



Gold Seal Lesson

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| Author(s): Marsha Kucker | | | Lesson Title: Let's Get Organized | | | |
| Grade Span | | | ICLE Application Model | | | |
| K-4 XX | 5-8 | 9-12 | A | B | C | D XX |

Instructional Focus:

Writing - Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening - Students listen for a variety of purposes appropriate to the grade level.

Speaking - Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

This lesson gives an introduction to basic time organization and task-approach strategies. Some students do these things automatically but many require explicit instruction.

1. Orient your class to the need for developing organizational skills by characterizing two opposite types of students. The first is organized and effective. The second is scatter-brained and ineffective. Both have good abilities and good ideas. However, it is the first person's organizational ability that allows the person to be effective.
2. Direct the class in brainstorming a list of organizational skills they now use. Encourage students to respond by explaining that many of the ways they organize their time and materials may be automatic or plain common sense. Point out such things as using a backpack to carry books and a binder to hold papers and materials will help the student be organized.
3. Direct the class to think about the previous night's activities and homework. What organizational skills did they use? Ask them to write a summary in their journal of these tasks and skills that were used.
4. Teach the skill of "chunking" to facilitate time management. Explain that one of the difficulties in planning is knowing how long an assignment will take. One effective way of organizing yourself for a large task is to divide it up into chunks. For example, a math assignment with 30 problems could be divided up into six, 5-problem chunks. The student can time the first chunk and then effectively estimate the time needed for the entire assignment. This technique can also be used to maintain momentum and motivation through an assignment by timing each successful chunk.

Performance Task continued:

5. Ask students to think about ways they could be more organized. What time management skills do they need to work on? Ask each student to focus on one or two areas for improvement during the next week. Have them report on their progress and results daily in their journals. Ask them also to share with the class at the end of the week.

This activity meets specific competencies and indicators as outlined in the National Career Development Guidelines.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Organize supporting detail in logical and convincing patterns. (ela 54)

Retell in writing a real-life experience in sequential order. (ela 73)

Scoring Guide:

See attachment: Let's Get Organized Scoring Rubric Chart.

Keywords

| English Language Arts | Mathematics | Science |
|--|---------------------|----------------------|
| Reading | Algebra | Earth Science |
| Writing Composition Journals Narrative Critique Organization | Geometry | Life Science |
| Communications Discussion Listening | Statistics | Chemistry |
| Literature | Calculus | Physics |
| Other | Trigonometry | Other |
| | Other | |

Chart - SCORING RUBRIC

| | | |
|----------|-------------------|--|
| 3 | BEYOND | <p>Analyzed and readily understood the task.</p> <p>Developed an efficient and workable strategy.</p> <p>Showed explicit evidence of carrying out the strategy.</p> <p>Synthesized and generalized the conclusion.</p> |
| 2 | AT LEVEL | <p>Understood the task.</p> <p>Developed a workable strategy.</p> <p>Some evidence of carrying out the strategy but not always clear.</p> <p>Connected and applied the answer.</p> |
| 1 | NOT YET AT | <p>Partially understood the task.</p> <p>Appropriate strategy some of the time.</p> <p>Possible evidence of a plan – not clear.</p> <p>Partial connection of answer.</p> |
| 0 | | <p>Totally misunderstood.</p> <p>Inappropriate, unworkable strategy.</p> <p>No evidence of carrying out a plan.</p> <p>No connections of answer.</p> <p>Blank.</p> |