at the same time

6. Do you learn best when you:
 Work in a small group setting (3-8 people)
 Work alone or with only the teacher
 Work in a large group setting (10-30 people)
 It doesn't matter

7. What are your dreams for yourself in the next year?

8. What are your dreams for yourself after you graduate from high school?

9. What do you wish your teachers or other school staff knew about you that would help them understand you better?

Name: _____ Today's Date: _____ Due Date: _____



Life is good!

- If I had a day to myself, I would:
- A good teacher does things like:
- In class, I feel comfortable with students who:
- Some of my special qualities include:
- My disability can be explained like this:
- My favorite class is:



Life is not so good.

- I get frustrated when:
- The worst part of my school day is:
- In class, a teacher should never:
- Other students really bug me when they:
- Situations that could get me in trouble include:
- My least favorite class is:



Next year in school I want to achieve these goals.

- Personal Goal (family, friends, self)
- Educational Goal (specific class or topic area, improve grades, tests)
- Work Goal (career, job, AVC, Work Program)



For me to be successful next year, I'll need some help!

- My teachers can help me by:
- My family can help me by:
- I can help myself by:
- The following *accommodations* (changes or adjustments in class or assignments) seem to work well for me:
 - 1.
 - 2.
 - 3.



When I graduate from Quest in 20____, I want to...

- Work! (where? doing what kind of job? during what hours?)
- Live! (BN or another city? with whom-family? roommate? dorm? apartment?)
- Study! (community college? trade school, university? military?)
- Have Fun! (What do you like to do in your spare time?)



I want these people to be a part of my IEP meeting (name names!):

- Family members:
- School personnel (teachers, administrators, nurse, other staff):
- Others:

Study Skills Lesson Plan

Organization

Objectives:

- Students will generate ideas to better organize the “stuff” in their life.
- Students will organize their bags and binders in order to minimize losing things.

Materials:

- A recycling bin, Dividers, Construction Paper, Sharpies, Binders (recommended 2” or larger)

Procedures:

- Ask the question, “When have you been a victim of somebody else's disorganization? What about a time that you were a victim of your own disorganization?” Call on a few responses and share your own story. (3 minutes)
- As a teacher, we hear all too often that students lost their assignment, misplaced it, or didn't even know that had homework because it was lost in the binders or backpacks. It is important that just like we need to organize our time, we need to organize our stuff. Have students share any strategies that they use to organize their stuff. (2 minutes)
- Take some time to go through bags and binders to get rid of old stuff, being careful not to get rid of something that they may need. If students are keeping something, make sure there is a spot for it. Wadded up on the bottom of my backpack is not a good spot FYI.
*Only allow students to recycle or throw away 1st Semester materials.
- **Have the students review organization worksheet and develop a plan for how they are going to keep themselves organized**
- **Next, the students will use the website and follow the directions to organize their study skills binders**
- Closure – Revisit the objective. See if any students are encouraged to organize other parts of their life and call on volunteers to would like to share what else they plan to organize.
 - Class wide – “What are some useful organizational strategies?” Students will develop a plan of action and utilize materials provided by advisory teachers and collect materials from home to complete the task.

Name: _____

Date: _____

Organization Strategies

Goal: Student will develop and implement an organizational strategy for themselves to use in school

1. What are you going to organize?
2. How are you going to organize it?
3. What materials do you need to get organized?
4. Why do you need to stay organized?
5. How will being organized help you?

Skills you will need to complete this strategy successfully

- *You need to make sure you have everything you need to be successful*
 - List all materials you need to complete this project

 - *You will need to be able to label each category*
 - List each area you are going to organize:

 - *You need to place all items in the designated category*
 - What all are you going to include in your strategy?
6. How are you going to show me you successfully completed this goal?

Study Habits Inventory

Always	Hardly Ever	Sometimes	Most
1. Do you intend to study, concentrate & learn?	_____	_____	_____
2. Do you follow a daily written schedule?	_____	_____	_____
3. Do you have a regular place to work and study?	_____	_____	_____
4. Is it well equipped, well lighted and comfortable?	_____	_____	_____
5. Do you keep track of homework assignments in a book?	_____	_____	_____
6. Do you keep a long-term schedule or calendar of tests, projects and reports?	_____	_____	_____
7. Do you plan weekly reviews?	_____	_____	_____
8. Do you take effective class notes?	_____	_____	_____
9. Do you keep a notebook for every subject?	_____	_____	_____
10. Are you organized?	_____	_____	_____
11. Do you have a note-taking system?	_____	_____	_____
12. Do you edit your notes?	_____	_____	_____
13. Do you compile study sheets for tests?	_____	_____	_____
14. Do you know how you learn best?	_____	_____	_____
15. Do you study with friends?	_____	_____	_____
16. Do you listen well in class?	_____	_____	_____
17. Do you know what distracts you?	_____	_____	_____
18. Do you look up new words?	_____	_____	_____
19. Do you keep track of new words you learn?	_____	_____	_____
20. Do you use the glossary?	_____	_____	_____
21. Do you have a study system for textbooks?	_____	_____	_____
22. Do you outline reading assignments?	_____	_____	_____
23. Do you skim assignments before reading them?	_____	_____	_____

