

Self-Management: Lesson Plan

Level: ESL Advanced

Topic: Organizing Class Materials

*Note: Lesson materials drawn in part from http://hubbs.spps.org/document_organizing.html
(Bridge Project Grant 2010, Hubbs Center, Elizabeth Andress)*

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Transitions Integration Framework (TIF) Snapshot

Self-Management (SM): Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring.

Skill 1:

SWBAT... Set realistic goals and work independently to achieve them

Sub Skills:

- € a. Identify steps to achieve a goal
- € b. Identify potential obstacles
- € c. Use strategies and resources to overcome obstacles
- € d. Monitor progress in achieving one's goal and make adjustments as needed
- € e. Persevere and stick with a task until completion
- € f. Evaluate the quality of the outcome or product of a task

Skill 2:

SWBAT... Manage information and materials for one's own learning and goals

Sub Skills:

- € a. Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)
- € b. Select and use appropriate organizational tool for given task (personal planner, online calendar)
- € c. Evaluate effectiveness of organization strategy

Skill 3:

SWBAT... Manage time effectively to complete tasks

Sub Skills:

- € a. Identify time demands
- € b. Utilize tools for time management (planner, calendar)
- € c. Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence
- € d. Estimate time needed to complete tasks
- € e. Set deadlines
- € f. Evaluate progress and adjust accordingly

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

Pre A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> Ask students (Ss) – “How well are your class materials organized?” Elicit several responses in large group
<p>Introduction:</p> <ul style="list-style-type: none"> Show well-organized binder of class materials that meets teacher expectations Show organizing tools – binder, pocket folder, dividers, tabs, etc. Describe /discuss post-secondary context and expectations for managing documents, completing work on time, etc.
<p>Guided Practice:</p> <ul style="list-style-type: none"> Ss read <i>The Best Way to Organize for College</i> to themselves, for basic understanding Ask comprehension questions, what they need explained Read article to Ss, pausing to explain as necessary Hand out and preview document organizing rubric
<p>Independent Practice:</p> <ul style="list-style-type: none"> Ss complete article comprehension worksheet independently, check with partner, check as class Ss organize class materials in binder per rubric standards; get help from classmates, volunteer, teacher as needed; submit to teacher <p><i>(continued)</i></p>

Post A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> Think-pair-share – Why/what/how questions about organizing documents in Ss’ lives
<p>Introduction:</p> <ul style="list-style-type: none"> Full group discussion – organizing class materials – why, what Show example of well-organized binder of class materials Show organizing tools Invite Ss who have organized materials to “show and tell” Describe /discuss post-secondary context and expectations for managing documents, completing work on time, etc. Invite college students (ABE alumni or college volunteers) to describe their experiences with organizing materials for success in college (optional)
<p>Guided Practice:</p> <ul style="list-style-type: none"> Teach vocabulary/concepts for various organizing methods Ss sort student-record cards using various organizing methods Full group discussion – choosing best method for organizing documents Ss read <i>The Best Way to Organize for College</i> to themselves, for basic understanding Ss highlight any new vocabulary in article; write new words on <i>New Vocabulary</i> chart S triads discuss comprehension of article and new vocabulary, help each other, identify common difficulties in understanding to ask instructor, prepare for full group report-out Ask each triad to tell one key point they understood from the article, and one thing they need help with for comprehension Read article to Ss, pausing to explain as necessary Hand out and preview document organizing rubric
<p>Independent Practice:</p> <ul style="list-style-type: none"> Student teams use lesson information and conduct additional research to determine the why, how, what, when and who of organizing class documents Student teams produce a way to present their findings – PowerPoint, poster, brochure, role play, video, etc. Ss write about their own current organizing practice/methods/quality Ss interview two classmates about their current organizing practice, using interview grid Ss decide on the tools and other strategies they want to use to get and stay organized with class materials, using worksheet Ss organize class materials in binder per rubric standards, by due date; request help from classmates, volunteer, teacher as needed

