

When you find yourself **STUCK...**

RISE

ABOVE THE SITUATION

RECOGNIZE

Recognize that you **are** stuck.

IDENTIFY

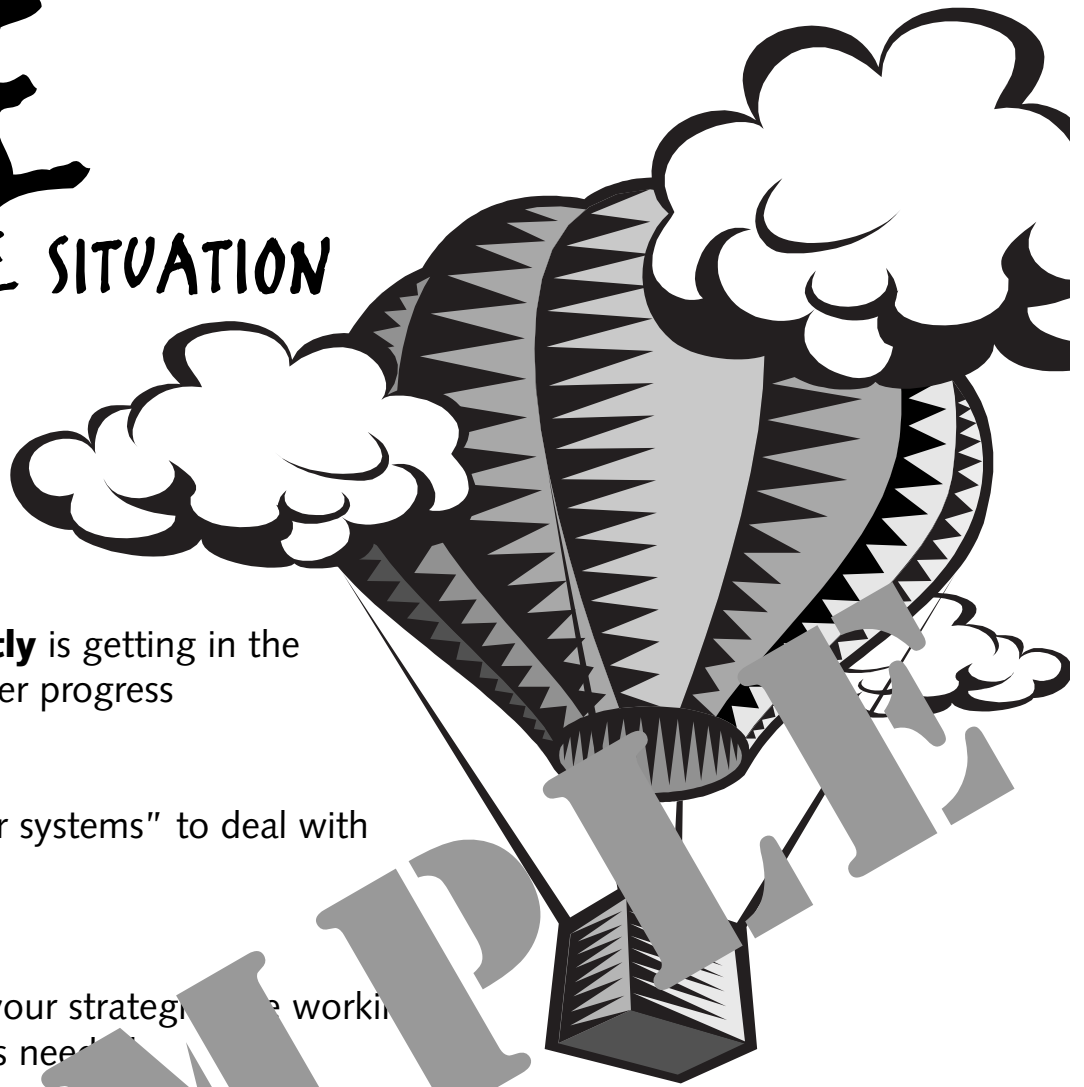
Identify what **exactly** is getting in the way of making better progress

STRATEGIZE

Create some "clever systems" to deal with the problem

EVALUATE

Evaluate how well your strategies are working and change them as needed



Name _____

No. _____

Email _____

School _____

Grade _____

Homeroom _____

HOW THE **HOMework ORGANIZER** CAN GUIDE YOU



THE HOMEWORK ORGANIZER can help you the most if you use it correctly, consistently, and completely. Select the features you want to use (start small — with one/some that will be most helpful to you), and check them off below.

