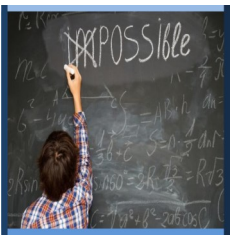
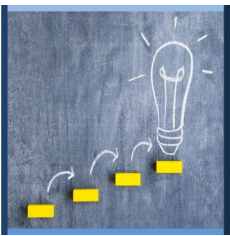


4S Skills for Secondary School Success



Teacher's Manual

2025 Edition



Unit 3: Managing My Learning



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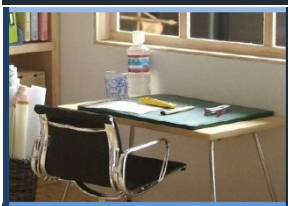
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Getting and Staying Organized

This lesson is designed to introduce students to learning skills they will need in high school, beginning with the need to organize all their materials for different classes.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Question

What strategies can I use to keep my schoolwork and materials organized?

Objectives

- Students will be able to create an organization system for papers and notebooks.
- Students will declutter their binders and folders.

Advance preparation

- Prepare student handouts.
- Write “Challenge 1” through “Challenge 7” on board (spaced around the room), with chalk by each for students to use in intro activity.
- Have prize ready for group winning intro activity
- Prepare a blank chart on the whiteboard or smart board for the “What I Need” handout.
- Make sure you have enough wastebaskets and trash bags for discarded materials and papers.

Materials/Resources

- PowerPoint slideshow 3.1 (adapt as needed)

Student Materials

- Group scenarios for introductory game
- “What I need to bring with me daily” handout
- Half sheets of paper for exit ticket

Vocabulary

- No new vocabulary today

Do Now is combined with Introduction for this lesson.

Instead of the typical DO NOW, the teacher should immediately send students to group stations for an introductory game to help them think about challenges they will face in high school and see the purpose of the strategies they will be learning in this unit.

Introduction (Framing/Overview)

5 min.

1. When students enter the classroom, divide them into **seven** groups of about three or four students each, sending them to different spaces in the classroom. When all groups have at least three members, give each group a different challenge scenario (see student sheets and answer key at end of this lesson). Explain that this course prepares them for challenges in high school, and this lesson will focus on particular academic challenges they will face. Each team is to read its particular challenge together, figure out the skill or strategy needed to meet that challenge (from the list at the bottom of the sheet), and then write it on the board by their particular challenge number. The team that writes a correct answer on the board first will get a prize. [Note: the challenges correspond to the 8 lessons in the unit, except that the lessons on Learning How to Learn and Measuring My Learning have been combined into an overarching “Strategies for Remembering Information” that will be more meaningful to students at this stage.] Check to see that each group has written the best answer for their particular challenge, and encourage students to complete the sheet with the rest of the challenges on their own (and keep sheet for future reference). Award the prize to the group that answered correctly first.
2. Dedication – Either teacher or a volunteer student will give the lesson dedication.
3. Briefly review with students the road map for this unit (slide 5), which is the set of skills the students themselves have identified in their teams.
4. Then, share with them the agenda for today (slide 6).

Activity 1: Partner Brainstorm + Share out

8 min.

5. Tell students that the focus of this lesson is to help them make sure they are prepared with everything they need for school and to complete homework each day. Ask students to turn to the *What I Need* chart and fill out each of the columns with a partner (slide 7). After students have worked with partners, lead the class to create a global list, filling out the blank chart you’ve prepared on the board or chart paper. Take students’ suggestions, then add any other necessary items that students did not mention, for example, notebooks, loose leaf paper, pencils, pens, binders, textbooks, homework, worksheets, library books, agenda book, calculator, etc. Be sure to include items of specific importance to your school or grade level.

**Think – Pair
- Share****Whole Class
Discussion**

Activity 2: Organizational Strategies

9 min.

6. Tell students that because there are so many materials, it's important to create a strong organization system of binders and folders to make sure they can access what they need when they need it. Point out that some students may already be doing this well and just need to clean things out, while others may need a full organizational overhaul. Both stages are okay and will be well served by today's lesson.
7. Share with students the following organizational options (slides 8 and 9). Point out that students do not need to use ALL these organizational methods but should choose what works best for them given their available materials and preferences.
- Binders (slide 8)
 - One big binder for all classes organized with dividers
 - Dividers for each class/activity
 - Blank notebook paper
 - A place to store hole-punched worksheets or homework
 - Multiple binders
 - One for each class
 - Blank notebook paper
 - A place to store hole-punched worksheets or homework
 - Folders (slide 9)
 - One for each class AND
 - One dedicated to homework
 - Notebooks
 - One multi-subject notebook for multiple classes OR
 - One dedicated notebook for each class
 - Labels
 - All items should be labeled so that if students leave them somewhere, they are more likely to get them back.

**Direct
Instruction**

Give students time to ask questions or offer suggestions.

Activity 3: Practice Time

15 min.

8. Give students 3 minutes to evaluate their own organization systems (slide 10). Have them write down at the bottom of the handout what their current system looks like, what they intend to keep the same, and what they would like to change. Then give students 1 minute to share with their partner.

**Individual
Reflection****Pair and Share**

9. Tell students that, having identified what they need to do, they will now have time to do it (slide 11). One key part of organizing your space is getting rid of things you don't need. Give students time and space to work on the following tasks:

**Guided
Hands-on
Practice**

- Throwing away old papers (where possible, check in with other teachers first to understand what units are no longer relevant for students)
- Sorting remaining items
- Labeling items

Circulate through the room to provide suggestions, tips, and support to students who need it. If possible, provide students with needed organizational materials (dividers, notebooks, paper, etc.) they may lack. If this is not possible, discuss with students their plans to get materials they need. Suggest low-cost local stores that offer appropriate materials. Help students plan how and when they can get the supplies they need. Consider helping students rework their plan if necessary.

Closure

3 min.

For today's exit ticket have students complete the following two sentences:

1. Today I improved my organization by _____.
2. In order to continue improving my organizational skills, I still need to _____.

Extensions

Students should complete their organizational goal as soon as possible. Follow up in future lessons. In future lessons, consider conducting binder checks to help students to review their organization and make any necessary adjustments.

Optional extension: If students are participating in remote instruction or regularly accessing digital storage spaces, have students look at their current cloud-based storage system. Ask students to check and make sure that:

- They have an appropriate folder for each class
- Classes have sub-folders as necessary (assignments, homework, readings)
- All assignments are sorted in folders

High School Challenge Game – Team 1



High school involves many more challenges than students are used to in middle school. In this game you will be organized in small group teams to:

1. Read and discuss **your** challenge scenario
2. Identify the strategy that best captures the challenge (from the given list)
3. Write it on the board for the class to see (which team can be first??)

Challenge 1: It's just the second day of school and Tim already needs help. He has seven different classes to keep track of his notes and handouts and homework assignments. He can't find his algebra homework or remember what he was to do for English. There are weekly quizzes in biology but he can't remember which day the next one is on. Tim needs a strategy and plan for: _____

Challenge 2: Nora is excited to be on the junior varsity girls' soccer team at high school. The team practices every day after school. When Nora gets home, she is exhausted and falls asleep after dinner. When she wakes up around 8:30 pm, she still has homework and reading to do for her classes, but also wants to chat with her friends and watch videos. She hasn't turned in all her homework this quarter. Nora needs a strategy for: _____

Challenge 3: Katrina sits on the couch to start her homework, but her brother walks in and promptly turns on the TV to watch sports. She moves to the kitchen, but it is also busy, as her dad is beginning to prepare dinner. It is hard to concentrate on her work. Katrina needs help in: _____

Challenge 4: Jose opens his social studies book to read the first half of the chapter as his teacher assigned. He dives right into the reading and finishes quickly. The next day, when his teacher begins to ask questions about what the students have read, Jose realizes that he doesn't remember many of the important details. He needs a strategy for: _____

Challenge 5: Jamal listened intently and participated actively in a class discussion in his English 9 class. He thoroughly enjoyed the conversation. Now he has an assignment related to the covered content. Yet he is having a hard time recalling the rich details from the discussion. Jamal could use a strategy for: _____

Challenge 6: As Tameka looks over the biology test, she sees lots of concepts that are familiar. But she can't remember enough details to know which of the answer choices is correct. She also has trouble organizing her thoughts to write a paragraph for the short answer questions. She is not happy when she gets her test grade. Tameka needs: _____

Challenge 7: Juan is excited about entering high school and participating in many extra-curricular activities. He thinks he would like to pursue a career in healthcare, but isn't sure of his next steps toward realizing this dream. He needs a plan to make progress in school so he can get to where he wants to be afterwards. Juan needs a strategy for: _____

STRATEGY LIST

Managing Time and Setting Priorities	Setting Goals
Strategies for Remembering Information	Attentive Reading
Finding Space for Effective Studying	Taking Useful Notes
Getting and Staying Organized	

High School Challenge Game – Team 2



High school involves many more challenges than students are used to in middle school. In this game you will be organized in small group teams to:

1. Read and discuss **your** challenge scenario
2. Identify the strategy that best captures the challenge (from the given list)
3. Write it on the board for the class to see (which team can be first??)

Challenge 1: It's just the second day of school and Tim already needs help. He has seven different classes to keep track of his notes and handouts and homework assignments. He can't find his algebra homework or remember what he was to do for English. There are weekly quizzes in biology but he can't remember which day the next one is on. Tim needs a strategy and plan for: _____

Challenge 2: Nora is excited to be on the junior varsity girls' soccer team at high school. The team practices every day after school. When Nora gets home, she is exhausted and falls asleep after dinner. When she wakes up around 8:30 pm, she still has homework and reading to do for her classes, but also wants to chat with her friends and watch videos. She hasn't turned in all her homework this quarter. Nora needs a strategy for: _____

Challenge 3: Katrina sits on the couch to start her homework, but her brother walks in and promptly turns on the TV to watch sports. She moves to the kitchen, but it is also busy, as her dad is beginning to prepare dinner. It is hard to concentrate on her work. Katrina needs help in: _____

Challenge 4: Jose opens his social studies book to read the first half of the chapter as his teacher assigned. He dives right into the reading and finishes quickly. The next day, when his teacher begins to ask questions about what the students have read, Jose realizes that he doesn't remember many of the important details. He needs a strategy for: _____

Challenge 5: Jamal listened intently and participated actively in a class discussion in his English 9 class. He thoroughly enjoyed the conversation. Now he has an assignment related to the covered content. Yet he is having a hard time recalling the rich details from the discussion. Jamal could use a strategy for: _____

Challenge 6: As Tameka looks over the biology test, she sees lots of concepts that are familiar. But she can't remember enough details to know which of the answer choices is correct. She also has trouble organizing her thoughts to write a paragraph for the short answer questions. She is not happy when she gets her test grade. Tameka needs: _____

Challenge 7: Juan is excited about entering high school and participating in many extra-curricular activities. He thinks he would like to pursue a career in healthcare, but isn't sure of his next steps toward realizing this dream. He needs a plan to make progress in school so he can get to where he wants to be afterwards. Juan needs a strategy for: _____

STRATEGY LIST

Managing Time and Setting Priorities	Setting Goals
Strategies for Remembering Information	Attentive Reading
Finding Space for Effective Studying	Taking Useful Notes
Getting and Staying Organized	

High School Challenge Game – Team 3



High school involves many more challenges than students are used to in middle school. In this game you will be organized in small group teams to:

1. Read and discuss **your** challenge scenario
2. Identify the strategy that best captures the challenge (from the given list)
3. Write it on the board for the class to see (which team can be first??)

Challenge 1: It's just the second day of school and Tim already needs help. He has seven different classes to keep track of his notes and handouts and homework assignments. He can't find his algebra homework or remember what he was to do for English. There are weekly quizzes in biology but he can't remember which day the next one is on. Tim needs a strategy and plan for: _____

Challenge 2: Nora is excited to be on the junior varsity girls' soccer team at high school. The team practices every day after school. When Nora gets home, she is exhausted and falls asleep after dinner. When she wakes up around 8:30 pm, she still has homework and reading to do for her classes, but also wants to chat with her friends and watch videos. She hasn't turned in all her homework this quarter. Nora needs a strategy for: _____

Challenge 3: Katrina sits on the couch to start her homework, but her brother walks in and promptly turns on the TV to watch sports. She moves to the kitchen, but it is also busy, as her dad is beginning to prepare dinner. It is hard to concentrate on her work. Katrina needs help in: _____

Challenge 4: Jose opens his social studies book to read the first half of the chapter as his teacher assigned. He dives right into the reading and finishes quickly. The next day, when his teacher begins to ask questions about what the students have read, Jose realizes that he doesn't remember many of the important details. He needs a strategy for: _____

Challenge 5: Jamal listened intently and participated actively in a class discussion in his English 9 class. He thoroughly enjoyed the conversation. Now he has an assignment related to the covered content. Yet he is having a hard time recalling the rich details from the discussion. Jamal could use a strategy for: _____

Challenge 6: As Tameka looks over the biology test, she sees lots of concepts that are familiar. But she can't remember enough details to know which of the answer choices is correct. She also has trouble organizing her thoughts to write a paragraph for the short answer questions. She is not happy when she gets her test grade. Tameka needs: _____

Challenge 7: Juan is excited about entering high school and participating in many extra-curricular activities. He thinks he would like to pursue a career in healthcare, but isn't sure of his next steps toward realizing this dream. He needs a plan to make progress in school so he can get to where he wants to be afterwards. Juan needs a strategy for: _____

STRATEGY LIST

Managing Time and Setting Priorities	Setting Goals
Strategies for Remembering Information	Attentive Reading
Finding Space for Effective Studying	Taking Useful Notes
Getting and Staying Organized	

High School Challenge Game – Team 4



High school involves many more challenges than students are used to in middle school. In this game you will be organized in small group teams to:

1. Read and discuss **your** challenge scenario
2. Identify the strategy that best captures the challenge (from the given list)
3. Write it on the board for the class to see (which team can be first??)

