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Introduction to the Program

What is *Skills for School Success*?

Skills for School Success is a four-level, teacher-directed program designed to teach critical organisation skills and study skills systematically to students in the primary and middle years. In the program, students are taught skills required for success in the classroom: appropriate school behaviours, organisation skills, specific learning strategies, textbook reference skills, graphics skills and use of classroom reference materials.

Skills for School Success uses a spiral curriculum: Skills that are introduced at one level are reviewed at each subsequent level with more difficult applications. Additional skills are also introduced in each subsequent level.

A comprehensive Scope and Sequence for all levels is located on the back cover of the Teacher Guide and the back cover of the Student Book. The Scope and Sequence outlines the skills introduced, extended and reviewed in all four levels.

For whom is *Skills for School Success, Book 5*, designed?

Skills for School Success, Book 5, is designed for use with year five students and students in intermediate or middle years settings who have not mastered organisation and study skills. While this program is primarily designed for use in the regular classroom, it may also be used in special education classrooms, remedial settings, special study skills programs and summer programs. The graphics used in the program are age neutral, so that the program can be used across year levels.

What are the components of *Skills for School Success, Book 5*?

- **Teacher Guide.** The Teacher Guide is divided into the following six sections:
 1. Introduction – This section provides information about the program and how the program can be implemented.
 2. Lessons – These comprehensive teacher-directed lessons provide

information for the teacher to ensure successful implementation of the program in the classroom. Each lesson includes an objective, a list of necessary student materials, an outline of the general teaching procedure, a teacher-scripted procedure, and the answer key for accompanying Student Book pages. Teacher preparation information and a note to the teacher describing the skill are often included in the lessons. Additional lessons, called Application Lessons, are designed so that students can immediately apply skills to their classwork. Although application lessons are not accompanied by Student Book pages, these teacher-directed lessons are essential to the transfer of skills to daily tasks. Following the lessons on each skill are skill maintenance suggestions. These suggestions outline procedures that teachers can use to review and maintain skills.

3. Reproducibles – These materials support the program and provide letters for parents, reference pages for students and awards for students.
 4. Review Games – These activities extend the program through reinforcement and review of skills taught in the program.
 5. Class Posters – These charts support skill instruction and remind students of important steps in the skill strategies they have learned.
 6. Teacher Checklist of Critical School Behaviours – This checklist analyses teaching practices that promote successful classroom behaviours.
- **Student Book.** The Student Book contains the lesson pages required for the students to complete lessons 1–69 described in the Teacher Guide.

What additional materials are required for *Skills for School Success, Book 5*?

To support the program, students are required to have a standard three-ring notebook (binder) with 1 1/2-inch to 2-inch metal rings, dividers for each subject plus at least one additional divider, a plastic pencil case for the notebook, and notebook paper.

If students cannot obtain notebooks, these materials often may be obtained from local industries or businesses, or through volunteer groups.

In addition to the notebook, students will need a monthly calendar on which to record assignments, tests, projects and special events. You may reproduce the calendar found on pages 198 and 199 of this Teacher Guide or purchase an *Academic Calendar*.

What skills are taught in *Skills for School Success, Book 5*?

The lessons in the **Skills for School Success** program are organised around five strands: 1) School Behaviours and Organisation Skills, 2) Learning Strategies, 3) Textbook Reference Skills, 4) Graphics, and 5) Dictionary and Encyclopedia Skills. The authors recommend teaching the skills in the order they appear in the program. However, you may plan a different order of instruction, provided you teach the lessons in each strand consecutively and teach all skills to a high level of mastery.

In **School Behaviours and Organisation Skills**, students are introduced to critical school behaviours that need to occur before, during and after school. Students are also taught skills in organising and maintaining a notebook, organising a classroom desk, recording assignments on an assignment calendar and organising assignment papers.

In **Learning Strategies**, students are taught specific strategies to assist them in completing assignments. They are introduced to procedures for completing assignments, memorising information, previewing the content of a chapter, actively reading expository materials, taking notes on content-area material, answering chapter questions, proofreading their work and preparing for tests.

In **Textbook Reference Skills and Graphics**, textbook skills are stressed. First, students are taught how to utilise textbook reference sources: the table of contents, glossary, index, title page and copyright page. Next, they learn how to read and interpret graphics presented in textbooks. In Book 5, pictographs, bar graphs, pie graphs, line graphs and tables are stressed.

