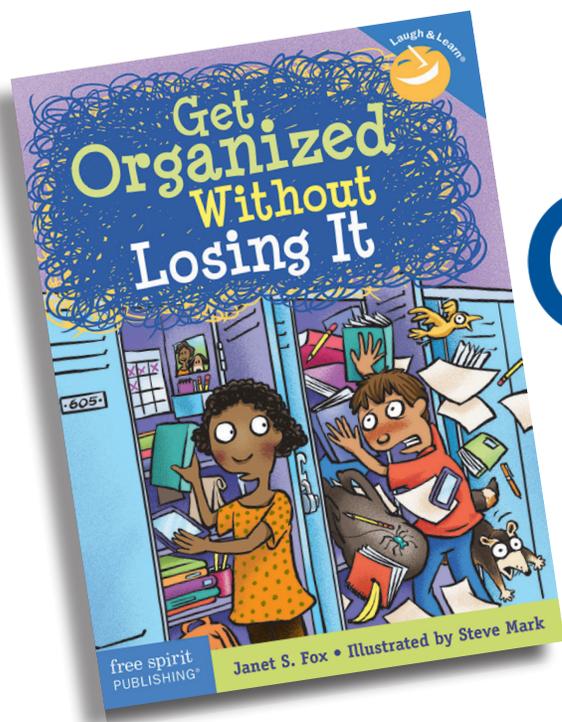


A Common Core State Standards-Aligned Activity/Game Guide for Grades 3-7



Get. Organized Without Losing It

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Illustrated by Steve Mark

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Get Organized With Out Losing It – The Game

Prerequisite Activity: Read Get Organized Without Losing It.

Objective:

To provide an entertaining, independent, and interactive game experience in which the life skills and time management principles presented in Fox's *Get Organized Without Losing It* are reinforced.

Number of Players: 2 to 6

Grades: Elementary to Middle School

Materials:

- Game cards created by printing pages 3 to 8 on card stock. Cut card along bold lines.
- Cut and paste the illustrations on pages 9 to 14 on the back of the cards or use a copier and transfer face cards to the back of the game cards.
- Laminating game cards is suggested.
- The book *Get Organized Without Losing It* for reference.

Procedure:

- Shuffle cards well.
- Place cards face down in a stack.
- In turn, each player chooses a card from the top of the stack, reads it aloud, and follows instructions.
- If the instructions state that player must lose card, place the returned card in a stack near the face-down stack. The returned cards are reshuffled back into the face-down stack once all of those cards have been chosen.
- Continue playing until the entire face-down stack of cards has been depleted.
- When a player no longer has any cards they are considered to be out of the game.
- The winner is declared when a player possess all game cards at the end of the game.



You have to borrow a pencil from a classmate because yours are buried in the center section of your backpack under wads of crumpled papers, text books, and yesterday's stinky lunch sack.

Consequence?

MISS A TURN

A requirement of one of your math problems is to measure the width of your text book. To do this, you need a small ruler. So, you simply unzip the front section of your backpack, open the plastic pouch inside, and pull out your trusty six-inch ruler.

Celebrate!

Take 2 cards from the stack

You look like the Leaning Tower of Pisa when you walk because your backpack is as heavy as the Eiffel Tower. You're lugging binders, folders, papers, and textbooks tipping the scales at half your weight. Your shoulders ache. Your neck is stiff. Something's got to change, before your back gives out!

You must lighten your load. Return 2 cards to the stack.

Because you review your homework planner regularly, you discover that your science vocabulary quiz is scheduled for next week and there is no need to bring your science textbook home tonight. Also, since you have made certain that the geography homework handout is neatly placed in your Homework Folder, you can leave your geography textbook in your locker, too

Reward yourself for a light backpack by drawing another card!

It is mandatory to highlight geography map work with colored pencils and you don't have any in the Supply Box stored in your desk. And, even though you protest your grade, the teacher takes 10 points off of your map project because you didn't use colored pencils to distinguish between the countries' borders.

Consequence?

Give a card to the player on your left.

You use at least 15 of the items listed on the "My Get-Organized Shopping List" on a regular basis.

Good for you!

Reward yourself by drawing two extra cards from the stack.



Pat yourself on the back for being a great kid!

Note Taking Tip:
If your teacher writes something on the board, add it to your notes.

Note Taking Tip:
If your teacher says something like, "This is important," "Remember this," and especially (hello!) "This will be on the test," mark that note with a star.

