

TEACHER IMPLEMENTATION GUIDE



Ideas to involve parents and improve communication



Tips to ensure planner usage



Methods to help students reach short- and long-term goals



Suggestions to make students more self-reliant

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TEACHER IMPLEMENTATION GUIDE

This implementation guide gives you concrete suggestions and activities to help you achieve greater confidence and success while using School Mate® Student Planners and Student Agendas® in your classroom.

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BENEFITS OF STUDENT PLANNING

Organization and time management skills are not innate. They must be taught to students. School Mate® planners and agendas teach students life skills that will prove beneficial well beyond graduation. Planners help students understand their responsibilities, activities, and the need to organize and prioritize. Students also learn how to manage their time and set goals— skills that will aid them for a lifetime.

School Mate® planners and agendas provide numerous benefits:

- Reduce stress for students, teachers, and parents by organizing assignments and activities.
- Make students accountable, resulting in fewer late or missing assignments.
- Raise students' self-esteem and confidence as they realize they can become self-reliant, resulting in success and better grades.
- Develop and practice good work habits.
- Involve parents with their child's education.

School Mate® planners and agendas teach students life skills that will prove beneficial well beyond graduation.



IMPLEMENTING PLANNERS

Implementing School Mate® planners and agendas should be a school-wide effort. All teachers and classes must be involved. Consistent usage in all classes will help students receive maximum benefits.

Before the school year begins, discuss as a staff how to ensure planner usage. Keep in mind that clear expectations and consistency for students are essential for success. All teachers should require students to have their planners with them and to record all assignments. Teachers should model planner usage and be familiar with all planner features so they can direct students to relevant information and answer questions about the planners. Setting school goals and objectives is the first step in implementing planner usage.

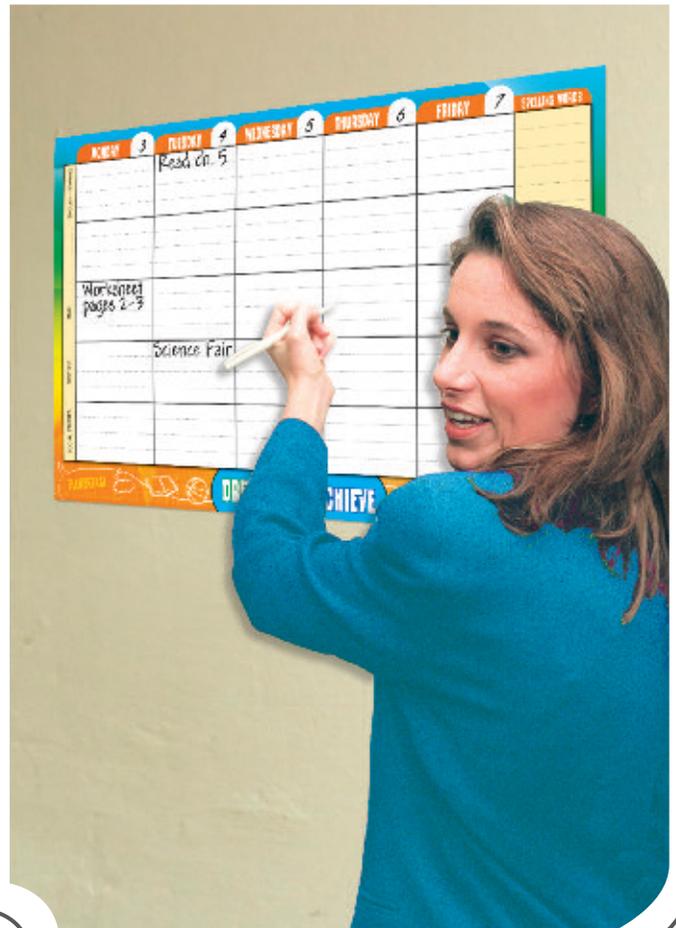
Determine short-term and long-term goals, such as:

- Students' study skills, goal-setting abilities, and prioritizing abilities will improve.
- All teachers will model planner usage.
- Parents will become more involved.
- Home/school communication will improve.
- Students will be more organized and better able to learn independently.
- Excuses for missing assignments will be eliminated.
- Grade point averages will rise.

