

**Self-Management: Lesson Plan**

Level: ESL Beginning

Topic: Using Class Materials for Learning

*(Note: Lesson materials adapted from Hubbs Center EL Civics materials  
in consultation with Julie Ledermann, Hubbs Center, St. Paul, MN)*

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### Transitions Integration Framework (TIF) Snapshot

**Self-Management (SM):** Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring.

**Skill 1:**

**SWBAT...** Set realistic goals and work independently to achieve them

**Sub Skills:**

- € a. Identify steps to achieve a goal
- € b. Identify potential obstacles
- € c. Use strategies and resources to overcome obstacles
- € d. Monitor progress in achieving one's goal and make adjustments as needed
- € e. Persevere and stick with a task until completion
- € f. Evaluate the quality of the outcome or product of a task

**Skill 2:**

**SWBAT...** Manage information and materials for one's own learning and goals

**Sub Skills:**

- € a. Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)
- € b. Select and use appropriate organizational tool for given task (personal planner, online calendar)
- € c. Evaluate effectiveness of organization strategy

**Skill 3:**

**SWBAT...** Manage time effectively to complete tasks

**Sub Skills:**

- € a. Identify time demands
- € b. Utilize tools for time management (planner, calendar)
- € c. Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence
- € d. Estimate time needed to complete tasks
- € e. Set deadlines
- € f. Evaluate progress and adjust accordingly

## TIF-ing a Lesson: Pre &amp; Post A-C-E-S Side-by-Side

Pre A-C-E-S
<b>Warm-up:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Introduction:</b> <ul style="list-style-type: none"> <li>Introduce key vocabulary for classroom items and student supplies – words on large cards, label real items, read and speak words</li> <li>Demonstrate use of pocket folder to keep class materials</li> </ul>
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Students label classroom items and student supplies with word cards</li> </ul>
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>Students label pictures of classroom items and student supplies on worksheet</li> <li>Students place papers in pocket folder, correctly oriented</li> <li>Students read narrative on topic, answer questions on worksheet</li> </ul>
<b>Extension:</b> <ul style="list-style-type: none"> <li>Count classroom objects worksheet – teach singular / plural forms; students write number and correct form of noun</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Matching cards – each student matches pictures of classroom items and student supplies with word labels</li> <li>Students speak names of items – This is a _____.</li> </ul>

Post A-C-E-S
<b>Warm-up:</b> <ul style="list-style-type: none"> <li>“What is this?” naming game – students name all student supplies/materials they know; teacher identifies vocabulary needed</li> </ul>
<b>Introduction:</b> <ul style="list-style-type: none"> <li>Introduce key vocabulary for classroom items and student supplies – words on large cards, label real items, read and speak words</li> <li>Teach three essential tools for class – binder, notebook and folder</li> <li>Demonstrate front/back, top/bottom of folder, notebook, binder (label pre-placed on top right to guide correct orientation)</li> <li>Teach that all <i>colored</i> paper goes in binder [reference documents]; demonstrate how to orient binder, open rings, orient paper, put into binder</li> </ul>
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Teacher asks “show me your _____” (binder, folder, pencil, etc.); students pair, “show me your _____”; student leaders take turns in front of class, “show me your _____”</li> <li>Teacher commands “put away your _____”; “take out your _____”; have some fun</li> <li>Teacher commands “open your _____”; “close your _____”</li> <li>Students label classroom items and student supplies with word cards</li> </ul>
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>Students label pictures of classroom items and student supplies on worksheet</li> <li>Students place classroom items worksheet and any other new reference items in binder with correct orientation</li> <li>Students write new vocabulary words in notebook, correctly oriented, first page, date on top</li> <li>Students read narrative on topic, answer questions on worksheet</li> </ul>
<b>Extension:</b> <ul style="list-style-type: none"> <li>Count classroom objects worksheet – teach singular / plural forms; students write number and correct form of noun</li> <li>Please and thank you game – practice requesting school supplies – dialogue worksheet and cut out cards</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Matching cards – each student matches pictures of classroom items and student supplies with word labels</li> <li>Students speak names of items – This is a _____.</li> <li>Daily routine – student leaders take turns in front of class, “show me your _____” asking for reference documents in the binder</li> <li>Teacher conducts in-class observation regularly, using evaluation rubric</li> <li>Students self-evaluate regularly, using simple evaluation routine</li> </ul>