Note Taking Tip:
If your teacher *repeats* something on the board, add it to your notes.

Note Taking Tip:
Skip lines between ideas. That way, if you want to add more notes later to explain an idea, you'll have more room.

Note Taking Tip:
Use only one side of the page. Sometimes notes written on the backs of pages get "lost." You forget that they're there.



Gross. Ants have discovered the slimy, smelly, squishy banana peels decomposing in the far corner of your classroom desk.

Consequence?

Lose a turn and clean out your desk!

You are able to find supplies quickly because you keep your desk clean and neat, unlike the clutter-bug who sits next to you.

Take two cards from the player to your right!

You left the house for school without packing a lunch...again. Instead of making a healthy choice, you buy a Dingle Berry chocolate bar and a sugary soda from the vending machines. By mid-afternoon, you feel rotten and snooze through a film in Biology when you should have been taking notes.

Snoozing? Now you're losing two cards.

After dinner you make tomorrow's lunch consisting of a sandwich made of whole wheat pita bread, a bunch of fat, juicy seedless grapes, and a yummy oatmeal raisin cookie for dessert.

Hooray!

Reward yourself by drawing another card from the deck.

Tip: If you don't bring your lunch to school, be sure to put tomorrow's lunch money or milk money where you won't forget it. Put it in your shoe, or in the plastic pouch in your backpack.

Tip: When you make time each night to get ready for school, you start the next day feeling calm and in control. You're more relaxed when you get to school because you know you have everything you need.



Long Term Project Planning Tips:

Write the project due date in your student planner. Write it in red, or circle it in red, or draw flowers or stars or arrows around it anything to make it stand out.

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Long Term Project Planning Tips:

Make a list of all the things you need to do the project. Just list everything. You're breaking down the project into baby steps the trick to getting it done.

Long Term Project Planning Tips:

Always give yourself more time than you'll really need. That way, when you finish early, you'll have plenty of time to celebrate or relax.

Long Term Project Planning Tips:

The first time you plan a long-term project, it might seem like a lot to sort out. Ask an adult to help. Any parent who has ever been stuck with a last-minute project will be glad to help you plan. Any teacher who has ever heard long, boring excuses about why a project isn't done will be happy to help.

You effectively used The Get Organized Without Losing It Long Term Planner to complete a research project three days before the due date.

Bravo!!!!

Every player must give you a card from their stack.



Study Skills Tip:

Write key words on note cards and flash cards. Use flash cards to test your memory, especially in math and languages.

Tuck a few note cards and flash cards in your pocket or backpack. Peek at them during free moments (while waiting for the bus or waiting in line, for example).

Study Skills Tip:

To help memorize things you need to know turn a list of words into an acronym by using the first letter of each word to make a word.

Examples: The NBA is the acronym for National Basketball Association. SCUBA for Self-Contained Underwater Breathing Apparatus.

Study Skills Tip:

To help memorize things you need to know turn a list of words into an acronym by using the first letter of each word to make a word.

PEMDAS could be your acronym for remembering the order of operations in math: Parentheses, Exponents, Multiplication, Division, Addition, Subtraction.

You stick to your homework schedule as closely as you can. Life happens, yet you don't get off track too much. Good for you.

Reward yourself by taking another card from the stack.

At school, you write your assignments on your homework checklist. You also write due dates, quiz dates, and test dates in your planner.

Reward yourself by taking another card from the stack.

Each morning you get ready for your day by looking at your planner.

Reward yourself by taking another card from the stack.



Before you leave home for school, you make sure you have everything you need for the day. Backpack? Binder? Homework? Signed notes? Special project? What else?

Reward yourself by taking another card from the stack.

Before you leave school for home, you make sure you have everything you need for the night's homework. Handouts? Books? Worksheets? Notes? What else?

Reward yourself by taking another card from the stack.

Each night before you go to bed, you look at your planner. Are you ready for tomorrow?

Reward yourself by taking another card from the stack.

Each night before you go to bed, you gather up everything you need for school the next day. You put it all in one place on your desk, by the back door, or on the kitchen table. You try to use the same place every night.