[For a detailed list of contents, see the Index on the last page]

This assignment notebook contains:



- A **FINDER SYSTEM** to help make sure you remember—before you leave school—the materials you'll need to do each assignment (pgs 20–101)



- A **LONG TERM ASSIGNMENT GUIDE** to help you finish on time and without last minute panic—the assignments that are due a few days, a week, or a month away (pgs 13–14)



- A **7 DAY FORECAST SCHEDULER** to help you plan your time so you fit in your homework *and* "extracurricular" activities (on the assignment pages)



- INSTRUCTION ON HOW TO WRITE A CHECKLIST** to help you stay organized and focused on the more important "To Do's" and not get distracted by less important things (pgs 10–11)



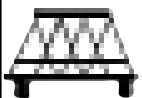
- A **TEACHER TRACK** to help you know where you can find your teachers who need them (pgs 10–10)



- A **STUDENTS DIRECTORY** of classmates to call when you're stuck (pgs 10–10)



- GRADE SAVER RECORD KEEPERS** so you know where you stand with your grade in any subject at any given moment, and you aren't taken by surprise at report card time (pgs 11–12)



- SUPERSTRUCTURE OPTIONS** to improve your chances of succeeding even more (pg 5)



- STRATEGY STRAIGHT TALK** tips to help you get and stay organized! (pgs 8–9)



- HOMework TIPS** for getting your homework started, finished, and turned in on time (pg 7)

INSTRUCTIONS



Assignments for week of OCTOBER 2-6 **1**

	SUBJECT ✓	FINDER	ASSIGNMENT	DUE
WEDNESDAY	MATH			
	SCIENCE			
	HISTORY/SOC. STUDIES 5 ✓	4	2 Read P. 48-72, ANSWER Q's #1-5	3 THUR.
	ENGLISH/LANG. ARTS			
	Spanish		RESEARCH on <u>_____</u> ONLINE	NEXT MON.
	LONG TERM ASSIGNMENT			
OTHER THINGS TO REMEMBER		Gym Clothes		

- Write the **DATE** at the top of the page.
- Locate the subject of the assignment. Fill in the **ASSIGNMENT** with **specific details** on the page, the action you need to take and the item you need to complete. **If there is no assignment, write "None."**
- When write in the **day or date** the assignment is **DUE**.
- In the **FINDER**, circle the **materials you'll need** to do the assignment.
 = spiral notebook, = 3-ring binder, = worksheets, = text book
 Check the **Finder before you leave school** to remind you what to take home.
 Add **ANYTHING ELSE** you need to remember for the next day in the "Other Things To Remember space.
- When you have finished the assignment, mark the subject's **✓ CHECK OFF** box.



HOW TO USE THE 7 DAY FORECAST

(On the daily assignment page...)

Go to the 7 DAY FORECAST. **MAKE A PLAN** for doing your homework:

• First, **SCHEDULE IN**

and/or block out any activities, work hours, appointments and social or family commitments from the time schedule.

