

TABLE OF CONTENTS

Page

Introduction to the Program	7
School Behaviours and Organisation Skills	12
Lesson 1 Before-Class Guidelines	13
Lesson 2 During-Class Guidelines	14
Skill Checklists: Using the Before-Class and During-Class Checklists	16
Skill Maintenance: Before-Class and During-Class Behaviours	17
Application Lesson 2A Organising Student Notebooks	18
Skill Maintenance: Well-Organised Notebooks	19
Lesson 3 Using an Assignment Calendar: Writing Entries	20
Lesson 4 Using an Assignment Calendar: Writing Entries	22
Lesson 5 Using an Assignment Calendar: Dividing Assignments into Tasks	24
Lesson 6 Using an Assignment Calendar: Planning Ahead	27
Lesson 7 Using an Assignment Calendar: Planning Homework	29
Lesson 8 Using an Assignment Calendar: Writing an Action List	31
Application Lesson 8A Using the Assignment Calendar	33
Skill Maintenance: Assignment Calendars	34
Skill Checklist: Using the Notebook and Calendar Checklist	34
Lesson 9 Getting Prepared for Homework	35
Lesson 10 Completing Homework	37
Skill Maintenance: Good Homework Behaviours	39
Lesson 11 HOW Should Your Papers Look?	40
Lesson 12 Using HOW with Your Papers	43
Skill Maintenance: Neat, Well-Organised Papers	44
Application Lesson 12A Organising Desks	45
Skill Maintenance: Well-Organised Desks	46
Lesson 13 Taking a True–False Test About School Behaviours and Organisation Skills	46
Learning Strategies	48
Lesson 14 Planning Your Assignments	49
Lesson 15 Completing Assignments	52
Application Lesson 15A Completing Assignments	54
Skill Maintenance: Strategy for Completing Assignments	54
Lesson 16 Applying RCRC to Words and Definitions	55
Lesson 17 Applying RCRC to a Study Guide	57
Application Lesson 17A Using RCRC with Classroom Textbooks	59
Skill Maintenance: The RCRC Strategy	59
Lesson 18 Memorising a List	60

	Page
Lesson 19 Memorising a List.....	64
Application Lesson 19A Memorising Lists from Classroom Textbooks.....	67
Skill Maintenance: Strategy for Memorising Lists	67
Lesson 20 Warm Up Before Reading.....	68
Application Lesson 20A Using Warm-up with Classroom Textbooks.....	70
Skill Maintenance: The Warm-up Strategy	70
Lesson 21 Active Reading	
Selecting the Topic of a Paragraph.....	71
Lesson 22 Active Reading	
Determining the Topic of a Paragraph	74
Lesson 23 Active Reading	
Reciting the Topic and the Details	76
Lesson 24 Strategy for Active Reading	80
Application Lesson 24A Using Active Reading with Classroom Textbooks.....	82
Skill Maintenance: The Active Reading Strategy	83
Lesson 25 Taking Notes on Written Material.....	84
Lesson 26 Taking Notes on Written Material.....	88
Lesson 27 Taking Notes on Written Material.....	92
Lesson 28 Taking Notes on Written Material.....	95
Application Lesson 28A Taking Notes on Textbook Material.....	97
Skill Maintenance: Note-taking Skills.....	98
Lesson 29 Mapping Written Material	99
Lesson 30 Mapping Written Material.....	102
Lesson 31 Mapping Written Material.....	105
Lesson 32 Mapping Written Material	108
Application Lesson 32A Using Mapping with Classroom Textbooks.....	110
Skill Maintenance: Mapping.....	111
Lesson 33 Changing a Question into Part of the Answer.....	112
Lesson 34 Changing a Question into Part of the Answer.....	114
Lesson 35 Strategy for Answering Chapter Questions.....	117
Lesson 36 Strategy for Answering Chapter Questions.....	120
Application Lesson 36A Answering Chapter Questions in Classroom Textbooks.....	122
Skill Maintenance: Strategy for Answering Chapter Questions	123
Lesson 37 Proofreading for Sentence Sense.....	123
Lesson 38 Proofreading for Capitals and Punctuation.....	125
Lesson 39 Proofreading for Spelling	127
Lesson 40 Proofreading Your Assignments.....	129

