WHAT WORKS FOR ME
AFTER 20 YEARS

Nancy Peters
Santa Fe R-X
Elementary School Counselor
ORGANIZING
LESSONS

Third Grade Guidance Curriculum
## STUDY/TEST TAKING HABITS INVENTORY

**Directions:** Answer the questions truthfully by placing a checkmark in the appropriate column. Discuss how many good study/test-taking habits you have. You may surprise yourself!

<table>
<thead>
<tr>
<th>Habit</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am an active listener and class participant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I make sure I have enough energy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I keep an organized notebook for homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I choose a regular time to study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I have the materials I need before I start</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I prepare for a test at least a few days before I take it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I find a place with good lighting, a desk and a chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I work with no interruptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I work steadily without daydreaming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I take necessary breaks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I get a good night's rest before a test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I start my assignments quickly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I complete and hand in my assignments on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I keep a dictionary available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I check over papers or tests for errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I eat a good breakfast on test day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I read through a chapter of a book and then skim for facts afterw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I record myself after studying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I take notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I list to the directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. I ask the teacher for help if I need it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. I do the easiest ones first so I will have more time to spend on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. I write neatly and accurately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. I check over my work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Evaluation Suggestions

**Rule to Section VII of the Manual.**

**Notes:**
- Note students who have difficulty asking questions appropriately and give them extra help.

---

### To Question or Not to Question

**Introduction:**
- Some students have little confidence or want extra attention, they continually ask questions. Other students hesitate to ask when they need help. The lessons focus on when questions are appropriate.

**Procedure:**
1. List the teacher and student questions, act out scenarios:
   - **Scenario 1:** Teacher's puppet gives directions for an activity assignment. The teacher says, "The name on the top line, number from 1 to 25, labeling every other line, and write your spelling words in ABC order. Then, put your paper in the box and solve the picture." Student puppet (Dale) asks, "What is my name on the top of the box? What is the name of the picture? What do I do when I'm finished?"

2. Ask the students the following questions and note their suits with the answers:
   - What was the main problem?
   - What was the main problem?
   - What was the teacher's problem?
     - Very much trouble. Dale asks, "The teacher is in trouble."
   - What did Dale do so well?
   - When did Dale ask questions in school?
   - When should a student not ask questions?
   - Tell students that you are going to give them some problems. Tell them that they must decide whether they need to ask questions or not. Some problems include:
     - Dale bought a 10-cent piece of gum and a 5-cent piece of candy. How much money did he have left?
     - Dale had 5 tickets. When they entered the store, how many were left?
     - Dale had 4 coins. He had 3 nickels and 1 dime. How many more coins did he have left?
     - Each student had 10 pencils. How many do they have in all?
     - Dale has 3 pens and 2 pencils. How many do they have in all?

3. Ask the students to think about the following situations and determine if they want to ask questions:
   - Dale needs to borrow Jack's eraser.
   - Dale needs to find a book in the library.
   - How many days does he need help from the teacher.
   - Dale needs to find the store in the mall.
   - Dale needs to find the store in the mall.

---

### Evaluation Suggestions

**Rule to Section VII of the Manual.**

**Notes:**
- Note students who have difficulty asking questions appropriately and give them extra help.
### Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

<table>
<thead>
<tr>
<th>Concept</th>
<th>GLE-K</th>
<th>Activity</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Self-Concept</td>
<td>a. Identify basic feelings.</td>
<td>Discuss + Parade, Puppet</td>
<td>8-29-17 / 9-5-17</td>
</tr>
<tr>
<td>B. Balancing Life Roles</td>
<td>a. Identify personal roles in the family.</td>
<td>Pilgrim Story - chores</td>
<td>9-12-17</td>
</tr>
<tr>
<td>C. Citizenship and contribution within a diverse community</td>
<td>a. Identify character traits needed for different situations.</td>
<td>MCCE How I Act Is Who I Am</td>
<td>9-19-17</td>
</tr>
</tbody>
</table>

### Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences

| A. Quality relationships                     | a. Demonstrate how to be a friend.                | HowTo Be A Friend             | 9-26-17        |
| B. Respect for Self and Others               | a. Identify similarities and differences between self and others. | MCCE - How we are alike a different | 10-3-17        |
| C. Personal Responsibility in Relationships   | a. Identify feelings of others.                   |                               |                |

### Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies

| A. Safe and Healthy Choices                  | a. Identify safe and healthy choices at home and school. |                               |                |
| B. Personal Safety of Self and Others        | a. Identify safe/unsafe situations.                 |                               |                |
| C. Coping Skills                             | a. Identify different life changes or events.        |                               |                |
CATALOGS

- MAR*CO
- YouthLight
- National Center for Youth Issues
RESOURCE BOOKS

- Using resources can lead to great bulletin board ideas
- Kids love 3-D and interactive boards
Different ARTISTS

Different EYES

1 Masterpiece

WE ARE

WE ARE A

WE ARE

Family

"Nobody in the world is quite the same as anybody else and that uniqueness makes each person a one-of-a-kind masterpiece!"
IT'S COOL TO BE KIND
Would you rather...

Or

Be a...

Police Officer

Or

Veternarian

Be a...

Teacher

Or

Doctor

Be polite. Be fair. Share.

Take turns.

Be kind and use kind words. OK.

Be gentle.

Cooperate with others.

Be helpful.

Listen. Give encouragement.
BE Happy

GROW Free

BE Unique
Because we're happy at Safe Santa
SAFETY PROGRAM

• Connie Miller
• Copyright 2003
DVDS AND MOVIES

• Trevor Romain
• Film Clips for Character Education
GAMES

• The Happy Victory Dance
BOOKS

- Anything Julia Cook!!!!
• Missouri Connections
  • www.careertrek.org
• Career Jeopardy
  • www.pages.minot.k12.nd.us
• YouTube
  • Career Songs for Kids
CAREER

PEOPLE

- Keep Work K-6
INTRUDER PLAN

- ALICE Program Recommended
  - Alert
  - Lock Down
  - Inform
  - Counter
  - Evacuate
MINDSET AND GRIT

• Read information by Carol Dweck
  • Great Stuff on YouTube
    • Or this one
MAP TESTING GROUP
RELATIONSHIPS MATTER
RITA PIERSON: EVERY KID NEEDS A CHAMPION
TED TALK
Thanks for Attending!

NANCY PETERS
SANTA FE R-X ELEMENTARY
NPETERS@SANTAFECHIEFS.K12.MO.US