Challenge 1: It's just the second day of school and Tim already needs help. He has seven different classes to keep track of his notes and handouts and homework assignments. He can't find his algebra homework or remember what he was to do for English. There are weekly quizzes in biology but he can't remember which day the next one is on. Tim needs a strategy and plan for: _____

Challenge 2: Nora is excited to be on the junior varsity girls' soccer team at high school. The team practices every day after school. When Nora gets home, she is exhausted and falls asleep after dinner. When she wakes up around 8:30 pm, she still has homework and reading to do for her classes, but also wants to chat with her friends and watch videos. She hasn't turned in all her homework this quarter. Nora needs a strategy for: _____

Challenge 3: Katrina sits on the couch to start her homework, but her brother walks in and promptly turns on the TV to watch sports. She moves to the kitchen, but it is also busy, as her dad is beginning to prepare dinner. It is hard to concentrate on her work. Katrina needs help in: _____

Challenge 4: Jose opens his social studies book to read the first half of the chapter as his teacher assigned. He dives right into the reading and finishes quickly. The next day, when his teacher begins to ask questions about what the students have read, Jose realizes that he doesn't remember many of the important details. He needs a strategy for: _____

Challenge 5: Jamal listened intently and participated actively in a class discussion in his English 9 class. He thoroughly enjoyed the conversation. Now he has an assignment related to the covered content. Yet he is having a hard time recalling the rich details from the discussion. Jamal could use a strategy for: _____

Challenge 6: As Tameka looks over the biology test, she sees lots of concepts that are familiar. But she can't remember enough details to know which of the answer choices is correct. She also has trouble organizing her thoughts to write a paragraph for the short answer questions. She is not happy when she gets her test grade. Tameka needs: _____

Challenge 7: Juan is excited about entering high school and participating in many extra-curricular activities. He thinks he would like to pursue a career in healthcare, but isn't sure of his next steps toward realizing this dream. He needs a plan to make progress in school so he can get to where he wants to be afterwards. Juan needs a strategy for: _____

STRATEGY LIST

Managing Time and Setting Priorities	Setting Goals
Strategies for Remembering Information	Attentive Reading
Finding Space for Effective Studying	Taking Useful Notes
Getting and Staying Organized	

High School Challenge Game – Team 5

High school involves many more challenges than students are used to in middle school. In this game you will be organized in small group teams to:



1. Read and discuss **your** challenge scenario
2. Identify the strategy that best captures the challenge (from the given list)
3. Write it on the board for the class to see (which team can be first??)

Challenge 1: It's just the second day of school and Tim already needs help. He has seven different classes to keep track of his notes and handouts and homework assignments. He can't find his algebra homework or remember what he was to do for English. There are weekly quizzes in biology but he can't remember which day the next one is on. Tim needs a strategy and plan for: _____

Challenge 2: Nora is excited to be on the junior varsity girls' soccer team at high school. The team practices every day after school. When Nora gets home, she is exhausted and falls asleep after dinner. When she wakes up around 8:30 pm, she still has homework and reading to do for her classes, but also wants to chat with her friends and watch videos. She hasn't turned in all her homework this quarter. Nora needs a strategy for: _____

Challenge 3: Katrina sits on the couch to start her homework, but her brother walks in and promptly turns on the TV to watch sports. She moves to the kitchen, but it is also busy, as her dad is beginning to prepare dinner. It is hard to concentrate on her work. Katrina needs help in: _____

Challenge 4: Jose opens his social studies book to read the first half of the chapter as his teacher assigned. He dives right into the reading and finishes quickly. The next day, when his teacher begins to ask questions about what the students have read, Jose realizes that he doesn't remember many of the important details. He needs a strategy for: _____

Challenge 5: Jamal listened intently and participated actively in a class discussion in his English 9 class. He thoroughly enjoyed the conversation. Now he has an assignment related to the covered content. Yet he is having a hard time recalling the rich details from the discussion. Jamal could use a strategy for: _____

Challenge 6: As Tameka looks over the biology test, she sees lots of concepts that are familiar. But she can't remember enough details to know which of the answer choices is correct. She also has trouble organizing her thoughts to write a paragraph for the short answer questions. She is not happy when she gets her test grade. Tameka needs: _____

Challenge 7: Juan is excited about entering high school and participating in many extra-curricular activities. He thinks he would like to pursue a career in healthcare, but isn't sure of his next steps toward realizing this dream. He needs a plan to make progress in school so he can get to where he wants to be afterwards. Juan needs a strategy for: _____

STRATEGY LIST

Managing Time and Setting Priorities	Setting Goals
Strategies for Remembering Information	Attentive Reading
Finding Space for Effective Studying	Taking Useful Notes
Getting and Staying Organized	

High School Challenge Game – Team 6



High school involves many more challenges than students are used to in middle school. In this game you will be organized in small group teams to:

1. Read and discuss **your** challenge scenario
2. Identify the strategy that best captures the challenge (from the given list)
3. Write it on the board for the class to see (which team can be first??)

Challenge 1: It's just the second day of school and Tim already needs help. He has seven different classes to keep track of his notes and handouts and homework assignments. He can't find his algebra homework or remember what he was to do for English. There are weekly quizzes in biology but he can't remember which day the next one is on. Tim needs a strategy and plan for: _____

Challenge 2: Nora is excited to be on the junior varsity girls' soccer team at high school. The team practices every day after school. When Nora gets home, she is exhausted and falls asleep after dinner. When she wakes up around 8:30 pm, she still has homework and reading to do for her classes, but also wants to chat with her friends and watch videos. She hasn't turned in all her homework this quarter. Nora needs a strategy for: _____

Challenge 3: Katrina sits on the couch to start her homework, but her brother walks in and promptly turns on the TV to watch sports. She moves to the kitchen, but it is also busy, as her dad is beginning to prepare dinner. It is hard to concentrate on her work. Katrina needs help in: _____

Challenge 4: Jose opens his social studies book to read the first half of the chapter as his teacher assigned. He dives right into the reading and finishes quickly. The next day, when his teacher begins to ask questions about what the students have read, Jose realizes that he doesn't remember many of the important details. He needs a strategy for: _____

Challenge 5: Jamal listened intently and participated actively in a class discussion in his English 9 class. He thoroughly enjoyed the conversation. Now he has an assignment related to the covered content. Yet he is having a hard time recalling the rich details from the discussion. Jamal could use a strategy for: _____

Challenge 6: As Tameka looks over the biology test, she sees lots of concepts that are familiar. But she can't remember enough details to know which of the answer choices is correct. She also has trouble organizing her thoughts to write a paragraph for the short answer questions. She is not happy when she gets her test grade. Tameka needs: _____

Challenge 7: Juan is excited about entering high school and participating in many extra-curricular activities. He thinks he would like to pursue a career in healthcare, but isn't sure of his next steps toward realizing this dream. He needs a plan to make progress in school so he can get to where he wants to be afterwards. Juan needs a strategy for: _____

STRATEGY LIST

Managing Time and Setting Priorities	Setting Goals
Strategies for Remembering Information	Attentive Reading
Finding Space for Effective Studying	Taking Useful Notes
Getting and Staying Organized	

High School Challenge Game – Team 7



High school involves many more challenges than students are used to in middle school. In this game you will be organized in small group teams to:

- 1. Read and discuss **your** challenge scenario
- 2. Identify the strategy that best captures the challenge (from the given list)
- 3. Write it on the board for the class to see (which team can be first??)

Challenge 1: It’s just the second day of school and Tim already needs help. He has seven different classes to keep track of his notes and handouts and homework assignments. He can’t find his algebra homework or remember what he was to do for English. There are weekly quizzes in biology but he can’t remember which day the next one is on. Tim needs a strategy and plan for: _____

Challenge 2: Nora is excited to be on the junior varsity girls’ soccer team at high school. The team practices every day after school. When Nora gets home, she is exhausted and falls asleep after dinner. When she wakes up around 8:30 pm, she still has homework and reading to do for her classes, but also wants to chat with her friends and watch videos. She hasn’t turned in all her homework this quarter. Nora needs a strategy for: _____

Challenge 3: Katrina sits on the couch to start her homework, but her brother walks in and promptly turns on the TV to watch sports. She moves to the kitchen, but it is also busy, as her dad is beginning to prepare dinner. It is hard to concentrate on her work. Katrina needs help in: _____

Challenge 4: Jose opens his social studies book to read the first half of the chapter as his teacher assigned. He dives right into the reading and finishes quickly. The next day, when his teacher begins to ask questions about what the students have read, Jose realizes that he doesn’t remember many of the important details. He needs a strategy for: _____

Challenge 5: Jamal listened intently and participated actively in a class discussion in his English 9 class. He thoroughly enjoyed the conversation. Now he has an assignment related to the covered content. Yet he is having a hard time recalling the rich details from the discussion. Jamal could use a strategy for: _____

Challenge 6: As Tameka looks over the biology test, she sees lots of concepts that are familiar. But she can’t remember enough details to know which of the answer choices is correct. She also has trouble organizing her thoughts to write a paragraph for the short answer questions. She is not happy when she gets her test grade. Tameka needs: _____

Challenge 7: Juan is excited about entering high school and participating in many extra-curricular activities. He thinks he would like to pursue a career in healthcare, but isn’t sure of his next steps toward realizing this dream. He needs a plan to make progress in school so he can get to where he wants to be afterwards. Juan needs a strategy for: _____

STRATEGY LIST

- | | |
|--|---------------------|
| Managing Time and Setting Priorities | Setting Goals |
| Strategies for Remembering Information | Attentive Reading |
| Finding Space for Effective Studying | Taking Useful Notes |
| Getting and Staying Organized | |

High School Challenge Game – Answer Key

High school involves a lot more challenges than students are used to in middle school. In this game you will be organized in small group teams to:

- 1. Read and discuss your challenge scenario
- 2. Identify the strategy that best captures the challenge (from the given list)
- 3. Write it on the board for the class to see (which team can be first??)

Challenge 1: It’s just the second day of school and Tim already needs help. He has seven different classes to keep track of his notes and handouts and homework assignments. He can’t find his algebra homework or remember what he was to do for English. There are weekly quizzes in biology but he can’t remember which day the next one is on. Tim needs a strategy and plan for: **Getting and Staying Organized**

Challenge 2: Nora is excited to be on the junior varsity girls’ soccer team at high school. The team practices every day after school. When Nora gets home, she is exhausted and falls asleep after dinner. When she wakes up around 8:30 pm, she still has homework and reading to do for her classes, but also wants to chat with her friends and watch videos. She hasn’t turned in all her homework this quarter. Nora needs a strategy for: **Managing Time and Setting Priorities**

Challenge 3: Katrina sits on the couch to start her homework, but her brother walks in and promptly turns on the TV to watch sports. She moves to the kitchen, but it is also busy, as her dad is beginning to prepare dinner. It is hard to concentrate on her work. Katrina needs help in: **Finding Space for Effective Studying**

Challenge 4: Jose opens his social studies book to read the first half of the chapter as his teacher assigned. He dives right into the reading and finishes quickly. The next day, when his teacher begins to ask questions about what the students have read, Jose realizes that he doesn’t remember many of the important details. He needs a strategy for: **Attentive Reading**

Challenge 5: Jamal listened intently and participated actively in a class discussion in his English 9 class. He thoroughly enjoyed the conversation. Now he has an assignment related to the covered content. Yet he is having a hard time recalling the rich details from the discussion. Jamal could use a strategy for: **Taking Useful Notes**

Challenge 6: As Tameka looks over the biology test, she sees lots of concepts that are familiar. But she can’t remember enough details to know which of the answer choices is correct. She also has trouble organizing her thoughts to write a paragraph for the short answer questions. She is not happy when she gets her test grade. Tameka needs: **Strategies for Remembering Information**

Challenge 7: Juan is excited about entering high school and participating in many extra-curricular activities. He thinks he would like to pursue a career in healthcare, but isn’t sure of his next steps toward realizing this dream. He needs a plan to make progress in school so he can get to where he wants to be afterwards. Juan needs a strategy for: **Setting Goals**

STRATEGY LIST	
Managing Time and Setting Priorities	Setting Goals
Strategies for Remembering Information	Attentive Reading
Finding Space for Effective Studying	Taking Useful Notes
Getting and Staying Organized	

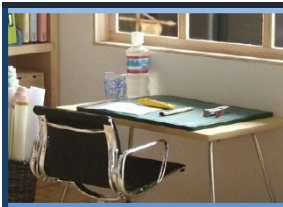
What I need to bring with me daily:

In class I need...	I need to bring home...