In **Dictionary and Encyclopedia Skills**, students are taught how to use these two reference materials. First, students are taught a series of skills leading to locating entries in a dictionary. They are then taught to read dictionary entries and to use the dictionary entries to understand written material. Next, students are taught how to locate entries and information in an encyclopedia.

At the end of each strand, students develop test-taking skills by completing a multiple-choice test, a true–false test or a short-answer test.

How are the lessons in the Teacher Guide designed?

Skills for School Success, Book 5, is a teacher-directed program, not an independent practice program.

Each lesson and application lesson begins by stating the instructional objective(s) and identifying the student materials needed for the lesson. Some lessons provide teacher preparation information as well as a note to the teacher that describes the skill and the rationale behind the skill instruction.

An outline of the general teaching procedure follows the introductory information. This outline gives the teacher an overall picture of instruction, assistance in preparation for instruction and, in some cases, guidance during the actual instruction.

A scripted, more detailed, teaching procedure follows the general teaching procedure. This script provides exact wording for the teacher to use during instruction. **Boldfaced words** identify words from the Student Book page, underlined words are to be spoken with emphasis and *italicised words* identify student responses. A dash (—) indicates a student’s oral or written response or work time provided for the student to complete a teacher direction.

The general teaching procedure and the scripted teaching procedure may be used in several ways. In all cases, you should read the general teaching procedure and the scripted teaching procedure before teaching the lesson. The authors recommend using the wording found in the scripted teaching procedure, especially for the more complex lessons. You may prefer to read the scripted teaching procedure for appropriate wording before instruction, then use the general teaching procedure as an outline during instruction.

At the end of each lesson is a daily review box containing suggestions for maintaining skills that have been introduced. These suggestions encourage students to apply the study skills that have been taught. The suggestions in the review box should be used on the day the lesson is taught.

How much time do the lessons take?

A thirty- to forty-minute instructional period should be scheduled for each lesson. If a lesson is not completed in one class period, it can be completed on the following day.

How should the instruction be scheduled?

The **Skills for School Success** program introduces organisation and study skills that will help students throughout the school year; therefore, the program should be introduced on the first day of school and be taught regularly during the initial months of the school year. The program is designed so that one lesson can be taught each day. (Two lessons are taught on Day 1.)

Implementation of the program may be scheduled in two ways. A number of lessons may be taught each day during the initial weeks of school, focusing the instruction during those weeks on how to be a successful student. Teaching three or four of the lessons each week is another way to schedule instruction. Either of these plans is acceptable, provided you teach the lessons in each strand in order and teach all skills to a high level of mastery.

How should the lessons be taught?

Before presenting the lesson, study the general teaching procedure and the scripted teaching procedure. When presenting the lesson, you may use either the general teaching procedure or the scripted teaching procedure. When the wording or examples are complex, the authors suggest that the scripted teaching procedure be used.

Whether you use the general teaching procedure or the scripted teaching procedure, be careful to actively involve students in the lesson by having them say, write and do things throughout the lesson. Whenever a dash (—) occurs in the script, ask students to respond. Most often the students will be asked to make a verbal response. If the answer is short, you may have the students answer together. Otherwise, students may respond to a partner, or individual students may respond to the whole class. In each case, “best practice” should be used. Following is an outline of best practices for eliciting student responses.

BEST PRACTICES FOR ELICITING RESPONSES

Type of Response:

Group says answer: (A group response can be used when the wording is short and the same for all students.)

Best Practice:

If students are looking at the teacher

T: Asks question.

T: Raises his/her hand to signal thinking time.

S: Think of answer.

T: Says "Everyone" and lowers hand.

S: Say answer.

If students are looking at their student book

T: Asks question or gives directive.

T: Gives thinking time.

S: Think of answer.

T: Signals auditorily (e.g., tap or voice signal).

S: Respond.

Type of Response:

Partners say answers:

Best Practice:

The teacher assigns students response partners and the number one or two.

T: Asks question or gives directive.

T: Tells one partner to respond. (Ones, tell your partner ...)

S: Tell answer to partner.

T: Monitors.