### TIF-ed Lesson

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u>Warm-up:</u>				
<u>Introduction:</u>	SM: 2A	SM: 2A, 2B		
<u>Guided Practice:</u>				
<u>Independent Practice:</u>				
<u>Extension:</u>				
<u>Assessment:</u>		SM: 2C		

## **Pre A-C-E-S Lesson Plan**

### **Objectives (General) – Students will be able to:**

1. Read, speak and match vocabulary for classroom items and student supplies
2. Use pocket folder to keep class papers
3. Read for specific information
4. Count objects and record numbers accurately
5. Recognize singular and plural nouns

### **TIF Objectives:**

- 2.a. Identify tools and organizational method for the organization of information and/or materials

### **Warm up:**

- N/A

### **Introduction:**

- Introduce key vocabulary for classroom items and student supplies – words on large cards, label real items, read and speak words
- Demonstrate use of pocket folder to keep class materials

### **Guided Practice:**

- Students label classroom items and student supplies with word cards

### **Independent Practice:**

- Students label pictures of classroom items and student supplies on worksheet
- Students place papers in pocket folder, correctly oriented
- Students read narrative on topic, answer questions on worksheet

### **Extension:**

- Count classroom objects worksheet – teach singular / plural forms; students write number and correct form of noun

### **Assessment:**

- Matching cards – each student matches pictures of classroom items and student supplies with word labels
- Students speak names of items – This is a \_\_\_\_\_.

## **Pre A-C-E-S Lesson Materials:**

### **Introduction:**

#### **Teacher guide:**

- A. Introduce vocabulary
  - Copy large word cards onto cardstock; cut out
  - Bring all classroom items and student supplies on vocabulary list
  - Introduce vocabulary – show item, speak word, show word on card, match word to item, have students speak word
- B. Demonstrate use of pocket folder
  - Show correct orientation of folder – pockets down, opening to right
  - Have students write name in top, front, right corner

### **Guided Practice:**

#### **Teacher guide:**

- A. Practice vocabulary
  - Distribute large word cards to students
  - Students stand and label classroom items and supplies
  - Repeat several times, mixing up cards and giving all students a chance
  - Circulate – ask students “What is this?” Student with card names the object

Vocabulary cards

notebook

folder

pen

binder

paper

pencil

eraser

clock



table

chair

door

trash can

whiteboard

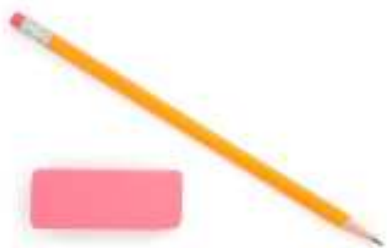
## **Independent Practice:**

### **Teacher guide**

- A. Worksheet – classroom objects; plus use of pocket folder
  - Students complete the worksheet
  - Check worksheets
  - Guide students in placing the completed worksheet in pocket folder, correctly oriented
  
- B. Narrative reading and worksheet
  - Teacher reads once through
  - Teacher reads each line, students repeat
  - Students read independently
  - Teacher demonstrates reading for specific information on Question 1 on worksheet
  - Students complete worksheet independently
  - Check worksheets
  - Guide students in placing the completed worksheet in pocket folder, correctly oriented

# Classroom

notebook folder pen binder paper pencil eraser



1. \_\_\_\_\_



2. \_\_\_\_\_



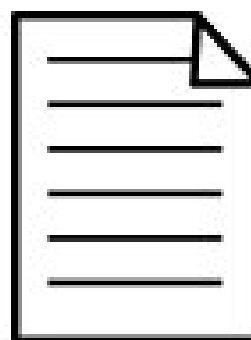
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

trash can

clock

table

chair

door

whiteboard



7. \_\_\_\_\_



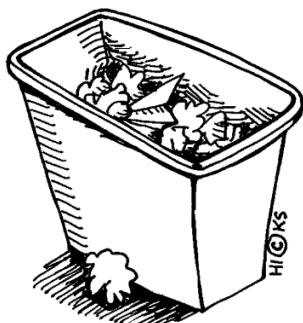
8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_



**Read:**

There are three students.

