

CL-02C

Being a Good Student

Grades 4–5

Intrapersonal Effectiveness

Organized and Ready

Students learn that being organized means a place for your things and a plan for your time, then use the Ready Steps to plan a story character's project.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Organize It!

BIG IDEA A place for your things and a plan for your time.

1 I CAN

- ☐ say what being organized means: having a place for your things and a plan for your time.
- ☐ choose a tool that fixes a story character's things problem or time problem.
- ☐ break a big project into small steps and plan when to do each one.

KEY WORDS / PALABRAS CLAVE

organized	organizado, organizada
to-do list	lista de pendientes
planner	agenda
project	proyecto
step	paso
due date	fecha de entrega

2 MATERIALS

- ☐ Two folders and about 10 loose papers, including one page labeled READING LOG
- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Organize It! cards (p. 6), one set, plus sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Make Ximena's two folders. Messy: stuff the papers in at random, with the reading log in the middle. Organized: label the pockets TO DO and DONE with sticky notes; put the reading log in TO DO.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the cards apart. (No school Mon., Sep. 7: Labor Day.)

3 STANDARDS

Texas Model
5th ed., 2018

Intrapersonal Effectiveness

ASCA Standards
Mindsets & Behaviors, 2021

M 3 Positive attitude toward work and learning · B-LS 3 Time-management, organizational and study skills · B-SMS 2 Self-discipline and self-control

Health TEKS
Gr 4 §115.16(b)(4)(C)

explain the importance of time management with respect to a goal

ELA TEKS
Gr 4 §110.6(b)(1)(A), (D)

(A) listen actively, ask relevant questions to clarify information, and make pertinent comments · (D) work collaboratively with others to develop a plan of shared responsibilities. (D) is used in the extension.

ELA TEKS
Gr 5 §110.7(b)(1)(B)

follow, restate, and give oral instructions that include multiple action steps. Groups give their plans as steps in the extension.

Health TEKS
Gr 5 §115.17(b)(4)(B)

describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals. Applied to story characters' projects.

Character traits
TEC §29.906(b)(5)

responsibility, including accountability, diligence, perseverance, self-management skills, and self-control

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. This is Ximena’s folder. Ximena is a story character in fifth grade. Her teacher says, ‘Please turn in your reading log.’ Ximena has 10 seconds to find it.”

DO Hold up the messy folder. A volunteer counts to 10 out loud while you dig through it. Stop at 10 without finding it. Say, “The next week, Ximena made a new folder.” Open the TO DO pocket and pull out the reading log in 2 seconds.

ASK “What made Ximena’s new folder faster?” Take two answers, then say: “Being organized means having a place for your things and a plan for your time.”

TEACH 5 min

DO Show the projector page. Point to **Things: a place for everything** and read the three cards. Teach the signal: hold two flat hands together like a folder.

SAY “Things are half of being organized. Time is the other half. A big project can feel too big, so use the Ready Steps. 1. **List it:** write each task on a to-do list. 2. **Break it down:** break it into small steps. 3. **Plan when:** give each step a day. 4. **Check it off:** mark each step when it’s done. A to-do list can be a sticky note, an index card or the class planner.” Teach the time signal: tap your wrist.

ASK “Ximena has to learn a 12-line poem for the class program in 5 school days. How could she break it down and plan when?” (Example: 3 lines a day on Days 1–4; say the whole poem to a partner on Day 5.)

PRACTICE 9 min

DO · 2 MIN Things or time? Read each one. Students show the folder signal or tap a wrist. Partners name a tool that would help. For item 3, ask which Ready Steps Daniela used.

THINGS 1. Rodrigo’s homework is due today, but it’s crumpled at the bottom of his desk.

TIME 2. Harper’s book report is due Friday. On Thursday, she hasn’t started.

TIME 3. Daniela writes “math p. 14” and “return library book” on a sticky-note to-do list. She checks each one off.

THINGS 4. Ben gets to the bus line and remembers his library book is still in his desk.

Tools: 1 the folder (TO DO pocket) · 2 the Ready Steps, started early · 3 List it and Check it off · 4 a before-you-go check.

DO · 7 MIN Worksheet. Students write their name and teacher. Parts 1 and 2 on their own. For Part 3, partners talk for one minute first. If they disagree, they use the frame “I see it differently because ____.” Then each student writes.

Answer key. Part 1: Things 1, 4, 5; Time 2, 3, 6. Part 2: any sensible order with a day for each step, such as Days 1–2 find 3 facts, Days 3–4 draw, Days 5–6 map and title, Days 7–8 check and fix. Part 3: any respectful answer with a reason, such as “If we start now, we’ll have time to fix mistakes.”