<p>Extension: NA</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • Teacher or volunteer evaluates each S binder using rubric; returns binder and rubric to S • Ss review evaluation, make recommended improvements

<p>Extension:</p> <ul style="list-style-type: none"> • S teams present their project to the class • S teams evaluate their teamwork experience
<p>Assessment:</p> <ul style="list-style-type: none"> • Ss self-evaluate class document organization using rubric • Ss evaluate peer's document organization • Ss show binder to teacher/volunteer, explain organizing method, discuss successes and difficulties; teacher/volunteer completes evaluation rubric • Repeat student/peer/teacher evaluation with rubric monthly / periodically

TIF-ed Lesson

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u><i>Warm-up:</i></u>	NA	2c		
<u>Introduction:</u>	2a	2a		
<u>Guided Practice:</u>	1a	1a 2a, b, c		
<u>Independent Practice:</u>	1e	1a, b, c, e 2b 3a, b, d, e, f		
<u>Extension:</u>	NA	[TIF Effective Communication]		
<u>Assessment:</u>	1d	1d, f 2c		

Pre A-C-E-S Lesson Plan

Objectives (General) – Students will be able to:

1. Identify reasons, methods and tools for organizing class materials.
2. Describe the importance of being organized for post-secondary success.
3. Organize own class materials based on guidelines provided.

TIF Objectives:

- 1.a. Identify steps to achieve a goal
- 1.d. Monitor progress in achieving one's goal and make adjustments as needed
- 1.e. Persevere and stick with a task until completion
- 2.a. Identify tools and organizational method for the organization of information and/or materials

Warm up:

- Ask students (Ss) – “How well are your class materials organized?” Elicit several responses in large group

Introduction:

- Show well-organized binder of class materials that meets teacher expectations
- Show organizing tools – binder, pocket folder, dividers, tabs, etc.
- Describe /discuss post-secondary context and expectations for managing documents, completing work on time, etc.

Guided Practice:

- Ss read *The Best Way to Organize for College* to themselves, for basic understanding
- Ask comprehension questions, what they need explained
- Read article to Ss, pausing to explain as necessary
- Hand out and preview document organizing rubric

Independent Practice:

- Ss complete article comprehension worksheet independently, check with partner, check as class
- Ss organize class materials in binder per rubric standards; get help from classmates, volunteer, teacher as needed; submit to teacher

Extension: NA

Assessment:

- Teacher or volunteer evaluates each S binder using rubric; returns binder and rubric to S
- Ss review evaluation, make recommended improvements

Pre A-C-E-S Lesson Materials:

Warm-up:

Talk together as a class: How well are your class materials organized?

Guided Practice:

- A. Read *The Best Way to Organize for College Students* silently.
- B. Talk about the article as a class. Ask the teacher any questions you have.
- C. Listen to the teacher read the article.
- D. Do you understand most of the ideas in the article?
- E. Answer the following questions about the article.

Independent Practice:

1. Is it easy to get and stay organized in school classes?
What does the article say? _____

What do you think? _____

2. What is one tip about note-taking that you think is helpful? _____

3. What is a syllabus? _____

Where should it be kept? _____

4. Is it OK to keep papers for all classes in one binder/folder? _____
Why or why not? _____

5. The article says it is important to be consistent in staying organized. What advice would *you* give a student about *how* to do this? _____

The Best Way to Organize for College Students

Bailey Shoemaker Richards, Aug 24, 2009

(From Perspectives in Education, <https://suite.io/bailey-shoemaker-richards/259a2rt>)

One of the trickiest parts of any college education is becoming and staying organized.

Maintaining effective study habits is extremely important as well, but no matter how hard a student studies, without organization, it will be impossible to earn the best grades. Knowing a few easy tricks on getting organized can help a student pull up his grades and keep the school year going smoothly.