They go to school at 1:00.

They go to school on Monday and Wednesday.

They have pencils and paper.

They have a binder and a book.

They are reading.

They are studying English.

They go home at 3:30.

Read. Circle Yes or No.

- |  |     |    |
|--|-----|----|
| 1. There are two students.                 | Yes | No |
| 2. They go to school at 1:00.              | Yes | No |
| 3. They go to school on Monday and Friday. | Yes | No |
| 4. They have a binder and a book.          | Yes | No |
| 5. They go home at 4:00.                   | Yes | No |

**Extension:**

**Grammar: Singular and Plural**

Singular

1 = NO S



pen

Plural

2 or more = S



markerss

Circle the correct word.

1.



clock

clocks

2.



notebook

notebooks

3.



chair

chairs

4.



pencil

pencils

5.



table

tables

## Count Classroom Objects


Count the classroom objects and write the answer.

1. (pen)  \_\_\_\_\_

2. (pencil)  \_\_\_\_\_

3. (computer)  \_\_\_\_\_

4. (clock)  \_\_\_\_\_

5. (eraser)  \_\_\_\_\_

Look at the classroom. Count what you see.

6. How many doors are there? \_\_\_\_\_

7. How many trashcans are there? \_\_\_\_\_

8. How many tables are there? \_\_\_\_\_

9. How many chairs are there? \_\_\_\_\_

10. How many whiteboards are there? \_\_\_\_\_

11. How many binders are there? \_\_\_\_\_

12. How many windows are there? \_\_\_\_\_

13. How many students are there? \_\_\_\_\_

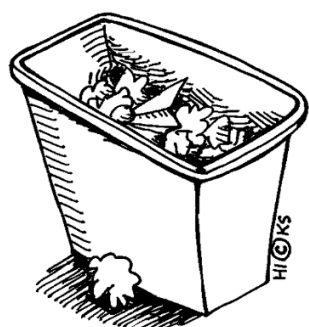
**Assessment:**

**Classroom Objects - Matching Cards**

*Teacher guide: Cut out cards, give each student a set. Students match words and pictures. Check work, then have students name each object: "This is a \_\_\_\_\_."*





notebook

folder

pen

binder

paper

pencil  
eraser

trash can

clock

table

chair

door

whiteboard

## **Post A-C-E-S Lesson Plan**

### **Objectives (General) – Students will be able to:**

1. Read, speak and match vocabulary for classroom items and student supplies
2. Orient binder, folder and notebook correctly – front and top
3. Organize class papers in binder and pocket folder according to type and use of documents
4. Write notes in spiral notebook
5. Read for specific information
6. Count objects and record numbers accurately
7. Recognize singular and plural nouns
8. Use polite language to make requests
9. Find and use class materials for study, review and reference
10. Evaluate their use of binder, folder and notebook for effective study

### **TIF Objectives:**

- 2.a. Identify tools and organizational method for the organization of information and/or materials
- 2.b. Select and use appropriate organizational tool for given task
- 2.c. Evaluate effectiveness of organization strategy

### **Warm up:**

- “What is this?” naming game – students name all student supplies/materials they know; teacher identifies vocabulary needed

### **Introduction:**

- Introduce key vocabulary for classroom items and student supplies – words on large cards, label real items, read and speak words
- Teach three essential tools for class – binder, notebook and folder
- Demonstrate front/back, top/bottom of folder, notebook, binder (label pre-placed on top right to guide correct orientation)
- Teach that all colored paper goes in binder [reference documents]; demonstrate how to orient binder, open rings, orient paper, put into binder