Determine how goals will be met:

- Teachers will require all students to bring their planners to each class and record all assignments.
- Teachers will check planners on a regular basis.
- Parents will initial completed homework assignments.
- Parents will be encouraged to use the Parent-Teacher Comments area for communication.

Setting school goals and objectives is the first step in implementing planner usage.



EVERYONE PLAYS A PART

Successful implementation means everyone – students, parents, and teachers – take active roles in using the planners. Daily implementation is the key.

Students will:

- successfully record and prioritize all assignments, activities, and long-term projects.
- frequently use the reference and study skills resource pages.
- choose a classmate to check their planner usage.

Parents will:

- review assignments, check for completion, and initial or sign-off on completed work.
- use the Parent - Teacher Comments area to ask questions or for other communication with the teacher.
- encourage their child to record home and personal responsibilities. They can also reward their child for using the planner.

Teachers will:

- require all students to bring their planners to class.
- teach students how to record all assignments and responsibilities, making sure they know and understand the expectations.
- conduct frequent checks to ensure students are utilizing their planners to their full potential and offer small rewards to those who do.
- initiate and maintain active communication with parents, encouraging them to be consistently involved.
- know planner features and be able to answer questions.
- model planner usage by utilizing their Teacher Editions.
- use Wall Charts to demonstrate how to record assignments. These are also aids for students who are absent, increasing their independence.



MOTIVATING STUDENTS

When planners are used daily, students will be more organized and have fewer missing or incomplete assignments, resulting in better grades and higher self-esteem. However, intrinsic rewards are often not enough to motivate students to use their planners. They may also need concrete rewards.

Ways to Motivate

- During class, praise students who correctly and consistently use their planners. Others will work harder to seek your praise.
- Give stickers, treats, or certificates to those who correctly use their planners.
- Award 5 bonus points if an assignment is recorded.
- On a weekly or biweekly basis, have a pop quiz over student planner material. Choose information from fun facts, vocabulary, historical facts, or resource pages.
- Use planner information as bonus questions on tests.
- On a spot check, dismiss students 5 minutes early if they have their planners.
- Number planners before they are passed out. On a regular basis, draw a number. If that planner is being used correctly, reward with treats, school shirts, movie passes, or certificates from local businesses.
- Use the planners as hall passes. Not only does this encourage students to carry their planners with them, but it cuts down on hall traffic.
- Create a point system for correct planner usage. At the end of the quarter or semester, allow students to buy items with their accumulated points. Ask local businesses to donate items for a class auction.
- When students meet the planner usage criteria, allow them to choose a coupon from a grab bag. This could include a treat or special allowance, such as lunch with a favorite teacher or principal.

Intrinsic rewards are often not enough to motivate students to use their planners.



MAXIMIZING PLANNER USAGE

Implement simple techniques to make using planners and agendas a habit. Once the habit is formed, usage will become a natural part of the daily routine.

For All Planner & Agenda Levels

- Early in the year, discuss the resource pages on Time Management, Goal Setting, Note Taking, Test Taking, and Study Skills.
- Have students record work on the day it is assigned; for long-term projects, record work on the due dates.
- On Mondays, allow students to record weekly goals and steps to achieve them.
- Have students complete activities (such as Brain Teasers) on the weekly planning pages as a class or as a fun activity to work on with their parents.
- Use the last 5 minutes of the day for students to prioritize assignments, tasks, and activities and to schedule time for completion.
- Use the Wall Chart for information you expect students to record.
- Start parent communication early in the year to establish a routine of good communication.
- Frequently refer to the resource pages at the front and back of the planners.

Once the habit is formed, usage will become a natural part of the daily routine.