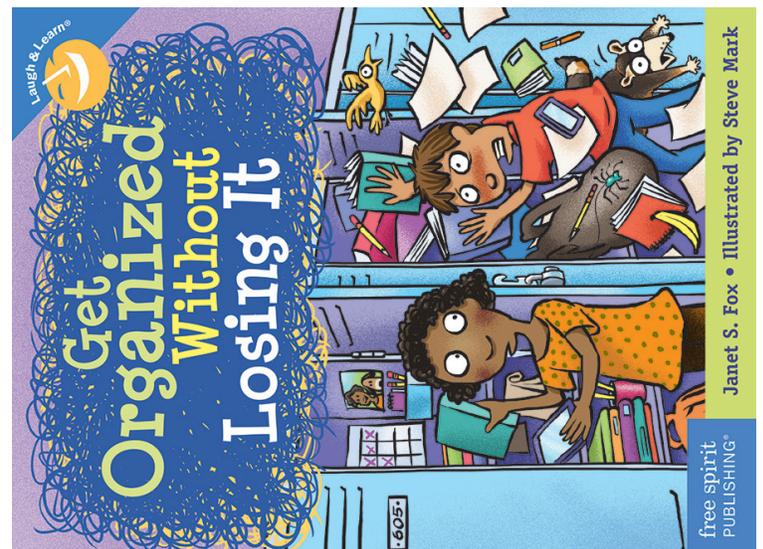
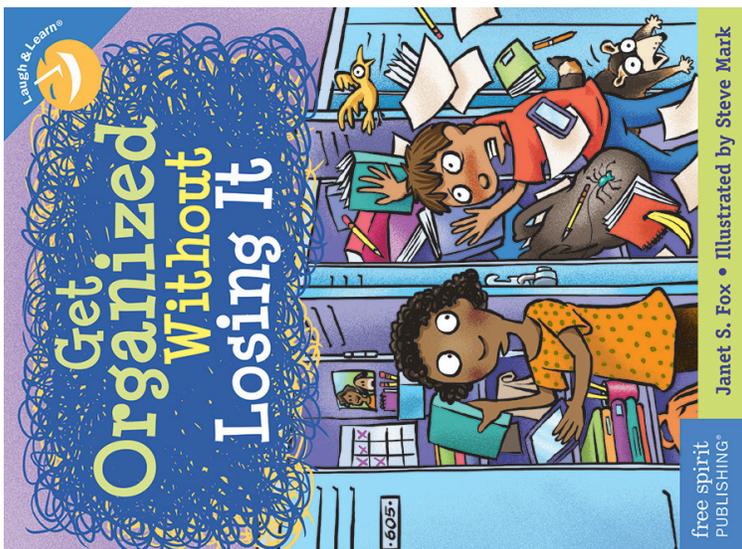
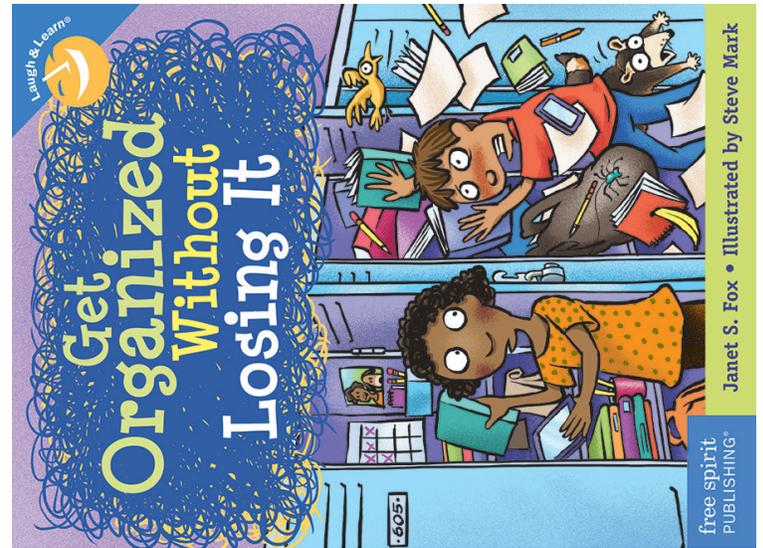
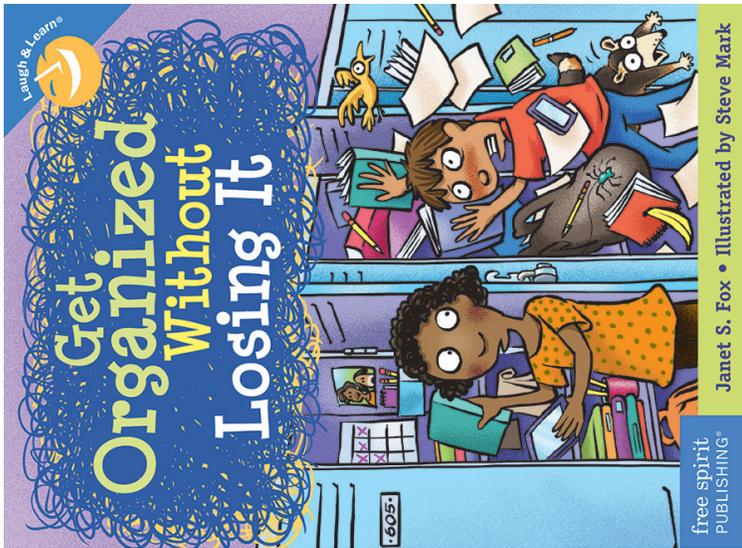
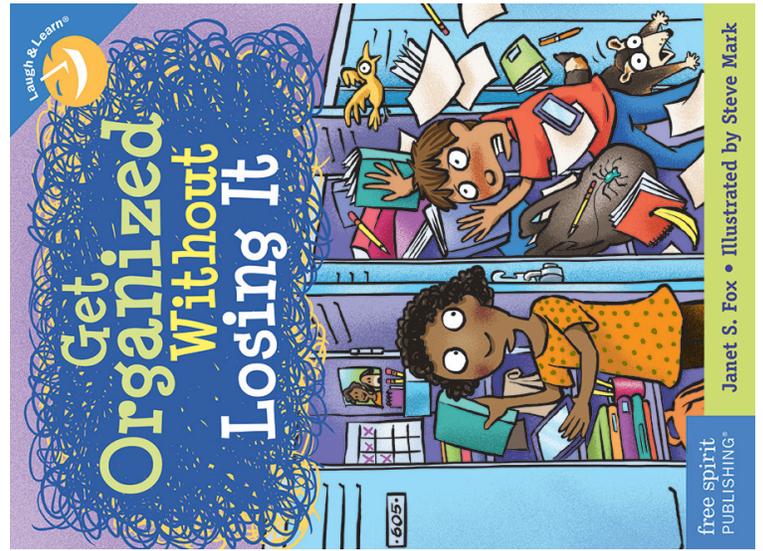
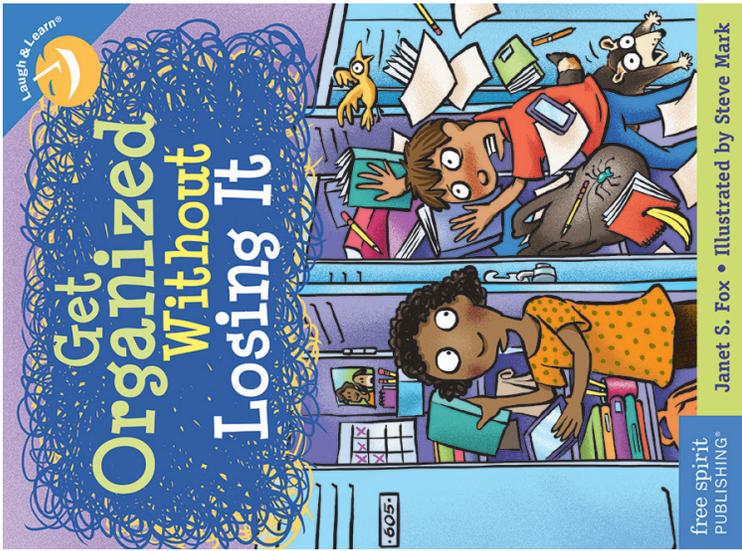