My personal organization system looks like this...

This is what I like about it...

This is what I want to change...



Managing Time and Setting Priorities

This lesson is designed to help students learn to manage and prioritize their time and use a planner to organize assignments and dates.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Question

How can I use a planner to help me stay organized while managing my assignments and tasks?

Objectives

- Students will learn to organize and maintain a daily schedule
- Students will learn to prioritize and sort tasks to be completed

Advance preparation

- Advise students to bring their daily agenda book to class. (If students do not have agenda books, a notebook or a sheet of loose-leaf paper can work for today's activities.)
- Prepare student handouts.

Materials/Resources

- Lesson slideshow

Student Materials

- Paper for Do Now and Exit Ticket
- “Organizing Two Student Schedules” activity
- “Daily Log” handout
- Daily planner, notebook, or loose-leaf paper

Vocabulary

- Prioritize

Do Now

5 min.

Students complete the following sentences on a piece of paper:

- Three things that I want to spend more time on are...
- Two things that I want to spend less time on are...

After they finish, click to give them 30 seconds to share answers with a partner. Then, ask one to three volunteers to share their answers with the class.

Introduction (Framing/Overview)

3 min.

1. Slide 3: Student Dedication
2. Slide 4: Point out to students that as they prepare for high school, they will have more and more responsibilities to take care of. These will not only include increased schoolwork and academic obligations but may also include clubs, sports, extracurricular activities, greater family responsibilities, and a social life. As they strive to manage all of these they will need to be able to identify tasks, complete them in an orderly manner, and keep them all organized in a planner. Today's lesson will help them develop these skills and organize a planner that they can begin to use today.

Activity 1: Organizing Activity

10 min.

3. Tell students they will begin by considering some of the challenges that can come with organizing a busy schedule.

Have students turn to the activity "Organizing Two Student Schedules" (slide 5). Each pair of students should pick one of the student schedules. They will then read through the paragraph and plan the student's week out, using the schedule provided. If some students finish quickly, encourage them to read the paragraph they did not choose and try the activity for that student for extra practice.

**Partner
Activity**

4. Lead a class discussion using the following questions:

- How is this similar or different from your life?
- What challenges do you notice?
- What is helpful about the schedule?

**Whole Class
Discussion**

Activity 2: What do you all day?

10 min.

5. Explain that the next step is understanding what time management looks like for oneself. Have students take the next 3 minutes to fill out the “Daily Log” handout entering yesterday’s activities (slide 6). Make sure they do their best to fill out what they were doing during each hour of your day. If they do not remember perfectly that is okay, but the purpose of this activity is for them to see how they are spending their time.
6. When all students have filled out their schedules, ask them to turn and discuss their schedule with their neighbor. Click twice to display the following guide questions:
 - Did anything surprise you?
 - How much of your schedule can you control? How much of it is already set for you?
 - Are there things that you would like to make changes to?
7. Then discuss these questions as a class. Highlight for students:
 - There are only so many hours in a day; no one can do everything
 - Some things are more important than others.

Individual Reflection**Pair and Share****Whole Class Discussion**

Ask students, “What are some strategies that you already use to organize your time?”

Activity 3: How to build your planner

5 min.

8. Tell students that now that you’ve discussed some of the many activities and challenges that they as students must manage, you will take some time to discuss strong organizational habits (slides 7-9). Display these using the slideshow, or a white board, poster, or similar large format.
 - Have ONE place to write/record ALL scheduling items, such as:
 - Notebook
 - Planner
 - Google doc/ calendar
 - Phone app
 - Sort activities into daily, weekly, monthly tasks
 - Include important personal dates such as:

Direct Instruction

- Birthdays of friends and family members
 - Holidays
 - School activities
 - Sports events, concerts, club meetings, etc.
- Write down homework assignments as soon as they are assigned.
- Check your schedule:
 - Each day before going home (to make sure you have all materials needed for homework)
 - Each night before going to bed (to make sure you have completed all assignments for school the next day)

Add other ideas as needed for your school or classroom context.

Activity 4: Practice Time

9 min.

9. Now, ask students to complete a daily, weekly, and monthly schedule.

**Hands-on
Practice**

If students already have a planner, encourage them to use it for this planning exercise. If they do not have a planner, encourage them to dedicate a notebook to it, or provide them with scheduling worksheets. During this time, walk around and answer questions students may have. Encourage students to work together to discuss coming assignments to help build a sense of community.

Closure/ Exit Ticket

3 min.

Students complete the following sentences:

- Using a planner can help me to _____
- One thing I hope to change as a result of today's lesson is _____

Extensions

Follow up with students over the next several weeks on how their organization is going. Provide time at the end of each lesson for them to check their planners and make sure their homework is up to date.

Organizing Two Student Schedules

Eighth grade is going to be a busy year for students at Northbrook Middle School. The school day starts at 8:30 and runs until 2:30. Most students walk or take the bus, and spend about half an hour each way commuting to or from school.



Anthony has decided to play on the soccer team, which practices Monday, Wednesday, and Friday afternoons from 3:00-5:00. Games will also be scheduled during those times. It takes him half an hour to get home on the bus. Every Saturday he works at his uncle's store from 9:00-4:00. On Tuesdays and Thursdays, he has to come straight home after school to watch his nine-year-old sister until his mom gets home from work at 7 p.m. He knows that he has a research paper due in November. He'll have to block out several extra hours a week in October to research, write, and revise the paper. He also plays guitar and practices 30 minutes a day. He thinks he'll usually have two hours of regular homework every night.



Jasmine is also in the eighth grade at Northbrook Middle School. She has landed a role in the school play, which holds rehearsals Monday, Tuesday, and Wednesday from 3:00-5:00 during October. She takes voice lessons from her drama teacher on Thursday from 4:00-4:30, and practices singing for 30 minutes four times a week. For exercise, she plays basketball with friends on Saturday and Sunday at 2:00. She usually babysits on Saturday nights, and has a sleepover or hangs out with her friends on Friday nights. She has to do chores at home for two hours on Saturday, and goes to church from 9:00-12:30 Sunday morning. She also has the same English language arts teacher as Anthony, and has to turn in the research paper due in November, just as he does. She generally has two hours of homework a night.

Can you help Anthony and Jasmine organize their October schedules? Use the blank schedule sheet on the next page.

_____’s October Schedule

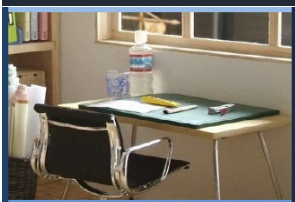
Help Anthony or Jasmine organize their schedules by using the sample appointment book page below. Fill in the appropriate spaces with his or her weekly activities.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:30 a.m.							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00 noon							
12:30 p.m.							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							
5:00							
5:30							
6:00							
6:30							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							

Daily Log

For each half hour write down what you did yesterday. If you don't remember, that's okay; just give your best approximation.

7:00 a.m.	_____
7:30 a.m.	_____
8:00 a.m.	_____
8:30 a.m.	_____
9:00 a.m.	_____
9:30 a.m.	_____
10:00 a.m.	_____
10:30 a.m.	_____
11:00 a.m.	_____
11:30 a.m.	_____
12:00 p.m.	_____
12:30 p.m.	_____
1:00 p.m.	_____
1:30 p.m.	_____
2:00 p.m.	_____
2:30 p.m.	_____
3:00 p.m.	_____
3:30 p.m.	_____
4:00 p.m.	_____
4:30 p.m.	_____
5:00 p.m.	_____
5:30 p.m.	_____
6:00 p.m.	_____
6:30 p.m.	_____
7:00 p.m.	_____
7:30 p.m.	_____
8:00 p.m.	_____
8:30 p.m.	_____
9:00 p.m.	_____
9:30 p.m.	_____
10:00 p.m.	_____
10:30 p.m.	_____



Planning for Effective Studying: Maintaining a Study Space and Minimizing Distractions

This lesson is designed to help students identify a study space and develop a study routine that minimizes distractions.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Question

How can I create an effective routine and location for studying?

Objectives

- Students will be able to identify an appropriate study space and develop a study routine.
- Students will learn appropriate strategies to avoid distractions while studying outside of school.

Advance preparation

- Prepare student handouts.
- Prepare blank lists on the board or poster paper:
 - students' preferred study distractions
 - necessary study space items

Materials/Resources

- Lesson slideshow

Student Materials

- Paper for Do Now and Exit Ticket
- “The Multitasking Brain?” handout
- “Study Space Inventory” activity sheet

Vocabulary

- multitasking

Do Now

5 min.

(Slide 1) Students write answers to the following questions:

- How much time do you spend studying or doing homework on an average day?
- What distractions do you face while studying or doing homework?

After writing their responses, students share their answers with a partner.

Allow 2-3 students to share their answers with the class.

Introduction (Framing/Overview)

5 min.

1. Slide 3: Student Dedication
2. Introduce the lesson objectives (slide 4) by telling students that yesterday, they learned how to manage their schedules more effectively; today they will build on this by talking about how to develop a strong focused environment in which to study and do homework. To begin, they will do a quick activity to see how well they can focus on a task (slide 5).

Show the following video (embedded in slideshow):

https://www.youtube.com/watch?v=IGQmdoK_ZfY

Ask students, “What does this activity tell us about focus?” (Take time to discuss as a group.)

Key points include:

- Sometimes we think we are better at multi-tasking than we really are.
- Our attention can easily be diverted if we are not careful.

Tell students that today you will build on these ideas by thinking about the environment they study in and ways to reduce distractions and make the most of their study time.

Activity 1: Multi-Tasking - or Not?

10 min.

3. (Slide 6) Have students partner read the handout “The Multitasking Brain?” Students each then complete the “Personal ‘Multitasking’ Inventory” that follows the reading, and discuss their answers with their partners.
4. Whole class: have students share their answers and list them on the board or chart paper. Continue until you have at least ten items.

**Partner
Reading
Personal
Reflection/
Pair and
Share
Whole Class
Discussion**

5. Invite students to comment on the challenges of “multitasking.” Have any of them ever tried turning off their phone or the TV to focus on a particularly challenging problem? How could they use the extra time they would have if they finished homework more quickly?

Activity 2: Study Environment

10 min.

6. Tell students that the next step is to consider what a good study place looks like (slide 7). Give students time to discuss with a partner what they need in a space to study effectively (slide 8).
7. Then, as a class, create a list either on poster or on chart paper of ideal study space need-to-haves (slide 9). Your list may include:
 - Supplies
 - Paper
 - Pencils/ pens
 - Task specific materials (scissors, markers, crayons, calculator, etc.)
 - Desk/table/hard surface to write on
 - Adequate lighting
 - Quiet space

Think - Pair - Share

Whole Class Discussion

Note that for students, it can be difficult to create this environment. Click to reveal the question, “What can you do if it’s hard to find a good study space and necessary materials?”

Have the class brainstorm possible solutions. Some possible answers include

- Borrow supplies in advance/ reach out to teachers to borrow needed supplies
- Use headphones to listen to instrumental music or a nature sounds app to block out noise
- Find a space outside your home to study (library, friend’s home, etc.)

Activity 3: Evaluate

5 min.

8. Tell students that now that they’ve learned what habits are effective and ineffective, it’s time to think about what their current study habits look like.

Have students fill out the “Study Habits Inventory” (slide 10).

Class discussion: Invite students to share what they observed.

Personal Evaluation

Whole Class Discussion

Activity 4: Create a Study Plan

10 min.

9. Now give students time to create their own study plan (slide 11).

The plan should include

**Personal
Planning**

- the time and place they intend to study
- what distractions they anticipate could occur; and
- how they plan to overcome or avoid these distractions.

As students complete this assignment, circulate in the classroom to monitor and provide feedback. Choose strong student answers to share with the class.

**Whole
Class
Discussion**

Closure/ Exit Ticket

(Slide 12) Have students complete the sentence:

Tonight, I will change up my study routine by_____.

Extensions

If you have time, consider giving students time to discuss their study plan with a partner to troubleshoot potential obstacles and share ideas.

If you wish to assign homework, have students keep a list this evening of all of the things that distract them from their study/homework time, and how much time they spend on each one (video, text message, call, snack, etc.).

The Multi-tasking Brain?



Because of the COVID-19 pandemic, many more students switched to doing homework and classwork on laptops, tablets, and even phones. One thing that is different about doing schoolwork on an electronic device is that there are so many possible distractions! Tiktok, YouTube and other videos, Instagram and social media, games... they're all at our fingertips, right there on the screen with that English or math assignment. Sounds great, right? You can multi-task and have fun while you work! You can have it all!

There's just one problem with that plan: it doesn't work. You may feel like you're getting more done, but you actually accomplish less, not more. Unfortunately, our brains aren't wired for multi-tasking.