Kindergarten Journal

- Use the first day of class to complete the “This is Me!” section so journals become personalized.
- Review the letter and number pages. Explain to students how they can use these pages to practice writing skills.
- Work through the letter and number pages in the order of your choice.
- Have students practice and work to count to 100. Plan a special day to celebrate by having students bring 100 items of something (popcorn, peanuts, pennies, etc.).
- Review the “At Home” material with parents. Ask parents to encourage their child to complete the drawing activities and to check daily for Parent-Teacher Comments.
- Use the vinyl pouch to transport papers to and from school.

Primary Planner

- Use the first day of class to complete the “My Favorites” page so planners become personalized.
- Give students something to write in the daily writing space each day, such as assignments, notes, reminders, a sentence about what they did the previous night.
- Once a week, provide the list of “Weekly Spelling Words” and review them daily.
- Once a week, record “Favorite Book” information.

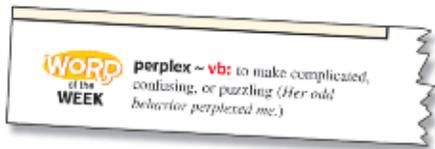


- Set aside time each week for students to complete the drawing activity, “Word Play,” and thinking activity or assign them to be completed with parents at home.
- Choose a day to complete the “Class Memories” page. Record material on the “Special Activities” page as the school year progresses.

MAXIMIZING PLANNER USAGE

Elementary and Budget Classic Planner

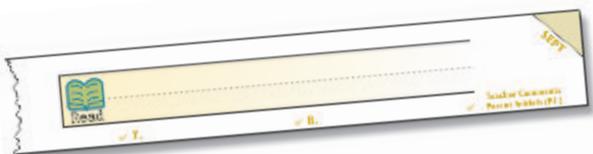
- On the first day, have students complete their personal information on the first page and contact information on the last page.
- Use the check-off boxes to indicate completed work.



- Take time to discuss the "Word of the Week." Have your students write a sentence using the word.
- Once a week, record "Weekly Goals," spelling words, and "Reading" information.
- Encourage students to complete the weekly fun activity. Use as bonus points if answered correctly.

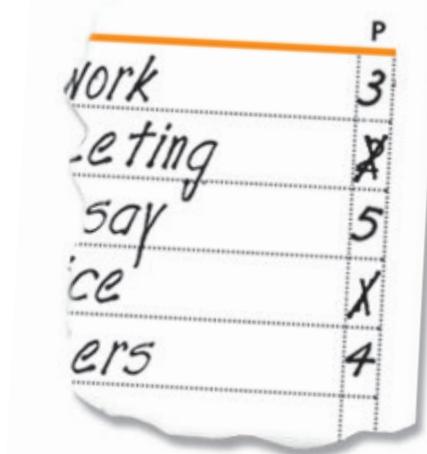
Middle School Planner

- On the first day, have students complete their personal information on the first page and the personal directory on the last page.
- Have students set quarterly, monthly, and weekly goals in the appropriate sections of their planners.
- Use the check-off boxes to indicate completed work.
- Set aside time each week to discuss the "Time Warp." Have students do further research on the topic, possibly to earn bonus points.
- Discuss the vocabulary word and ask students to write their own sentences using the word.
- Record "Read" information. Give bonus points for number of pages or books read.



High School, Budget Scholar Planner, and Student Agendas

- On the first day, have students complete their personal information on the first page and personal directory on the last page.
- Have students set quarterly, monthly, and weekly goals in the appropriate sections of their planners.
- Review how students can prioritize their assignments and check them off when completed.



- Set aside a few minutes every week to discuss the history facts, motivational tips, and educational fillers. Have students do further research on the topics or take part in a debate, possibly to earn bonus points.

TEACHING LIFELONG SKILLS

For students to benefit from everything the planners and agendas have to offer, they must learn the skills of time management, organization, studying, prioritization, goal setting, and communication. Students who set goals become more aware of time commitments. They learn how to study, and tasks fall into place easier. Lesson plans for teaching these skills can be found on p. 13–17 of this guide. One of the best ways to teach these skills is to model them yourself.