### **Guided Practice:**

- Teacher asks “show me your \_\_\_\_” (binder, folder, pencil, etc.); students pair, “show me your \_\_\_\_”; student leaders take turns in front of class, “show me your \_\_\_\_”
- Teacher commands “put away your \_\_\_\_”; “take out your \_\_\_\_”; have some fun
- Teacher commands “open your \_\_\_\_”; “close your \_\_\_\_”
- Students label classroom items and student supplies with word cards

### **Independent Practice:**

- Students label pictures of classroom items and student supplies on worksheet
- Students place classroom items worksheet and any other new reference items in binder with correct orientation
- Students write new vocabulary words in notebook, correctly oriented, first page, date on top

**Extension:**

- Count classroom objects worksheet – teach singular / plural forms; students write number and correct form of noun
- Please and thank you game – practice requesting school supplies – dialogue worksheet and cut out cards
- Students read narrative on topic, answer questions on worksheet
- Daily routine – student leaders take turns in front of class, “show me your \_\_\_\_” asking for reference documents in the binder

**Assessment:**

- Matching cards – each student matches pictures of classroom items and student supplies with word labels
- Students speak names of items – This is a \_\_\_\_\_.
- Teacher conducts in-class observation regularly, using evaluation rubric
- Students self-evaluate regularly, using simple evaluation routine

## **Post A-C-E-S: Lesson Materials**

### **Teacher Guide – GENERAL**

#### **PERSPECTIVE**

- We *can* do transitions integration at the lowest levels. (This lesson has been used with Beginning ESL Literacy classes, CASAS 180 and below.)
  - I can see in the TIF what will be required of students at subsequent levels, and then identify what I can do *now* with *these* students to scaffold toward those skills.
- It is *worthwhile* to develop self-management skills at the beginning level.
  - A common frustration of teachers is students' lack of materials and/or lack of any skills in using school supplies to organize their materials for effective study.
  - Students with no academic background need a teach-model-practice-practice-practice approach to self-management skills just as we do for mastery of basic vocabulary and other language skills at this level.
  - Self-management skills empower beginning-level students to take charge of their own learning.
- *Routines* and *repetition* are essential for mastery of self-management skills.
  - Consider establishing this daily routine: The first 5-10 minutes of class each day is designated "student time" (individual time). Post a sign "STUDENT TIME" on the board when class starts, and remind them of the expectations for this time.
  - Students are given ample time to take out and prepare all materials – binder, notebook, folder, pen, pencil, eraser. Then they take time to review reference materials in their binder, current work in their folder, and/or notes in their notebook.

#### **PREPARATION**

- *Provide* binder, notebook, folder, pen, pencil and eraser.
  - This ensures all students are treated equally and equipped for class.
  - Many beginning-level students are newcomers and may not have money, knowledge or skills to shop for their own school supplies.
- *Prepare* binder, notebook and folder.
  - Affix a blank label in the top, right, front corner of each item.
  - This provides a visual cue for correct orientation of these items. Without the label, beginning level students will often use the items upside down or backwards. Daily reinforcement about orientation of these items – front, top, right – will help all students master this basic skill over time.
- *Color code* all materials.
  - Colored papers are *reference* items – alphabet, numbers, colors, clock, key vocabulary sets, etc. These go in the *binder* and are to be kept for the duration of the class.
  - White papers are *daily work*. Upon completion, these go in *pocket folder* to take home.

### **Warm-up:**

#### **Teacher guide:**

Have all classroom objects for vocabulary lesson in room. Point to each object and ask, "What is this?" Students name all objects they can identify; you find out which they do and don't know.