• Then, **WRITE IN**

your assignment where you know you'll have time to do it (and so that it's done before the due date!).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
BEFORE SCHOOL	See Mr. Morriss					
DURING SCHOOL				Make-Up Test		
AFTER SCHOOL	Science Project with Susan ↓ ↓	Yearbook Club				
EVENING			History H.W.		Babysitting	
BEFORE BED Homework	READY TO GO <input type="checkbox"/>	READY TO GO <input type="checkbox"/>	Study for Test READY TO GO <input type="checkbox"/>	READY TO GO <input type="checkbox"/>	READY TO GO <input type="checkbox"/>	



TIME TRACKING OPTION

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
SCIENCE STUDIES 8:00				
ENGLISH/LANG. ARTS :30	WRI- Essay			Mon.
ASSIGNMENTS				
OTHER TO REMEMBER Gym Clothes				



ESTIMATE in your head **how long** you think the assignment will take to finish.



WRITE your estimate in the **subject box** (where the digital number prompt barely appears).



Consider this estimate when you **make your PLAN** in the 7 Day Forecast.



To get even more precise, **CHECK** your estimate against the **actual time** it took you!

SUPERSTRUCTURE OPTIONS



In some circumstances more structure can make the difference between a successful and an unsuccessful student. If you and your parent(s) or teacher(s) think this would make the difference for you, decide which options below "fit" you and check the ones you'll use. Modify the agreement as needed.

	SUBJECT ✓	FINDER	ASSIGNMENT	DUE
WEDN				
	Spanish		RESEARCH PICASSO ONLINE	1 JLR
	LONG TERM ASSIGNMENT		NEXT	2 NEXT MON. JLR
OTHER THINGS TO REMEMBER	Gym Clothes		X	3

1 TO MAKE SURE I HAVE WRITTEN THE ASSIGNMENTS CORRECTLY AND COMPLETELY AND I HAVE HIGHLIGHTED THE CORRECT MATERIALS TO BRING HOME.

I will have the **TEACHER** sign his/her initials in the assignment box after checking what I wrote.

2 TO MAKE SURE I REMEMBERED TO PASS IN MY HOMEWORK.

I will have my **TEACHER** sign his/her initials in the "due" box when I have passed in my homework.

3 TO MAKE SURE I REMEMBERED TO BRING ALL THE HOMEWORK THAT WAS ASSIGNED.

I will have my **PARENT** sign an "X" to show that he/she has seen my assignment notebook and my finished work to match it. This can also be used as a teacher or parent "comment space."

I, _____ (student) agree to use the options checked above to help myself be a better student.

I, _____ (parent) agree to use the parent option to help my child be a better student.

I agree to use the teacher option(s) to help my student be more successful. (Teachers' signatures):

Options (circle)	Options (circle)
_____ 1 2	_____ 1 2
_____ 1 2	_____ 1 2
_____ 1 2	_____ 1 2



A STRATEGY is a clever
system that helps you do
something better, faster,
or more easily.

— Gail Epstein Mengel, Ph.D.

HOMWORK TIPS



CHECK OFF EACH "TIP" AFTER YOU HAVE READ IT. THEN HIGHLIGHT THE ONES YOU PLAN TO USE.

COORDINATE your textbook covers, notebooks, class schedule, and divider tabs (in your 3-ring binder) to match in **color** for each individual subject. **This will help you FIND ALL THE MATERIALS** you need for each subject more quickly.



When you write down the assignment, **remember** to include all the details you need to know to do it: the **P**age, the **A**ction you must take, and the **I**tem **N**umbers (a memory trigger is "**PAIN**"). **This will help you START WORKING** without getting frustrated.

If you tend to put off doing assignments till the last minute, try this: As soon as you get home, take a step—no matter how small—toward doing the assignment. A small step might be setting up your book on the table to the right page and putting a highlighter on your page. **Setting short term objectives** like this helps you feel as if you have crossed the "cold" to do your homework. **This SMALL STEP** will make it easier to get started on your assignment.

Start with a short easy assignment just to get yourself going. Do your hardest homework early in your study routine. Leave simpler work for last. **This will make it easier for you to FINISH ALL YOUR HOMEWORK.**



Make a **TIME SANDWICH** to estimate how much time each assignment will take to finish. Look at your study schedule and after school schedule. Match the assignments to the blocks of time you have and "sandwich" them in. Always check your estimates after you finish to see how accurate you were at estimating and adjust your estimates, if you need to, for next time. **This will help you ORGANIZE YOUR TIME** better.