Time Management

Time management skills benefit students both inside and outside the classroom. They must learn to schedule time for jobs, school work, responsibilities at home, and any extracurricular activities.

Ask students to record all their activities for one week to see how they spend time. Identify time-wasters and the steps students can take to improve their schedules. Brainstorm ways to multi task, such as reading notes during breakfast and lunch.

Instruct students to set realistic time management goals and to create flexible schedules to allow extra time for unexpected events. Remember to leave room for relaxation and fun activities. Help students understand that while time management requires patience and discipline, it proves rewarding in the long run.

Organization

Students will find that learning is easier if they organize their tasks and material. Suggest they use different notebooks and folders for each class. You can help by allowing time for students to organize their lockers, desks, folders, and personal belongings on a monthly basis.

Students who set goals become more aware of time commitments.

Study Skills

Instilling good study habits in the elementary grades will help later in high school. Students with good study habits will use their study time more efficiently and effectively. Take time to discuss the Study Skills pages found in the front of the planner. The time spent discussing these and pointing out their benefits will prove worthwhile.

Prioritization

It is through prioritization that students learn how to make choices. Prioritizing should be based on the type of assignment, the due date, and the time required to successfully complete the task. This will help students understand what needs to be done and the amount of time it will take. When prioritizing, students must remember to include after-school and extracurricular activities.

Model prioritization by using four different assignments as an example. Ask students to list the tasks in order of importance. Discuss different possibilities the students listed. Have students explain why items were placed in a specific order to help you understand their thought processes.



Goal Setting

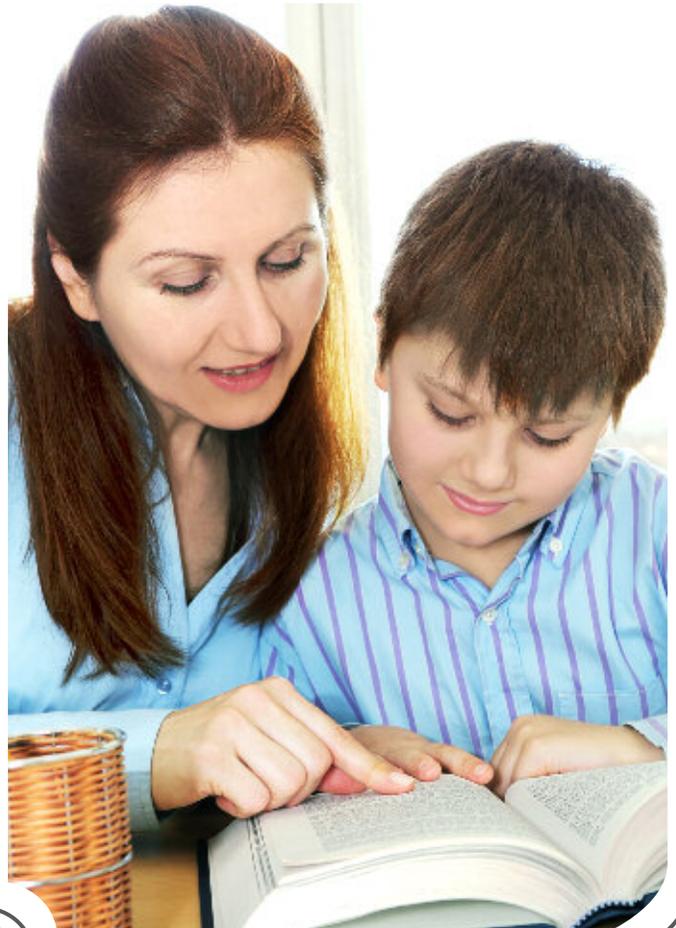
Setting goals and planning how to accomplish them leads to success. Goals help students stay focused, earn better grades, and increase their self-esteem. Have students write goals for academics, activities, athletics, community commitments, and personal growth. Remind students that goals should be measurable, specific, realistic, and clear. Setting unattainable goals will only discourage them. Explain the difference between short-term and long-term goals. Discuss plans to achieve their goals and have students record the necessary steps to take. The plans should also include timelines for completion. It is helpful for students to share their goals with someone. If others know their goals, students are more accountable and likely to accomplish them.