## **Introduction:**

### **Teacher guide:**

#### **A. Introduce vocabulary**

- Copy large word cards onto cardstock; cut out
- Bring all classroom items and student supplies on vocabulary list
- Introduce vocabulary – show item, speak word, show word on card, match word to item, have students speak word

*NOTE: You may choose to do the next steps on separate days – i.e., binder on one day, folder the next day, etc.*

#### **B. Demonstrate use of binder**

- Show correct orientation – label top front; opening to right; etc.
- Distribute binders to students
- Have students write name on pre-affixed label in top, front, right corner of binder
- Have students flip binders around, then re-orient again correctly; several times
- Show a sample binder with *colored* papers already placed in it; show new colored paper; show how to open binder, add new document and close rings
- Give colored document to students, have them complete the steps to place it correctly into binder

#### **C. Demonstrate use of folder**

- Show correct orientation – label top front; pockets down; opening to right; etc.
- Distribute pocket folders to students
- Have students write name on pre-affixed label in top, front, right corner of binder
- Have students flip folders around, then re-orient again correctly; several times
- Show a sample folder with *white* papers already placed in it; show new white paper; show how to open folder, add new document into pocket
- Give white document to students, have them complete the steps to place it correctly into folder

#### **D. Demonstrate use of spiral notebook**

- Show correct orientation – label top front; opening to right; etc.
- Distribute notebooks to students
- Have students write name on pre-affixed label in top, front, right corner of binder
- Have students flip notebooks around, then re-orient again correctly; several times
- Show how to open to first page of notebook; then subsequent single pages
- Have students write on first notebook page: Date on top, then *This is my notebook*. [Writing notes, stories, etc., in notebook is another set of skills, not included in this lesson]

**Guided Practice:****Teacher guide****A. Identifying classroom objects**

- Teacher says to class, "Show me your \_\_\_\_\_ [binder, folder, pencil, etc.]" "Show me the \_\_\_\_\_ [whiteboard, chair, etc.]" Students touch, point, or pick up.
- Student pairs do the same – Student says to classmate, "Show me...", partner touches or points to item.
- Students volunteer to come up front one at a time, do the same – Student says to class, "Show me..."
- Have some fun with this.

**B. Responding to commands**

- Teacher speaks and models "put away" and "take out"
- Teacher says to class, "Put away your \_\_\_\_\_." "Take out your \_\_\_\_\_." Have some fun. Go fast, make deliberate mistakes, etc.
- Teacher speaks and models "open" and "close" – binder, folder, notebook, book
- Teacher says to class, "Open your \_\_\_\_\_." "Close your \_\_\_\_\_." Have some fun. Go fast, make deliberate mistakes ("Open your pencil."), etc.

**C. Practice vocabulary**

- Distribute large word cards to students
- Students stand and label classroom items and supplies
- Repeat several times, mixing up cards and giving all students a chance
- Circulate – ask students "What is this?" Student with card names the object



Vocabulary cards

notebook

folder

pen

binder

paper

pencil

eraser

clock

table

chair

door

trash can

whiteboard

## **Independent Practice:**

### **Teacher guide**

- A. Worksheet (copy onto colored paper – this will be a reference document in student binders) – classroom objects; plus use of binder
  - Students complete the worksheet
  - Check worksheets
  - Guide students in placing the completed worksheet in binder, correctly oriented
- B. Notebook use
  - Have students orient spiral notebook front/top; open to new page; write date on top
  - Students write list of vocabulary words in notebook, copied from worksheet
  - May make notes in first language, add sketch, etc. as memory cue
- C. Narrative reading and worksheet
  - Teacher reads once through
  - Teacher reads each line, students repeat
  - Students read independently
  - Teacher demonstrates reading for specific information on Question 1 on worksheet
  - Students complete worksheet independently
  - Check worksheets
  - Guide students in placing the completed worksheet in pocket folder, correctly oriented

**Extension:**

**Grammar: Singular and Plural**

Singular

1 = NO S



pen

Plural

2 or more = S



markers

Circle the correct word.

1.



clock

clocks

2.



notebook

notebooks

3.



chair

chairs

4.



pencil

pencils

5.



table


tables

## Count Classroom Objects


Count the classroom objects and write the answer.

1. (pen)  \_\_\_\_\_

2. (pencil)  \_\_\_\_\_

3. (computer)  \_\_\_\_\_

4. (clock)  \_\_\_\_\_

5. (eraser)  \_\_\_\_\_

Look at the classroom. Count what you see.

6. How many doors are there? \_\_\_\_\_

7. How many trashcans are there? \_\_\_\_\_

8. How many tables are there? \_\_\_\_\_

9. How many chairs are there? \_\_\_\_\_

10. How many whiteboards are there? \_\_\_\_\_

11. How many binders are there? \_\_\_\_\_

12. How many windows are there? \_\_\_\_\_

13. How many students are there? \_\_\_\_\_

## Practice dialogue for classroom vocab.

1. Write dialogue on the whiteboard:

*Please give me a \_\_\_\_\_.*

*Thank you.*

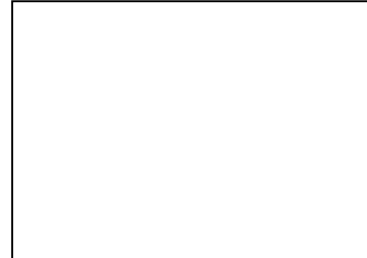
2. Practice the dialogue as a whole group, substituting different classroom items. Have students hold up the classroom item as you practice.
3. Partner practice:  
Worksheet 1: Student B cuts out the pictures. Student A uses the worksheet to ask for different classroom items.  
When finished, switch roles using the Worksheet 2.
4. Each student completes the activity by gluing the pictures next to the correct dialogs.
5. When finished, practice reading the dialogs independently.

## Please and Thank You Game *(Wkst. 1)*

*Student A*

1. Please give me a binder.

Thank you.



2. Please give me a folder.

Thank you.



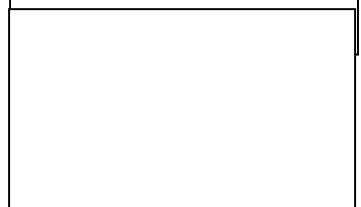
3. Please give me a paper.

Thank you.



4. Please give me an eraser.

Thank you.

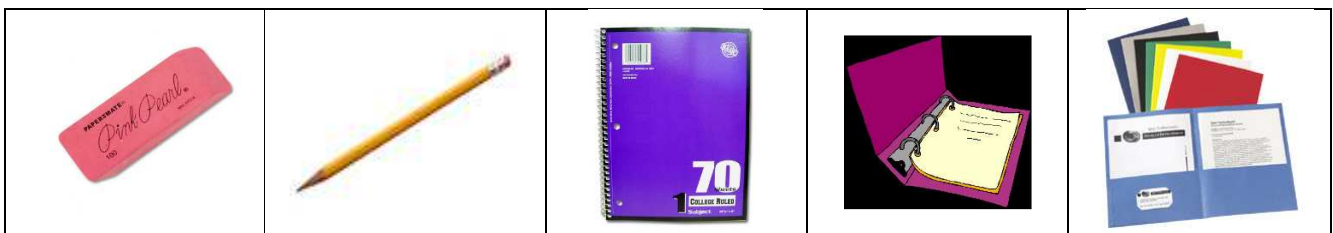


5. Please give me a pencil.

Thank you.



*Student A will give these items to Student B-----Cut-----*





## Please and Thank You Game *(Wkst. 2)*

*Student B*

1. Please give me a notebook.

Thank you.

2. Please give me a pencil.

Thank you.

3. Please give me a binder.

Thank you.