Learn How to Take Good Notes in College Classes

If a student has useless, messy or illegible notes, all of the organization in the world won't fix that problem. The first step in getting organized is making sure to take clear, concise and neat notes during lectures. In some cases, it may be helpful to have two notebooks for each class: one to jot down notes during class and one into which those notes can be organized during study hours.

Taking good notes in class should be done quickly and simply. If a professor says something more than once, it's likely to show up on a quiz or exam, so it should be written down and given special attention in studying. Highlighting or underlining major points discussed in lectures will help students focus and remember key facts when studying later.

Keep Track of All Handouts and Syllabi from Professors

Professors will hand out a syllabus with homework, project and exam dates on it. Keeping syllabi in a prominent location within the student's notes will help as a reminder of when certain things are due.

Each class should have its own notebook and folder or binder, depending on how many handouts and writing assignments will be given. Keeping track of important due dates, study tips

and major points from class by highlighting them will remind students of what needs most attention and when.

Keeping class papers separate from one another is important. If a student starts out the grading period with only one folder or binder for several classes, by the time finals week rolls around it will be impossible to locate important papers and notes. Using folders, separators and paperclips will help keep students organized.

Put Class Notes in Their Place

When students start keeping notes, papers and syllabi in organized folders, it is also important to keep those folders in easily accessible and convenient locations, whether that turns out to be in a filing cabinet or neatly stacked next to a desk. Consistency is key in organization. Keeping notes near a study space will help students access class information quickly and easily.

Take Class Notes on a Computer

Whether a student takes a laptop to class or transfers notes to a desktop later on, the same organizational principles apply. Each class should have its own folder and location on the computer in which notes, assignments and papers are saved. Having a specific place to save information for each class will help students find information quickly when it comes time to study or write academic papers.

Be Consistent in Staying Organized

Once a student has a system of organization, sticking with it is vital. Getting notes, papers and handouts organized can be a challenge, but constantly changing the way things are arranged will only lead to confusion. Working towards organization can be tough and often involves changing things along the way, but once a student has a system that works, sticking with it is what will allow for ease of mind throughout the rest of the year.

Document Organization – Evaluation

Keeping personal and work documents organized is a key to school and job success. Self-evaluation helps you take responsibility for your own actions and reflect on them.

Evaluation score:

5=very good 4=good 3=so-so 2=not so good 1=not at all

Stand	Score
1. Class papers are organized in a binder or folder.	
2. Materials <i>only from this class</i> are in the binder or folder; other classes are separate.	
3. The student has lined paper or a spiral notebook to take class notes in chronological order.	
4. The student can describe and demonstrate the methods and tools used to organize.	
5. The student can find homework assignments, syllabus and reference documents quickly.	
6. The student brings all documents to class each day.	
TOTAL (total possible = 30)	

SUGGESTIONS FOR IMPROVEMENT

Post A-C-E-S Lesson Plan

Objectives (General) – Students will be able to:

1. Demonstrate critical thinking about reasons, methods and tools for organizing class materials.
2. Gather ideas for organizing from a variety of sources, including peers.
3. Organize items in four different ways – chronological, etc.
4. Choose organizing tools and methods based on personal preference and needs.
5. Organize own class materials based on guidelines provided.
6. Evaluate own and peer’s organization of class materials per established standards.
7. Make a task and timeline plan with a team to complete a project by a given due date.
8. Present information clearly in written and verbal form.
9. Evaluate their efforts on and as a team.