	Page
Lesson 41 Proofreading Your Assignments.....	131
Skill Maintenance: The Proofreading Strategy	132
Lesson 42 Taking Notes on a Lecture.....	133
Lesson 43 Taking Notes on a Lecture.....	136
Lesson 44 Taking Notes on a Lecture.....	140
Lesson 45 Taking Notes on a Lecture.....	143
Lesson 46 Taking Notes on a Lecture.....	146
Application Lesson 46A Taking Notes on a Lecture.....	148
Skill Maintenance: Taking Notes on a Lecture	149
Lesson 47 Using Your Study Strategies	150
Lesson 48 Using Your Study Strategies	152
Lesson 49 Taking a Short-Answer Test About Learning Strategies	155
Application Lesson 49A Preparing for Skill-Based Tests.....	157
Application Lesson 49B Preparing for Content-Area Tests.....	158
Skill Maintenance: Test Preparation Strategies	158
Textbook Reference Skills	159
Lesson 50 Using the Title Page and Copyright Page	159
Lesson 51 Using Other Reference Lists in the Table of Contents	161
Lesson 52 Using the Index: Locating Topics and Subtopics.....	164
Lesson 53 Using Cross-References and Multiple References in the Index.....	166
Lesson 54 Using the Index to Answer Questions.....	168
Application Lesson 54A Using the Index of Classroom Textbooks to Answer Questions	170
Application Lesson 54B Using Parts of a Book.....	171
Lesson 55 Choosing the Appropriate Reference Source	172
Application Lesson 55A Choosing the Appropriate Reference Source	174
Lesson 56 Taking a Multiple-Choice Test About Textbook Reference Skills.....	175
Skill Maintenance: Textbook References	177
Graphics	177
Lesson 57 Getting Information from Pictographs	178
Lesson 58 Comparing Information from Two Pictographs.....	180
Lesson 59 Comparing Information from Two Vertical Bar Graphs.....	183
Lesson 60 Comparing Information from Two Horizontal Bar Graphs	186
Lesson 61 Comparing Information from Two Pie Graphs	189
Lesson 62 Comparing Information from Two Line Graphs.....	191
Lesson 63 Comparing Two Lines on the Same Graph.....	194
Lesson 64 Getting Information from Tables.....	196
Lesson 65 Comparing Information from Two Tables	198

	Page
Lesson 66 Selecting the Best Graphic	200
Lesson 67 Selecting the Best Graphic	202
Application Lesson 67A Using the Graphics in Classroom Textbooks	206
Lesson 68 Taking a Multiple-Choice Test About Graphics	207
Skill Maintenance: Graphics Skills	209
Dictionary and Encyclopedia Skills	210
Lesson 69 Reading Dictionary Entries with One or Two Definitions.....	210
Lesson 70 Reading Dictionary Entries with Two or More Definitions.....	213
Lesson 71 Determining Meaning by Reading Definitions	215
Lesson 72 Selecting the Best Definition.....	217
Lesson 73 Selecting the Best Entry	220
Lesson 74 Selecting the Best Entry	223
Lesson 75 Taking a True–False Test About Dictionary Skills.....	225
Skill Maintenance: Dictionary Skills.....	226
Lesson 76 Using the Encyclopedia to Learn about Places:	
Countries Around the World	227
Lesson 77 Using the Encyclopedia to Learn About Animals.....	229
Lesson 78 Using the Encyclopedia to Answer Trivia Questions	230
Skill Maintenance: Encyclopedia Skills	232
Suggestions for Maintaining Skills for School Success.....	233
Blackline Masters	
Directions for Review Games.....	234
Introduction to Posters.....	234
Reproducibles	235
Review Games	297
Class Posters	322
Teacher Checklist of Critical School Behaviours	339

Introduction to the Program

What is *Skills for School Success*?