Communication

Communication is an important aspect of time management. When students work on a cooperative project, it is extremely important to break the project into its components. Have students list the goals, tasks to be completed to reach those goals, and the time needed to complete each task. Each group member can be responsible for a particular task. Planners help members communicate easily and maintain a work schedule.

Planners and agendas are effective communication tools. Use the Parent-Teacher Comments area to maintain a dialogue between home and school. Parental involvement is a key factor in the success of the student.

Goals help students stay focused, earn better grades, and increase their self-esteem.



PARENTAL INVOLVEMENT

Communicate with parents early and often. Teachers should initiate and maintain contact throughout the year. Explain how parents' involvement will benefit their child by raising his or her level of accountability. Parents will become aware of assignments, deadlines, tests, long-term projects, and other school-related responsibilities their child may have.

Explain how parents' involvement will benefit their child by raising his or her level of accountability.



Ways to Increase Communication

- Send a letter to all parents explaining the planner program, the goals set by the school, and the expectations for students and parents. Ask for their support implementing the program. Use the sample letter on p. 12 as a guide for writing your school's letter.
- Use planners at parent-teacher conferences. Show parents how their child has been using the planner. Take this time to discuss the student's strengths and areas that might need improvement.
- Encourage parents to utilize the Parent-Teacher Comments area to communicate information, make notes of concerns, or ask questions.
- Have parents check for completed assignments and initial or sign off on all work. This will allow them the opportunity to see which tasks their child completes with ease and which ones are more difficult. Parents become aware of what is being studied, what skills are being taught, and how well their child is accomplishing classroom goals.
- Ask parents to have their child record home responsibilities in the planner. Parents should check for completion of those responsibilities too.
- Have parents work with their child on long-term assignments to ensure their completion by the due date.

PARENTAL INVOLVEMENT

School Mate® has provided a sample letter you may send to parents explaining the Student Planner or Student Agenda® program. Feel free to customize the information to meet your school's goals.

Carver Elementary Anytown, USA

August 18, 2014

Dear Parents/Guardians:

Welcome back to Carver Elementary for a new academic year! We spent all summer preparing for your child's return and are excited to invite you back too. We are looking forward to a successful, productive year.

We are working to develop a partnership with our parents. One goal of administrators and faculty at Carver Elementary is to establish positive communication between home and school. This year, Carver Elementary students will use School Mate® Student Planners in all classes. This resource is designed to teach students time management, organization, and goal setting skills. Each book is also a resource tool for maintaining communication among teachers, students, and parents.

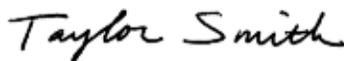
In order for the district to meet the goals it has set forth, your involvement in your child's education is essential. Our goals for parents are to:

- gain more knowledge about skills and topics being taught in their child's classes.
- help their child complete homework as assigned.
- initial or sign off assigned tasks after successful completion.
- increase awareness of their child's goals and accomplishments.
- communicate with teachers to exchange praises, questions, and concerns.
- increase knowledge of assignments and long-term project deadlines.
- encourage their child to become more accountable for schoolwork.
- use the planner as a reference tool during parent-teacher conferences.
- have their child record home responsibilities and activities, if desired.

We need your help to ensure success. Together, we can support our children as they learn skills for their future. Time management, organization, and goal setting skills will last a lifetime. We welcome you as a member of our team to promote student success!

If you have any questions about the School Mate® Student Planner program, please call our school office at 555-5555.

Sincerely,



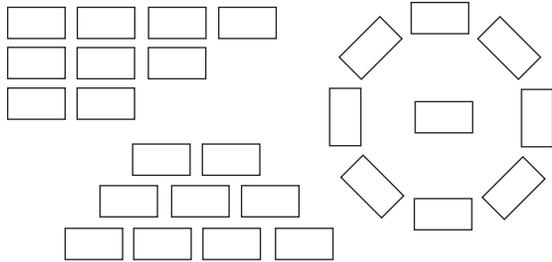
Taylor Smith
Principal

Organization Lesson Plan A

Objective:

Students will organize elements into a pattern that best describes their relationship.