TIF Objectives:

- 1.a. Identify steps to achieve a goal
- 1.b. Identify potential obstacles
- 1.c. Use strategies and resources to overcome obstacles
- 1.d. Monitor progress in achieving one’s goal and make adjustments as needed
- 1.e. Persevere and stick with a task until completion
- 1.f. Evaluate the quality of the outcome or product of a task
- 2.a. Identify tools and organizational method for the organization of information and/or materials
- 2.b. Select and use appropriate organizational tool for given task
- 2.c. Evaluate effectiveness of organization strategy
- 3.a. Identify time demands
- 3.b. Utilize tools for time management
- 3.d. Estimate time needed to complete tasks
- 3.e. Set deadlines
- 3.f. Evaluate progress and adjust accordingly

Warm up:

- Think-pair-share – Why/what/how questions about organizing documents in Ss’ lives

Introduction:

- Full group discussion – organizing class materials – why, what
- Show example of well-organized binder of class materials
- Show organizing tools
- Invite Ss who have organized materials to “show and tell”
- Describe /discuss post-secondary context and expectations for managing documents, completing work on time, etc.
- Invite college students (ABE alumni or college volunteers) to describe their experiences with organizing materials for success in college (optional)

Guided Practice:

- Teach vocabulary/concepts for various organizing methods

- Ss sort student-record cards using various organizing methods
- Full group discussion – choosing best method for organizing documents
- Ss read The Best Way to Organize for College to themselves, for basic understanding
- Ss highlight any new vocabulary in article; write new words on New Vocabulary chart
- S triads discuss comprehension of article and new vocabulary, help each other, identify common difficulties in understanding to ask instructor, prepare for full group report-out
- Ask each triad to tell one key point they understood from the article, and one thing they need help with for comprehension
- Read article to Ss, pausing to explain as necessary
- Hand out and preview document organizing rubric

Independent Practice:

- Student teams use lesson information and conduct additional research to determine the why, how, what, when and who of organizing class documents
- Student teams produce a way to present their findings – PowerPoint, poster, brochure, role play, video, etc.
- Ss write about their own current organizing practice/methods/quality
- Ss interview two classmates about their current organizing practice, using interview grid
- Ss decide on the tools and other strategies they want to use to get and stay organized with class materials, using worksheet
- Ss organize class materials in binder per rubric standards, by due date; request help from classmates, volunteer, teacher as needed

Extension:

- S teams present their project to the class
- S teams evaluate their teamwork experience

Assessment:

- Ss self-evaluate class document organization using rubric
- Ss evaluate peer's document organization
- Ss show binder to teacher/volunteer, explain organizing method, discuss successes and difficulties; teacher/volunteer completes evaluation rubric
- Repeat student/peer/teacher evaluation with rubric monthly / periodically

Post A-C-E-S: Lesson Materials

Warm-up:

THINK – PAIR – SHARE:

- A. Think about these questions. Make a few short notes about your ideas.*
- B. Share your ideas with a partner.*
- C. Talk together as a class about your ideas.*

1. What documents do you have to keep organized in your life?
 - At home?
 - At work?
 - Other?
 2. How do you organize them?
 3. Is it easy or difficult for you to organize things and keep them organized?
 4. Do you think it is important to keep documents organized? If so, why? If not, why not?
-

Introduction:

Talk together as a class:

- What kinds of materials do we have in this class?
- Why is it important to organize your materials for this class?
- If you go to college or other training in the future, do you think it will be important to organize your materials?

Guided Practice:**Organizing Information and Documents**

There are many ways to organize information and documents. Think of an example where each organizing method is used. Are there other methods? Add them to the chart, with examples.

Method	Definition	Example
alphabetical	in a-to-z order	
numerical	in number order	
chronological	in order by date	
functional	in order by type or use	

PRACTICE:

Practice each of these ways of organizing. Cut out the student information cards on the next page. The teacher will tell you an organizing method and you arrange the cards on the table in that order. Then switch to another method, until you have tried all the methods.

DISCUSS:

- a. What do you think is the best way to organize the student cards? Why?
- b. How do you choose the best method for organizing information or documents?