What happens next? It depends. Maybe you don't get enough sleep, and find it hard to pay attention in class the next day. Maybe you turn in work that's sloppy or just not your best effort—or you get behind and submit assignments late. Parents and teachers become frustrated, too—no one really enjoys being a nag!

So why does your brain have such a hard time with multi-tasking? Thousands of years ago, our ancestors needed to be highly focused to survive in their dangerous, unpredictable world. Their brains were designed to help them stay alive! And we inherited the same kind of brain—one that's meant to do one thing at a time.



Of course, sometimes it does feel like you're doing two things at the same time. However, that's not what's really happening! Instead, your brain is switching back and forth between networks—as if you were putting one conversation on hold to pick up another call. And, every shift costs time and mental energy. What's the result? Less work done, and less information remembered.

Now, turn to the next page to do a personal inventory.

Personal “Multitasking” Inventory

List all the “other” things you like to do during your time for homework and studying (for example, TV, music, answering calls or texts, TikTok, Instagram, snacking, web surfing, playing games, etc.). Discuss your list with your partner.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Based on Judy Willis, “Conquering the Multitasking Brain Drain,” Edutopia, 10.25.2016:

<https://www.edutopia.org/blog/conquering-the-multitasking-brain-drain-judy-willis>

Images: <https://pixabay.com/vectors/laptop-girl-woman-people-computer-40935/>

Brain by Wes Breazell from The Noun Project <https://thenounproject.com/term/brain/189789/>

Study Habits Inventory

Habits that can help me succeed in school	I do this a lot	I do this at times	I'd like to try this	I doubt if this would help me
1. I regularly use a planner.				
2. I do my homework every night.				
3. I do my homework at the same time every night.				
4. I do my homework in the same place every night.				
5. I turn off the television and music while I do my homework.				
6. I listen to classical/instrumental music while I study.				
7. I use headphones to block out noise around me.				
8. I break up big tasks into smaller steps.				
9. I put my phone away or turn it off while I do my homework.				
10. I know how to refocus myself when I get distracted.				
11. I set nightly goals to help me finish my work.				
12. I let my parents/guardian know about upcoming tests or assignments so they can help me stay on track.				
13. I plan ahead to make sure I finish long-term projects on time.				
14. I have contact information for someone in each of my classes to call for homework help if I miss school				
15. I review my class notes regularly so I don't have to cram for a big test				



Attentive Reading

This lesson is designed to introduce students to attentive before- and during-reading strategies and provide time for them to practice the strategies.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Question

What strategies can I use to get the most out of what I read?

Objectives

- Students will learn and practice strategies to help them interact more effectively with texts.

Advance preparation

- Practice reading “Secrets of Effective Readers” while “thinking aloud” to model reading strategies.
- Display the classroom poster “Before- and During-Reading Strategies,” but cover it so that students do not see it at the beginning of class.
- Post the vocabulary words on the Word Wall.

Materials/Resources

- Lesson slides
- Classroom poster: “Before- and During-Reading Strategies”; and something to cover it

Student Materials

- “Secrets of Effective Readers” reading selection
- “Secrets of Effective Readers – Putting It in Practice” activity sheet
- “Why Reading Matters – And How to Be a Better Reader”
- Half sheets of paper for exit ticket

Vocabulary

- attentive
- activate
- prior knowledge
- text features
- visualize

Do Now

3 min.

(Slide 1) Students discuss with a partner what they do to prepare their minds when they have a new text to read.

Introduction (Framing/Overview)

7 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Tell students that in the last three lessons, they have considered how to organize themselves to manage their learning more effectively. Today, they will be learning ways to prepare their minds to learn more effectively when they have something to read. Show the concept map for the lesson (slide 4); briefly review the activities listed.
3. Introduce the vocabulary words (slide 5). Ask students whether they know what each word means, or what they think it might mean. Ask them to identify related words that they already know (*attention*, *active*). Use each word in a sentence. Ask students to provide examples of when and how being **attentive** can help them be successful in school and life (slide 5; tell them they will learn more about the other vocabulary words later in the lesson).
4. Review the Do Now with students (slide 6). Ask student volunteers to share some of the things they like to do when they approach a new text. Generate follow-up discussion with questions such as, “Why do you like to begin that way?” or “How do you find that doing this helps you when you read?”

Activity 1: Learning About Attentive Reading Strategies

12 min.

5. Explain that just as habits (such as listening carefully and asking questions) help students learn better in class, there are also habits that help readers get more out of what they read—whether it’s a classroom textbook, a movie review, or an online recipe! Ask students (slide 6) to help you create a list of strategies they’ve learned in other classes that help them understand things they read. Write their suggestions on the board. These might include: *look at the pictures*, *set a purpose for reading*, *underline important points*, etc.

**Whole
Class
Discussion**

- | | |
|--|--------------------------------------|
| <p>6. Uncover the classroom poster “Before- and During-Reading Strategies” (also on slide 8). Briefly describe each strategy, then ask students to indicate by a show of hands if they are familiar with the strategy and practice it regularly. At this time, introduce the vocabulary terms text features, activate, prior knowledge, and visualize (click through slide 9 to show each word and its definition).</p> <p>7. Tell students that you are going to model using the strategies as you read the class text “Secrets of Effective Readers.” Direct students to listen for you to use the strategies listed on the poster, and to indicate by snapping their fingers each time they hear you use one of the strategies.</p> | <p>Direct Instruction</p> |
| <p>8. Show slide 10, “Secrets of Effective Readers,” or ask students to follow along on their handout as you read the text. As you read, be sure to pause frequently to model the use of strategies by “thinking aloud.” Prompts are included on the teacher version of the text to provide examples of “thinking aloud,” but you should feel free to adapt these to your own communication style. (Text continues on slide 11.)</p> | <p>Teacher Modeling</p> |
| <p>9. After reading the text, ask students to comment (slide 12) on the strategies they observed and identify points at which you used various strategies.</p> | <p>Whole Class Discussion</p> |

Activity 2: Practicing Attentive Reading Strategies

18 min.

- | | |
|--|--|
| <p>10. Tell students that they will now practice several of the before-reading strategies in their teams. Direct students to the worksheet “Secrets of Effective Readers: Putting It in Practice” (slide 13). Instruct students to read through one (or two, if time allows) of the scenarios with their team, discuss the before-reading strategy questions, and jot down their answers to the questions. (Note: If time is short, you can assign just one scenario for students to address; otherwise, allow students to select a scenario, or assign different scenarios to different teams.)</p> | <p>Cooperative Learning</p> |
| <p>11. Review student responses in a whole-class discussion (slide 14).</p> | <p>Whole Class Discussion</p> |
| <p>12. Tell students they will now practice using these reading strategies with their reading partners (slide 15). Direct students to the reading “Why Reading Is Important—And How to Be a Better Reader.” <i>Remind students to go through the four steps before they begin reading.</i></p> | <p>Partner Reading/
Individual Practice</p> |

13. Students read silently, then softly partner read the selection aloud (students alternate reading paragraphs or sections). Circulate as students read to make sure they practice the pre-reading steps.

Closure

5 min.

14. Briefly discuss the reading selection as a class (slide 16). Ask students whether they learned anything that surprised them. Ask students what kinds of texts they enjoy reading, and how they think they can increase the amount of time they read each day with texts that they find personally rewarding.
15. Exit ticket (slide 17): Have each student complete the sentence, “One new thing I learned today about reading is...” on a half sheet of paper.

Extensions - Homework

If you have lots of time, have student teams identify strategies for an additional scenario on the “Putting It in Practice” activity sheet. Or, if you have extra time at the end of class, lead students in a discussion comparing good classroom listening habits and attentive reading strategies. For example, invite students to review strategies listed on the Before- and During-Reading Strategies poster and consider ways they could apply these to classroom listening. (Examples might include looking at the pictures or sentence strips posted when they enter the classroom, setting a purpose for learning, or asking questions.)

If you wish to assign homework, have students finish filling out any remaining scenarios on the “Putting It in Practice” activity sheet. Or, have students practice the pre-reading strategies on something they read for another class, or something they read for fun. Have them log in their journals which pre-reading strategies they used and how these were helpful.

Secrets of Effective Readers

Imagine walking into a new house or apartment. You enter your bedroom, ready to put away your clothes. But you have no closet, no hangers! Furthermore, you have no dresser! No shelves! Nowhere to put your clothes! How can you organize your room? How can you ever find things if your clothes stay unpacked in boxes, or scattered around the floor in random piles? It's a big mess!



Your brain is like that room. When you learn new information—or read something new—your brain wants to file it with similar information. It wants to “wake up” the knowledge it already has about that topic, and connect the new learning to what you already know. That way, it can organize it, remember it, and retrieve it!

Before opening that book or looking at that informational web site, a successful reader prepares his or her mind to receive the new information. You may not always “see” how an effective reader does this—or be aware that you are doing this yourself. But practicing pre-reading skills can make a big difference in how well you learn.

1. Set a purpose for reading.

To prepare your brain for the new information, know WHY you are reading. What do I hope to learn? Do I need to find out something? Am I curious about this topic? Do I need to know this for a test?

2. “Wake up” or activate prior knowledge.

How does this connect to what I already know about this subject? Thinking about what I already know will help me understand and remember more of what I read.

3. Notice text features.

As I look over the text, what illustrations, captions, and headings do I notice? What words are bolded, and do I know what they mean?

4. Ask questions.

I wonder what the title means? What is this text about? What will I learn?



READ THE TITLE AND SAY: Okay, this looks like something that will help me be a better teacher. I know a lot of my students struggle with reading, so this might give me tips for how to help them improve.

One thing I know is that effective reading habits can be learned. I've seen kids improve their reading dramatically with practice!

Secrets of Effective Readers (Annotated Teacher Version)

There are some interesting pictures here! I get the brain and the book, but what does a laundry basket have to do with reading secrets? Looks like there's a list of tips at the bottom of the page; that should be useful.

Imagine walking into a new house or apartment. You enter your bedroom, ready to put away your clothes. But you have no closet, no hangers! Furthermore, you have no dresser! No shelves! Nowhere to put your clothes! How can you organize your room? How can you ever find things if your clothes stay unpacked in boxes, or scattered around the floor in random piles? It's a big mess!



Your brain is like that room. When you learn new information—or read something new—your brain wants to file it with similar information. It wants to “wake up” the knowledge it already has about that topic, and connect the new learning to what you already know. That way, it can organize it, remember it, and retrieve it!



Before opening that book or looking at that informational web site, a successful reader prepares his or her mind to receive the new information. You may not always “see” how an effective reader does this—or be aware that you are doing this yourself. But practicing pre-reading skills can make a big difference in how well you learn.

Hey, that's right. Sometimes that happens to me when I attend a teacher training... it helps if I can connect new information to something I already know.

1. Set a purpose for reading.

To prepare your brain for the new information, know WHY you are reading. What do I hope to learn? Do I need to find out something? Am I curious about this topic? Do I need to know this for a test?

2. “Wake up” or activate prior knowledge.

How does this connect to what I already know about this subject? Thinking about what I already know will help me understand and remember more of what I read.

For sure. Thinking about some of the challenges my students face helps me understand this text right here.

3. Notice text features.

As I look over the text, what illustrations, captions, and headings do I notice? What words are bolded, and do I know what they mean?



4. Ask questions.

I wonder what the title means? What is this text about? What will I learn?

These are some great ideas for ways to prepare to read! I wonder what other tips might help students when they're in the middle of reading?

Secrets of Effective Readers: Putting It into Practice

With your cooperative learning team or partner, discuss the following situations. Write your answers to the four pre-reading steps.

1. **Set a purpose for reading.**
2. **“Wake up” or activate prior knowledge.**
3. **Note text features (titles, sub-titles, pictures, charts, etc.)**
4. **Ask questions.**

A. Millie is searching the internet to find out about Red Cross babysitting classes for teenagers. She wants to take this class so that she can earn money babysitting.



1. What is her purpose for reading the web sites?

2. What might she already know about this subject?

3. What text features might she find?

4. What questions might she have?

B. Rasheed has to write a research paper for his history class on some aspect of Europe in the Middle Ages. He is interested in castles and other old buildings because his uncle is an architect who designs buildings.



1. What is his purpose for reading?

2. What prior knowledge does he already have about this subject?

3. What text features might he find?

4. What questions might he have?



C. Carlos was born in Monterrey, a city in Mexico, and moved to the United States as a baby. He and his family are returning to Monterrey for a visit this summer. Carlos wants to know about the history of this city, and what interesting things he can see or do there.

1. What is his purpose for reading?

2. What prior knowledge does he already have about this subject?

3. What text features might he find?

4. What questions might he have?

Why Reading Matters—and How to Be a Better Reader

1. What is your purpose for reading this selection?

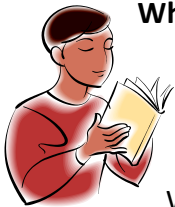
2. What prior knowledge do you have about this subject?

3. What text features do you notice?

4. What questions do you have?

Jack thought he knew how to read—or read well enough. But his science and social studies textbooks leave him frustrated. “I can’t understand them!” he complains. “And they’re boring, too!”

