

<p><b>Unit # 1 Title:</b> The Successful Student</p> <p><b>Lesson Title:</b> Let's Review for Better Achievement <span style="float: right;"><b>Lesson:</b> 3 of 4</span></p> <p><b>Grade Level:</b> 7</p> <p><b>Length of Lesson:</b> 45 min.</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.4 Applying Skills Needed for Educational Achievement</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.4.A.07.a.i: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.                  AD.4.B.07.a.i: Demonstrate and refine a self-management system to promote academic success.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Sam the Slacker Story                  Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)                  Study Skills Tips Handout                  Test-Taking Tips Handout                  Skill Cards Worksheets (Copy the three pages of the skill cards for each group. Cut, shuffle and bundle the skill cards for distribution to each group)                  Blank Activity Sheets: Self-Management Skills, Study Skills and Test-Taking Skills Sheets (One set of three for each group.)                  Counselor Resource for Categorizing Skills</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> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research.</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures.</li> <li>8. Organize data, information, and ideas into useful forms for analysis or presentation.</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</li> </ol>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</li> </ol>

	3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require coordinated effort and work with others to complete those tasks.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	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.**  
 Question and answer session regarding study skills, test-taking skills, and self-management skills (including the personal-planning systems students are using). Students will develop goals using two or more skills they have identified to help them improve academic achievement.

**Lesson Preparation**

**Essential Questions:**  
 What choices do you make that affect your grades?

**Engagement (Hook):**  
 Counselor/instructor will share the story of Sam the Slacker (or a personal story of someone who did not make good academic choices).  
 (Note: change the name of Sam the Slacker if you have a student named Sam)

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Counselor/instructor will read the Sam the Slacker story to the students and ask students to identify the decisions/choices Sam made that resulted in his failing the science test.</li><li>2. Discuss the benefits of a planner, assignment book, a calendar, and/or a handheld device as part of a time-management system. (See handouts). What barriers might individuals face?</li><li>3. Review Study Skill and Test-Taking Tips Handouts 2 and 3. Ask students to identify the skills they use most frequently (and successfully.)</li><li>4. Divide students into groups of 3 or 4. Distribute the sets cut and bundled skill cards to each group. Have students place skill cards in the categories of study skills, test-taking skills, and self-management skills. (Note: A counselor resource guide is provided – see attachment) Be aware that there is some overlap among skills and categories. Help students justify their categorizations.</li><li>5. Referring to the “Sam the Slacker” story, ask students to provide decisions/choices that could have changed the story’s ending, using the skill cards and other information from the class activities.</li><li>6. Encourage students to choose two or more new skills they will use to improve their grades. Have students work in pairs to develop individual goals for improvement. Ask 3-4 students to share their plans.</li></ol>	<ol style="list-style-type: none"><li>1. Students will identify the decisions/choices Sam made that resulted in his failing the science test.</li><li>2. Students will discuss benefits of putting a plan in writing (e.g., organization, more time to do what they want to do, documentation for self review.)</li><li>3. Students will identify the skills they use most frequently (and successfully).</li><li>4. Students will work as members of a group to classify skill cards. They will be able to justify their responses if challenged.</li><li>5. Students review “Sam the Slacker” story and identify choices that Sam could have made to earn better grades.</li><li>6. Students work in pairs to identify self-management, study and test taking skills they will use to improve their grades. Students will discuss with their partners ways they can use the skills to accomplish goals they have set for themselves. Students will write their goal(s) in their planners or assignment books.</li></ol>

<p>7. The counselor encourages students to identify a trusted adult and ask the adult to sign the plan as a show of support.</p>	<p>7. Students share their goals with a trusted adult and ask the adult to be an encourager and support person. First show of support: Adult initials plan to indicate he or she has read the plan. Once the plan has been signed the adult continues to support the student in carrying through with his or her goals.</p>
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**Teacher Follow-Up Activities**

The classroom teacher will incorporate the use of individual planners into everyday activities. The teacher will review students' progress quarterly (refer to student grade cards) and advise counselor of anyone who needs individual and/or small group study skills remediation.

**Counselor reflection notes (completed after the lesson)**

## Sam the Slacker

Sam has a big test the next day. But he has put off studying until the night before the science test. But when he gets home, a friend calls and wants him to go to the mall. Sam decides to go thinking he will study when he gets home. But when Sam gets home, his grandmother has stopped by his house for a visit. It would be rude not to visit with his grandmother. So Sam thinks he will study after his grandmother leaves. But when his grandmother leaves, his girl friend calls and need to talk to him about what happened to her in PE. Sam decides he will study for his test once he gets off the phone with his girl friend. When he gets off the phone, he looks in his backpack for his study guide. But his backpack mess delays him. After searching for 30 minutes he can't find the study guide and has no idea what to study for the test. He decides to call Mark, a friend in his science class, but he does not have his phone number. Mom comes and says it's time for him to go to bed and he says he still needs to study for his science test. He decides to do the best he can and starts looking at his book. It was getting late, Sam is tired and he falls fast asleep. Since Sam stayed up so late the night before, he didn't hear his alarm and oversleeps. He is late and doesn't have time for breakfast. Sam is stressed out and worried that he will surely fail the test. He takes the test and fails it.

### Bad Decisions Summary:

He decided not to create a study plan.

He decided to go to the mall when he needed to study.

He decided to talk with his girlfriend when he needed to study.