If you only have small blocks of time to do your homework, use the **NIBBLE METHOD**: **Smash** your assignment into smaller steps or parts. **Nibble away** a part of the assignment at a time. Before you know it, your small nibbles will have finished the whole assignment! **This will help you use the time you have more efficiently.**



Decide where **exactly** you will put your finished homework for each subject. It helps if you choose only **ONE** central place where you put it—a special "homework folder" or a spring clip attached to your 3-ring binder. **This will help you FIND YOUR HOMEWORK** more easily when you need to turn it in.

As soon as you finish an assignment, put it immediately in the spot you have chosen. When you finish all your homework, be sure to put it into your backpack, and place your backpack by the door you leave in the morning. **This will help you to bring all your homework to school the next day and SAVE YOU TIME** searching for your school things last minute.



Set up rewards for yourself (a fun activity, a snack, a TV show) for doing your homework. Realistically decide how much work you will do before you take a break. **After** you have finished what you planned to do, give yourself the reward. **This will help LINK SOMETHING POSITIVE** with finishing your homework and make it a more pleasant task.

STRATEGY STRAIGHT TALK

A **STRATEGY** is... a clever system that helps you do something better, faster, or more easily.



Throw out every piece of paper you can!

Don't let paper build up. Always be on the lookout for pieces you can throw away. Figure out and write down the criteria or categories for what you think can be safely thrown away. These criteria will help you make decisions with less effort. For those papers you know you will definitely need to keep, write "SAVE" at the top the first time you handle them. Enjoy the good feeling that comes from getting rid of excess paper.

Use this strategy when keeping your desk, notebook, or binder more organized.



Write "NEXT, _____"

...before you leave a multi-stepped task and fill in the blank with the very next step. This helps you recognize immediately where you need to begin, so you don't have to take time "spinning your wheels" trying to remember where you left off!

EXAMPLES

Use this strategy when you are cleaning a room or when working on a long-term project.

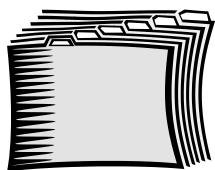
Start anywhere, JUST START!

Look for anything that "calls out to you" and start where you know you can start organizing. Once you have crossed the "line" of getting organized, it is much easier to keep going!

EXAMPLES

Use this strategy when you need to clean your room—what "calls out" may be a basket that needs emptying, some pencils that need to be put back in a container, or some books that need to be reshelved.

START

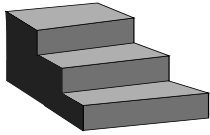


Group objects and papers into categories...

using "containers," "dividers," or "separators." These should be "hard-edged" (for example, baskets, binder pockets, file folders, pencil holding cans, stacking trays, subject dividers, shelves, etc.—not plastic bags). Collect things-of-a-kind together and label them with a summary name or a graphic. Then designate a place for everything so everything has its own place. This makes it easier for things to be put back in their rightful places with less effortful thinking.

EXAMPLES

Use this strategy to separate out supplies in your desk—your writing utensils, art/graphic supplies (markers, colored pencils, etc.), paper supplies (graph paper, lined, and blank paper).



Do all of one step, part, place or category at a time...

before you move on to the next one. This helps you feel the gratification and satisfaction more immediately of having finished something.



Use this strategy for cleaning up your bedroom—pick up all the things on your floor (place), or put away all the books (category), or throw out everything that is trash (step).



Set up a checklist of things to do ...before you start an overwhelming

job. This helps you stay more focused as you begin a task that can be hard to approach. It also gives you a built-in yardstick to measure your progress with the task.



Use this strategy to get make-up work done after an absence.



If you tend to forget things,

place them with something you KNOW you will remember to do or take with you, or somehow attach it.

This strategy would help you not to forget your gym clothes—put them on your sneakers the night before you have your gym class.