T: Gives feedback to group.

Type of Response:

Individual says answers:

Best Practice:

T: Asks question.

T: Raises his/her hand to signal thinking time. Gives eye contact to all students to encourage formulation of answer.

S: Think of answer.

T: Calls on one student.

S: Gives answer.

Type of Response:

Students write answers:

Best Practice:

T: Gives directive or asks question, tells students to put their pencil down and to look up when they are done.

S: Write response.

T: Monitors.

T: Gives feedback to students.

Type of Response:

Students touch stimuli:

Best Practice:

T: Gives directive. (e.g., Put your pencil on the directions.)

S: Touch stimuli.

T: Monitors.

How are the skills maintained over time?

The skills and strategies taught in **Skills for School Success** are not difficult to teach. However, it can be difficult to get students to use the skills and strategies consistently.

As a result, much of your effort should be focused on the maintenance and generalisation of the skills and strategies to the classroom and home.

After each of the skills or strategies has been introduced, Skill Maintenance activities and procedures are provided for maintaining the skills. As many of these activities as possible should be incorporated into your daily planning. The following instructional practices are reflected in the Skill Maintenance Activities.

1. **Tell students that you expect them to use the skill or strategy.** While this is a very simple procedure, clearly stating your expectations will increase the probability of students using the skill.
2. **Display visual reminders of the skills.** Written prompts can be used to encourage strategy use. Posters with strategy steps can be posted in the classroom as a reminder to the students and to you. Copies of the strategies can also be kept in student notebooks, in study areas at home, or in some cases on the student's desk at school.

3. Review the strategy periodically.

As with academic strategies, school behaviours, organisation skills and learning strategies should be reviewed periodically. During these lessons, the steps in the strategy can be reviewed, the steps can be verbally rehearsed and the importance of the strategy re-emphasised.

4. Provide opportunities to use and practise the skill or strategy.

When students have learned a skill or strategy, it should be incorporated into the routines and lessons in the classroom. For example, the notebook and calendar can be used on a daily basis to organise homework assignments. When studying for a quiz or learning a poem, the students can be guided in using **Read, Cover, Recite, Check**. If the skills and strategies are not used, they will quickly leave the student's repertoire.

5. Provide feedback on performance and use of the strategy.

Students will profit from feedback on how well they are using the strategy or skills. This feedback can be given by you to the student or can involve self-monitoring. For example, you can check students' notebooks using the feedback form provided in the program.

Procedures for maintaining all program skills for the remainder of the school year are found on pages 185 and 186 in the Teacher Guide. Incorporate as many of these activities as possible into your daily planning.

The five review games found in the back of this Teacher Guide provide additional reinforcement. Each game reviews skills taught in one strand and can be played after the strand has been taught or any time during the remainder of the school year. Suggested times for playing the games are noted in the Teacher Guide.

Can cooperative learning be utilised with this program?

After teaching the teacher-directed lesson, you may have students complete the work independently or in cooperative groups of two or three students. Together the students can read the items, locate or determine the answers, discuss the answers until consensus is reached, and record the answers.

How do I get started?

The use of a notebook (binder) to organise classroom materials is central to this program. In order to use the notebooks, some advance preparation is necessary.

1. If possible, send a letter to parents *before* the beginning of the school year requesting that their child bring specific materials to school on the first day. This letter could be sent out at the end of the previous year, several weeks before the beginning of the school year, or on the first day of school. Reproducible B, found on page 188 in the Teacher Guide, is an example letter that you may use.
2. You are likely to have some students who are unable to purchase the required materials. Have a number of notebooks with dividers and pencil cases available for these students.
3. Organise a sample notebook to use when you introduce notebook organisation to your students. (See **Application Lesson 2A: Organising Student Notebooks** on page 16 in the Teacher Guide.)
4. To support the use of the notebooks in your classroom, obtain supplies such as a hole punch, notebook paper and paper for duplicating the reproducibles.

Additional preparation before the beginning of the year will also assist you.

