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CHECKLIST

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REWARDS:

DISTRACTIONS:

Know What Distracts You

Rate each distraction on a scale from 1-10,
1 is the least true for you. 10 is the most true for you.

Rate 1-10	DistractiOns
	My phone going off next to me snaps me out of focus
	Studying in my room makes me feel like I don't get as much done
	My want to go do something I enjoy overruns my brain when I have to study
	Having the TV on in the background makes finishing homework take longer
	I have a hard time focusing when I'm around my friends
	I find myself organizing and planning to study more than I actually study
	I make study materials, but then I lose steam to finish studying with them
	Having a stress ball or fidgeting with a toy while I learn distracts me
	Having too much quiet around me makes it hard for me to study
	I find it hard to focus when there are too many things to look at around me
	When I have a lot of things to finish, my mind wanders when I try to study
	Having too many people around me makes it hard for me to focus
	Noises like the dishwasher running or birds outside make it hard for me to focus
	When a sibling is acting up or making noises, I cannot finish my work
	Working on homework at home feels more stressful than doing it at school
	Friends asking me to hang out with them makes me want to put off doing homework
	Having too many colors distracts me from what I need to focus on
	Being alone makes it hard for me to get my work finished
	If I don't have something to do with my hands, I can't pay attention to my work
	I can't resist notifications on my phone, and it interrupts my work
	I feel too comfortable in my room to study
	I have too many activities to have time for homework
	Not knowing where to start makes it impossible for me to finish homework
	When I feel like I am not going to do a project well, I can't focus on completing it

Project Planner

Start Date: _____

Due Date: _____

GOAL

MATERIALS

PROJECT DESCRIPTION

PROJECT BREAKDOWN

Task	Due Date	Started?	Completed?

Date Completed: _____

Project Completed: _____

Guide to Study Guides

Subject_____

Date_____

Unit/Chapter_____

Key Terms/Vocabulary/People/Events

Outline of Unit or Chapter
(Topics and Main Ideas)

Turn FIVE of your main ideas into questions and write them below.

Answers to Questions
(include supporting details and examples)

Three questions that you want answered before the test

How to Write Emails

1. When is email appropriate?

- When you want to communicate with someone, and you think that writing an email will be more effective.

2. When is it not appropriate?

- When your message is long and complicated, confidential, or could be misunderstood in email.

3. Who is your audience?

- Ask yourself what is your audience's relationship to you? How would you talk to this person in a social situation? What kind of impression to you want to make?

4. Important pieces to an effective email

- Subject line – Be as specific as possible.
Examples: "Yesterday's math assignment", "Final Exam Study Guide"
- Greetings and Sign-offs – Be polite.
Examples: "Dear Professor Smith," "Hello, Mrs. McMahon,"
"Thank you," "Best Wishes," "See you tomorrow,"
- Body –
 1. Briefly state your purpose for writing in the beginning sentence.
 2. Include a copy of anything that you are referencing, like another email or notes from class.
 3. Use paragraphs to separate thoughts. Avoid using long paragraphs.
 4. State the desired outcome at the end of your message. If you are requesting something, make sure to clearly state it.

5. Questions to ask yourself before you send an email

- Is this message suitable for email?
- What is my purpose for sending this email? Will the message seem important to the receiver?
- Do the formality and style of my writing fit the expectation of my audience?
- Is my email easy to read? Have I used correct grammar and punctuation? Did I divide my thoughts into short paragraphs? Are important items, like due dates, clear in the text?

- Have I provided enough context for my audience to easily understand my points?
- Did I identify myself and make it easy for the reader to respond in an appropriate way?
- Did I say anything that I wouldn't say to my audience in person?

Take a look at the following two emails from a Student. What do you think?

Email from Student 1:

hey,
i need help on my paper can i come by your office tomorrow
thx

Email from Student 2:

Hi Mrs. Jones,

I have a question about the paper that is due next Thursday. I'm not sure that I understand what is meant by the following sentence in the prompt:

"Write a 10 page paper arguing for or against capital punishment and provide adequate support of your point of view."

I am not sure what would count as "adequate" support. Would using 3 sources be OK?

Can I come to your classroom tomorrow before school to talk to you about my question? Please let me know if that works. If not, I could also come by after school tomorrow or Friday.

Thank you,
Haley Smith

Practice Writing Your Own Email to a Teacher

1. You were absent and not able to get the notes from a classmate. You'd like to see if the teacher could help you get the notes that you missed.
2. You are sitting in the back of the classroom, and it is difficult for you to see the board. You'd like to see if you can move to another desk in the classroom so that you can pay attention better.
3. You did not do well on the last test, but you aren't sure why. The teacher does not allow you to keep the test. You'd like to see what you can do to review the test and determine what you can do differently next time.
4. You have a modification in your 504 that says that you should have extra time for your tests. You are not finishing the tests in the allotted time. You'd like to find a solution so that you can have the extra time that you are supposed to receive.
5. You are not getting the grade that you'd like to get in the class. You'd like to meet with the teacher to see what you can do to improve your grade.