He decided not to make the most of his study time.

He decided to have a disorganized backpack.

He decided not to learn what to study.

He decided not to have all the materials he needed in his backpack.

He decided not write down phone numbers for classmates and/or homework hotline.

He decided not to get organized before bedtime.

He decided not get a good night's sleep and not to eat a good breakfast before the test.

He decided to think negative thoughts and to be stressed and worried.

He decided not to keep his mind on the test.



## HANDOUT 2

# Test Taking Tips

When you get the test, look over the entire test to learn the number and type of questions. Is the test timed? If so, budget your time accordingly.

### Hints for Answering Objective Questions:

<b>Multiple Choice</b>	<ul style="list-style-type: none"><li>• Read the question</li><li>• Try to think of the answer before you look at the choices</li><li>• Read the choices</li><li>• Cross out the wrong ones</li><li>• Pick the most logical answer that remains</li></ul>
<b>Matching</b>	<ul style="list-style-type: none"><li>• Do the ones you know first and cross them off</li><li>• Do the best you can with whatever is left</li></ul>
<b>Short Answer</b>	<ul style="list-style-type: none"><li>• If you don't know the exact answer, write down whatever you do know that's related. You may get partial credit.</li></ul>
<b>True/False</b>	<ul style="list-style-type: none"><li>• Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.</li></ul>

### Hints for Answering Constructed Response and Essay Questions:

<b>Constructed Response/Essay</b>	<ul style="list-style-type: none"><li>• Highlight or underline key words in the directions</li><li>• Use prewriting strategies, such as mind maps or outlines</li><li>• Rephrase the question as your topic sentence</li><li>• Write facts about the key words in the question</li><li>• Answer all of the question</li><li>• Use complete sentences</li></ul>
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## HANDOUT 3 Study Skill Tips

1. Listen actively in the classroom.
2. Ask questions in class.
3. Write down assignments.
4. Keep track of due dates, after-school activities, and family plans with a planner/calendar.
5. Ask for help before or after class.
6. Have a place at home to study with appropriate materials.
7. Complete your homework and hand it in on time.
8. Ask your parents or others for help.



**CG 4 GRADE 7 LESSON 1**

**Activity Sheet 1 (page 1 of 3): Skill Cards**  
Cut the cards apart for students to use in categorizing the skills.)

**Use an assignment book**

**Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas**

**Have phone numbers for classmates or homework hotline**

**Organize your locker and backpack so you can readily find what you need for class and/or studying after school.**

**Get organized before you go to bed**

**Use in-class study time and study hall time for school work (e.g., assignments or research}**

**Activity Sheet 1 Continued (page 2 of 3): Skill Cards**  
(Cut the cards apart for students to use in categorizing the skills.)

**Know your learning style**

**Find a good place to study**

**Know what to study and what  
the teacher expects**

**Make the best use of  
study time: Plan your  
Work; Work your Plan**

**Break down larger assignments  
into smaller parts**

**Use notes from class to  
help you remember and  
review key points**

**Listen actively in class**

**Ask questions in class**

**Activity Sheet 1 continued (page 3 of 3): Skill Cards**  
(Cut the cards apart for students to use in categorizing the skills.)

**Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test**

**Keep your mind on the test**

**When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information**

**Pace yourself! Answer "easier" questions first without spending too much time on one question**

**Think positive thoughts and use relaxation techniques to focus your mind on questions.**

**If you have time, review your answers, and change answers ONLY when you are sure they are wrong.**

**Get a good night's sleep and eat a good breakfast before the test**

**Read all the directions, looking for key words and phrases**

**ACTIVITY SHEET 2: SELF-MANAGEMENT SKILLS**  
Tape Self-Management Skill Cards to this grid


**ACTIVITY SHEET 3: STUDY SKILLS**  
Tape Study Skills Cards to this grid


**ACTIVITY SHEET 4: TEST-TAKING SKILLS**  
(Tape Test-taking Skills Cards to this grid)


**Counselor's Resource for Categorizing Skills (see step 4)**  
**STUDY SKILLS**

<b>Know your learning style</b>	<b>Find a good place to study</b>
<b>Know what to study and what the teacher expects</b>	<b>Make the best use of study time: Plan your Work; Work your Plan</b>
<b>Break down larger assignments into smaller parts</b>	<b>Use notes from class to help you remember and review key points</b>
<b>Listen actively in class</b>	<b>Ask questions in class</b>

**SELF-MANAGEMENT SKILLS**

<b>Use an assignment book</b>	<b>Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas</b>
<b>Have phone numbers for classmates or homework hotline</b>	<b>Organize your locker and backpack so you can readily find what you need for class and/or studying after school</b>
<b>Get organized before you go to bed</b>	<b>Use in-class study time and study hall time for school work (e.g., assignments or research)</b>
<b>Create a study plan</b>	<b>Plan for after-school activities</b>

**TEST-TAKING SKILLS**

<b>Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test</b>	<b>Keep your mind on the test</b>
<b>When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information</b>	<b>Pace yourself! Answer "easier" questions first without spending too much time on one question.</b>
<b>Think positive thoughts and use relaxation techniques to focus your mind on questions.</b>	<b>If you have time, review your answers; change answers ONLY when you are sure they are wrong.</b>
<b>Get a good night's sleep and eat a good breakfast before the test</b>	<b>Read all the directions, looking for key words and phrases</b>