Jack is not alone. Many students have trouble reading well. Even if they understand individual words and can sound them out, they often don’t understand what the passage or book means.



Why Reading Matters

Students need to read well not just to get good grades or pass state tests. Reading well is a key that unlocks many doors. You can become a lifelong learner who is able to satisfy your curiosity, learn new skills and information, and find meaningful jobs.

What might you want to read? Many different kinds of texts help people improve their lives! How about a driver’s education manual so you can get your driver’s license? A review of a new movie? A new novel from your favorite author? A religious book that explores the meaning of life? A bus schedule so you can get to the mall or to an after-school job? You might want to find a recipe for chocolate brownies online or in a cookbook. Or read a manual that teaches you how to change the oil in your car. If your neighbor is from Turkey or Vietnam or Kenya, you might want to learn about life in that country. Maybe you’ll skim an encyclopedia article or look up some information online.

Adults Struggle, Too

Unfortunately, many adults can’t read well enough to cope with daily life. Over 30 million adults can’t understand a newspaper, read an advertisement, or fill out a job application. Half of our nation’s jobless youths ages 16-21 have the same struggles. Without effective reading skills, it’s almost impossible to find a good job.



What Happens When You Read

Reading is not mindless or passive. When you read, your mind is awake and active! Your brain is creating new pathways for learning. Scientists and researchers used to think that only young brains could grow new cells. But we now know that the human brain can grow and change throughout life. Young people's brains can make new connections in response to learning, practice, and stimulation.



Reading vs. Screen Time



You've probably noticed that watching television, YouTube, or TikTok is much easier than reading. It demands far less concentration. That's because when you look at a screen, your brain goes into neutral—almost as if it is partially asleep. It does not process or analyze the information it is receiving. It is passive, not active.

Studies show that fast-paced screen images may actually change your brain—for the worse! Even one or two hours of passive screen time every day can affect your ability to do well in school. Unfortunately, many people spend six or seven hours watching television or looking at devices every day.

What Successful Readers Do

Successful readers have a collection of thinking strategies to understand and remember what they read. They know *why* they want to read something—they have a purpose. They make predictions about what they will read, and connect it to something they already know (prior knowledge). They visualize or make “mind movies,” and ask questions while they read. They monitor their own progress and may reread a difficult passage, speed up, or slow down.

Do You Want to Become a Better Reader?



Many research studies show that if you read *more*, you will read *better*. In other words, practice makes perfect (or at least helps)! Did you know that reading alone for just 15 minutes a day can expose you to more than a million words a year? Think how much smarter you will become—and how you will become a better reader. Just as you practice basketball or the violin to develop your skills, practicing reading will make you a better reader.

No matter what your reading skill level is today, you can be a better reader—and then a better thinker. Michael King was a poor boy in the segregated South who attended school just a few months each year. When he decided to become a Baptist minister, he could only read at a fifth-grade level. But he loved to read and went to school at night to prepare for college. He eventually earned his degree, became a successful minister and political activist, and raised three children. You may have heard of one of them—his son, the famous Dr. Martin Luther King, Jr.





Learning How to Learn

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Questions

What are some ways I can organize information to learn it more quickly and effectively? How can using my five senses help boost my memory?

Objectives

- Students will understand the benefits of organizing information they need to learn and use.
- Students will learn about and use several types of graphic organizers.
- Students will learn about several sensory-based learning practices to improve mastery and recall.

Advance Preparation

- Post Do Now and lesson concept map.
- Prepare blank Mind Map on board or chart paper.
- Post laminated graphic organizers in different corners of the classroom, each with several dry-erase markers and an eraser at hand.

Materials/Resources

- PowerPoint slideshow 3.5 (adapt as needed)
- White board, smart board, or chart paper
- Laminated poster-size graphic organizers (provided), dry-erase markers, and erasers

Student Materials

- Text: “Make the Most of Your Reading with SQ3R”
- Text: “Make Your Memory Work Smarter, Not Harder”
- “Your Turn” practice activity sheet

Vocabulary

- Working memory
- Long-term memory
- Mnemonics

Do Now

3 min.

(Slide 1) Student teams respond to the following: “You are the producer of a new television series about professional sports. It is your job to think of interesting topics to explore on your show. With your teammates, brainstorm as many topics as you can think of on the theme of professional sports. One member of your team should act as recorder.”

Introduction (Framing/Overview)

8 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Ask a reporter from each team to share the team list (slide 4). Write the ideas on the white board, smart board, or chart paper. Create a simple numbered list as all teams report. Do not use a graphic organizer yet.
3. After all teams have reported, ask students if they can identify several broad categories or themes within the list (for example, sports personalities, rules and regulations, important sports events, etc.). Make a separate list of themes.
4. Display the Mind Map graphic organizer you have prepared on the board or chart paper (see slide 5). Write “sports topics” in the center circle of the organizer. Write key themes identified from students’ list in the boxes around the center. If desired, you can also show students how to go to an additional level of detail.
5. Ask students the following questions.
 - *How might using an organizer like this one help the producer?* (slide 6)
 - *How might using an organizer like this one help you in your studies?* (slide 7)
6. Tell students that using graphic organizers can help them understand, organize, categorize, and recall information. Organizers can make their writing, note taking, and studying time more effective. Graphic organizers can help them identify and recall main ideas and supporting details. Organizing information is an important pre-writing step in creating essays, reports, and research papers.
7. Display the concept map slide for the lesson (slide 8). Briefly review the activities indicated. Point out to students that this concept map (and others they have seen introducing previous lessons and units) is one kind of graphic organizer.

Activity 1: SQ3R—A Strategy for Effective Reading

15 min.

1. Direct students' attention to the text "Make the Most of Your Reading with SQ3R" (slide 9). Tell students that this text will recall some of the ideas addressed in yesterday's lesson on pre- and during-reading strategies, but will also introduce what to do *after* reading. Tell students to pay attention and follow along as you read, since they will be organizing the information in various ways afterwards. **Direct Instruction**
2. Read the selection aloud (you can also invite student volunteers to read some paragraphs, if you wish).
3. Call students' attention to the four laminated posters placed in different corners of the room (slide 10). Assign each team to one of the posters. Tell students that they are work together to present the information from the reading in the graphic organizer assigned to them. Give students time to move to the stations and work through entering the information on the poster. **Cooperative Learning Teams**
4. After students have completed the organizers, invite a spokesperson for each group to display their poster and explain why they filled it out as they did (slide 11). Ask appropriate questions to elicit clarification or elaboration. **Student Reports**
5. Ask students what other kinds of graphic organizers they have used in the past (slide 12; e.g., Venn diagrams, timelines, story maps). Wait to display slide 13 *after* students have had a chance to respond. Ask students for which subjects each type of organizer is most useful (for example, timelines are particularly useful for history classes, character webs for studying literature, etc.). **Whole-Class Discussion**

Activity 2: Help Your Memory Work Smarter, Not Harder

15 min.

6. Show slide 14. Tell students graphic organizers are just one way to help our memories work better. Show slide 15 "All Hands On Deck" and have students read it silently. Ask them what they think it means. **Direct Instruction**
7. Tell students they will partner read a text about how the memory works—and how we can help it work better. Introduce the vocabulary terms **working memory**, **long-term memory**, and **mnemonics** to students, clicking through slide 16 to show each term.
8. Direct students to the text "Help Your Memory Work Smarter, Not Harder." Instruct them to partner read this text aloud softly, taking **Partner Reading**

turns (slide 17). Advise them to pay close attention, as they will be using the information to create a graphic organizer of their choice after reading. Circulate among students as they read.

9. After students read the text, have each one create a mind map, graphic organizer, or other visual representation of the content of the text, using the “Your Turn” activity sheet provided (slide 18). Students should decide what type of organizer they wish to create. **Individual Practice**
10. After creating their graphic organizers, students share them with their partners and explain why they chose to organize and represent the information as they did (slide 19). **Pair and Share**

Closure

4 min.

11. Ask students how the information they learned today will help them study and learn in the future (slide 20).
12. Exit ticket: students’ individual graphic organizers can serve as an exit ticket (slide 21; if you have them turn the organizers in, make sure to return them to students promptly so that they can refer to the learning strategies given).

Extensions

If you have extra time, invite student volunteers to share their graphic organizers from Activity 2 with the whole class.

For homework, suggest that students create a graphic organizer for one of their reading assignments in another class.

Make the Most of Your Reading with SQ3R

If you were setting a physical goal for yourself—like wanting to run in a 5K race—you would break down your goal into smaller steps. The first week, you might run one kilometer a day. The next week, you would add a second kilometer. Finally, you would work your way up to running five kilometers. Breaking your goal into steps would lead to success.

You will be more successful reading a difficult or long text if you break the process into steps. Instead of reading a section of your textbook and wondering, “What was that about? Which facts are important? What am I supposed to remember?” you can take steps to master the text.

The SQ3R reading strategy can help you break learning into chunks so that you can understand it and remember it more easily. This method is the granddaddy of study methods; it was invented in 1941, and has been used for many years. Because it actively engages your mind before, during, and after you read, you will comprehend and remember more—and make the most of your study time.

SQ3R stands for **Survey, Question, Read, Recite, and Review**. You have learned how to do many of these steps as before- or during-reading strategies.

Survey: First, **survey** what you are going to read. To survey means to view, skim over, or examine. By predicting what you will find in the text, you will remember more details.

- Look over the text by previewing the headings, illustrations or pictures. What do they say?
- What does the title say?
- What do I know about this subject?
- What do I want to know?
- Read the first paragraph. Then read the last paragraph or summary.



Question: If you ask yourself questions about the text, you will look for—and remember—answers.



- Make the title into a question. Write it in your notebook. This becomes your purpose for reading.
- Are there questions at the end of the chapter or section? Read them.
- Write down any questions that surface as you read.
- Turn headings and subheadings into questions.
- Jot down any unfamiliar vocabulary words.

Read: Be an active reader!

- Try to find the answers to your questions.
- Annotate (if possible) with a highlighter or pencil when you find answers to your questions. If you cannot annotate the text you are reading, jot down notes in your notebook.
- Use context clues to figure out unfamiliar words. If you don't understand a passage, write down your questions.
- Adjust your speed as you read. If the information is not important, speed up. If it is important, or you don't understand it, slow down.



Recite: Talk to yourself about what you've read. (Yes, it is okay to talk to yourself. But if you are using the method during class, try to talk to yourself in your head rather than out loud!)



- Close your eyes and think about what you've read. Summarize.
- Try to answer the questions you had before reading. Reread to answer your questions.
- Test your understanding. What were the main points?

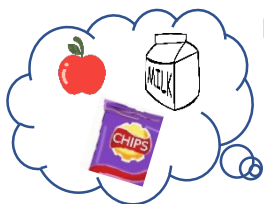
Review: Look back over the text to make sure you understand the main points.

- Have you answered your purpose for reading? Summarize information by discussing it with a partner, writing a summary, or creating a graphic organizer.
- Think or write about how this information can apply to your life.
- Review your notes within 24 hours, and again a few days later. You will remember much, much more if you do this! Don't wait until the night before a test to cram!



Help Your Memory Work Smarter, Not Harder

How many times have you taken a test and wished you could remember more of what you studied? We all struggle sometimes with faulty memories and overloaded brains. But it IS possible to remember more of what you study—and improve your school success!



Memory works in different ways. When you need a few items at the store, you may not write them down. You can remember long enough to get the things you need! But a week later, you probably won't remember everything you bought. Your shopping list was in your **working memory**. Your brain stored that information for a short time—just long enough to use it.

Now think about a favorite song from your playlist. It's much longer than the shopping list—but you probably know every word by heart! Why? It's easier to remember song lyrics than shopping lists—or the information you need for tomorrow's history test—for many reasons. The same principles will help you master knowledge for school, and move it into your long-term memory to use it in life.



Over and Over

You listen to your favorite songs over and over again. **Repetition** moves the lyrics into your brain! The more often you go over something you need to learn, the more likely you are to remember it.

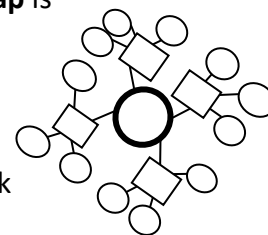
Yet reading a paragraph over and over may not help—it's boring, so your brain might go into sleep mode. You want to repeat the material in different formats, spaced out in time, and use it in various ways. What are some fun ways to repeat what you learn and move it to your long-term memory?

The Power of Pictures

You probably watch video clips of your favorite songs. Seeing a mental picture or mind movie helps wake up your memory to recall the words that match it. This is why graphic organizers are such a great way to study. And guess what—you can make your own!

To remember events from a history lesson, put them in order on a **timeline** or **sequence chart**. Or, use a **cause-and-effect chart** to show how one event leads to another. A **mind map** is another good way to show relationships between ideas, events, or people.

Drawing pictures—even stick figures—also helps put your visual memory to work. Tiny sketches will help you learn new vocabulary terms. If you need to learn the body parts of an insect for science class, copy or trace a picture from your textbook and label the parts.