1. Divide class into groups of three or four students. Each group should designate a recorder and a speaker.
2. On the whiteboard or overhead projector write *food, family, health, environment, emotions, physical, friends, mental, and exercise*.
3. Instruct each group's recorder to write each word on a separate 3" x 5" index card or piece of paper.
4. Each group should physically organize its cards into a design that best describes how all the elements fit together. Some designs that may emerge are hierarchies, single-line links, or circles (as pictured below).



5. Each group's speaker must explain to the class the rationale behind the group's design.
6. Explain that each group's design is valid. The only difference is the organizational method used. Each group will find a system that works best for all members.
7. Compare this lesson to individual systems of organization. Affirm that each student needs to find an organizational system that works best for him or her.

Organization Lesson Plan B

Objective:

Students will organize steps to complete a task.

1. Divide class into groups of three or four students.
2. Prepare a list of easy tasks that students complete at home or at school. Examples of such tasks include washing a car, helping prepare dinner, cleaning their bedroom, or completing homework.
3. Write this list on the whiteboard.
4. Either designate one task per group or allow each group to choose one task.
5. Model how to break down a task into steps by listing those necessary for washing a car:
 - make sure all windows are rolled up
 - get pail, sponges, and soap
 - attach hose to faucet for water
 - fill pail with soap and water
 - use sponges to wash car, etc.
6. Instruct each group to list all necessary steps involved in completing each task. Brainstorm for ideas.
7. After brainstorming, the group should organize the list of steps in the exact order they should be performed for the task to be completed properly. Ask students to think about the consequences if some steps were missing or performed in the wrong order.
8. Relate this exercise to time management. Stress how important it is to organize one's thoughts and material before a project begins. Prioritizing items according to importance will determine the project's success.

Prioritization Lesson Plan A

Objective:

Students will prioritize events of a day while working in a large group setting.

1. Think of a series of tasks that need to be completed in one Saturday afternoon. List as many tasks as there are students in your class, e.g., eat breakfast, play soccer, complete math homework, watch TV, help dad mow the lawn, write English essay, etc.
2. Write each task on a separate 8½" x 11" sheet of paper.
3. Distribute one sheet of paper per student. Ask students to form a line, beginning with the first task to be completed, then the second, then the third, and so on.
4. Students must use all papers in the series. Be aware of any disagreements between students.
5. Discuss differing opinions regarding the sequence of priorities. Decide upon a logical and reasonable order of events.



Prioritization Lesson Plan B

Objective:

Students will organize steps to complete a task.

1. List five assignments on the board with their due dates:
 - Science, review Ch. 5 (due Wed.)
 - Spanish, make flashcards for Ch. 4 vocab. (due Tues.)
 - Math, answer problems #1–25 on page 55 (due Wed.)
 - Social Studies, read pages 40–45 (due Wed.)
 - English, study for test over Ch. 1–2 (on Tues.)
2. Students should prioritize the assignments in the order they should be completed. Students need to pay attention to the types of assignments, due dates, and time required to successfully complete the tasks.
3. Review some lists that were made. Listen to students' explanations about their lists.
4. Model a priority list for students (see below). Explain why items were placed in their assigned positions.
5. Discuss how assignments or other tasks may not be accomplished if organization and prioritization are not considered.
6. Model how to write these academic assignments into planners. Emphasize the use of abbreviations and dashes to simplify long instructions (see below).