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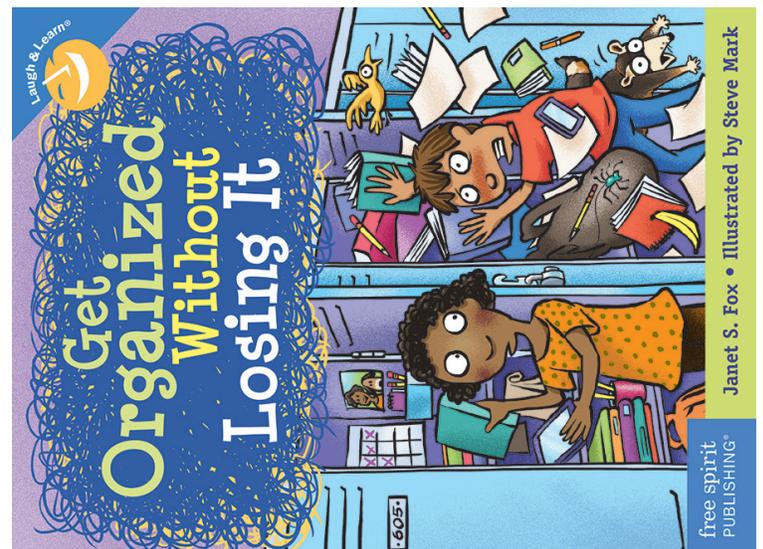
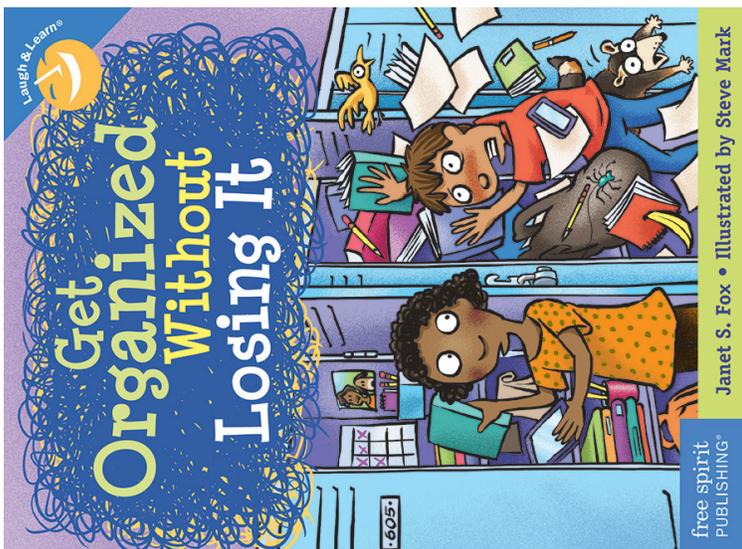
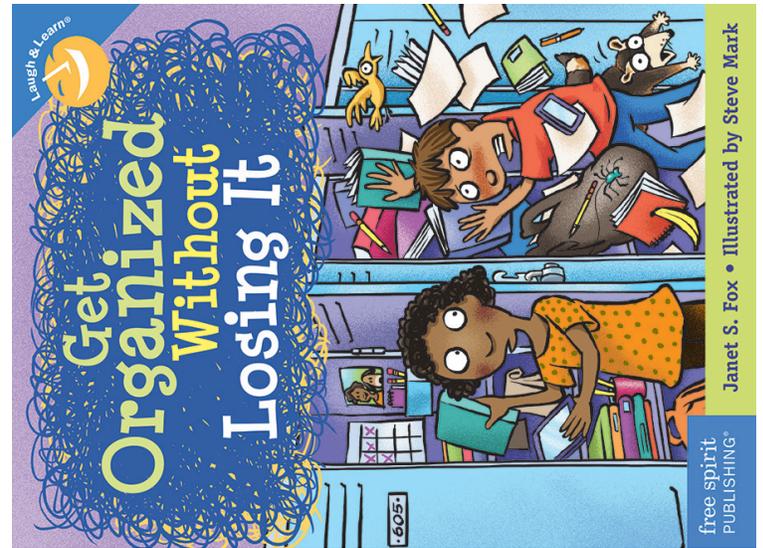
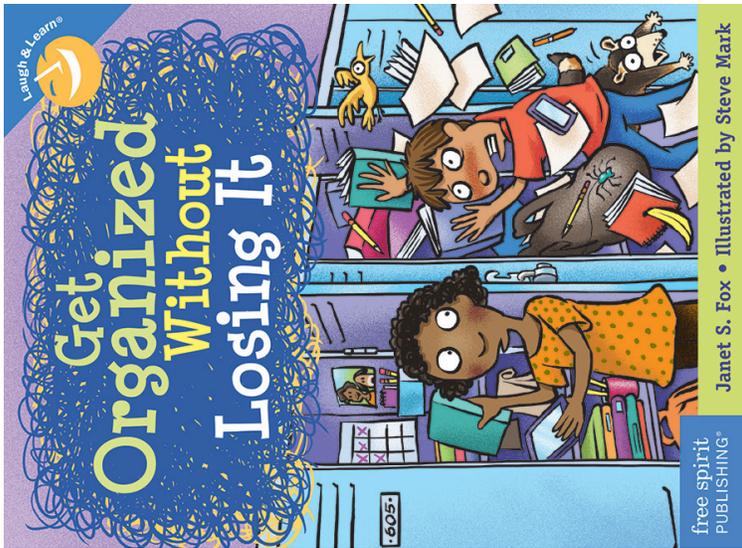
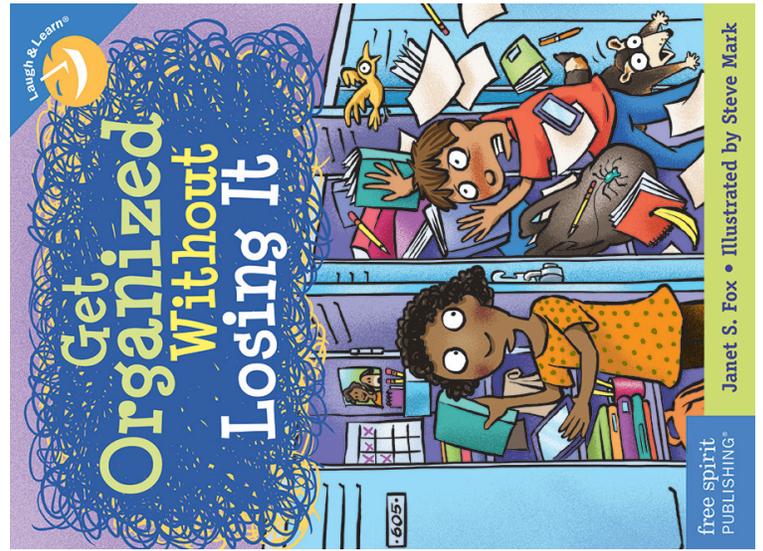
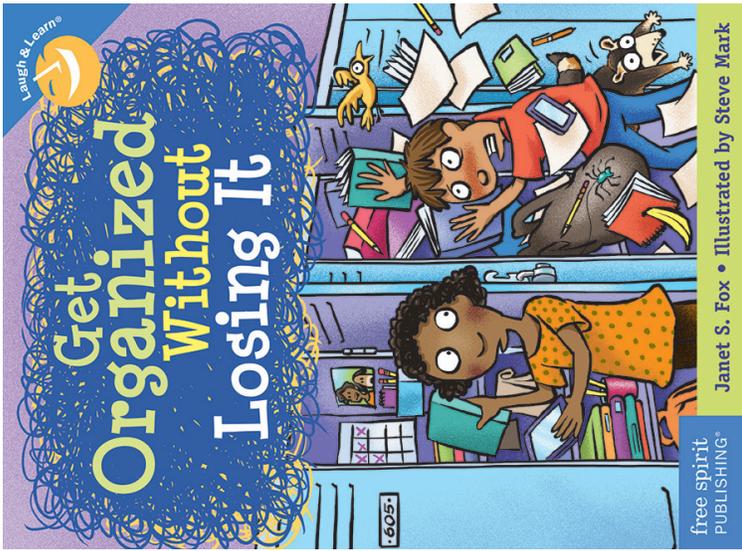
Have a regular place to do your homework. Ask a parent or other family grown-up to help you find a regular quiet study space, if you need to.

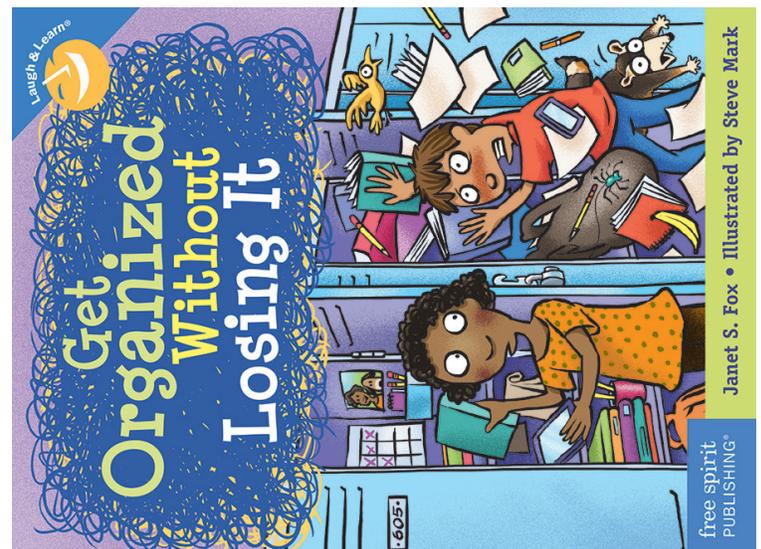
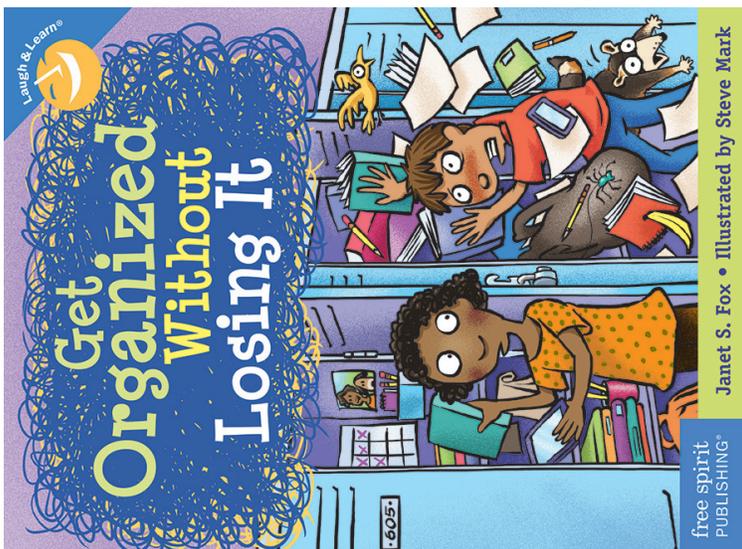
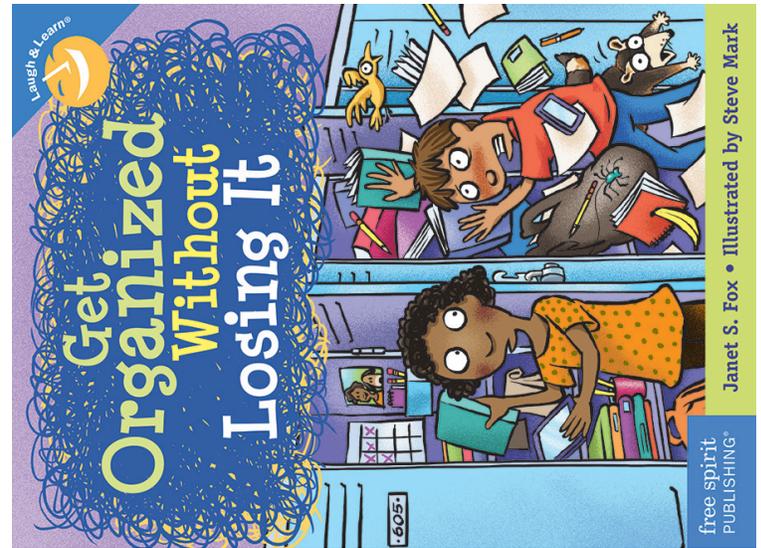
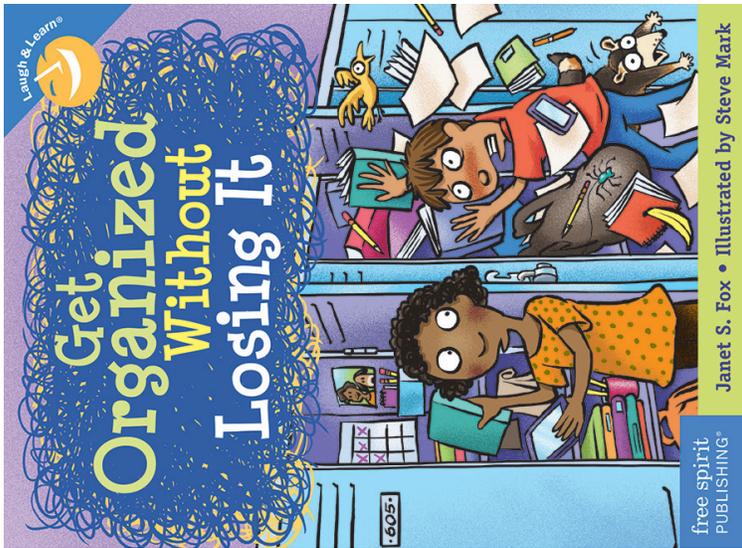