1. **Class Assignment Calendar** – Display a large assignment calendar in the classroom. Homework assignments, tests, reports and special events can be recorded on the calendar. You may purchase a large calendar, draw a calendar on a large piece of poster board, design and laminate a large calendar that can be reused each month, or draw a calendar on a portion of the blackboard. The classroom calendar will be introduced in **Application Lesson 6A: Using the Assignment Calendar**.
2. **Student Calendars** – For each student, order an **Academic Calendar** OR duplicate Reproducibles J and K, Teacher Guide pages 188 and 189. The calendar should be run on heavy paper and three-hole punched so that the two pages of the calendar will face each other showing a month at a time. You may wish to duplicate two months. The monthly assignment calendars will be distributed during **Application Lesson 6A: Using the Assignment Calendar**, Teacher Guide pages 26 and 27.
3. **Posters** – Display posters for each of the skill strategies. Directions for making the posters are found on page 186 in the Teacher Guide.
4. **Parent Letters** – Duplicate the Parent Letters needed in the first weeks of the school year (Reproducible B, Teacher Guide page 188; Reproducible H, page 195; Reproducible L, page 200; Reproducible O, page 203; Reproducible P, page 204; and Reproducible R, page 206). These letters tell parents about skills being taught in the program and how they as parents can help reinforce the skills at home.
5. **Reference Sheets** – When students have been taught a learning strategy, they are given a reference sheet to place in the front of their notebook. Duplicate the reference sheets that will be used during the first few weeks of school (Reproducibles Q, T and U, Teacher Guide pages 205, 208 and 209).
6. **Checklists** – Duplicate the **Before-Class Checklist** (Reproducible A, Teacher Guide page 187) and the **During-Class Checklist** (Reproducible C, Teacher Guide page 189). These checklists can be used to give your students feedback on the appropriateness of their behaviour. You may wish to use coloured paper so students will be able to locate the checklists quickly in their notebooks. You may wish to make multiple copies of these reproducibles because they will be used often in the program. Duplicate the **Notebook and Calendar Checklist** (Reproducible N, Teacher Guide page 202). After the notebook and calendar have been introduced, provide feedback on their use. You may wish to use coloured paper so students will be able to locate the checklists quickly in their notebooks.
7. **Awards** – Duplicate behaviour awards and tickets (Reproducibles F and G, Teacher Guide pages 192–194) and notebook awards (Reproducible I, Teacher Guide pages 196 and 197). These awards will be useful during the first weeks of school in acknowledging desired school and organisation behaviours.

Introduction to School Behaviours and Organisation Skills

School Behaviours

For you to teach effectively, students need to demonstrate certain school behaviours. They must do certain things **before class** (arrive on time, bring their materials, get ready for class), **during class** (follow classroom rules, listen, ask for help when needed) and **after class** (take home materials, complete homework, return homework). When students demonstrate these behaviours, you will have a better teaching environment and students will have a more successful learning environment.

During the first week of school, describe to your students your expectations for before-class behaviours and during-class behaviours. At the beginning of the school year, teach students specific behaviours to assist them in completing homework. Once expectations are established, provide systematic feedback on school behaviours to help maintain a good learning and working environment. The presence or absence of these school behaviours depend largely on your actions as a teacher. Clearly communicating your expectations to your students will promote positive school behaviours. For example, encourage students to arrive on time by telling them specifically when to arrive, greeting them at the door and beginning class immediately.

The Teacher Checklist of Critical School Behaviours on pages 278 and 279 in this Teacher Guide is a checklist of teaching practices that promote desired school behaviours. This checklist is based on extensive observations of classroom teachers and their students. Read each item, respond **yes** or **no**, and note new practices you might use during the school year. Also, note those practices you already use!

Organisation Skills

Managing time and materials is a critical part of the school setting. These organisation skills must be taught, directly modelled and practised. They should be introduced in the early year levels and systematically reinforced throughout the students' school career.

In the classroom, students have many materials to organise. Students need to bring paper, pencils or pens, and textbooks to class. Assignments and handouts need to be organised for easy retrieval and study. To do these things, students need a system for organising materials. They should maintain a notebook (binder) that contains dividers, paper, and a pencil case. Students are also introduced to a general strategy for organising their desks.

A second organisation skill involves organising time. Students learn to use a calendar to record assignments, determine nightly study activities, and remember special events.

The third organisation skill presented in this strand is the completion of neat, well-organised papers. Assignments should include the name of the student who completed the assignment, the date on which the assignment was completed, the class for which the assignment was completed and the page number of the assignment.