Set up an if-in-doubt policy ...if you aren't sure what to do in certain

Use this strategy if there's a "doubt" about what to do. For example, if you're not sure if you should take a book home for the night, you could have an "if-in-doubt" policy: "If I'm not sure, I'll take it home!"

situations, set up a clearcut policy for yourself to follow.

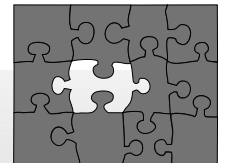


Use mnemonic, (nem on ics) — memory tricks — to trigger memory of a procedure or routine.



Try **PAIN**: write the assignment's **P**age, **A**ction to take, and **I**tem **N**umbers to do when recording your assignment.

Make an organizational routine into a habit so that if it is NOT done, it "feels like something is missing."



Use this strategy to get your backpack ready for the next day—put in your homework, books, and your lunch money in the same order each time.

It helps to do the steps of the routine in the same order each time. This creates a "chain" memory that triggers you to think of the next step when you finish the step just before it.

HOW TO WRITE A CHECKLIST



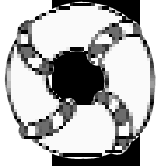
- SMASH THE TASK** into its smaller bits and pieces.
- SMASH THE BITS AND PIECES** into even **smaller** bits until they are bite-sized enough to feel do-able. If you can say to yourself, "I can do that," you have succeeded in reducing them into small enough steps.
- Use **ACTION** words to guide the **exact** action to take (ex., read, find out, finish, write, call, buy, make, figure out, see, decide).
- Decide which, of all the bits and pieces, are the very **NEXT STEPS** to take. If the steps need to be done in a certain order, determine which come first and sequence them.
- Write your list with **CHECKBOXES** so you can check off when you finished each task, or draw a line through each thing on the list as you do it.
- TITLE THE CHECKLIST** (Ex., To Do, Project Lab Report, Clean Room)
- ATTACH** the checklist to your everyday assignment pages for easy reference (use sticky notes or a paperclip)

Example: Making up work on a date.

MAKE UP WORK	
<input type="checkbox"/>	Figure out when I was absent
<input type="checkbox"/>	Look at class schedule for those dates
<input type="checkbox"/>	List the classes I had on those dates
<input type="checkbox"/>	See my teachers about the assignments I missed
<input type="checkbox"/>	Check Teacher Tracker
<input type="checkbox"/>	Schedule to see each teacher
<input type="checkbox"/>	Find out when the make up assignments are due.
<input type="checkbox"/>	Write them in my Homework Organizer

SEE HOW GOOD IT FEELS WHEN YOU CROSS THINGS OFF YOUR LIST!

We smashed this step into even smaller steps.



GRADE SAVER 1 (weighted average)

TEACHER:

NAME:

First: MAKE COPIES of this page for each subject and secure THE COPIES firmly in your notebook or Homework Organizer. **Next: ON YOUR COPIES,** write in the types of measures included in your grade (tests, quizzes, labs, projects, papers) at the top of each column below. **Tips:** (1) Look for patterns among your lower grades to see where you need to focus more effort. (2) Figure out your average often to see "where you stand" with your grade.

DIRECTIONS:

TESTS		QUIZZES		AVERAGE	
Date	Description	Date	Description	Date	Average
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	
7		7		7	
8		8		8	
9		9		9	
10		10		10	
11		11		11	
12		12		12	
13		13		13	
14		14		14	
15		15		15	
16		16		16	

End of Term Average: End of Term Average: End of Term Average:

QUESTIONS TO ASK ABOUT THE GRADING POLICY: 1. What measures are included in your grade? 2. How is each of these weighted in averaging your grade? 3. What lowers your grade (ex., late hand-ins)? 4. What can raise your grade (ex., extra credit work)? 5. What is the make-up policy? 6. How is your grade computed? Write the grading policy on the blank side of your COPIED Grade Saver.

STOP Write only on COPIES of this page.