Study Habits Inventory

Always

Hardly Ever

Sometimes

Most

- | | | | |
|--|-------|-------|-------|
| 24. Do you read tables, charts and graphs? | _____ | _____ | _____ |
| 25. Do you have a private shorthand system for taking notes? | _____ | _____ | _____ |
| 26. Do you organize papers before you write? | _____ | _____ | _____ |
| 27. Do you write a first draft? | _____ | _____ | _____ |
| 28. Do you proofread for spelling and punctuation | _____ | _____ | _____ |
| 29. Do you study effectively? | _____ | _____ | _____ |
| 30. Do you learn in school? | _____ | _____ | _____ |
| 31. Do you get enough sleep every night? | _____ | _____ | _____ |
| 32. Do you exercise regularly? | _____ | _____ | _____ |
| 33. Do you study at the same time each day? | _____ | _____ | _____ |
| 34. Do you make good use of your mind? | _____ | _____ | _____ |
| 35. Do you try to improve your study habits? | _____ | _____ | _____ |
| 36. Do you space your study periods over several days? | _____ | _____ | _____ |
| 37. Do you keep up-to-date with your studies? | _____ | _____ | _____ |
| 38. Do you review often? | _____ | _____ | _____ |

errors?

Transition Survey for Students

Name _____ Grade _____ Age _____

Please complete this form to help you focus on your transition from high school to adult life and help us prepare you in your transition planning.

1. What year do you expect to graduate from high school? _____

2. After high school, what do plan to do? (Please check)

- Get a Job (Part-time /or Full-time)
 Attend Community College Join the Military
 Attend Two Year College Get On the Job Training
 Attend Four Year College Begin an apprenticeship program
 Attend a Trade, Technical, or Vocational School
 Stay at home with family/friends
 Other (please explain) _____

3. What are your **favorite classes**?

1st _____

2nd _____

4. What are your greatest **strengths**? (Please describe)

What are your **challenges**?

5. What is your **career goal** or what kind of work would you like to do after high school?

1st Choice _____

2nd Choice _____

6. Are there any **classes** that you would like to take to help you prepare for your goal?

1) _____ 3) _____

2) _____ 4) _____

7. Please answer the following questions:

- I know my social security number ___Yes ___No ___I Need Help
- I know my address and phone number ___Yes ___No ___I Need Help
- I am failing some of my classes ___Yes ___No ___I'm Not Sure
- * If Yes, which classes are you failing? 1) _____ 2) _____ 3) _____
- I have researched colleges/training programs ___Yes ___No ___I Need Help
- I know how to find a job ___Yes ___No ___I Need Help
- I have a completed resume ___Yes ___No ___I Need Help

8. I am currently **working** or have had a job ___Yes ___No
 If Yes, please explain when, where and what you did:

9. I have been a **volunteer** ___Yes ___No
 If Yes, please describe where you volunteered and your duties:

10. I am interested in volunteer activities ___Yes ___No
 If Yes, please list three places/fields you would like to volunteer:

- 1) _____
- 2) _____
- 3) _____

11. Please evaluate your work-readiness skills:

	Independent	Needs Help	Does Not Apply
Dependable			
On Time			
Patient			
Complete Tasks			
Well Groomed			
Likes to work with others			
Likes to work alone			
Likes to learn new things			
Accepts criticism			
Asks for help when needed			
Takes own medicine			
Can travel to and from work or school			
Can manage own money			

12. Where do you plan to **live** when you finish high school? (Please check)

- | | |
|--|---|
| <input type="checkbox"/> at home | <input type="checkbox"/> own apartment/home |
| <input type="checkbox"/> with relatives other than parents | <input type="checkbox"/> group home |
| <input type="checkbox"/> with friend(s) | <input type="checkbox"/> dormitory |
| <input type="checkbox"/> other _____ | |

13. How do you **travel** in the community? (Please check)

- | | | |
|------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Bus | <input type="checkbox"/> with family or friends | <input type="checkbox"/> drive |
| <input type="checkbox"/> Cab | <input type="checkbox"/> walk/bike | <input type="checkbox"/> Don't travel |

14. Do you need help learning to travel around the city on a City Link bus? Yes No
 If Yes, where would you like to go? _____

15. What do you like to do in your free time?

16. If you plan to attend College or Vocational or Technical School, do you.....

- | | | |
|---|------------------------------|-----------------------------|
| Need to take the ACT? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Have at least a 2.0 GPA? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Know how to apply for the program? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Know how to apply for grants/scholarships | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Know what school/Program you want to attend | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If yes, please identify _____
 What do you want to study? _____

17. Do you have any other questions or concerns about planning for your life after high school?

Goal Setting:

Content Objective:

- Students will understand the components of a strong goal statement.
- Students will set short and long term academic goals

Language Objective:

- Students will listen and reflect on a goal excerpt, discuss goals with a partner and write their own goal statement.