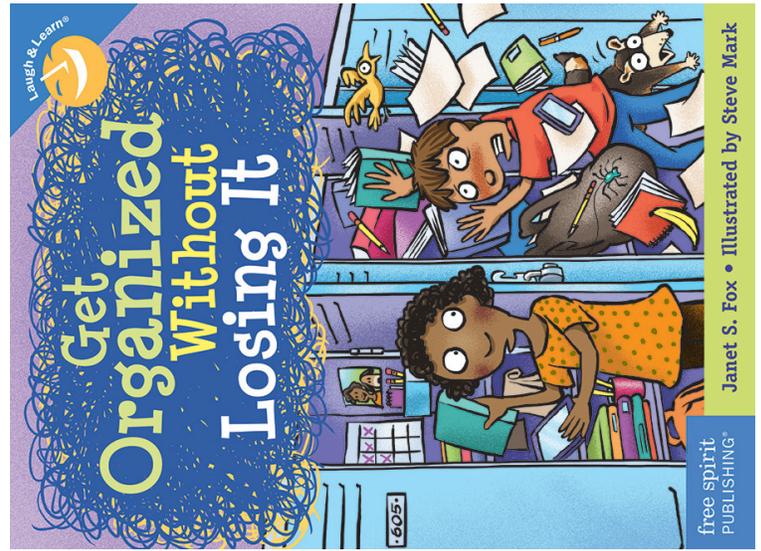
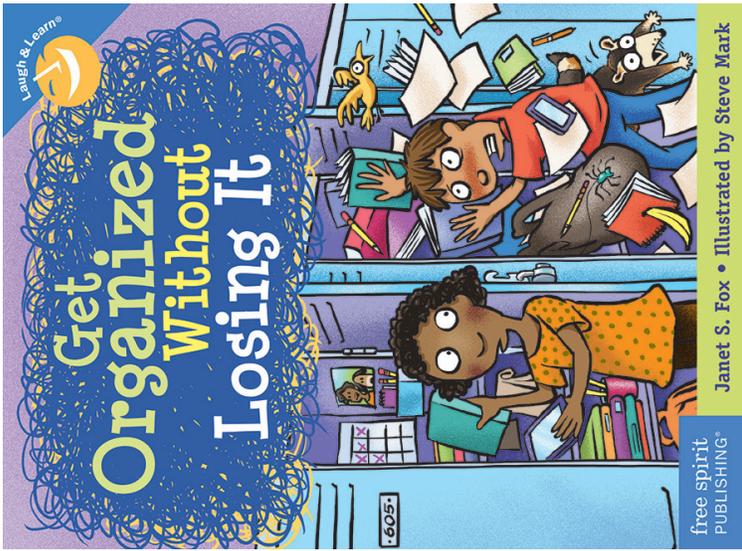
Have a regular homework time. Decide on a set time when you do your homework every day.