Sample Priority List & Schedule

Monday

- 5:00-6:00 Eng. study Ch. 1
- 6:00-7:00 dinner and dishes
- 7:00-8:00 Eng. study Ch. 2
- 8:00-8:30 Span. cards Ch. 4

Tuesday

- Eng. Test (Ch. 1 & 2)
- Span., cards Ch. 4 due
- 5:00-5:30 s.s., read p. 40-45
- 5:30-6:00 math, #1-13, p. 55
- 6:00-7:00 dinner and dishes
- 7:00-8:00 math, #14-25, p. 55
- 8:00-8:45 science, review Ch. 5

Wednesday

- science, review Ch. 5 due
- math, #1-25, p. 55 due
- s.s., read p. 40-45 due

Goal Setting Lesson Plan A

Objective:

Students will write a personal goal, steps necessary to attain it, and a completion date.

1. Discuss the meaning of a goal. Identify well-known people from material covered in all areas of the curriculum. Include scientists, inventors, authors, explorers, athletes, politicians, and mathematicians.
2. Choose three people and identify one goal that each person accomplished.
3. Discuss how these goals were met. Ask students why these people are famous. The answers might explain what these people have accomplished. For example, Alexander Graham Bell is famous for inventing the telephone in 1876. What was his original goal? What steps did he take in order to accomplish this goal?
4. Ask students to think about future careers and hobbies. Also ask how they could improve themselves and their grades. Instruct each student to write down three goals concerning any of these areas.
5. After establishing goals, have students detail how they will attain their goals. Remind them that realistic goals are achievable if measurable steps are taken.
6. Have students choose one goal they want to concentrate on achieving.
7. Establish future dates to check on the progress students have made toward achieving their goals. These checks will help ensure students stay on task. Encourage your students to write their goals, steps to achieve them, and progress dates in the goals section of their planners.

Goal Setting Lesson Plan B

Objective:

Students will write a community goal, steps necessary to attain it, and a completion date.

1. Discuss the meaning of a goal. Emphasize that realistic goals are achievable if measurable steps are taken.
2. Students should brainstorm about a goal the entire class can accomplish by the end of the school year. Write ideas on the chalkboard or overhead projector.
3. Discuss the ideas. Choose a goal that is realistic, achievable, and measurable.
4. Once a goal has been established, detail the steps needed to achieve this class goal. List the responsibilities of each member, the rewards for accomplishing each step, a timeline for each progression check, and a final date for goal achievement. Progression check dates may be assigned quarterly, weekly, or daily.
5. Instruct students to write the dates and steps involved in achieving their class goal in the goals section of their planners. Also encourage students to write their individual goals in these areas.

*Choose a goal
that is realistic,
achievable, and
measurable.*

Time Management

Lesson Plan A

Objective:

Students will identify stress factors associated with poor time management.

1. Give an assignment to the class. Assign an unreasonably short amount of time for completion of the assignment. Tell students this one assignment is a test to determine their skill levels. Observe the reactions of students.
2. After time has elapsed, let the students check each other's work. Observe the students' reactions.
3. Ask students what they would have done differently in regards to the assignment. How did students feel while working on the assignment? Was the amount of time a determining factor in the success of the work? How much time would students have given for completion of the assignment?
4. Discuss with students the importance of properly allotting time to a project, especially for a class or subject they find difficult. Discuss the feelings of stress that can be avoided when assignments are planned out and procrastination is eliminated.



Time Management

Lesson Plan B

Objective:

Students will assign reasonable blocks of time to complete long-term projects.

1. Ask students how long they think it would take to complete a research project. Write down some responses on the chalkboard or overhead projector. Figure your own estimates of how much time your students should spend on this project.
2. Ask students what steps they would take to complete the project from beginning to end.
3. Visually show the breakdown of a project into smaller tasks. Then ask students to assign an amount of time for each task.
4. After students assign a length of time to each task, reveal your estimates. Compare and contrast. How would students feel with the time you've assigned for each task?
5. Stress the importance of allotting adequate time to a project. Feelings of stress and anxiety could be reduced if students allocated more time to prepare.

Example:

Research Project Tasks	Time Allotted
• Review assignment and understand instructions	15 min.
• Brainstorm for research topics	30 min.
• Search for general information to narrow choice	1 hr. 30 min.
• Choose topic and create initial outline	30 min.
• Research topic and take notes	6 hrs.
• Revise outline and write thesis statement	45 min.
• Write initial report	3 hrs.
• Create visual aids (if required)	2 hrs.
• Proof and revise report	2 hrs.
• Finish final report and finalize any visual aids	1 hr.
Total	17 hrs. 30 min.