Materials:

- Michael Jordan excerpt
- SMART goal form

Step 1 –Components of goal setting – 10 mins

1. Read aloud the Michael Jordan excerpt
2. Explain the difference between short and long term goals
 - A **long-term goal** usually takes a few weeks, a month, or even a year. The long-term goal can also be referred to your overall goal - it is what you are trying to Stick With!
 - A **short-term goal** can take an hour, a day, or a week. Short-term goals are usually used to support your long-term goals. They are easier to achieve and can be used as a building block to reach your long-term goal.
 - ***Additionally*** – short-term goals can be used to support your long-term goals. For example:
 - **Short term goal:** I will do all of my math homework this week.
Long term goal: I will raise my semester math grade from C to B.
3. It is good to ask yourself the following questions when developing goals.
 - Are your goals realistic?
 - Can you really achieve the goals you're setting for yourself?
 - Are you able to determine the difference between short and long term goals?
 - Are there people who can help you either set or accomplish your goals?

Step 2 – Writing personal goals – 10 mins

1. Ask the students to write an academic short and long-term goal statement on the SMART goal sheet.
2. In the second box have the students list all of the tasks it will take to complete their goal. In addition, have them indicate how long it will take to accomplish each task. (Is it a daily task, weekly, monthly or a one-time task.)
3. In the third box have the students indicate where they are currently in terms of their stated goal.
4. Finally, have students indicate obstacles to this goal and the solutions to the issue.
5. Have students share their plan with a partner:
6. The goal is for students to ask each other questions about their plan, tasks and to discuss if there is a need for addition or subtraction of time on task.
7. Keep goal sheet in folder and chart progress toward goals.

My Academic Goal for 1st Quarter

I, _____, plan to earn a grade of _____ in my _____ class for the 1st marking period, _____, 2013 – _____, 2013.

Students who want to improve their grades, maintain high grades, or improve their understanding and ability in world studies may consider one or more of the following:

- Improving attendance
- Completing all homework
- Taking steps to make sure that they understand the material. These steps may include studying with classmates and using MAP to ask the teacher for clarification.
- Reviewing classwork on a regular basis (daily)
- Using “Before, During & After” reading strategies when reading / studying text material.
- Using mnemonic devices to help remember ideas
- Rewarding themselves for achieving good grades
- Finding strategies to stay focused during class
- Socializing less in class
- Having all materials for class
- Improving the organization of their notebook
- Getting more sleep on school nights

Think about the items on this list. Which of these pertain to you?

Is there some other strategy that can help you achieve your goal?

The actions I plan to take in order to obtain my goal are:

- _____
- _____
- _____
- _____

Remember, only **YOU** can make a difference in your grades. With hard work, determination, and commitment, you can meet your goal and be highly successful.

Student Signature _____

My Academic Goal for 2nd Quarter

I, _____, plan to earn a grade of _____ in my _____ class for the 2nd marking period, _____, 2013 – _____, 2013.

Students who want to improve their grades, maintain high grades, or improve their understanding and ability in world studies may consider one or more of the following:

- Improving attendance
- Completing all homework
- Taking steps to make sure that they understand the material. These steps may include studying with classmates and using MAP to ask the teacher for clarification.
- Reviewing classwork on a regular basis (daily)
- Using “Before, During & After” reading strategies when reading / studying text material.
- Using mnemonic devices to help remember ideas
- Rewarding themselves for achieving good grades
- Finding strategies to stay focused during class
- Socializing less in class
- Having all materials for class
- Improving the organization of their notebook
- Getting more sleep on school nights

Think about the items on this list. Which of these pertain to you?

Is there some other strategy that can help you achieve your goal?

The actions I plan to take in order to obtain my goal are:

- _____
- _____
- _____
- _____

Remember, only **YOU** can make a difference in your grades. With hard work, determination, and commitment, you can meet your goal and be highly successful.

Student Signature _____

My Academic Goal for 3rd Quarter

I, _____, plan to earn a grade of _____ in my _____ class for the 3rd marking period, _____, 2014 – _____, 2014.