Skills for School Success is a four-level, teacher-directed program designed to systematically teach critical organisation skills and study skills to students in the primary and middle year levels. 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 6*, designed?

Skills for School Success, Book 6, is designed for use with year six students and students in middle years or secondary school 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 6*?

- **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 also 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 1–78 described in the Teacher Guide.

What additional materials are required for *Skills for School Success, Book 6*?

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 248 and 249 of this Teacher Guide or use a purchased *Academic Calendar*.

What skills are taught in *Skills for School Success, Book 6*?

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, dividing larger assignments into smaller ones 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 and class lectures, 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 6, pictographs, bar graphs, pie graphs, line graphs and tables are emphasised.

In **Dictionary and Encyclopedia Skills**, students are taught to read dictionary entries and to use the dictionary entries to understand written material. Students also learn how to use the encyclopedia as a classroom reference tool.

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 6, 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. Many lessons provide teacher preparation information and 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 there 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-minute to forty-minute instructional period should be scheduled for each lesson and application lesson. If a lesson or activity 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.)

- **Primary School Implementation:** Implementation of the program in self-contained primary classes 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 four or five of the lessons each week is another way to schedule instruction. Either of these plans is acceptable, provided that you teach the lessons in each strand in order and that you teach all skills to a high level of mastery.
- **Middle Years Implementation:** A number of plans could be used in a middle years setting or a departmentalised year six program. The program can be implemented during an activity or homeroom period four or five days a week. It can also be taught during an extended first period, in a block class or in a specific class. The involvement of all the teachers in the program is essential. By teaching the program, teachers will become familiar with the content and will be able to reinforce the use of the strategies and skills in their own classes.

How can the program be effectively managed in the middle years?

It is crucial to involve all middle years teachers in the implementation of **Skills for School Success, Book 6**. A coordinator, administrator or team of teachers can be responsible for the schoolwide coordination of the program. Assigning teachers specific skills to teach will ensure the efficient sequence of program instruction with minimum repetition of effort. For example, it might be convenient for all homeroom teachers to teach the School Behaviours and Organisation strand. When this skill instruction is complete, English teachers might teach the Learning Strategies strand. The remaining three strands could be similarly divided among teachers.

However instruction is organised, copies of Reproducibles and Class Posters for skills as they are taught should be available to all teachers to ensure schoolwide familiarity with the reinforcement of each skill.

Since middle years settings generally use instructional periods, certain class periods can be designated for schoolwide implementation of program skills, such as organising student notebooks, checking student notebooks and planning homework. Specific days, such as **HOW** day or Warm-up day, could be designated to give schoolwide emphasis to a particular skill or strategy. This schoolwide participation in **Skills for School Success** standardises the program for teachers and students and provides a forum for teachers to share study skills issues unique to their classes.

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 you use the scripted teaching procedure.

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 consistently use them. 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. Incorporate as many of these activities as possible 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.** Use written prompts to encourage strategy use. Post the posters with strategy steps in the classroom as a reminder to the students and to yourself. Students can also keep copies of the strategies in their notebook, in their study area at home, or in some cases on their 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, emphasise the importance of the strategy, review the steps in the strategy, and have students verbally rehearse the steps.

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. You can provide this feedback, or students can self-monitor. 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 page 233 in the Teacher Guide. As many of these activities as possible should be incorporated 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. (See Reproducible B on page 236 in the Teacher Guide).
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 18 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 help you implement the program.

1. Heading for Papers – With other staff members, determine a common heading to be used in all classes. (See Teacher Guide page 40 for information about headings.)
2. 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 8A: Using the Assignment Calendar**, Teacher Guide page 33.

In middle years or departmentalised year six settings, one small monthly calendar for each period can be displayed on a bulletin board. Assignments corresponding to the class period can be recorded on each calendar.

