

<p>Unit #1 Title: That's How You Do It!</p> <p>Lesson Title: Help Is On The Way! Lesson: 1 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30-35 min.</p> <p>Missouri Comprehensive Guidance Standard: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectation (GLE): AD.4.A.03.a.i: Identify and practice study skills and test taking strategies. AD.4.B.03.a.i: Recognize and practice basic time management and organizational skills for assignments and/or task completion.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Attached Study Skills Inventory Attached blank BINGO sheet</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to refine research.</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspective of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems.</p> <p>6. Examine problems and proposed solutions from multiple perspectives.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	7. The use of tools of social science inquiry.
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's.
Assessment can be question answer, performance activity, etc.
 Students complete an inventory that self-assesses their ability in study skills, test taking strategies, and basic time management and organizational skills.

Lesson Preparation

Essential Questions:

What are examples of study skills/test taking strategies/time management/organizational skills, and why is it important for people to practice those?

Engagement (Hook):

Students will be given the study skills inventory and a blank BINGO sheet. Each student will complete his/her inventory.

Procedures

Instructor Procedures:	Student Involvement:
1. Counselor distributes the inventory and BINGO sheet to every student.	1. Students get out a pencil, write their name on their sheets and read over the inventory while waiting.
2. Counselor reads the Study/Test Taking Habits Inventory as students follows along and responds to each item.	2. Students put an X in the space that best describes their knowledge/use of the skill. Students also join in the discussion.
3. Counselor explains that, as each skill is discussed, the students should write the key word, which is in bold and underlined in anyone of the squares on their BINGO sheet.	3. Students write key words on the BINGO sheet in any spot that they wish.

4. Counselor collects both sheets. The inventory can be shared with teachers or can be kept for comparison for a lesson in grade	4. N/A
5. Counselor tells students that the next lesson will be one in which study/test skills will be reviewed by playing Bingo using their Bingo Cards they made.	5. N/A

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

NAME _____

DATE _____

STUDY/TEST TAKING HABITS INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column. Discover how many good study/test taking habits you have. You may surprise yourself!!

	Always	Sometimes	Never
1. I am an active <u>listener</u> and class participant.			
2. I make sure I have enough <u>energy</u> .			
3. I keep an <u>assignment notebook</u> for homework.			
4. I choose a <u>regular time to study</u> .			
5. I have the <u>materials</u> I need before I start.			
6. I <u>prepare for a test</u> at least a few days before I take it.			
7. I <u>find a place</u> with good lighting, a desk and a chair.			
8. I work with <u>no interruptions</u> .			
9. I <u>work steadily</u> without daydreaming.			
10. I <u>take necessary breaks</u> .			
11. I get a <u>good night's rest</u> before a test.			
12. I <u>start my assignments quickly</u> .			
13. I complete and hand in my <u>assignments on time</u> .			
14. I keep a <u>dictionary available</u> .			
15. I <u>check</u> over papers or tests <u>for errors</u> .			
16. I <u>eat a good breakfast</u> on test day.			
17. I <u>read</u> through a <u>chapter</u> of a book and then <u>skim for facts</u> afterwards.			
18. I <u>reward</u> myself after studying.			
19. I <u>take notes</u> .			
20. I <u>listen to the directions</u> .			
21. I <u>ask</u> the teacher <u>for help</u> if I need it.			
22. I do the easiest ones first so I will have <u>more time</u> to spend <u>on the harder ones</u> .			
23. I <u>write neatly and accurately</u> .			
24. I <u>check over my work</u> .			

STUDY/TEST TAKING BINGO

NAME:

		Free Space		