Students who want to improve their grades, maintain high grades, or improve their understanding and ability in world studies may consider one or more of the following:

- Improving attendance
- Completing all homework
- Taking steps to make sure that they understand the material. These steps may include studying with classmates and using MAP to ask the teacher for clarification.
- Reviewing classwork on a regular basis (daily)
- Using “Before, During & After” reading strategies when reading / studying text material.
- Using mnemonic devices to help remember ideas
- Rewarding themselves for achieving good grades
- Finding strategies to stay focused during class
- Socializing less in class
- Having all materials for class
- Improving the organization of their notebook
- Getting more sleep on school nights

Think about the items on this list. Which of these pertain to you?

Is there some other strategy that can help you achieve your goal?

The actions I plan to take in order to obtain my goal are:

- _____
- _____
- _____
- _____

Remember, only **YOU** can make a difference in your grades. With hard work, determination, and commitment, you can meet your goal and be highly successful.

Student Signature _____

My Academic Goal for 4th Quarter

I, _____, plan to earn a grade of _____ in my _____ class for the 4th marking period, _____, 2014 – _____, 2014.

Students who want to improve their grades, maintain high grades, or improve their understanding and ability in world studies may consider one or more of the following:

- Improving attendance
- Completing all homework
- Taking steps to make sure that they understand the material. These steps may include studying with classmates and using MAP to ask the teacher for clarification.
- Reviewing classwork on a regular basis (daily)
- Using “Before, During & After” reading strategies when reading / studying text material.
- Using mnemonic devices to help remember ideas
- Rewarding themselves for achieving good grades
- Finding strategies to stay focused during class
- Socializing less in class
- Having all materials for class
- Improving the organization of their notebook
- Getting more sleep on school nights

Think about the items on this list. Which of these pertain to you?

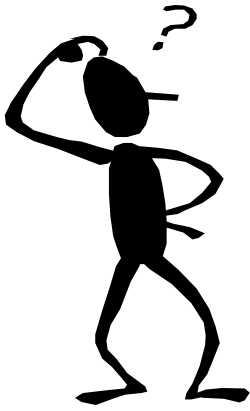
Is there some other strategy that can help you achieve your goal?

The actions I plan to take in order to obtain my goal are:

- _____
- _____
- _____
- _____

Remember, only **YOU** can make a difference in your grades. With hard work, determination, and commitment, you can meet your goal and be highly successful.

Student Signature _____



Name: _____ Date: _____



S.M.A.R.T. Goal Questionnaire

Last Month's Goal: _____

Did you accomplish your goal last month? **Y** **or** **N**

If you said NO you did not accomplish your goal last month; why not? _____

What could you do different this month so you accomplish your goal? _____

If you accomplished your goal this month; please write a new goal for yourself and make sure you challenge yourself. **New Goal:**

1. Specific: What will the goal accomplish?

How and why will it be accomplished?

2. Measurable: How will you measure whether or not the goal has been reached (list at least two indicators)?

3. Achievable: Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

4. Results-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?

5. Time-bound. What is the established completion date and does that completion date create a practical sense of urgency?

Revised Goal:

Name: _____

Date: _____

End of Week Goal Reflection Questionnaire

- Goal:
- Did you accomplish your goal? Y or N
- If you said NO you did not accomplish your goal; why not?
- What could you do different so you can accomplish your goal?
- What do you earn if you achieve your goal?
- Why did we assign this goal to you?

Name: _____

Date: _____

End of Week Goal Reflection Questionnaire

- Goal:
- Did you accomplish your goal? Y or N
- If you said NO you did not accomplish your goal; why not?
- What could you do different so you can accomplish your goal?
- What do you earn if you achieve your goal?
- Why did we assign this goal to you?

GOAL COMPLETION CHECK LIST

Student Name	, 2013	, 2013	, 2013	, 2013
	Total: _____	Total: _____	Total: _____	Total: _____

Name: _____

Date: _____

Goal Reflection

Your personal goal

- 1) What is your weekly goal?
- 2) Do you think this is a good goal for you? Circle Y N
- 3) If not, what would you change it to and why?

- 4) Do you think your goal is fair and attainable? Circle Y N
- 5) If not, how would you modify it?

- 6) Why do you think this goal was chosen for you?

Benefits

- 7) What academic benefits will you gain from accomplishing your given goal?

- 8) What non-academic benefits will you gain from mastering your given goal?

- 9) What are some short-term benefits/rewards that you can earn by accomplishing this goal?

- 10) What is the long-term reward you can earn if your class does well in accomplishing weekly goals?

Reflection

- 11) In what way did you accomplish your goal this week? (Give an example)

- 12) In what way did you not accomplish your goal this week? (Give an example)

- 13) What prevented you from achieving your goal?

- 14) What can you do differently to prevent this from happening next week?

- 15) Do you think you earned a marble on the goal poster? Why or why not?

Next week

- 16) What will you do next week to make sure you earn a marble on the goal poster?