Say the Words



Rhythm, melody, and rhyme—these are some features you may enjoy in the songs on your playlist. Those sound clues play a big role in making songs memorable, especially if you like to sing along! You can put the same features to work to remember things you study.

Always **talk to yourself** when you study, even softly, under your breath. When words come out of your mouth, they trace new paths that stay in your memory for a long time. This is especially true if you come back to say them again and again, taking breaks in between.

Mnemonics are special techniques to help you remember. To learn an ordered list, you can make up a sentence using words that begin with the same letters. Maybe you have to learn the first six American presidents: Washington, Adams, Jefferson, Madison, Monroe, and Adams. A sentence like this one: **Why Are Jugglers Munching Magic Apples?**—helps you remember where each president fits in the list. Make up sentences like this to learn names of planets, countries, or steps in math.

Rhymes and **songs** are also great memory aids. Maybe in elementary school you learned “Thirty days hath September, April, June, and November...” to learn which months are shorter than others. Create your own songs, poems, or raps to move new knowledge into your long-term memory.

Finally, if you have a **study buddy**, question each other on material you’re learning. Talking with a friend and putting information into words helps make it stick in your brain.



Get Moving!

Do you ever dance along while you listen to your tunes? Those moves also help you remember the song lyrics. Getting your body involved is another way to create strong memory paths.



Start by moving your hands. Writing things down by hand strengthens your memory better than typing on a device. This happens when you create graphic organizers and draw what you study. And studies suggest that creating flash cards by hand—and reviewing them regularly—is a better way to study than using an online app!

What are some other ways to learn by doing? Study partners or a study group can create a short skit to act out an important event they’re learning about in history, or a crucial scene from a novel. Even if you study by yourself, you can act out a scene in front of a mirror. You can represent a scientific model—such as the structure of a cell—using small household items.



Make It Personal



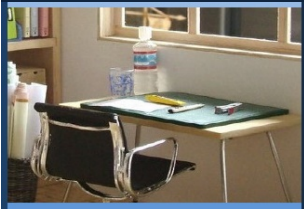
You also remember songs because they have special meaning for you. People remember things that touch their own lives. As you study, make personal connections with the topic. Did an event in history affect people in your family? Could new nutrition facts help you make wiser choices? Do you relate to the characters’ experience in a novel or play? Thinking about things like this will make new knowledge meaningful—and memorable.

When you move information into your long-term memory, it becomes available so that you can use it both now and in the future. It will help you succeed not just on tests, but in life. Strategies that use ALL your senses—sight, sound, touch, and even your feelings—can make long-term learning work for you.

Name _____

Your Turn

Use the space below to create a graphic organizer (or a picture display) to help you remember the important points in the text “Make Your Memory Work Smarter, Not Harder.”



Taking Useful Notes

This lesson introduces students to principles of useful note taking and gives them an opportunity to practice taking notes using the Cornell note-taking method.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Questions

How can I take useful notes that will help me study and learn effectively?

Objectives

- Students will understand the importance of taking notes, in class and while reading.
- Students will learn and practice the Cornell method of note-taking.

Advance Preparation

- Project Do Now for students.
- Practice reading “It’s Not Too Soon” aloud while adding notes on the Cornell note-taking page (either the slide show or a whiteboard).

Materials/Resources

- Lesson slides
- Student materials

Student Materials

- Text: “It’s Not Too Soon”
- Text: “Becoming a Better Student”
- Cornell note-taking practice sheet (or blank sheet of notebook paper)

Vocabulary

- key word
- cues
- shorthand

Do Now

3 min.

(Slide 1) Students jot down

- 3 ways taking notes can help them succeed in school
- 2 situations where taking notes is required in life

then share their lists with partners.

Introduction (Framing/Overview)

8 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Ask students (slide 4) to suggest ways that note-taking can help in school. Listen for the following and add any that students miss. (Don't show slide 5 until after students have offered suggestions!)
 - Notes are required in some courses.
 - Taking notes helps you stay focused and attentive.
 - Writing information down (and reviewing it later) engages your hands and eyes, which strengthens memory.
 - Notes make it easy to organize and review information for assignments and tests

We need to take notes because we soon forget 80% of what we hear!
3. Then ask students to suggest life situations (outside of school) in which they may need to take notes, both now and as adults. These could include meetings of clubs, workplace staff, or neighborhood associations; trainings and workshops; and expert presentations on topics of interest to them.
4. Tell students that taking good notes is an essential skill to help them succeed in school, especially as they go on to high school and college, where they will be responsible for summarizing and learning increasingly complex subjects. The notes they take, whether from their reading or from class sessions, will provide content they can use to study using the tips they explored on Day 5.
5. Introduce (slide 6) the vocabulary terms **key word**, **cues**, and **shorthand**. Provide examples of each and invite students to offer their own examples.
6. Display the concept map (slide 7) for the lesson. Briefly review the activities indicated.

Activity 1: Introduction to Cornell Note Taking

15 min.

- | | |
|---|---|
| 1. Show slide 8, “How easy is it to study from a page of notes like this one?” Elicit student responses before clicking to the answer “Too Messy, Too Much Information.” Follow the same process with slide 9. | Whole Class Discussion |
| 2. Summarize by telling students that useful notes need to provide the “just right” amount of information neatly presented (slide 10: just as Goldilocks could not eat porridge that was too hot or too cold, people can’t study from notes that are too crowded or too sparse!) Tell students they will be learning about and practicing a note-taking method called “Cornell note-taking,” after the Cornell University professor who developed it back in 1941. High school and college students around the world have used this method to succeed for many years. | Direct Instruction |
| 3. Show slides 11-14, explaining and commenting on the four steps as you do so. Give students time to observe and ask questions at each step, or ask your own questions to check for understanding. (For example, for “Use personal shorthand,” you could ask students how the examples provided compare with the shortcuts people use when texting or tweeting.) | Direct Instruction/
Class Discussion |
| 4. Tell students (slide 15) that you are going to model the note-taking process using the short text “It’s Not Too Soon.” Display slide 16 and ask students what you need to do first to set up your notes page. (<i>Answer: add the title, name, and date!</i>) | Teacher Modeling |
| 5. Proceed to slide 17 and begin reading the text aloud, inserting the notes on the page as you go. (<i>You may encourage students to follow along as you read, or you may prefer to have them just listen and focus their attention on the note-taking process. Also, the slideshow is formatted so that you can insert the prepared notes by clicking through as you read. However, you may also demonstrate the process using a whiteboard if you prefer.</i>) | |
| 6. After the reading, ask students to comment on ways that you followed the note-taking tips (for example, how you identified main ideas and used personal shorthand). Ask them what your next step should be. (<i>Answer: add cues in the side margin.</i>) Invite students to suggest possible key words, phrases, or questions that you might add. Display slide 18 and add the cues. | Whole Class Discussion |

7. Ask students what you still need to do at this point. (*Answer: add a summary at the bottom.*) Ask students to suggest possible ways to summarize the text. Display slide 19 and click to add the summary.

Activity 2: Practice Round: "Becoming a Better Student"

15 min.

8. Tell students they will now practice Cornell note-taking using the student text "Becoming a Better Student" (slide 20). Have students begin by setting up their note-taking page with the title, their name, and the date. (*Note: A sample pre-formatted page for Cornell note-taking is provided. However, you may have students use ordinary notebook paper so they can practice setting up the top, bottom, and side margins if you prefer.*) Tell students that they are to read the text aloud softly with their partner, but as they read, they should pause when necessary to take notes on main ideas (each student taking notes on his/her own page).

Partner Reading

9. Circulate among students as they read, making sure they are taking notes (not too many or too few!) and answering individual questions where necessary.

Individual Practice

10. After students read the text, have them discuss with their partners the notes they took and identify possible cues and summaries to add (slide 21). Students add their individual cues and summaries.

Pair and Share

Closure

4 min.

11. Ask students (slide 22) how they think Cornell notes can help them create graphic organizers and other study aids for assignments and tests.
12. Exit ticket: students' individual Cornell notes pages serve as an exit ticket (slide 23). However, if you have them turn the pages in, make sure to return them so students can review the information (and use it if necessary for the homework assignment).

Extensions

If you have extra time or want to assign homework, ask students to create a graphic organizer using the notes and cues from their Cornell notes practice page.

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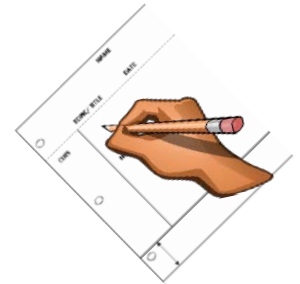
It's Not Too Soon

Congratulations--as eighth graders, you are the student leaders in your middle school. Next year you will go to high school, beginning the last leg of your journey through public education. Many eighth graders do not know that today is not too soon to begin thinking about what lies beyond high school. Will you go to college, vocational school, or the military? Will you seek employment? And will you be ready for these options?



Years ago, there were many good jobs available to young people with a high school diploma. Men and women were needed to build bridges, pave roads, and work in offices and factories using only the skills they had learned in high school. But that has changed. Today, many (if not most) well-paying jobs require some training after high school. Whether you decide to go to college, business school, or a training program, mastering certain skills before you go will help you.

One of these skills is note taking. What are the secrets to good note taking? Good note takers keep their notes neat and organized. If you can't read your notes the next day, they will not help you much! Second, to take good notes you must listen well and identify the main ideas—you won't be able to write down everything your teacher says, or copy all the details from the textbook. It's also helpful to use personal shorthand: abbreviations and symbols that allow you to write faster, like @ for "at" or → for "important!" Finally, good note takers go back to their notes and add cues or key words in the margin to help them study later. They may also summarize the main points at the bottom of the page.

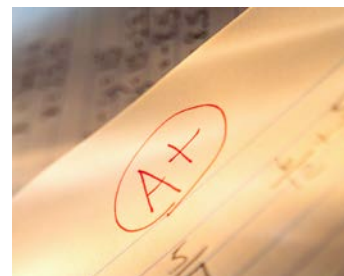


Becoming a Better Student

Who is responsible for your grades?

That's right—you are!

Perhaps you've wanted to get better grades and just didn't know how. But science shows that every student can improve learning with good study habits, practice, and hard work. You can actually grow your brain!



Success in school depends more on hard work and good study strategies than natural ability. In the long run, your ability to focus, set goals, and not give up is more important than how easy or hard school has been for you in the past.

While some students are better in math or music, and others do well in history or art, every student can improve his or her performance. It takes perseverance—not giving up. Are you ready to take the next step?

Decide Where You're Going



Although at this stage in your life, it may feel like everybody else tells you what to do—teachers, parents, coaches, and so on—you will soon make more and more of your decisions. You will decide where you want to go in life, what you want to do, and what kind of person you want to become.

Think about your long-term and short-term goals. Where do you want to go in life? How will you get there? Take responsibility for your choices and decisions. Make a resolution to become a better student, and then take steps to make it happen!

Distractions—or Doing the Right Thing?

Many things can distract you from putting your resolutions into action. Sometimes they seem like good or important things. Do you want to hang out with a friend or study for an upcoming quiz? Watch a movie or work on a research paper that isn't due until next week?

Successful people have learned to resist the pull of instant satisfaction—the desire to get what they want, right now. They say “no” to this desire because they know what is important for long-term success, whether it is studying for a test, showing up at a job, or saving money for a car. Look honestly at yourself—do you really want to be a better student? You will have to say no to distractions. Say yes to doing the right thing, the important thing.



Total Health

Many of the steps you take to become a better student will also result in a happier you. This is especially true when we think about your health.



Good nutrition and physical conditioning result in better circulation of the blood to all parts of the body, including the brain. If you take care of your body, you'll feel more alive and have more energy. Your body and your mind need adequate rest, good food, and regular exercise. Participate in a sport or get regular exercise three to five times a week.

Pay attention to what you eat. Too much junk food like pizza, soda, cookies, chips, and other snack foods will rob your body of health and energy. You'll feel better and work better if you eat a healthy diet with lots of vegetables, fruit, and whole grains, like whole wheat bread or brown rice. Drink water rather than soda. Read nutrition labels—you might be surprised at how much salt or sugar is in that snack! It's okay to have a treat now and then, but choose to eat a healthy diet every day. Better eating habits will help you for the rest of your life.

Set Your Goals and Celebrate Success

In an earlier lesson, you learned how to set priorities and manage your time. Later, you will learn more about how to set specific goals. If we break big goals down into smaller steps, it is easier to track success. For example, if you need to write a report, first you'll need to decide on a topic that interests you. Then you'll write a thesis statement (the main idea your paper is trying to prove). You'll outline your paper, write a rough draft, then review and edit it. Each step is important in reaching your final goal—a finished paper. Don't forget to reward yourself when you reach a goal.

Seek Out Supportive People

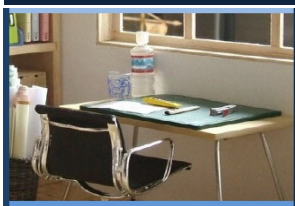
We all need friends, mentors, and people who will encourage our efforts. Find a study buddy you can work with or ask for help when you miss class. Part of succeeding in school is knowing *how* and *what* to study, and being part of a study group may help you.