3. Student Calendars – For each student, order an **Academic Calendar** OR duplicate Reproducibles L and M, Teacher's Guide pages 248 and 249. 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 8A: Using the Assignment Calendar**, Teacher Guide page 33.
4. Action Lists – At the end of each day, students use their calendars to plan home study by writing an action list that enumerates assignments to be completed for the next day. Duplicate action lists to be used during the first weeks of school (Reproducible O, Teacher Guide, page 251).
5. Posters – Display posters for each of the skill strategies. Directions for making the posters are found on page 234 in the Teacher Guide.
6. Parent Letters – Duplicate the Parent Letters needed in the first weeks of the school year (Reproducible B, Teacher Guide page 236; Reproducible J, page 245; Reproducible N, page 250; Reproducible Q, page 253; Reproducible R, page 254; Reproducible T, page 256; and Reproducible X, page 260). These letters inform parents about the program skills you are teaching and how they as parents can help reinforce the skills at home.

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 will explain 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. Duplicate a copy of Reproducible A for each student's notebook.
2. 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 Reproducible B, Parent letter, for each student. Reproducible B is an example letter you can use.

3. If students change classes, duplicate Reproducible C for each class they attend.

Student materials:

- Student Book, page 5
- Lined paper
- Reproducible A, page 235 (Teacher Guide)
- Reproducible B, Parent letter, page 236 (Teacher Guide)
- Reproducible C, page 237 (Teacher Guide) (If students change classes, they will need a copy for each class they attend.)

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 why before-class behaviours are important to you the teacher, to the student and to his or her classmates. 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 pages 16–17.

General Teaching Procedure

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

1. Students open to page 5 and locate part A. Students read the question and the introductory paragraph. 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. Students locate part B and complete questions 1–4. Provide feedback on their answers.
7. Students close their book. Have them write the four before-class guidelines.
8. Distribute Reproducible A. Tell students that, beginning today, you will be giving them feedback on their use of the guidelines.
9. (Optional) Tell students you will be giving points or other appropriate awards for following these guidelines.
10. Distribute Reproducible B, Parent letter.
11. If students change classes, distribute multiple copies of Reproducible C to each student. Tell them they will need a copy for each class they attend. Tell students to fill out the form in each class. (Be sure that all teachers complete this activity on the first day.)

LESSON 1

Before-Class Guidelines

A. What should I do before class begins?

There are several important things you should do before school and before every class period. If you follow these guidelines, you will be able to learn, your classmates will be able to learn, and your teacher will be able to teach.

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.

B. Answer these questions.

1. Which of these before-class guidelines will you work on this year?

2. Why is following the before-class guidelines important to you?

3. Why is following the before-class guidelines important to your classmates?

4. Why is following the before-class guidelines important to your teacher?

Scripted Teaching Procedure

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

1. Open your book to page 5.—Find part A.—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 the paragraph.—How will these guidelines help you?—How will they help your classmates?—How will they help your teacher?
3. 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 work 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?
4. 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?
5. 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?
6. 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?
7. Let's re-read the **Before-Class Guidelines.**—These guidelines will help everyone in our class.
8. Find part B.—Think about your experience in school and complete questions 1–4.
9. (Provide students with feedback on their answers.)
10. Close your book.—On a piece of lined paper, write the four before-class guidelines.—Tell me the guidelines.
11. (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.
12. (Optional) Starting today, I will give you points or other awards for remembering what to do before class.
13. (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.
14. (If students change classes, distribute multiple copies of Reproducible C to each student.) You will need a copy of this reference sheet for each class. Your other teachers will help you complete it.

LESSON 2

page 6

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 they should demonstrate **during class**. Students will tell why these school behaviours are important to their teacher, to their peers and to them.

Teacher preparation:

1. Write the rules for your classroom on the blackboard or post them in the classroom.
2. Duplicate Reproducible D for each student's notebook.
3. If students change classes, duplicate Reproducible E for each class they attend.

Student materials:

- Student Book, page 6
- Lined paper
- Reproducible D, page 238 (Teacher Guide)
- Reproducible E, page 239 (Teacher Guide) (If students change classes, they will need a copy for each class they attend.)

Note to the teacher: On the first day of school, introduce the **During-Class Guidelines**. Again, emphasise the importance of the guidelines to the teacher, to the student and to his or her classmates. 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 pages 16–17.