Reading Strategies- Using Context Clues Lesson

Content Objective:

- Help students develop reading skills and strategies when working to understand a variety of readings.

Language Objective:

- Students will learn how context clues come in different forms when reading sentences and textbooks.
- Students will practice identifying words and definitions using context clues.

Materials:

- Context clue definitions -teacher copy
- Context clue practice worksheet

Step 1 –

1. As a class brainstorm all the different types of reading students do during the school day. (Textbooks, choice books, articles, directions, etc.)
2. Put the teacher copy of Context clue definitions and examples on the board. Review the 6 types of ways context clues are used in writing. Ask students to find an example in a current assignment.
3. **Assignment:** Pass out the worksheet to each student. Allow for about 10-15 minutes for students to complete the worksheet.
4. Bring the class back together. Review the answers as a whole class.

Closure

Have students bring a challenging or long reading assignment for next class.

Reading Strategies- Using Context Clues

When you are reading, you often come across words that are unfamiliar or unknown to you. Two good ways that you can learn about the meaning of an unknown word are:

1. You can look it up in the dictionary or electronic resource.
2. Another way to learn about an unknown word is to try to figure out its meaning from CONTEXT clues.
 - a. CONTEXT means the setting in which something is found. For example, a person lives in the context of his or her family; a mechanic works in the context of a garage; a signer performs in the context of a theater. In language, context means the words and sentences around any particular word.
 - b. CONTEXT clues are familiar words and phrases in a sentence or paragraph. These are words that you know. From these familiar words you can often figure out the meaning of an unknown word.

- c. Context clues- Definitions
 - i. The context actually includes a definition of the unknown word.
- d. Context clues- Example
 - i. The context includes examples of the unknown word which can give you an idea of its meaning.
- e. Context clues- Description
 - i. A description gives you a picture of something or shows you some of its parts. The description usually comes after the unknown word and can give you a good working definition of it.
- f. Context clues- Restatement or Synonyms
 - i. The context follows the difficult word with a synonym, which is a more common word. Another way is to explain the difficult word with a phrase or clause.
- g. Context clues- Comparison and Contrast
 - i. Often by knowing what something is similar to or different from, you can get a good sense of exactly what it is.
- h. Context clues- Inference
 - i. An inference is a conclusion or idea that you create by examining various facts and then making a reasonable judgment based on those facts. For example, you can often infer what the menu will be at a lunch by walking past the cafeteria and recognizing the smells of the various foods.

Name: _____

Date: _____

Context clue practice**Directions:** Circle the words in each sentence below which are the context clues to the meaning of the underlined word.

1. A facsimile is always an exact copy.
2. A kind of a plant or animal is a species.
3. A bivouac is a camp that is used only for a night or two.
4. To abstain is a choice not to participate.
5. They had to bring in mercenaries or hired soldiers to fight the war.
6. He's just one of the malcontents, a person who is never satisfied with anything.
7. He loathed peppermint ice cream, regarding it with extreme dislike.

Directions: Write a definition for each underlined word on the blank line after the sentence. Use context clues to develop your definitions.

1. She had had many exploits in her life, such as climbing Mt. McKinley and riding a raft through the Grand Canyon.

2. He always gesticulated when he talked, for example, moving his right arm up and down while opening and closing his hand.

3. Some dishonest wine makers have been known to adulterate their wines, usually with water or cheaper wine.

4. They were lying on their stomachs, inert, like dead men except for the soft hum of their breathing.

5. Amnesty, which involved the freeing of all prisoners, was declared in 1867.

6. Every movie has a scenario that briefly describes what happens in the story being portrayed.

7. She didn't immediately fathom or understand the meaning of the letter.

8. The party was such a fiasco that it reminded him of every other social failure that he'd ever experienced.

9. The tortuous road we had to drive up had one narrow curve after another all the way to the top. That's probably why it's called Snake Hill Rd.

10. To emote or express one's feelings is usually quite healthy.

Reading Strategies- SQ3R Lesson**Content Objective:**

- Help students develop reading skills and strategies when working to understand a variety of readings.

Language Objective:

- Students will review the SQ3R strategy for reading articles and textbooks.
- Students will practice the SQ3R method with an individual assignment.

Materials:

- SQ3R teacher copy
- Reading practice worksheet

Step 1 –

- | | |
|----------|---|
| 10 mins. | 1. Ask the class if any students have used SQ3R before. Brainstorm the possible definitions for S, Q, R, R, R. |
| | 2. Display the SQ3R master copy with the entire class. Review each step for this reading strategy. |
| 15 mins | 3. Assignment: Students were to bring an article or test reading for this assignment. Provide 15 minutes of silent reading in order for students to complete the reading practice worksheet. |
| | 4. Circulate around the room during work time. |
| | 5. When time is up, ask students to share what was hard or easier when using this strategy. |

Closure

- Have students take home the worksheet or a new blank one as they prepare for upcoming tests and are reading at home.