GRADE SAVER 2 (point system)



1	2	3	4	5	6	7
Date	Description	Score	Max Value	Sum of 3 ÷ sum of 4	Calculated Average	Letter Grade
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						

DIRECTIONS:

- 1 Write the date.
- 2 Write the description of the test or measure, etc.
- 3 Record your score.
- 4 Enter how many points this test or measure was worth.
- 5 Find the sum of all your scores in column 3 and divide this by the sum of all the maximum values in column 4.
- 6 The result of this calculation is your average.
- 7 Find the corresponding letter grade that matches this average:

SAMPLE

1	2	3	4	5	6	7
Date	Description	Score	Max Value	Sum of 3 ÷ sum of 4	Calculated Average	Letter Grade
1	10/15 Test—continents	85	100	85÷100	85	B
2	10/23 Quiz—Animals of S.A.	7	10	92÷110	84	B
3	11/3 Project—Animal habitats	49	50	141÷160	88	B+
4	11/18 Test—Unit	95	100	236÷260	91	A-
5	11/26 Pop quiz	4	5	240÷265	91	A-
6	12/5 Notebook check	6	10	246÷275	89	B+

Average required for A= ___ to ___ B= ___ to ___ C= ___ to ___ D= ___ to ___



HOW TO DO A LONG TERM ASSIGNMENT IN 3 STAGES

SMASH THE TASK!



1ST STAGE: SMASH THE TASK

2ND STAGE: PLAN IT ON A MONTHLY CALENDAR

3RD STAGE: TRANSFER IT TO YOUR EVERYDAY ASSIGNMENT PAGES

Smash' the Task-
verb. Break the larger task into smaller, more manageable steps or parts.



BANK OF MAJOR STEPS

- choose topic
- outline/web topic
- read book
- revise
- make visuals/graphics
- peer edit
- narrow down topic
- write final draft
- write rough draft
- do research
- proofread
- read chapter
- brainstorm subtopics
- practice presentation
- gather the facts

1ST STAGE

SMASH THE TASK!

SMASH the long term assignment into its major steps on the "Long Term Assignment" (about 1 page)

Arrange these major steps in 1, 2, 3 order

Write them on one of the long term assignment checklists (pgs 15-18) under "Step 1, Choose Topic", "Step 2, Do Research", or "Step 3, Write Final Draft"

Smash each step into smaller **Everyday Actions**.

Write these everyday actions under the appropriate step on the checklist.

Estimate how many days you'll need to finish each step. **Don't forget to consider the everyday actions!** Write this number in the box, "Estimated Days"

Add up the **TOTAL** number of estimated days for ALL the steps....

Check to make sure your total number of days does not go past your due date!

LONG TERM ASSIGNMENT

ASSIGNMENT Pick an invention and describe its impact on society (see teacher handout)

DATE DUE: October 30th

TOTAL NUMBER OF DAYS: _____

STEP 1 Choose Topic

Everyday Actions

- Find my inventions book
- Ask parents
- Look around house
- _____
- _____

Estimated Days: **1**

STEP 2 Do Research

Everyday Actions

- Check Internet
- Search library database - arrange ride
- Locate info/make copies needed
- Read/highlight printouts
- Get index cards/write notes

Estimated Days: **4**

..... **THIS IS HOW MANY DAYS YOU'LL NEED TO GET THE WHOLE ASSIGNMENT DONE:** _____

2ND STAGE

PLAN IT ON A MONTHLY CALENDAR

pgs 102-107

Write in the due date

on the appropriate month's calendar.

Cross out any days that you are reserving for other commitments.

Starting with the due date, **Count backwards**

the total number of days needed plus 2 extra days (for breathing room!).

THIS IS THE "START DATE" FOR THE FIRST STEP!



OCTOBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Start: Choose Topic	2 Start Research		
5 Research	6	7	8	9	10	
12	13 Round Draft	14	15	16	17	18
19	20 Proof Read	21	22	23 Start Final Draft	24	25
26	27	28 Do Visuals	29	30 LTA Due	31	

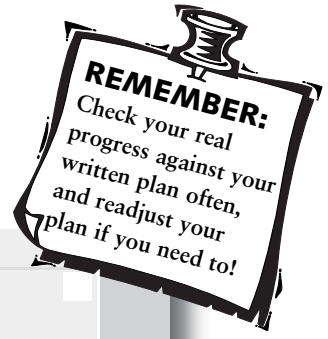


Write in the rest of the steps according to how many days you estimated for each on your LTA checklist.

3RD STAGE TRANSFER THIS PLAN ONTO YOUR DAILY ASSIGNMENT PAGES

Over the barely visible word **"NEXT"** in the Long Term Assignment entry,

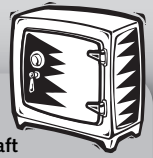
Write the everyday actions you will take to make daily progress.



WED	8:88					LONG TERM ASSIGNMENT	Find my inventions book
	8:88						
	8:88						
	8:88						
OTHER THINGS TO REMEMBER							X

YOU DID IT!

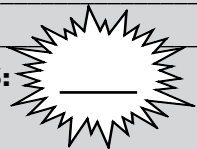
LONG TERM ASSIGNMENT CHECKLIST



ASSIGNMENT _____

DATE DUE: _____

TOTAL NUMBER OF DAYS: _____



Bank of Major Steps

- choose topic outline/web topic read book revise
- peer edit narrow down topic write final draft
- write rough draft do research proofread read chapter _____
- brainstorm subtopics practice presentation gather the facts
- make visuals/graphics _____

STEP 1 _____

Everyday Actions

-
-
-
-
-



STEP 6 _____

Everyday Actions

-
-
-
-
-



STEP 2 _____

Everyday Actions

-
-
-
-
-



STEP 7 _____

Everyday Actions

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-
-



STEP 3 _____

Everyday Actions

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-
-
-
-



STEP 8 _____

Everyday Actions

-
-
-
-
-



STEP 4 _____

Everyday Actions

-
-
-
-
-



STEP 9 _____

Everyday Actions

-
-
-
-
-



STEP 5 _____

Everyday Actions

-
-
-
-
-



STEP 10 _____

Everyday Actions

-
-
-
-
-



The TOP 4 ways to know...

It's TIME to

CLEAN OUT your BINDER!



1. The 3 RINGS don't line up anymore
2. It "EXPLODES" when you drop it!
3. Papers keep FALLING OUT
4. You CAN'T FIND what you're looking for 2 out of 3 times



What You'll Need...

- A GOOD hole punch that's FUN to use.
- Sheet protectors for important papers in REALLY bad shape
- Hole reinforcers and scotch tape to mend torn papers
- Pocket file folders for important papers
- A good replacement binder
- A trash bag (or two!)
- A place to work in
- ... plus, common sense tells you!



How to Start...

- **WRITE** yourself a *CHECKLIST* or *PLAN OF ATTACK*
- **LOOK** for what "*CALLS OUT TO YOU*" —that you *KNOW* you can do
- **THROW** out what is *OBVIOUSLY TRASH!* (remember to recycle!)
- **CLEAN** out the *INSIDE POCKET* of the front cover
- **ATTACK** the easiest subject to organize
- **SEPARATE** loose papers into piles

How to get yourself *MOTIVATED*



Check to see if you are *GRANTED* on your binder's organization



Have a race against time to do it *BEFORE* A *DEADLINE* ACTIVATES



Break the job as *SHORT, SMALL STEPS* so you don't have to do all at one time



Start in one *small* place to launch you — then (seriously!) see *how good it feels* to have *SOMETHING* under control



Barter with a parent to do it *INSTEAD OF A CHORE*

Questions to Ask Your Teacher

"What should I keep? What can I *THROW AWAY?*"

"Do you have a *SYSTEM* I should use to organize my binder?"

"What *IMPORTANT THINGS* should I keep separate?"

"Can you give me *EXTRA CREDIT* for an organized binder?"

"Can I organize my binder *INSTEAD OF* doing a homework assignment?"