Counselor Name:  Karen Ward  
Title of Lesson:  Confusion or Organization?  
Audience:  ☒ Classroom   ☐ Small Group 
Level:  ☐ Primary (K-2)   ☒ Intermediate (3-5)  
Target Grade:  3rd  
School:  TUSD Counseling Dept.  
Quarter:  1st 

COUNSELING STANDARDS

ACADEMIC
1. Acquire knowledge and skills that contribute to effective learning in school and throughout life.  ☒
2. Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.  ☐
3. Understand the relationship of academics to life at home, in the community and the world of work.  ☐

CAREER
4. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.  ☐
5. Employ strategies to achieve future career success and satisfaction.  ☒
6. Understand the relationships between personal qualities, education, training and the world of work.  ☐

PERSONAL/SOCIAL
7. Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.  ☐
8. Make decisions, set goals, and take necessary action to achieve established goals.  ☐
9. Understand safety and survival skills.  ☐

COUNSELING COMPETENCY(IES)
Demonstrate effective study and information-seeking habits.

STATE STANDARDS:
Reading P.O.  Follow a set of written multi-step directions.
Writing P.O.  Write legibly.
Math P.O.

MATERIALS/RESOURCES:
Have the graphic organizer paper pre-cut.

ACTIVITY:
Discuss what it means to manage time, and why it is important to manage time. Ask students if they can name someone who does a good job managing time. How do people behave when they are not doing a good job managing time? Managing time is the first step to improving your study habits and grades. Have students brainstorm other ways to improve study habits and grades at school and at home. Record student answers on the board under school and home. (Under school look for things like; listen carefully, write down assignment, ask for help, join in
class discussions. (Under home look for things like; a quiet place to study, have a regular time to study and do homework, organize before beginning, do the hardest work first.) Next, make the graphic organizer (Follow the list of directions on the back.) Stress that the work must use correct spelling, punctuation, capitalization, grammar, word usage and good penmanship. On one side have students choose from the list and write study skills they will use at school. Turn the graphic organizer over and have students list what they will do at home to improve study habits and grades. Students should put ONE skill in each square. As a follow up the teacher may want to have students take their graphic organizers out everyday and review what needs to happen in the class in order to be organized.

**EVALUATION:**
**Pretest/Post test:** What is a study skill?

**How did the student change as a result of this lesson?** Students will employ strategies to achieve success in the classroom.

**Information/Comments/Follow-up:** You may need to spend more time on this lesson to complete the graphic organizer using the reading and writing standards. Also, encourage the teachers to have students take their graphic organizers out everyday and review what needs to happen in the class in order to be organized.

Revised 10/13/04
Directions for the Graphic Organizer

1. Use an 8 ½ x11 piece of colored paper.
2. Fold the paper in half. Now the paper is 5 ½.
3. Fold the paper in half again to create 4 sections. Now make these 4 sections fold like a fan.
4. Open the paper and fold the paper in half on the original fold.
5. Make 4 cuts from the original fold to the next fold. The cuts will be about 13/4” apart.
6. Cut two strips of a different color paper. The strips will be 8 ½ x 2 ½.
7. Open up the large paper and make a weaving pattern with the smaller papers. Weave the pattern so that every space created is a different color on both sides of the graphic organizer.
8. The graphic organizer will open two ways.