SQ3R reading method

Survey! Question! Read! Recite! Review!

SQ3R will help you build a framework to understand your reading assignment.

Before you read, Survey the chapter:

- the title, headings, and subheadings
- captions under pictures, charts, graphs or maps
- review questions or teacher-made study guides
- introductory and concluding paragraphs
- summary

Question while you are surveying:

- Turn the title, headings, and/or subheadings into questions
- Read questions at the end of the chapters or after each subheading
- Ask yourself,
"What did my instructor say about this chapter or subject when it was assigned?"
- Ask yourself,
"What do I already know about this subject?"
Note: If it is helpful to you, write out these questions for consideration.
This variation is called SQW3R

When you begin to Read:

- Look for answers to the questions you first raised
- Answer questions at the beginning or end of chapters or study guides
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases
- Study graphic aids
- Reduce your speed for difficult passages
- Stop and reread parts which are not clear
- Read only a section at a time and recite after each section

Recite after you've read a section:

- Orally ask yourself questions about what you have just read, or summarize, in your own words, what you read
- Take notes from the text but write the information in your own words
- Underline or highlight important points you've just read
- Reciting:
The more senses you use the more likely you are to remember what you read Triple strength learning: Seeing, saying, hearing
Quadruple strength learning: Seeing , saying , hearing, writing!!!

Review: an ongoing process

Reading Practice- SQ3R

Name: _____

Date: _____

Using an article or reading for an upcoming test, use the table to **S**urvey, **Q**uestion, **R**ead, **R**ecite and **R**eview in preparation for your test.

What is the general topic?	
What is the main issue or problem?	
What conclusion is reached?	
What reason for it would the author give?	
Is it based on fact, theory, or faith?	
Any additional notes:	

How to Make Predictions of a Story

Goal: Student will be able to increase reading comprehension and make story predictions when provided with a short story.

When making predictions on what a book is about be observant:

1. **Read the title of the book and view the cover.** What is the title? What pictures do you see on the cover?
2. **View the table of contents, if there is one, and read the headings for each chapter.** Do you notice a certain topic?
3. **Skim the book and look for pictures, maps, graphs or diagrams.** Do you see any pictures? What can you tell me about in the picture?
4. **Read the first sentence of the book.** In your own words what does the first sentence tell you?
5. **Read the last sentence of the book.** In your own words what does the last sentence tell you?

Now that you have observed your book from beginning to end what are some predictions you could create on what the story is about? **When writing you predictions include your thoughts on the following key terms listed below.** (If you are confused or forgot what the bulleted terms mean below flip in your binders to the page title How to Comprehend a Story for help).

Setting: (Do the pictures or words show a time period or specific location?)

Theme: (Does there seem to be a main idea that the pictures or words focus on or around?)

Main Character: (Have you seen any images that show people, objects, animals, or creatures?)

Problem & Resolution: (What you think the main problem of the story is and how will it be resolved?)

How to Summarize a Story

Goal: The student will be able to retell a story by answering the Five W Questions:

Who?- Who was in this story. (Think characters)

What?- What happened in this story (think about the problem or conflict the characters had? What was the order the events happened in? How was the conflict resolved?

When?- What time period did this story take place in?

Where?- Where was the setting of this story?

Why?- Think to yourself: Why did this story have the resolution or ending that it did? What happened in the ending? Why did the events happen?

***In your own words write a few sentences to summarize the 5 W Questions and the material that you read.**

How to Comprehend a Story That You Read

Goal: The student will identify the plot, main character(s), setting, internal conflict, external conflict, and the resolution of a story.

Review the literary terms and choose a story you are currently reading from your English class to answer the following questions below

Plot: The series of events that give a story its meaning.

Main Character(s): Main people, things or objects that are named in the story. They are the characters talked about the most and what the story revolves around.

Setting: Place, location and time period that the story occurs in.

Internal Conflict: Is a conflict in the story that the main character is dealing with personally.

External Conflict: Is a conflict in the story that involves several characters.

Resolution: The ending of the story. The resolution is what happens or how the story ends and the problem is resolved.

Now you try! Use your own words to fill in information for each term about the story you read:

What story are you using for this activity?

1. **Plot:**
2. **Main Character(s):**
3. **Setting:**
4. **Internal Conflict:**
5. **External Conflict:**
6. **Resolution:**

Study Habits and Techniques Lesson Plan

Content Objective:

- Help students better understand study habits and learn new tips to help when studying at home.

Language Objective:

- Students will learn study techniques that may help them utilize their time more efficiently.
- Students will learn review and memory techniques to use while studying.

Materials:

- Student study habits worksheet

- | | |
|---------|--|
| 5 mins. | 1. Pair up students and have them design a training program as if they are training for an upcoming marathon. |
| 10 mins | 2. As a class, share the variety of training strategies. (For example: Plan 1- running the full length once to make sure they can run that far. Plan 2- running 5 days a week for the month before, but never over 10 miles at a time so they will not get hurt. Plan 3- start running months ahead of time, running different distances.) Ask the question, how is training for a marathon similar to studying for tests? Share answers as a class. |
| 15 mins | 3. Hand out the student worksheet.

4. Now, review the most successful study habits that build a strong knowledge base and confidence when preparing for a test. <ul style="list-style-type: none"> ▪ Make a plan that should include a timeline of preparing for the test, as well as daily times set aside to focus on that topic/class. ▪ Student in short sessions, that won't completely exhaust you. Research shows that taking frequent breaks (20 minutes of studying, 5 minutes off) increase your ability to remember new information. ▪ Study a little each day. By reviewing a topic frequently, you have a better chance of remembering the details. Think about how young children learn their native language. It is easy since the work on it every day. ▪ Make sure your plan includes enough time to cover all of the details included in the unit and for the test. |
| | 5. While studying, it is valuable to use a variety of techniques and memory strategies. <ul style="list-style-type: none"> ▪ Review notes and articles- Rewriting notes, rereading chapters or articles, highlighting the main ideas or transferring key points onto notecards ▪ Grouping- Finding patterns in new information ▪ Visualization- Be able to close your eyes and see the information "in action" ▪ Pneumonic devices- Assign a familiar saying or word to a new concept |

Name: _____

Date: _____

Study Habits and Techniques

1. In order to have a successful study plan, you should include _____ and _____.
2. True or False
 - a. Studying for a long period of time (for example: hours at a time) is the supported by research as being a successful strategy. T or F
 - b. You should only study the large units before the test, not everything that will be covered on the test. T or F
 - c. Memory techniques help most people when studying. T or F
3. Studying _____ each day increases your chance of remembering details and main ideas.
4. List 3 different ways to review a textbook or article: _____, _____, and _____.
5. Of the memory techniques; Grouping, Visualization and Pneumonic devices, which one have you been successful using? Why was it helpful?

My Plan

1. The next large test I need to prepare for is : _____
2. The test will include the following topics: _____, _____, _____, _____
3. I will need _____ days ahead of time in order to have time to study all of the topics.
4. My daily study space is located: _____
5. In order to review for the test I plan to (circle all that apply):
 - a. Rewrite my notes
 - b. Reread the textbook
 - c. Highlight notes and articles
 - d. Put main ideas on notecards

Test Taking- Day 1 Lesson Plan

Content Objective:

- Help students understand strategies to study for tests.

Language Objective:

- Students will identify study preventions.
- Students will begin to identify positive study strategies.

Materials:

- Test anxiety quiz
- Test preparation worksheet
- Teacher slide with study preventions and top study preparations

Step 1 –

- | | |
|----------|--|
| 5 mins. | 1. What gets in the way to test preparation? Have students share their experiences when struggling to study for tests. Then, share the test prevention “slide”. How many of these top reasons did the class identify? |
| 10 mins. | 2. Have students take the test anxiety quiz, so students begin to better understand their personal struggles with test taking. After students take the quiz, share different ways students relax before and during a test. |
| 5 mins. | 3. Review top 10 steps to prepare for a test. (Utilize the teacher “slide” provided.) |
| | When
Most important topics
Format
Make checklist
Study with others
Schedule/ Calendar
Environment
Type and Format
Schedule breaks
Kwon the teacher |
| 5 mins. | 4. Individually, have the students complete the test preparation worksheet |

Closure

- Have students find out more about their upcoming test. Next class will focus on studying for different types of tests.

Top Reasons: Why Students Don't Study

You don't have the materials you need	Be smug or superior, and try to impress others by not studying
You spend time explaining to others how the teacher or materials is boring	Avoid studying material and topics you are not interested in or plan to use in the future
Become an academic martyr- only plan time to study and no time for recreation	Believe it is better to flunk without studying
Study where you can still keep your ear on the happenings around (TV, phone calls, etc.)	Let anyone interrupt your study time

10 Steps to Prepare for Tests

1. Know **WHEN** your next test occurs
2. What will **BE ON** the test and what is **MOST IMPORTANT** to know
3. Find out the **FORMAT** of the test
4. Make a study **CHECKLIST**
5. Study in **GROUPS**
6. Prepare a **SCHEDULE/ CALENDAR**
7. Study in a comfortable **ENVIRONMENT**
8. Match your studying to the **TYPE** and **FORMAT** of the test
9. Schedule **BREAKS** to keep your energy level high
10. **KNOW** your teacher

Test Taking- Day 2 Lesson Plan

Content Objective:

- Help students recognize and practice for a variety of tests.

