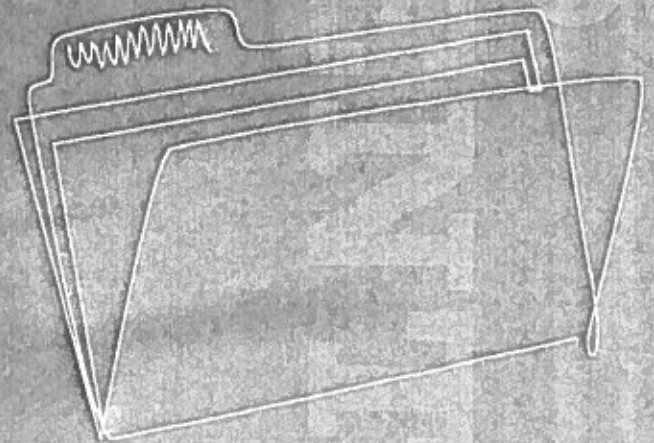

3. MATERIALS MANAGEMENT



Includes



UNIT CONTENTS:

OVERVIEW

PROGRESS MONITORING

**LESSON 1: SETTING UP A
STUDENT SYSTEM**

LESSON 2: LONG-TERM STORAGE

STUDENT GUIDE REPRODUCTIONS

PAGES 2-13 (INCLUDING ANSWERS WHEN APPROPRIATE)

In this unit, students will:

- Create an organizational system for filing papers and managing school materials
- Understand the importance of keeping an organized workspace
- Use a long-term storage system for completed work, tests, and notes



OVERVIEW

Interview

FROM FILING CABINETS TO DIGITAL FILES, PEOPLE OF ALL AGES NEED AND USE SYSTEMS TO KEEP MATERIALS ORGANIZED.

LEARNING HOW TO KEEP TRACK OF PAPERS AND GRADES IS ESSENTIAL TO ACADEMIC SUCCESS. WHILE THESE SKILLS NEED TO BE TAUGHT EXPLICITLY AND INITIALLY REINFORCED, THEY DEVELOP INTO LIFE-LONG HABITS THAT INCREASE EFFICIENCY. ORGANIZATIONAL SYSTEMS HELP STUDENTS BECOME MORE AWARE OF PRESSING WORK AND MAKE IT EASIER FOR THEM TO STORE AND LOCATE PAST MATERIALS.



DESCRIPTION OF LESSONS

SELF-ASSESSMENT: How Well Do I Manage Materials? (10–15 minutes)

This eight-item self-assessment tool allows students to evaluate their ability to organize their learning materials. Teachers can also use the assessment tool to monitor student progress over time. (See page 1-12 for instructions.)

LESSON 1: Setting Up a Student System (30-60 minutes)

Students are presented three different approaches to organizing materials.

LESSON 2: Long-Term Storage (30 minutes)

Students learn a system for filing papers after the end of a grading period.



REFLECTING ON YOUR PRACTICE

- *What systems do I have in place to collect and distribute papers? How can I improve these systems?*

- *What do I do to help students keep their papers and school materials organized?*

- *What systems can I put in place to help students store work necessary for mid-terms and final exams?*

- *How can I model the skills necessary for maintaining organized filing systems?*

- *What do I do to help students monitor their academic progress?*



BRIDGING TO THE CLASSROOM

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Remind students where papers should be filed when they are being handed out. | <ul style="list-style-type: none"> • Devote some time (10 minutes/week) to reorganizing students' papers. Peer checking is an easy and effective way of accomplishing this goal. |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



RESEARCH SAYS:

STUDENTS WHO LEARNED AND PRACTICED STRATEGIES FOR MONITORING THE FREQUENCY AND QUALITY OF THE HOMEWORK THEY SUBMITTED—INCLUDING SELF-RECORDING, GRAPHING, EVALUATION AND GOAL-SETTING—INCREASED THEIR HOMEWORK COMPLETION RATE (TRAMMEL, SCHLOSS, AND ALPER, 1994).

Teacher Resource: Monthly Progress-Monitoring Charts

STUDENT:		MATERIALS MANAGEMENT			
		DATE:	DATE:	DATE:	DATE:
Mastery	24	24	24	24	24
	23	23	23	23	23
	22	22	22	22	22
	21	21	21	21	21
	20	20	20	20	20
	19	19	19	19	19
	18	18	18	18	18
	17	17	17	17	17
	16	16	16	16	16
	15	15	15	15	15
	14	14	14	14	14
	13	13	13	13	13
Developing	12	12	12	12	12
	11	11	11	11	11
	10	10	10	10	10
	9	9	9	9	9
	8	8	8	8	8
	7	7	7	7	7
	6	6	6	6	6
	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
Emerging	0	0	0	0	0
	Not Yet Established				
	Mastery				
	Developing				
	Emerging				
	Not Yet Established				

Setting Up a Student System



Objectives

In this lesson, students will:

- Understand the different student systems and how each is used
- Set up a full student system

Materials

Student Guide page 2–12

For Students:

- *Essential materials for preferred organizational style*

Planning Ahead

- Print copies of each student's individual class schedules as a reference during system preparation.
- Decide upon the color coordination of materials according to number and order of classes per day.