WRAP-UP 3 min

SAY “Ximena still uses her TO DO and DONE folder. Today her teacher gave the class a science poster, due in 6 school days. Ximena wants a plan for her time.”

CHECK “What is Ximena’s first Ready Step?” (List it: write each task on a to-do list.) Give the family letters to the teacher for take-home folders.

Short on time? Use practice items 1 and 2 only, and do worksheet Part 3 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Organize It!. Groups of 3 or 4 each draw one Organize It! card from page 6. Rule: use the names on the card, never a classmate's name.

- 1 Read the card. List every task on sticky notes, one task per note (3 minutes).
- 2 Put the notes in order, break big tasks into small steps and write a day on each. Decide who explains which step (4 minutes).
- 3 Each group gives its plan as step-by-step directions in 30 seconds. Classmates ask one question or respectfully disagree: "I see it differently because ____" (3 minutes).

Groups write on sticky notes, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *organized / organizado, project / proyecto, list / lista, plan / plan*. Partners may plan in Spanish first. Frames: "____ has a things problem. A ____ would help." and "I see it differently because ____."

EXTRA SUPPORT

Read the sort items aloud and do items 1–3 with a partner. In Part 2, give a list of steps (facts, drawing, map, title, check) and let students add the days.

STRETCH

Ask: "Why does breaking a project into small steps make it feel easier?" Early finishers plan a second Organize It! card on the back.

7 QUICK CHECK

During practice: listen for a specific tool, not just "be organized." If many partners stop there, model one more with Ximena's folder.

After class: I collect the worksheets and sort Part 2 into "steps + days" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect. Nothing asks students how organized they are.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 2

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Being organized means having a place for your things and a plan for your time. Got a big project? List it, break it down, plan when and check it off!"

ES "¡Buenos días, Yellow Jackets! Ser organizado es tener un lugar para sus cosas y un plan para su tiempo. ¿Tienen un proyecto grande? Hagan la lista, divídanlo en pasos pequeños, planeen cuándo y márkuenlo al terminar."

8 PICTURE BOOKS (OPTIONAL)

Thank You, Mr. Falker by Patricia Polacco (Philomel, 1998). Spanish edition: *Gracias, Señor Falker (may be out of print)*. Trisha works hard to learn to read, and a teacher sees her effort and helps her. It fits effort and asking for help more than organizing; it is the only listed book for this theme in grades 4–5. Preview it first: classmates tease Trisha.

The lesson works without a book. Preview any book before you read it to a class.

HALLWAY IDEA

Post a big paper "Yellow Jacket Learning Hive" near the library. When a teacher spots a class using a learning skill (whole-body listening, a super skill or the Ready Steps), the class adds a paper hexagon with its class name, such as "Room 12."

TEACHER TIP

Give the class two minutes at the end of the day for a folder check: TO DO on one side, DONE on the other.

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Ximena could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Organized and Ready

Being organized means having a place for your things and a plan for your time.



Things: a place for everything

Signal: hold two flat hands together like a folder.



Folder

TO DO pocket and
DONE pocket



Desk or cubby

Same spot every time



Before you go

Check for your folder
and books.

Ready Steps · Time: a plan for your time · Signal: tap your wrist.



List it: write
each task on
a to-do list.



**Break it
down:** break
it into small
steps.



Plan when:
give each
step a day.



Check it off:
mark each
step when it's
done.

Haz la lista · Divídelo en pasos pequeños · Planea cuándo · Márcalo al terminar



**A to-do list can be a sticky note, an index card
or the class planner.**

Organized and Ready

Being organized means having a place for your things and a plan for your time.

Part 1 **Things or time?** Which kind of organizing would help? Circle **THINGS** or **TIME**.

- | | | | |
|---|--|---|---|
| 1 | Óscar's reading log is lost in his stuffed folder. |  THINGS |  TIME |
| 2 | Nayeli starts her week-long project the day before it's due. |  THINGS |  TIME |
| 3 | Eli spends all of work time on his title and doesn't finish. |  THINGS |  TIME |
| 4 | Renata's pencils and crayons roll all over her desk. |  THINGS |  TIME |
| 5 | Sam's library book is buried in his cubby on library day. |  THINGS |  TIME |
| 6 | Adrián forgets which math pages he needs to finish. |  THINGS |  TIME |

Part 2 **Plan it** Help Elena and Liam.