Language Objective:

- Students will better understand the different types of tests, both objective and subjective.
- Students will understand strategies for taking a variety of tests.

Materials:

- Student worksheet on test types and strategies
- Teacher “slides” on objective and subjective tests

- | | |
|---------|---|
| 5 mins. | 1. Handout the student worksheet. As a class define the difference between objective and subjective tests. |
| 15 mins | 2. Review the different types of test using the “slides” provided. <ul style="list-style-type: none"> ▪ Objective tests- types and strategies ▪ Subjective test- types and strategies |
| | 3. As students complete the worksheet, rearrange the class into common “groups”. This can be groups that have a common upcoming test to prepare for, such as Biology. Or in groups who want to practice a world language. |
| | 4. Provide time for students to study for end of quarter exams. |

Closure

- Have students bring notes and review sheets for upcoming tests. They will have ample time to study individually or in small groups.

Types of tests

Objective tests

Tips for taking objective tests:

Read all instructions carefully, answer the questions you know first, budget your time, avoid negative statements to yourself, ask the teacher questions, read questions and answers carefully- avoiding the statements with extreme or definitive wording

Multiple Choice:

Eliminate wrong answers, read EVERY answer, look for clues, sometimes work backwards, choose the best alternative

Matching:

Think of an answer before looking for an answer, choose the best answer, narrow down the choices if you need to and avoid changing answers

Fill-in-the-Blank:

Look for clues, use common sense, choose the best word, pay attention to the length of the line and number of spaces, read through your answer

Short Answer:

Pay attention to grammar, use the terms of the teacher, answer by giving an example, beef up your answers if you have time

True/False:

Pay attention to qualifying words (always, never), the answer is false if ANY PART is false, guess if you don't know, stick with your first answer unless you are sure you are wrong

Problem-Solving:

Read the question carefully, use a diagram if necessary, work backwards, watch out for careless errors

Types of tests

Subjective

Tips for taking subjective tests:

Read all questions carefully, plan the time you need for each question, answer all of the questions, answer the easiest questions first, write neatly, leave spaces between questions, pay attention to key words

Know the following key terms:

- *Compare
- *Contrast
- *Criticize
- *Define
- *Describe
- *Diagram
- *Discuss
- *Enumerate
- *Evaluate
- *Explain
- *Illustrate
- *Interpret
- *List
- *Outline

Steps to writing effectively:

Write down all the facts/ideas or points you want to make, number your points, have a strong introduction, include examples and illustrations, use transitions between paragraphs/points, choose precise words, utilize active language/words, vary your sentences and include a strong closing

Name: _____

Date: _____

Test taking

1. What does objective vs. subjective mean? _____

2. List 3 types of objective tests:

3. If you are taking a fill-in-the-blank test, what tips may help your overall score?

4. True or False

Using your teacher's language and terms typically helps with short answer questions.

5. What type of objective test is easiest for you? Why? _____

6. When you are taking a subjective test, what tips should you remember? _____

7. Define 2 of the following words: contrast, criticize, enumerate, or interpret

8. What writing tips should you use on your next test? _____

9. Why is a strong conclusion important in an essay test? _____

10. How do you know?

Study Skills Weekly Check List

Name: _____

Date: _____

Monday	Tuesday	Wednesday	Thursday	Friday
Behavior Goal	Behavior Goal	Behavior Goal	Behavior Goal	Goal Reflection
0, .5, 1	0, .5, 1	0, .5, 1	0, .5, 1	0, .5, 1
Document Materials Worked on Y or N	Document Materials Worked on Y or N	Document Materials Worked on Y or N	Document Materials Worked on Y or N	Document Materials Worked on Y or N
Wrote class assignments on school calendar Y or N	Wrote class assignments on school calendar Y or N	Wrote class assignments on school calendar Y or N	Wrote class assignments on school calendar Y or N	Wrote class assignments on school calendar Y or N
<u>Study Skills Work</u>	<u>Study Skills Work</u>	<u>Study Skills Work</u>	<u>Study Skills Work</u>	<u>Study Skills Work</u>
(School Work) Y or N	(School Work) Y or N	(School Work) Y or N	(School Work) Y or N	(School Work) Y or N
Assess Daily Performance Y or N	Assess Daily Performance Y or N	Assess Daily Performance Y or N	Assess Daily Performance Y or N	Assess/ Chart Weekly Performance Y or N
Organized binder and put materials in proper place Y or N	Organized binder and put materials in proper place Y or N	Organized binder and put materials in proper place Y or N	Organized binder and put materials in proper place Y or N	Prepared for Notebook Check on binder organization Y or N