STUDENT GUIDE CONNECTION: Have students read pages 2–7 in the Student Guide and discuss what they read. Then as an introduction to the Brain Accessories unit, have students read page 8 and take the Self-Assessment on page 9 (see p. 3–8 figure 1). This assessment can be self-administered or taken during a teacher-student interview. However, it should be completed before starting this lesson.

Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

DISCUSS

Discuss the previous systems used for materials management.

Ask: What are the advantages of having an organized student system?

What are ways you've organized materials in the past?

How can you stay organized?

EXPLAIN

Model a completed student system.

Draw attention to (1) the number of separate items in the system, (2) the separation of each subject, (3) clear labels for easy access and reference, (4) a syllabus with each subject, and (5) a pencil case and assignment notebook.

CREATE

Guide students through the following process of assembling and labeling individual systems.

Have students

- choose a system that is best for them,
- label storage areas with “Homework” and “Classwork,”
- include extra paper with each subject, and
- include assignment notebook and pencil case with the system.

STUDENT GUIDE CONNECTION: Have students read page 11 in the Student Guide and discuss the importance of being organized. Then point out the *System Checklist* on page 12 (see p. 3-8 figure 2) and decide with students when to do the first system check. You may wish to do individual system checks during teacher-student interviews or have students do a self-check.



BRIDGING TO THE CLASSROOM

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Offer consistent reinforcement and reminders to use and maintain an organization system. | <ul style="list-style-type: none"> • When passing out papers, specify and remind students where the paper should be filed. |
| <ul style="list-style-type: none"> • Allow time each week for students to reorganize their papers. | <ul style="list-style-type: none"> • Use the <i>System Checklist</i> to conduct periodic graded student system checks for your content area. |

Long-Term Storage

(After the Grading Period)



Objectives

In this lesson, students will:

- File important papers for long-term storage

Materials

Student Guide page 13

For Students:

- *Student Systems*
- *6–7 paper clips and 1 hanging folder per student*
- *Markers*

Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

DISCUSS

Discuss the value of filing important papers.

Ask: *Why is it important to keep some papers from previous quarters or semesters?*

(Possible responses: studying for finals; portfolio of best work; proof of completed work)

Why do papers from previous quarters need to be cleared out of the system?

(Possible responses: to make space; don't need them anymore)

What papers are worth keeping?

(Possible responses: tests and quizzes; notes; handouts and articles)

Is there anything not worth keeping?

(Possible responses: scrap paper, first drafts)

SORT

Students sort through each content area, setting aside all papers that are worth keeping (see above) but are unnecessary to carry with them every day.

For each content area, students should create a stack of papers in an established order, such as Tests and Quizzes, Essays, Notes, Handouts and Articles, and Reports.

When a content area is complete, clip the papers together in chronological order.

Make sure the students' names are clearly displayed on each section.

Place content-area stacks in hanging folders with the students' names on the labels.

Alternatively, students can create a hanging folder for each content area, which can then be stored by the student at home.

How Well Do I Manage Materials?

Name: _____ Date: _____

	NONE OF THE TIME 0	SOME OF THE TIME 1	MOST OF THE TIME 2	ALL OF THE TIME 3
I bring the right materials home to complete my homework.				
I bring the necessary materials (e.g., books, pens, pencils, papers, etc.) to class.				
I have an organized bag and locker and can find what I need quickly.				
I use a system to organize all of my schoolwork.				
I designate a place for homework, class notes, and returned work.				
I have a system for filing papers that have been graded.				
I remember to turn in my completed homework.				
I clean out my backpack on a weekly basis.				

Reflection Questions:

1. What parts of managing materials am I already good at? _____
2. What parts of managing materials would I like to improve? _____
3. What are specific actions I can take to improve my ability to manage materials? _____

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STUDENT GUIDE

System Checklist

Name: _____ Date: _____

DIRECTIONS:

- Step 1: Write your name and the date of your system check on the lines above.
 Step 2: Read each statement. If your system meets the requirement completely, check "Yes." If your system meets the requirement only partially or not at all, check "No."
 Step 3: Count the boxes checked "Yes." Write that number under the word Total at the bottom of the "YES" column.

CHECK TO SEE IF	YES	NO
1. The planner is included in the system.	<input type="checkbox"/>	<input type="checkbox"/>
2. Each subject has a perforated spiral notebook.	<input type="checkbox"/>	<input type="checkbox"/>
3. Each subject has at least two pockets for storage.	<input type="checkbox"/>	<input type="checkbox"/>
4. Storage spaces are labeled to indicate organizational system.	<input type="checkbox"/>	<input type="checkbox"/>
5. Extra paper is included for each subject.	<input type="checkbox"/>	<input type="checkbox"/>
6. There are no loose papers in the bag or backpack.	<input type="checkbox"/>	<input type="checkbox"/>
7. There is a case for carrying pens, pencils, highlighters, etc.	<input type="checkbox"/>	<input type="checkbox"/>
8. There is a means for transporting books and other materials to and from class.	<input type="checkbox"/>	<input type="checkbox"/>
	Total	
	/ 8	

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STUDENT GUIDE

Figure 1

Figure 2