In this strand, students practise a test-taking strategy by completing a true–false test.

LESSON 1

page 5

Before-Class Guidelines

(NOTE: Lessons 1 and 2 should be taught on the first day of school.)

Lesson objective: Students will learn school behaviours that should be demonstrated **before class**. Students explain tell why these school behaviours are important to their teacher, to their peers and to them.

Teacher preparation:

1. On the blackboard, list the materials needed for your class.
2. Duplicate a copy of Reproducible A for each student's notebook.
3. If you have not already made arrangements for each student to have a notebook, dividers and a pencil case, send a letter home to parents. Duplicate a copy of Reproducible B, Parent Letter, for each student. Reproducible B is an example letter you can use.

Student materials:

- Student Book, page 5
- Reproducible A, page 187 (Teacher Guide)
- Reproducible B, Parent Letter, page 188 (Teacher Guide)

Note to the teacher: In order for you to teach and your students to learn, your students need to exhibit certain behaviours before class begins. Explicitly teach these behaviours to your students on the first day of school. During the lesson, stress the importance of before-class behaviours. After introducing the **Before-Class Guidelines**, provide a great deal of feedback to your students on their performance. A suggested feedback procedure is found on page 15.

General Teaching Procedure

(NOTE: On the blackboard, list the materials that will be needed in class.)

1. Students open to page 5 and read the question. Explain that these behaviours are important so that students can learn and the teacher can teach.
2. Students read the first guideline and copy the list of materials from the blackboard.
3. Ask students why the first school behaviour is important to the teacher, to other students and to them.
4. Repeat the procedure for the remaining guidelines.
5. Review the four guidelines. Individual students repeat a before-class guideline.
6. Distribute Reproducible A. Tell students that, beginning today, you will be giving them feedback on their use of the guidelines.
7. (optional) Tell students you will be giving points or other appropriate awards for following these guidelines.
8. Distribute Reproducible B, Parent Letter.

Scripted Teaching Procedure

(NOTE: On the blackboard, list the materials that will be needed in class.)

1. Open your book to page 5.—Read the question with me: **What should I do before class begins?** There are certain things you need to do before you come to the classroom to help you learn and to help your teacher teach.
2. Read guideline 1 with me: **Bring the materials I need.** Teachers expect you to bring your materials to class every day. You can't do your best without them. On the blackboard is a list of materials you will need in class. Read the list with me.—Write these materials under guideline 1.—If you didn't bring your materials to class, how would that affect you, the student?—How would that affect other students?—How would that affect your teacher?

3. Read guideline 2 with me: **Arrive on time.** Why is it important not to be late to class?—How might being late affect other students in the class?—How might being late affect your teacher?
4. Let's read guideline 3: **Enter quietly and go to my desk. If my teacher is not busy, say hello.** If your teacher is not busy when you enter the classroom, what could you say to him or her?—What should you do if your teacher is talking to another person or is busy with class preparation?
5. Let's read the last guideline: **Get ready for the first activity. Put away everything that I don't need.** What materials would you need on your desk?—What should you put away?—How does being ready for class help you?—How does being ready for class help other students?—How does being ready for class help your teacher?

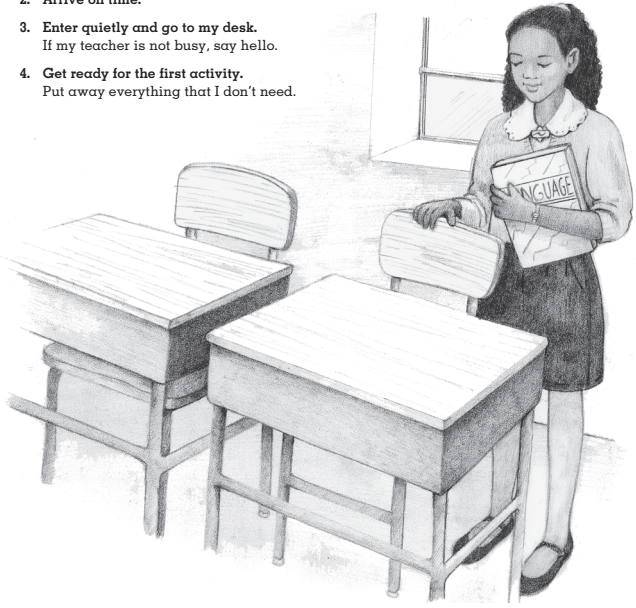
6. Let's repeat the **Before-Class Guidelines.**—These guidelines will help everyone in our class.
7. (Distribute Reproducible A.) Because these before-class behaviours are so important, you will be using this checklist to show how well you remember what to do before class.
8. (optional) Starting today, I will give you points or other awards for remembering what to do before class.
9. (Distribute Reproducible B, Parent Letter.) Take this letter home and explain to your parents the kinds of materials you will need to bring to class.