Elena and Liam are partners on a Texas horned lizard poster. It is due in 8 school days. It needs a drawing, 3 facts, a map and a title. Liam says, "We have lots of time. Let's do it all on Day 7."



Break the poster into small steps. Give each step a day.

Days 1–2: _____

Days 3–4: _____

Days 5–6: _____

Days 7–8: _____

Part 3 **Talk it over** Talk with a partner. Then write.

Liam wants to do it all on Day 7. What could Elena say to Liam? Give a reason.

Elena could say, _____

A reason is _____

Organize It!

✂ Cut on the dashed lines.

1. Read your card. 2. List every task on sticky notes. 3. Put them in order, break big ones into small steps and add a day. 4. Give your plan as steps in 30 seconds.

CHALLENGE #1



Book report • due in 6 school days.
Emiliano needs to finish the book, write a summary and draw a cover.



List it



Break it down



Plan when



Check it off

CHALLENGE #2



Desk clean-out • Friday. Itzel's desk is so full that papers fall out. Sort it all: keep, take home or recycle.



List it



Break it down



Plan when



Check it off

CHALLENGE #3



Science poster • due in 10 school days.
Noah's group needs a question, a test, results and a poster.



List it



Break it down



Plan when



Check it off

CHALLENGE #4



Class library • by Friday. Room 14 needs to sort 60 books into bins and label each bin.



List it



Break it down



Plan when

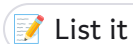


Check it off

CHALLENGE #5



Spelling words • test in 5 school days.
Marisol has 15 new words to learn.



List it



Break it down



Plan when



Check it off

CHALLENGE #6



Field Day team • in 8 school days. Jack's team needs a team name, a cheer and practice for 3 games.



List it



Break it down



Plan when



Check it off

CHALLENGE #7



Biography report • due in 2 weeks.
Fernanda needs to read about a Texas leader, take notes, write 3 paragraphs and make a timeline.



List it



Break it down



Plan when



Check it off

CHALLENGE #8



Class play • in 3 weeks. Regina's group needs to learn lines, pick costumes from the class bin and hold 4 practices.



List it



Break it down



Plan when



Check it off

Organized and Ready

Organizados y listos

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



ENGLISH

Dear Family,

This week, your child's class had a lesson about **getting organized** with the school counselor. Being organized means having a place for your things and a plan for your time. We practiced with story characters: a messy folder, a TO DO and DONE folder, and a big project broken into small steps.

THE READY STEPS FOR A BIG PROJECT

1. **List it:** write each task on a to-do list. · 2. **Break it down:** break it into small steps. · 3. **Plan when:** give each step a day. · 4. **Check it off:** mark each step when it's done.

TRY THIS AT HOME

1. If you like, break a big job into small steps together, such as tidying up or getting ready for a busy day, and check off each step.
2. When a big job comes up, ask together, "What are the small steps? Which day is each one for?"

TALK ABOUT IT AT HOME

"How can Elena and Liam break their poster into small steps?"

Nothing needs to be bought. At school, students use school folders, sticky notes and the class planner. Your child may bring home a worksheet about Elena and Liam's poster.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo organizarse** con la consejera escolar. Ser organizado quiere decir tener un lugar para las cosas y un plan para el tiempo. Practicamos con personajes de cuentos: una carpeta desordenada, una carpeta con un bolsillo de pendientes (TO DO) y otro de terminados (DONE), y un proyecto grande dividido en pasos pequeños.

LOS PASOS PARA UN PROYECTO GRANDE

1. **Hacer la lista:** anotar cada tarea en una lista de pendientes. · 2. **Dividirlo:** dividirlo en pasos pequeños. · 3. **Planear cuándo:** darle un día a cada paso. · 4. **Marcarlo:** marcar cada paso al terminarlo. (En clase usamos el nombre en inglés *Ready Steps*.)

PARA PRACTICAR EN CASA

1. Si gustan, dividan juntos un trabajo grande en pasos pequeños, como recoger o prepararse para un día ocupado, y marquen cada paso al terminarlo.
2. Cuando tengan un trabajo grande, pregúntense juntos: "¿Cuáles son los pasos pequeños? ¿Qué día haremos cada uno?"

PARA PLATICAR EN FAMILIA

"¿Cómo pueden Elena y Liam dividir su cartel en pasos pequeños?"

No hace falta comprar nada. En la escuela, los estudiantes usan carpetas de la escuela, notas adhesivas y la agenda del grupo. Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre el cartel de Elena y Liam.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar