Study Skills First Grade

Content Area: **Study Skills**
Course(s): **Study Skills**
Time Period: **Generic Time Period**
Length: **39 Weeks**
Status: **Published**

Unit Overview

Throughout the school year, the student will develop study skills in support of successful independent completion of school work in class and at home. These skills will be taught embedded in other subject matter. Students will be able to use tools, such as highlighters, color coded folders, and post its to organize and support learning. They will be able to use graphic organizers, such as story maps, webs, timelines, and venn diagrams to organize, sort and communicate information. They will develop and use skills such as effective time management, ABC order, numeric order, brainstorming, and following rules to support learning. By effectively building these skills, the students will be able to capitalize on learning opportunities across the curriculum and build the groundwork for lifelong study and work habits.

Standards

	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
HE.K-2.	Teamwork consists of effective communication and other interactions between team

	members.
LA.1.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SOC.K-4.6.1.4.A.a	Rules and laws are developed to protect people's rights and the security and welfare of society.
TEC.PK.8.1.P.A.5	Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).
TEC.PK.8.1.P.A.6	Turn smart toys on and off.
TEC.PK.8.1.P.C.1	Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.
TEC.PK.8.1.P.F.1	Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
TEC.K-2.8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
TEC.K-2.8.1.2.A.2	Use technology terms in daily practice.
TEC.K-2.8.1.2.A.5	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
TEC.K-2.8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
TEC.K-4.8.1.4 A.2	Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
TEC.K-4.8.1.4 A.3	Input and access text and data, using appropriate keyboarding techniques or other input devices.
TEC.K-4.8.1.4 A.9	Use basic computer icons.
TEC.K-4.8.1.4 B.2.a	Internet access
TEC.K-4.8.1.4 B.2.b	Copyrighted materials
WORK.K-4.9.1.4.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.K-4.9.1.4.1	Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
WORK.K-4.9.1.4.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.K-4.9.1.4.1	Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
WORK.K-4.9.1.4.1	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
WORK.K-4.9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
WORK.K-4.9.1.4.A.2	Evaluate available resources that can assist in solving problems.
WORK.K-4.9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
WORK.K-4.9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
WORK.K-4.9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

WORK.K-4.9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.
WORK.K-4.9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
WORK.K-4.9.1.4.F.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
WORK.K-4.9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings.

Essential Questions

- How can we begin to develop skills to support our future learning and success in the workplace.
- How can we build independence as learners?
- How can we do our best work?
- How can we make the most of our instructional time?

Application of Knowledge and Skills...

Students will know...

- ABC Order: Students will know how to order words and phrases alphabetically as a strategy for organizing materials.
- Classroom routines: Students will know and follow classroom routines for transitioning, listening and speaking, independently choosing appropriate activites when work is finished and more. This will maximize instructional time and independent time on task.
- Classroom rules: Students will know and follow classroom rules to maximize classroom time for learning.
- Locate and maintain personal and classroom supplies: Students will know the locaction of classroom materials. They will follow established classroom routines for the maintenance, storage, and retrieval of personal and classroom supplies maximizing instructional time.
- Numeric Order: Students will have number sense for numeric order through the hundred's place supporting their ability to readily locate pages in classroom texts and workbooks.

Students will be skilled at...

- Attend to accuracy by checking work, editing, etc.

- Brainstorm as a group or individually to foster creativity
- Follow classroom and school rules and rules for games and activities
- Listen and speak in large and small groups
- Listen to and execute directions
- Locate a designated page number in a book
- Maintain supplies in an organized way for easy access (pencils, crayons, glue sticks in a pencil box)
- Make timelines to illustrate the past, present, and future
- Manage their time insuring completion of tasks within the allotted time and the use of "free" time in accordance with classroom routines
- Use checklists to insure complete and thorough work
- Use color coded folders to sort and maintain work in progress
- Use graphic organizers to organize, categorize and communicate
- Use highlighters to identify specific parts of their work (ex. highlight the noun)
- Use iPads and computers to reinforce content concepts
- Use post-it notes to communicate
- Utilize and care for classroom materials

Assessments

Formal assessments are not administered. Successful mastery of the Study Skills will be measured by each student's ability to accomplish the following during their daily work:

- Locate the appropriate page
- Navigate through a game on an iPad or computer
- Complete work within the allotted timeframe or, shortly thereafter, making use of "free" time
- Accurately complete classroom tasks with the help of check lists, word journals, anchor charts, etc.
- Mantain supplies so that they are readily available for use
- Responsibly use and care for classroom materials
- Successfully execute directions
- Seccessfully work with a partner
- Reliably follow rules
- Contribute to group brainstorming and individually generate ideas for writing workshop
- Use graphic organizers appropriately
- Successfully make timelines depicting the past, present and future

Activities

- As reinforcement of a lesson and with the help of a teacher, make use of different graphic organizers. The experience will introduce the benefit of organized formats in summarizing, categorizing and sorting information
- During Language Arts and Math, locate the appropriate page number making use of numeric order knowledge

- During Math and Language Arts Centers, make use of computers and iPads accessing specific websites/apps to reinforce skills
- In accordance with classroom procedures, use colored folders to neatly maintain papers and projects
- In all subjects, contribute to group brainstorming by offering ideas and building upon the ideas of others
- In all subjects, contribute to the establishment of classroom rules. For the remainder of the year, follow the rules with reminders that lessen as the year progresses.
- In all subjects, contribute to the identification of materials needed to complete a task; then, readily access the materials needed.
- In all subjects, learn about and properly use and care for classroom materials including computers and iPads, math manipulatives, books, whisper phones and more
- In all subjects, practice listening to, reading, questioning for clarification, and executing oral and written directions. Learners will be asked to restate directions to confirm understanding.
- In all subjects, use highlighters to identify specific information (ex. a part of speech in a sentence.)
- In all subjects, work with a partner to complete a task. This is most common in Math, Language Arts and Science where partnered work is used to introduce, reinforce and critique work.
- In Language Arts, order words in ABC order
- In Social Studies, make timelines to demonstrate the relationship between past, present and future
- Independently, follow classroom procedures for completing incomplete work
- Learn about and use personal and classroom resources including word journals, check lists, anchor charts, post-it notes, highlighters, scissors, pencils, crayons and more
- Manage time and remain focused on a task so that it can be completed in the allotted time
- Play games with rules to build the ability to take turns, be fair, and care for materials shared by all
- Use individualized brainstorming to generate ideas for Writing Workshop

Activities to Differentiate Instruction

- Behavior modification reward system to encourage time on task so that work is completed
- Partner with a capable learner. Closely monitor partner work
- Periodically, review the student's maintenance of their folders and incomplete work
- Provide individualized check lists of the directions for a task in support of the thorough execution of directions.
- Provide picture prompts to encourage the execution of directions
- Proximal seating for all large group work
- Remedial individual instruction of numeric order
- Simplify graphic organizers

Integrated/Cross-Disciplinary Instruction

The Study Skills curriculum is taught embedded in the first grade curriculum for Language Arts, Math, Character Education, Social Studies, Health and Science.

Resources

- Classroom materials and equipment
- Student school supples
- First Grade Curriculum, texts, and student and teacher guides
- Classroom rules
- Classroom charts