LESSON 1Before-Class Guidelines

What should I do before class begins? I should

1. **Bring the materials I need.**
List of materials written on blackboard

2. **Arrive on time.**
3. **Enter quietly and go to my desk.**
If my teacher is not busy, say hello.
4. **Get ready for the first activity.**
Put away everything that I don't need.



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During-Class Guidelines

(NOTE: Lessons 1 and 2 should be taught on the first day of school.)

Lesson objective: Students will learn school behaviours that should be demonstrated **during class**. Students will explain why these school behaviours are important to their teacher, to their peers and to themselves.

Teacher preparation:

1. Write the rules for your classroom on the blackboard or post them in the classroom.
2. Duplicate a copy of Reproducible C for each student’s notebook.

Student materials:

- Student Book, page 6
- Reproducible C, page 189 (Teacher Guide)

Note to the teacher: On the first day of school, introduce the **During-Class Guidelines**. Again, stress the importance of the guidelines. As with the **Before-Class Guidelines**, immediately provide feedback on performance to reinforce good behaviour exhibited during the first week of school and to firmly establish your expectations. A suggested feedback procedure is found on page 15.

General Teaching Procedure

(NOTE: Write your classroom rules on the blackboard or post them in the classroom.)

1. Students open to page 6 and read the question. Explain that these behaviours are important so that students can learn and the teacher can teach.
2. Students read the first guideline and copy the classroom rules.
3. Ask students why the first school behaviour is important to the teacher, to other students and to them.
4. Repeat the procedure for the remaining guidelines.
5. Review the four guidelines. Ask students questions about the **During-Class Guidelines**.

6. Distribute Reproducible C. Explain that you will use this checklist to give students feedback on their class behaviours.
 7. (optional) Tell students you will be giving points or other appropriate awards for performance of the during-class behaviours.
3. Let’s think about our rules. Read the first rule.—If you didn’t follow this rule, how might it affect you?—How might it affect other students in the class?—How might it affect your teacher?—(Discuss the remaining rules in the same way.)
 4. Read guideline 2 with me: **Listen carefully**. Read the next two lines.—One of the most important things you need to do in class is to listen carefully. I will give you assignments, tell you new information and describe how to do new skills. To help you listen carefully, you should look directly at your teacher. When you are looking at someone, it is much easier to listen. You should also think about what your teacher is saying. What are two things that you can do to be sure that you are listening carefully?—If you do not listen carefully in class, how might that affect you?—How might that affect other students?—How might that affect your teacher?
 5. Let’s read guideline 3: **Work during class**. Read the next two

Scripted Teaching Procedure

(NOTE: Write your classroom rules on the blackboard or post them in the classroom.)


1. Open your book to page 6.—Read the question with me: **What should I do during class?** We have already talked about what I expect you to do before class. There are also certain things that you need to do during class to help you learn and to help me teach.
2. Read guideline 1 with me: **Follow the classroom rules**. Why do you think it is important that we have classroom rules?—On the blackboard is a list of rules that will be used in our class. Read the rules with me.—Write these rules under guideline 1.

LESSON 2
During-Class Guidelines

What should I do during class? I should

1. **Follow the classroom rules.**
List of materials written on blackboard

2. **Listen carefully.**
 - LOOK at my teacher.
 - THINK about what my teacher is saying.
3. **Work during class.**
 - Use class time to complete assignments.
 - Work by myself unless the teacher tells me to work with another student.
4. **Ask for help when I need it.**
 - State my question clearly.
 - Listen to my teacher.
 - Thank my teacher.



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