Practice – Student Information Cards

<p>ID #: 571294 Name: Parks, Alyssa Start date: 9/7/2010 Primary need: reading</p>	<p>ID #: 197423 Name: Turner, Donna Start date: 9/4/2008 Primary need: science</p>
<p>ID #: 177429 Name: Hassan, Abdi Start date: 12/2/2009 Primary need: writing</p>	<p>ID #: 422522 Name: Clark, Anthony Start date: 4/4/2011 Primary need: writing</p>
<p>ID #: 142998 Name: Johnson, Latesha Start date: 5/27/2010 Primary need: reading</p>	<p>ID #: 111245 Name: Birru, Abayneh Start date: 2/17/2010 Primary need: math</p>
<p>ID #: 227644 Name: Xiong, Mai Start date: 1/6/2011 Primary need: math</p>	<p>ID #: 765419 Name: Nguyen, Julie Start date: 12/2/2010 Primary need: writing</p>
<p>ID #: 176255 Name: Htoo, Soe Start date: 3/4/2011 Primary need: science</p>	<p>ID #: 156444 Name: Jackson, Gary Start date: 6/20/2009 Primary need: reading</p>

Guided Practice:

- A. Read *The Best Way to Organize for College Students* silently.
- B. Use a highlighter to mark vocabulary words in the article that are new to you. Read the words in context to help you understand the meaning. Add the words to your Vocabulary chart.
- C. Make a group of three students. Talk together about what you understand in the article. Help each other understand the article and vocabulary. Decide what you need to ask the teacher – what *don't* you understand? Also choose one key point your group finds most useful in the article.
- D. Talk about the article as a class. Ask the teacher any questions you have.
- E. Listen to the teacher read the article.
- F. Do you understand most of the ideas in the article?
- G. Answer the following questions about the article. *Underline or highlight information in the article that helps you answer each question, and mark the information with the question number, so you can share this evidence later.*

Independent Practice:

1. Is it easy to get and stay organized in school classes?
 What does the article say? _____

 What do you think? _____

2. What is one tip about note-taking that you think is helpful? _____

3. What is a syllabus? _____

 Where should it be kept? _____

4. Is it OK to keep papers for all classes in one binder/folder? _____
 Why or why not? _____

5. The article says it is important to be consistent in staying organized. What advice would *you* give a student about *how* to do this? _____

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Taking good notes in class should be done quickly and simply. If a professor says something more than once, it's likely to show up on a quiz or exam, so it should be written down and given special attention in studying. Highlighting or underlining major points discussed in lectures will help students focus and remember key facts when studying later.

Keep Track of All Handouts and Syllabi from Professors

Professors will hand out a syllabus with homework, project and exam dates on it. Keeping syllabi in a prominent location within the student's notes will help as a reminder of when certain things are due.

Each class should have its own notebook and folder or binder, depending on how many handouts and writing assignments will be given. Keeping track of important due dates, study tips

and major points from class by highlighting them will remind students of what needs most attention and when.

Keeping class papers separate from one another is important. If a student starts out the grading period with only one folder or binder for several classes, by the time finals week rolls around it will be impossible to locate important papers and notes. Using folders, separators and paperclips will help keep students organized.

Put Class Notes in Their Place

When students start keeping notes, papers and syllabi in organized folders, it is also important to keep those folders in easily accessible and convenient locations, whether that turns out to be in a filing cabinet or neatly stacked next to a desk. Consistency is key in organization. Keeping notes near a study space will help students access class information quickly and easily.

Take Class Notes on a Computer

Whether a student takes a laptop to class or transfers notes to a desktop later on, the same organizational principles apply. Each class should have its own folder and location on the computer in which notes, assignments and papers are saved. Having a specific place to save information for each class will help students find information quickly when it comes time to study or write academic papers.

Be Consistent in Staying Organized

Once a student has a system of organization, sticking with it is vital. Getting notes, papers and handouts organized can be a challenge, but constantly changing the way things are arranged will only lead to confusion. Working towards organization can be tough and often involves changing things along the way, but once a student has a system that works, sticking with it is what will allow for ease of mind throughout the rest of the year.