Communication

Lesson Plan A

Objective:

Students will present information using different forms of communication.

1. Have students find the themes that run throughout their planners. List them on the board.
2. Divide the class into groups based on the number of themes. Each group needs a recorder, a presenter, and two visual-aid workers.
3. Assign one theme to each group and have them record information from the planner on that theme. Visual-aid workers should prepare material to show the class.
4. As the presenter reports the information, the class should take notes.
5. After all presentations have been made, give an oral quiz, allowing students to use their notes.
6. Grade the quiz in class. Then discuss auditory and visual communication.

Lesson Plan B

Objective:

Students will assess the effectiveness of different types of communication.

1. Organize students into groups of three or four.
2. Have each group choose 10 words from the Vocabulary/Word section of the planner or from your own list and create a story using the words.
3. Have each group present its story using a distinctive form of communication. One group uses auditory skills, one uses writing skills, one uses visual aids, and one uses all types.
4. Discuss the differences in presentations and which were most effective.
5. Discuss the importance of communicating clearly. Inform students you will be using their planners to communicate with their parents or guardians.

Study Skills

Lesson Plan A

Objective:

Students will evaluate their note-taking skills.

1. Have students take notes over a five minute class presentation or reading.
2. Review different styles of note taking and ways students can be more efficient in note taking. Refer to tips for note taking found in the front of the planner.
3. Model an effective way to take notes based on the material you presented.
4. Give another five minute presentation. Instruct students to use the tips and methods that were just discussed.
5. After the presentation, pair up students so they can compare their notes. They should add any information they missed.
6. Discuss the important material and what they should have written down. Practice note taking as often as necessary.

Lesson Plan B

Objective:

Students will compare and contrast quiz results when using notes and flashcards as study tools.

1. Have students take notes during a ten minute presentation. Allow them to study their notes for about five minutes.
2. Give a quiz over the material. Students should not use their notes. Grade and review it in class.
3. Allow students to make flashcards based on their notes. Give them five minutes to study, independently or with someone, using the flashcards.
4. Give a second quiz and grade it in class. Students should not use their notes or flashcards.
5. Compare quiz scores. Discuss the difference flashcards make in studying. Refer to the information on using flashcards found in the front of the planner.

KINDERGARTEN & PRIMARY PLANNER TRANSPARENCY

**DREAM
PLAN
ACHIEVE**

Day

Month

Date

Year

Remember:

School

ELEMENTARY, BUDGET CLASSIC & STUDENT AGENDA TRANSPARENCY

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SPELLING WORDS
LANGUAGE ARTS READING						
MATH						
SCIENCE						
SOCIAL STUDIES						

For best results, use ScanBot!
Expectable results.
www.scanbot.com

DREAM PLAN ACHIEVE!

Elem/Agenda/Classic

MIDDLE SCHOOL PLANNER TRANSPARENCY

The image shows a vertical grid for a middle school planner. The grid is composed of 5 columns and 10 rows. Each cell in the grid has a solid top line, a dashed middle line, and a solid bottom line, providing a space for writing. The grid is framed by a decorative border with a grey and white striped pattern.

Top Left: A logo for "sch" with a graduation cap icon and the text "www.sch.org".

Left Side: A vertical banner with the text "DREAM", "PLAN", and "ACHIEVE" arranged vertically, with small triangles pointing up and down between the words.

Bottom Labels: The days of the week are labeled at the bottom of the grid: "Mon.", "Tues.", "Wed.", "Thur.", and "Fri.". The label "MIDDLE SCHOOL" is positioned to the left of the "Mon." label.

Bottom Right: A small copyright notice: "© 2011 Scholastic Teaching Resources".

DREAM PLAN
ACHIEVE

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

LONG TERM ASSIGNMENTS