Don't give up in your quest to succeed. The years you spend in middle school and high school are important, challenging years. But many people, including parents, guardians, teachers, and other school staff, want to see you do well. Don't be afraid to ask for help, and take the steps that will help you reach your goals.



Blank Page for Cornell Note Taking

A blank page for Cornell note-taking. The page is enclosed in a large rectangular border. A vertical line is positioned on the left side, approximately one-fifth of the way from the left edge. Two horizontal lines are drawn across the page: one near the top and one near the bottom. These lines intersect the vertical line, creating a narrow left margin and two main sections. Three small circles are placed in the left margin, one in each of the three sections. The top section is the largest, followed by the bottom section, and the middle section is the smallest.



Measuring My Learning

This lesson introduces students to outlining and test-taking strategies. Students learn how to create an outline and practice their outlining on a text on test success.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Question

How can I use outlines to help me understand information and express my ideas?
How can I most effectively show what I've learned when taking tests?

Objectives

- Students will learn when and why outlining can be useful.
- Students will learn and practice creating an outline from notes or a text.
- Students will read, outline, and discuss a text on strategies for test success.

Advance Preparation

- Project Do Now for students.

Materials/Resources

- PowerPoint slideshow 3.7 (adapt as needed)
- White board or chart paper

Student Materials

- Text: “Using Outlines for Success”
- Text: “Test-Taking Triumph” and outline format
- (optional) “How Students Take Tests”

Vocabulary

- outline
- objective questions
- subjective questions

Do Now

3 min.

Slide 1: If your younger brother or sister came to you before a big test and asked for tips on how to do well, what would you say? Turn to a partner and share your best test-taking strategies and secrets.

Introduction (Framing/Overview)

8 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Ask students to share the results of their Do Now activity (slide 4). Use the following questions as a guide. List student answers on the board or chart paper.
 - *What were some of the tips you shared or heard?*
 - *What categories could we use to organize this information?*
 - *If we were creating an orientation brochure for new students, how could organizing the information help us?*

As students offer suggestions, help them to see that the information would need to be organized into broad categories, such as “test preparation,” “positive mindset,” and “handling different kinds of questions.” Under each general category, you would list specific details.

3. Ask students how many of them have used Wikipedia for schoolwork. Project the Wikipedia screenshot (slide 5) and point out the outline provided near the beginning of the article. Ask students why they think Wikipedia includes an outline at the beginning of every article.
4. Ask students, “Who knows what an outline is, or has used an outline in the past?” Have students indicate their familiarity with outlining by a show of hands. Introduce the vocabulary term **outline** (slide 6) if some students are not familiar with this concept. Ask students how creating outlines can help them in their schoolwork.
5. Point out that outlines help people study for tests or write essays or reports to demonstrate what they are learning. Creating an outline helps you make sure your thinking is clear and that you can communicate it to others.
6. Display the concept map (slide 7) for the lesson. Tell students that during this lesson, they will learn how to create an outline, and how this can help them measure what they have learned. For practice, they will read and outline a text that shares important tips for test-taking success.

Activity 1: How to Outline

12 min.

- | | |
|--|-------------------------------|
| 1. Show slide 8, “Using Outlines for Success,” and have students follow along in their student texts. Advise students to listen closely as you will work together to outline the text after reading. Either read slides 8-9 aloud, or invite student volunteers to read by paragraphs. | Whole Class Reading |
| 2. Ask students what to do as the first step in creating an outline for this text. (<i>Identify main points.</i>) Show slide 10 and ask students to suggest main points, referring to their written copies of the text. (If they have difficulty, suggest they look for bolded text to give them clues.) After receiving student suggestions, click through to show the three main points on the slide. Ask students what the next step should be. | Whole Class Practice |
| 3. Work with students to identify supporting points, clicking through slide 11 as you progress. | |
| 4. After the outline is complete, ask students to comment on the process. Ask them how making an outline is similar to and different from creating a mind map (slide 12). You may wish to create a Venn diagram on the board to note student observations. After doing so, show slide 13. (Point out that one advantage of outlines for writing is that when you have created an outline, you have a plan to follow from start to finish.) | Whole Class Discussion |
| 5. Explain to students that being able to outline what they learn is one very useful skill that will help them measure and demonstrate their learning. In the next activity, they will practice outlining again, but they will also be learning additional tips for test-taking success. | Direct Instruction |

Activity 2: Practice Round: “Test-Taking Triumph”

14 min.

- | | |
|---|-------------------------------------|
| 6. Tell students they will now practice their outlining skills using the student text “Test-Taking Triumph” (slide 14). A pre-formatted page for outlining is provided, although students can also use ordinary notebook paper. Tell students they are to read the text aloud softly with their partner. Then, they will create an outline to capture the information found in the text. (<i>Note: you may choose to have students work with a partner to create the outline or have them work independently. In either case, each student should fill out a separate outline.</i>) | Partner Reading |
| 7. Circulate among students as they read and create outlines. Answer students’ questions as necessary. | Individual/ Partner Practice |

Closure

8 min.

**Whole
Class
Discussion**

8. Review the “Test-Taking Triumph” activity with students (slide 15). Ask students what main points they identified for this text. (These could be something like *Before-test strategies*, *During-test strategies*, and *What about me?*) Ask them whether they noted any sub-sections within those main sections. (*Objective questions* and *subjective questions*.) Review the terms “objective questions” and “subjective questions” to make sure students understand the difference between the two.
9. Ask students which tips were new to them, and which ones they plan to use as they prepare for and take tests in the future. (*Note: depending on how much time you have, you can extend or shorten this review of the test-taking tips. You could also incorporate the student questionnaire “How Students Take Tests” at this point if you have extra time.*)
10. Exit ticket: students’ outlines serve as an exit ticket. However, if you have them turn the pages in, make sure to return them so students can use the tips to improve their test-taking in different content areas.

Extensions

If you have extra time or want to assign homework, have students fill out the questionnaire “How Students Take Tests,” then review the correct answers in their teams, with a partner, or in a whole-class discussion.

Using Outlines for Success

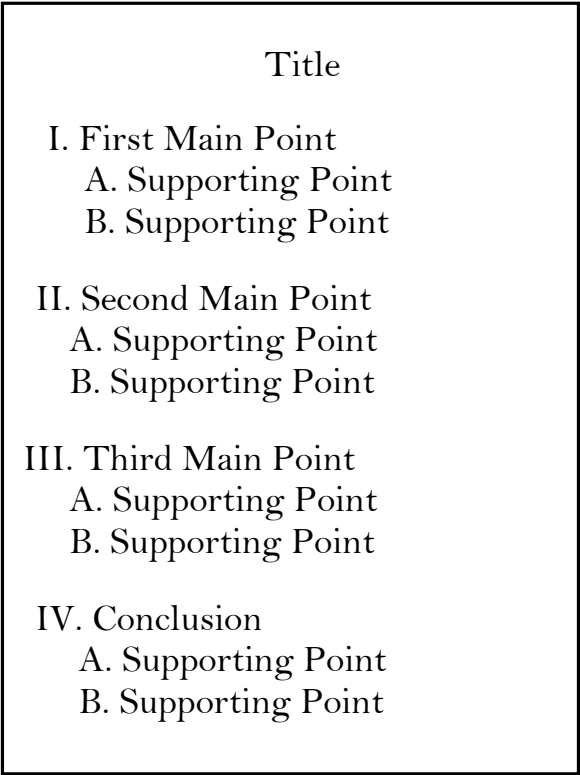
Why outline a chapter or article you have read? Outlining helps you become a better reader and student. Creating an outline will help you organize your thoughts, remember what you have read, and show what you have learned.

If you have used graphic organizers, you have already learned some of the steps in making an outline. To fill out an organizer, you had to figure out main points and some supporting details. As you saw how each detail supported the main points, you got a “big picture” view. Outlining can help you in the same way.

But **how** do you create an outline? Making an outline is like doing a jigsaw puzzle. You have to figure out how each piece fits together with the whole. To make an outline, first decide what are the main points. Then figure out the supporting points. When you create an outline, you do not need to write in complete sentences. This illustration shows how an outline is structured.

If you are outlining a chapter or article, the author may give you clues about what is important. The first paragraph usually introduces what the chapter is about, or what the author is going to prove. The text may have **bold** headings. This lets you know what a particular section is about. The author may give examples, facts, or statistics to support these points. The last section usually summarizes the main points and lets the reader know that the chapter or article is over.

When might you want to create an outline? Outlines can help you study, especially when the topic is complicated. Creating an outline is also a great way to prepare to write a report or essay. When your ideas are organized, your writing will be too!



Test-Taking Triumph

How do you feel about tests? If you don't like them, you're not alone—many people wish tests would just go away! However, a test can be a positive, helpful thing. Just like a big game or a public performance, a test can give you the satisfaction of a job well done, and can show you areas to improve on so you have a solid foundation for the next phase.



But does every test accurately reflect what you've learned? Not always! Most students have had the experience of walking away from a test feeling that they could have done better. What are some strategies that will help you do your best when you have a test?

Before Your Test

The first tip for test success is: be prepared. Don't wait until the last minute! If you know there's a test coming up, take a few minutes each day to study. This is the time to use your learning skills. Use graphic organizers like mind maps and timelines to visualize information. Ask yourself questions—and answer them without looking at your notes—to make sure you understand how concepts are related. The night before the test, be sure to get a good night's sleep.



Do you get butterflies in your stomach before a test? Don't be disturbed by this; most people do, and that extra charge of energy can even help you do better on the test. But too much nervousness—test anxiety—can block your memory and prevent success.

Turn your nervousness into helpful energy with positive self-talk. Remind yourself, "I can do this. I studied well for this test." Take a deep breath, relax your muscles, and imagine yourself doing something fun or silly.

During the Test

First, write your name on your test paper! Then look over the whole test to see what it's like. Read the directions for each section carefully. Mark questions that look easy and those that will take longer to answer. There are two kinds of test questions—objective and subjective—and these two types require different strategies.

Objective Test Questions

These test questions give you answers to choose from: true-false, matching, or multiple choice. Here are some tips for answering objective questions.

- Answer the questions you know first—then go back to the harder ones.
- Cross out answers that you know are wrong. Then take your best guess among those that are left.

- Don't change your answer unless you're sure it's wrong; your first instinct is usually correct.
- Statements using words like *all*, *always*, and *never* are usually false. Statements using words like *most*, *many*, *frequently*, and *often* are usually true.

Subjective Test Questions

Subjective test questions ask you to write out a response, whether a sentence, a paragraph, or an essay. Some strategies apply for all types of subjective questions, whether the answer is short or long.

- Read the directions carefully! Circle important words, especially for long questions and those requiring two-step answers.
- Budget your time. Make sure you know how many questions you have to answer (sometimes you have a choice). Allow enough time for each question.
- Answer easier questions first, then come back to the harder ones.
- Write neatly, using complete sentences.
- If you don't know an answer, come back to it after doing the others. Make an educated guess—partial credit will usually give you more points than leaving the answer blank.
- If you finish early, take the time to reread your answers and correct any mistakes. Make sure you answered all parts of the questions.



Essay Questions

Essay questions are subjective questions that require a longer answer. When you respond to an essay question, you use the strategies listed above, but you also need to organize your thoughts. It can be helpful to make a mind map or a rough outline of the main points you want to cover—just to make sure you don't forget anything!

What About You?

Think about how you've approached test-taking in the past. Which of these strategies have you already used? Which would you like to add to your skill set? With a little practice, you can tackle test-taking with confidence!

Outlining Practice

Use this format to identify main points and sub-points for the text “Test-Taking Triumph.” (Hint: the headers and sub-headers in the text will give you clues about what the main points should be.) Then, fill in supporting details for each section.

I. Introduction

II. _____

III. _____

A. _____

B. _____

C. _____

Conclusion:

How Students Take Tests

Are these students doing the right thing?

Read each statement and answer “yes” or “no” in the space provided.

- _____ 1. Joanna takes just a quick look at the directions on a test because she doesn’t want to take time away from answering the questions.
- _____ 2. Anthony carefully reads through the directions, even underlining important points. He then takes a few minutes to glance over the entire test before he begins writing answers to the questions.
- _____ 3. Even before James knows what the questions are, he turns the test paper over and jots down a few notes, formulas, and dates that he wants to remember. Then he looks at the test questions.
- _____ 4. In order to know how much time she can spend on each question, Keisha counts up the number of questions and figures how much time she has for the test, then divides the number of questions into the time to find out how long she can spend on each question.
- _____ 5. Tony is a clock-watcher during a test. He frequently checks the time as he takes the test.
- _____ 6. Amy answers the first few questions, then skips around, answering questions in no particular order.
- _____ 7. Lamar answers the true/false and multiple-choice questions quickly, but when he comes to the short answer questions, he slows down, jots down a few notes, and then writes his answers.
- _____ 8. Carlos moves through the test but gets stuck on question #15. He spends a lot of time thinking about this question, but no matter how hard he tries, he can’t remember the information he needs to answer the question. After several minutes, he goes on to the next question.
- _____ 9. Tonya can’t answer #15, either, but she leaves it and goes on to #16, planning to come back to #15 if time permits.
- _____ 10. Alicia finishes the test with seven minutes left. She uses the time remaining to begin her math homework.