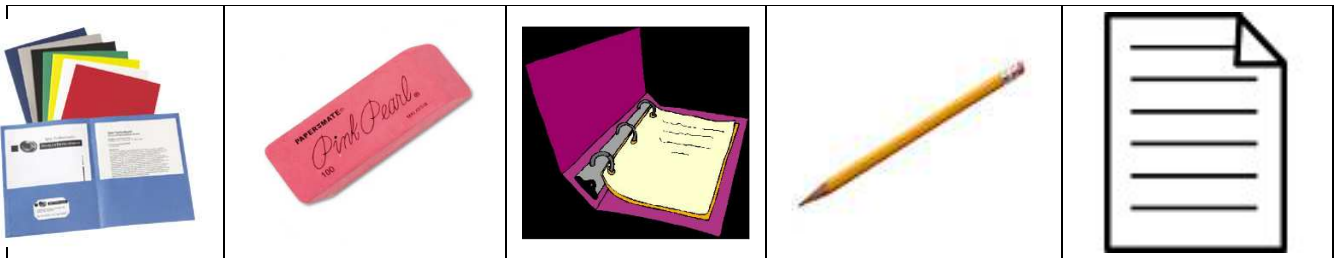
4. Please give me a folder.

Thank you.

5. Please give me an eraser.

Thank you.


*Student B will give these items to Student A-----Cut-----*



**Extension:****Teacher guide – Reading**

The short narrative reading is an extension of the unit that uses the unit vocabulary. It is also used as a vehicle for teaching specific reading skills – e.g., working on phonics, sight word recognition, comprehension and wh- questions, etc. For this lesson, pre-teaching of *there is* and *there are*, and practicing sight words *to*, *at*, *and*, etc. will be necessary prior to learners reading the story independently. The teacher will instruct on any other reading skills necessary for the beginning-level learners to have success in this activity.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Read:**

There are three students.

They go to school at 1:00.

They go to school on Monday and Wednesday.

They have pencils and paper.

They have a binder and a book.

They are reading.

They are studying English.

They go home at 3:30.

.....

Read. Circle Yes or No.

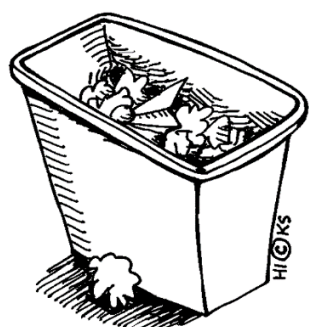
- |  |     |    |
|--|-----|----|
| 1. There are two students.                 | Yes | No |
| 2. They go to school at 1:00.              | Yes | No |
| 3. They go to school on Monday and Friday. | Yes | No |
| 4. They have a binder and a book.          | Yes | No |
| 5. They go home at 4:00.                   | Yes | No |

**Assessment:**

**Classroom Objects - Matching Cards**

*Teacher guide: Cut out cards, give each student a set. Students match words and pictures. Check work, then have students name each object: "This is a \_\_\_\_\_."*



notebook

folder

pen

binder

paper

pencil  
eraser

trash can

clock

table

chair

door

whiteboard

**Assessment (on-going):****Teacher guide**

1. *Classroom routine* – Daily, or on a regular basis, invite a student to lead a simple exercise from the front. The student leader asks classmates, “Please show me your \_\_\_\_\_” and refers to a document students should be able to find in their binder or folder. This establishes concretely the expectation that materials be organized in a way that they can quickly and easily find them; and that they be brought to class daily.
2. *Teacher evaluation* – On a regular basis, use this rubric to evaluate students’ self-management skills for managing class materials.

3 = *always*2 = *sometimes*1 = *never*

Standard								
The student..... Students								
1. brings all materials to class.								
2. takes out and assembles all materials upon arrival.								
3. reviews materials during student/individual time.								
4. uses materials as reference during class as needed.								
5. places new materials in binder / folder correctly.								
6. orients items correctly.								
7. takes notes in notebook.								

3. *Student self-evaluation* – On a regular basis, use a simple routine to guide students in a self-evaluation of their skills for managing class materials. (Use to evaluate any skill)

- Place signs on wall in 3 separate places in room



= easy or yes



= so-so or sometimes



= difficult or never

- Pose statements students can comprehend – I bring my binder everyday; etc.
- Students move to the picture that reflects their self-evaluation.