Vocabulary

Effective language learners are always building new vocabulary. Use this chart or your own system to record and learn new words you hear or read, at school or work, now and into the future.

Word	Part	Sentence	Definition / source
<i>Example:</i> Syllabus	Noun	In each college class you will receive a <u>syllabus</u> from the instructor.	A document that outlines a course – what you will learn, assignments, due dates, exam dates, instructor contact info, etc. [from context]

Document Organization – Evaluation

DUE _____

Keeping personal and work documents organized is a key to school and job success. Self-evaluation helps you take responsibility for your own actions and reflect on them.

- A. Look at your class materials today. Evaluate yourself on the chart below.
- B. Use methods and tools from class to improve your organization per the standards below. Finish organizing your materials by the due date.
- C. Evaluate yourself again. Give yourself scores and one suggestion for more improvement.
- D. Ask a classmate or “peer” to evaluate your organization of materials – scores and a suggestion.
- E. Show and tell about your binder to the teacher or volunteer for evaluation – scores and a suggestion.
- F. Make a plan to evaluate your document organization each month!

Next to each item, give an evaluation score:

5=very good 4=good 3=so-so 2=not so good 1=not at all

Standards	Self	Self	Peer	Tchr.
1. Class papers are organized in a binder or folder.				
2. Materials <i>only from this class</i> are in the binder or folder; other classes are separate.				
3. The student has lined paper or a spiral notebook to take class notes in chronological order.				
4. The student can describe and demonstrate the methods and tools used to organize.				
5. The student can find homework assignments, syllabus and reference documents quickly.				
6. The student brings all documents to class each day.				
TOTAL (total possible = 30)				

SUGGESTIONS FOR IMPROVEMENT

Self: _____

Peer: _____

Teacher: _____

Independent Practice:

Getting Organized

- A. Write your ideas about each question below in the "Self" column.
- B. Then interview two classmates and make notes about their ideas.
- C. Ask follow-up questions: Can you tell me more? Can you show me? What do you mean?

Name	_____	_____	_____
Question	Self	Classmate	Classmate
1. What are your key strengths in organizing school materials?			
2. What are your weaknesses in organizing school materials?			
3. Are the organizing expectations in U.S. school and schools in your home country the same or different? How?			
3. Do you want to improve your document organization skills? If so, what methods and tools do you want to use?			
4. Do you need help getting organized? If so, who will you ask for help?			

Organizing Plan Tools and Methods

Getting Organized

Think about the tools and methods you have learned in class. Visit an office supply store or on-line store for more ideas. Choose tools that fit your needs and your budget.

1. How will you hold all of your documents for this class?

- Three-ring binder
- Pocket folder
- Other: _____

2. How will you organize your documents?

- Chronological – each day put new papers in the *back*
- Backwards chronological – each day put new papers in the *front*
- Functional – by type of document
- By unit
- Other: _____

3. How will you mark or divide sections?

- Dividers with labels
- Tabs
- Color paper
- Clips
- Other: _____

4. Other tools or methods you will use: _____

5. What help do you need? Who will you ask for help? When? _____

Staying Organized

6. When will you organize your materials?

- In class as I receive papers
- Immediately after class, at school
- When I get home
- When I do my homework
- Other _____

7. What may be *obstacles* (difficult things) to staying organized?

- I may forget to organize each day.
- I may be too busy and don't take the time to organize each day.
- I don't have a good organizing method.
- I don't have the tools I need.
- Other _____

8. Any other ideas so you can be successful now and in the future with organizing your materials for this class?

NOW: Organize your materials per your plan above. Then you will use the evaluation form to evaluate yourself and get feedback from others. Good luck!