How Students Take Tests (Answer Key)

Are these students doing the right thing?

Read each statement and answer “yes” or “no” in the space provided.

- ☐ No 1. Joanna takes just a quick look at the directions on a test because she doesn’t want to take time away from answering the questions. *Looking over a test is never a waste of time—it may save you time in the long run.*
- ☐ Yes 2. Anthony carefully reads through the directions, even underlining important points. He then takes a few minutes to glance over the entire test before he begins writing answers to the questions.
- ☐ Yes 3. Even before James knows what the questions are, he turns the test paper over and jots down a few notes, formulas, and dates that he wants to remember. Then he looks at the test questions. *This is a good strategy to help make sure you don’t forget important information because of the stress of the test.*
- ☐ Yes 4. In order to know how much time she has to spend on each question, Keisha counts up the number of questions and figures how much time she has for the test, then divides the number of questions into the time to find out how long she can spend on each question.
- ☐ Yes 5. Tony is a clock-watcher during a test. He frequently checks the time as he takes the test.
- ☐ No 6. Amy answers the first few questions, then skips around, answering questions in no particular order. *You may want to skip a few questions and come back later if you have trouble answering them. But if you skip around randomly, you are likely to forget to answer some of the questions.*
- ☐ Yes 7. Lamar answers the true/false and multiple-choice questions quickly, but when he comes to the short answer questions, he slows down, jots down a few notes, and then writes his answers. *This is a great way to make sure you answer the questions completely!*
- ☐ No 8. Carlos moves through the test but gets stuck on question #15. He spends a lot of time thinking about this question, but no matter how hard he tries, he can’t remember the information he needs to answer the question. After several minutes, he goes on to the next question. *If a question is too hard, don’t waste valuable time on it. Answer the questions you do know and then come back to the hard one.*
- ☐ Yes 9. Tonya can’t answer #15, either, but she leaves it and goes on to #16, planning to come back to #15 if time permits.
- ☐ No 10. Alicia finishes the test with seven minutes left. She uses the time remaining to begin her math homework. *If you finish the test early, use the time to review your answers. You might catch a few careless mistakes!*



Setting S.M.A.R.T. Goals

This lesson is designed to help students learn how to set S.M.A.R.T. goals.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Questions

What are S.M.A.R.T. goals? How can I set S.M.A.R.T. goals that will help me achieve my objectives—in school and in life?

Objectives

- Students will be able to name the criteria that define a S.M.A.R.T. goal
- Students will identify appropriate goals to set
- Students will set a smart goal

Advance preparation

- Print out quotes and biographical sketches (provided, but you may want them larger—see below)
- Post quotes and biographies around the room

Materials/Resources

- Printed posters of quotes and biographies to display around the room
- PowerPoint slideshow 3.8 (adapt as needed)

Student Materials

- Paper for Do Now and Exit Ticket
- “Setting Goals: Why and How” reading
- S.M.A.R.T. goal chart
- S.M.A.R.T. goals planning document

Vocabulary

- S.M.A.R.T goal

Do Now

5 min.

Slide 1: Students write answers to the questions:

Have you ever set a goal for yourself and reached it? Or have you ever set a goal that was unrealistic? What happened?

After writing their answers, students share with a partner.

Introduction (Framing/Overview)

3 min.

1. Slide 3: Student Dedication
2. Tell students that in this unit they have spent time considering how to get organized and how to study effectively. To close the unit, today's lesson will focus on setting goals. Invite two or three student volunteers to share their "Do Now" answers with the class.

Display slide 4 and explain that today's lesson will include:

- The value of goal setting
- How to set a S.M.A.R.T. goal
- Time to set your own S.M.A.R.T. goal

Activity 1: The Value of Goals

10 min.

1. Tell students that they will first consider the importance of goals by evaluating quotes from four famous individuals (slide 5).

Divide the class into four groups. Assign each group a quote and associated biography. Either post the quotes/biographies provided throughout the room or have them printed and give a copy to each group. (**Note:** 8½ x 11" copies of the quotes and biographies are provided; however, you may want to consider printing these in a larger format.) Ask each group to be prepared to:

Cooperative Learning

- Share a short summary of the biography
 - Read the quote to the class
 - State in their own words how they think the quote applies to goals and goal-setting
2. Give students time to review and discuss their materials. Then invite groups to share what they learned.

(Quotes are listed here for your convenience; they are also provided as separate pages at the end of this lesson for you to print out.

Biographical summaries are adapted from <https://kids.kiddle.co/>.)

Quote #1:

“I don’t focus on what I’m up against. I focus on my goals and try to ignore the rest” –Venus Williams

Quote #2:

“I would encourage you to set really high goals. Set goals that, when you set them, you think they’re impossible. But then every day you can work towards them, and anything is possible, so keep working hard and following your dreams” –Katie Ledecky

Quote #3:

“If we did all the things we are capable of we would literally astound ourselves” -- Thomas Edison

Quote #4:

“I never viewed myself as particularly talented. Where I excel is ridiculous, sickening, work ethic. You know, while the other guy’s sleeping, I’m working” – Will Smith

Activity 2: Partner Reading

5 min.

3. Give students time to read the handout “Setting Goals: Why and How” (slide 6). Ask students to discuss with their partners:

- What is the value of goal setting?
- Why do we write down goals?

Then invite several students to share answers with the class.

**Partner
Read**

**Pair and
Share**

**Whole
Class
Discussion**

Activity 3: Define S.M.A.R.T. goal

10 min.

4. One way to help us achieve the purposes of goal setting is to be sure to use goals that are “S.M.A.R.T.” This is a popular acronym used to remember the steps of goal setting and to make sure that each goal is as helpful as possible. The five steps can be remembered using the letters to S.M.A.R.T.
5. Show slide 7, or write out the acronym S.M.A.R.T. vertically on the board and fill in each of the letters. Have students fill in their own

**Direct
Instruction**

acronym chart as you lead them in a whole class discussion of each word's meaning and importance.

**Whole
Class
Discussion**

Specific – What do I want to achieve?

Measurable – How will I know I've achieved it?

Attainable – Is it challenging, yet still reachable?

Relevant – Why do I want to reach this goal? How will I feel?

Timely – When will I do this? What is my deadline or time limit?

Ask students to provide examples and counter-examples to be sure they understand each word, prompting them with such questions as: "What is an example of a specific goal versus an unspecific goal? How do we measure goals? How do I know if it is attainable? Would becoming president of the United States tomorrow be attainable? How do I know if it is rewarding? When is a realistic deadline?" (Note: the image on slide 7 uses the term "time-bound" rather than "timely"; assure students that this is simply an alternate terminology.) Students should add notes and examples for each characteristic in the right-hand column.

Activity 4: Planning Time

10 min.

6. Provide students with time to work either individually, or mostly individually with partner check-in, to fill in one or more goals on their S.M.A.R.T. Goals Planning Sheet (slide 8). Circulate through the room to provide additional support and feedback to students. If students finish early, encourage them to go back and edit, set an additional goal, write the goal in their planner, or help a partner.

**Individual/
Partner
Practice**

Closure/Share Out

7. Slide 9: Provide students with time to share goals with their teams or with the class, depending on time. Have students finish the sentence:

My first step to completing my S.M.A.R.T. goal is....

Extensions

Manage time by having students create more or fewer goals using the S.M.A.R.T. Goals Planning Sheet.

If you wish to assign homework, provide students with additional planning sheets to set additional goals.

Setting Goals: Why and How

Introduction

You have probably heard that setting goals is an important part of achieving your dreams. There are many reasons that goal setting is important to learn, especially while you're young.

Why is this important for me?

Isn't this something for older people to do? It's never too early to start setting goals. In fact, you've probably already set and reached a few goals in your life. Have you ever saved up to buy something? Decided to study hard for a test and improved your grade? Decided to join a club or group even though you felt nervous? Then you have been setting—and achieving—goals. Goal setting is an important skill for your personal development. It will motivate you, help you think and plan for your future, and increase your chance of success in any area. As you experience the satisfaction of seeing progress and reaching your goals, you will feel more confident and be encouraged to set new goals. Setting goals and keeping a record of your progress helps make sure you are directing your energy toward the priorities you have set. Are you actually spending time on what you think is important? Or are you getting distracted by other things?



What is the secret to success in setting and reaching goals?



Set your own goals rather than reacting to what is around you or following the crowd. Base your goals on your interests, talents, and values. Life is a journey--If you map out your goals, you'll know what direction to go!

Why do I have to write down my goals?

You increase your chances of reaching your goals if you write them down. In one study, 46% of the people who had written down the previous year's goals achieved them. Only 4% of those who hadn't written down their goals achieved them. Writing down goals helps you decide what you want and create a plan to achieve it.

How do I do it?

Ask yourself these questions:

- What is important to me?
- What do I find interesting?
- What makes me feel happy and fulfilled?
- What am I good at?
- What do I want to improve?

Answers to these questions will help you decide on areas where you want to set new goals.

S.M.A.R.T. Goal Chart

What It Stands For	Notes and Examples
S _ _ _ _ _	
M _ _ _ _ _	
A _ _ _ _ _	
R _ _ _ _ _	
T _ _ _ _	

S.M.A.R.T. Goals Planning Sheet

School Goal #1	
Specific	My goal is...
Measurable	I will measure it by...
Attainable	I know this is attainable because...
Relevant	This matters to me because...
Timely	I will finish this goal by...

School Goal #2	
Specific	My goal is...
Measurable	I will measure it by...
Attainable	I know this is attainable because...
Relevant	This matters to me because...
Timely	I will finish this goal by...

Other (Out of School) Goal	
Specific	My goal is...
Measurable	I will measure it by...
Attainable	I know this is attainable because...
Relevant	This matters to me because...
Timely	I will finish this goal by...

Quote #1:

“I don’t focus on what I’m up against. I focus on my goals and try to ignore the rest.”

—Venus Williams

Quote #2:

“I would encourage you to set really high goals. Set goals that, when you set them, you think they’re impossible. But then every day you can work towards them, and anything is possible, so keep working hard and following your dreams.”

—Katie Ledecky

Quote #3:

“If we did all the things we are capable of, we would literally astound ourselves.”

—Thomas Edison

Quote #4:

“I never viewed myself as particularly talented. Where I excel is ridiculous, sickening, work ethic. You know, while the other guy’s sleeping, I’m working.”

– Will Smith

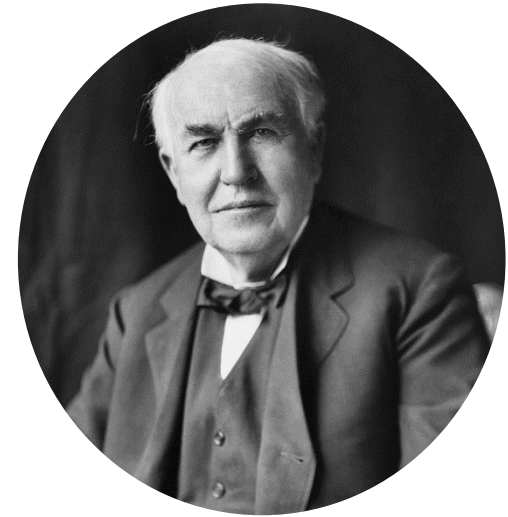
Venus Williams (born June 17, 1980) is an American professional tennis player. A former world No. 1 in both singles and doubles, Williams is generally regarded as one of the all-time greats of women's tennis and, along with younger sister Serena Williams, is credited with ushering in a new era of power and athleticism on the women's professional tennis tour. She and Serena are also the only tennis players in history with four Olympic gold medals, as well as the only ones to win Olympic gold in the same event on three separate occasions.



Katie Ledecky (born March 17, 1997) is an American competitive swimmer. She has won five Olympic gold medals and 14 world championship gold medals, the most in history for a female swimmer. She is the current world record holder in the women's 400-, 800-, and 1500-meter freestyle (long course). She also holds the fastest-ever times in the women's 500-, 1000-, and 1650-yard freestyle events. In total, she has won 31 medals (27 golds, three silvers, and one bronze) in major international competitions and has broken fourteen world records.



Thomas Edison (February 11, 1847 – October 18, 1931) was an American inventor and entrepreneur who invented many things. Edison developed one of the first practical light bulbs, but contrary to popular belief, he did not invent the light bulb. Edison patented more than a thousand different inventions, the most of any inventor in his time. He started the General Electric Company to make some of the things he invented.





Will Smith (born September 25, 1968) is an American actor and rapper from Philadelphia, Pennsylvania. He became an actor when he starred on the television show “The Fresh Prince of Bel-Air” as Will Smith, a teenager from Philadelphia sent to live with his rich relatives in Southern California. He has appeared in many movies including *Independence Day*, *Men in Black*, *Ali*, *Wild Wild West*, *The Pursuit of Happyness*, *I Am Legend*, and *Suicide Squad*. Smith and his wife, actress Jada Pinkett, have two children, Jaden and Willow.