Document Organization Guidelines Team Project

Instructions:

1. *Work as a team of 2 to 4 to compile useful information for students about organizing class materials for success.*
2. *Use information learned in class and do additional research, which may include:*
 - a. *Talk to students at your school and your local college.*
 - b. *Find useful information on the internet.*
 - c. *Go to a library and ask for help finding information on study skills.*
 - d. *Go to an office supply store and look at all of the organizing tools available.*
 - e. *Other – your ideas.*
3. *Use the outline below to be sure you cover all the basic information.*
4. *Use the planning grid as a tool to ensure the project is completed on time and everyone takes a role.*
5. *Use good teamwork skills.*
6. *Produce a brochure, role play, video, poster, PowerPoint slide show or other vehicle to convey the information to a student audience.*

OPTIONAL [EXTENSION]

7. *Present the information in your chosen format to your class or another class in your school.*
8. *Evaluate your teamwork using the Teamwork Evaluation form.*

OUTLINE

1. WHY is it important to keep class materials organized?
2. HOW should I organize my class materials?
3. WHAT tools will help me stay organized?
4. WHEN do I get organized?
5. WHO can help?

PLANNING GRID

DUE DATE: _____

Make a plan with your team about how you will get more information about effective ways to organize documents for school.

OUR TEAM PLAN:

What	Who	By When

<i>Example</i> <i>Go to office supply store</i>	<i>Veronica & Anisa</i>	<i>9/21</i>
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Document Organization Guidelines

Teacher reference – example of content ideas

1. WHY is it important to keep class materials organized?

You can:

- a. keep track of all assignments so they're completed and turned in on time
- b. find materials quickly in class
- c. find materials at home when completing assignments or preparing for tests
- d. use class material for reference in future classes and jobs
- e. develop important skills for work and life – there are many documents at home and in the workplace

2. HOW should I organize my class materials?

Choose a method and order that works for you.

- a. *Chronological* = in order by date: Put each new document in the *back* of your binder. OR Put each new document in the *front* of your binder.
- b. *Functional* = in order by type or use: Make a *section* in your binder for each type of document in class; put each new document in the correct section. Sections may be:
 - i. Homework to do
 - ii. Homework to submit
 - iii. Current unit materials – readings, vocabulary lists, etc.
 - iv. Class notes
 - v. Reference documents – syllabus, grammar, spelling, vocabulary, computer-use instructions, etc.
- c. *Other*: Any method is OK as long as it works for you!
- d. *NOTE*: Make a *separate* binder or folder for each class you have.

3. WHAT tools will help me stay organized?

- a. 3-ring binder or pocket folders
- b. spiral notebook or lined paper in binder
- c. dividers or tabs with labels and/or colors
- d. backpack/other bag to carry everything in

4. WHEN do I get organized?

- a. You can
 - i. organize papers when you receive them in class

- ii. take 5 minutes to get organized after each class
 - iii. put things in order as soon as you get home OR
 - iv. organize papers when you begin your homework time
 - b. mark the due date on top of each assignment when received
 - c. always bring all class papers to school each day
 - d. at the end of each unit or class, take out materials you do not need and toss or file elsewhere
5. WHO can help?
- a. if organizing is difficult for you, ask for help from the teacher, a classmate, a family member, a volunteer or a tutor

Teamwork Evaluation

Circle your evaluation on each criterion. Then write your ideas below. Finally, discuss with your team.

A. Evaluate your own participation:	Very good	So-so	Not good
1. I communicated well with team mates.	3	2	1
2. I worked hard to accomplish the project goal.	3	2	1
3. I was patient and respectful toward my teammates.	3	2	1
4. I helped solve problems we had.	3	2	1
B. Evaluate your teamwork:	Very good	So-so	Not good
5. We all participated and shared responsibilities in a fair way.	3	2	1
6. We cooperated together to accomplish the project goal.	3	2	1
7. We did a good job solving problems together.	3	2	1
8. We had fun working together.	3	2	1

Reflection

Individual

One good thing about my participation: _____

One thing I can improve in my teamwork skills: _____

Our Team

One good thing about our teamwork together: _____

One thing we could have done better as a team: _____