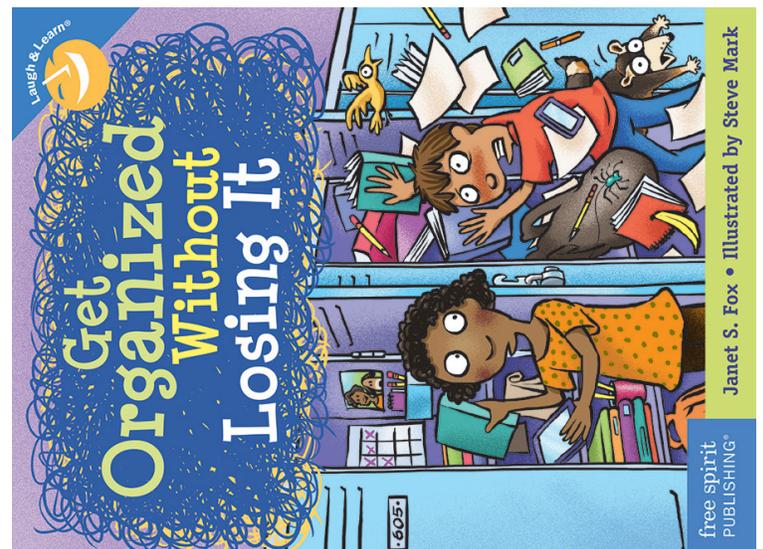
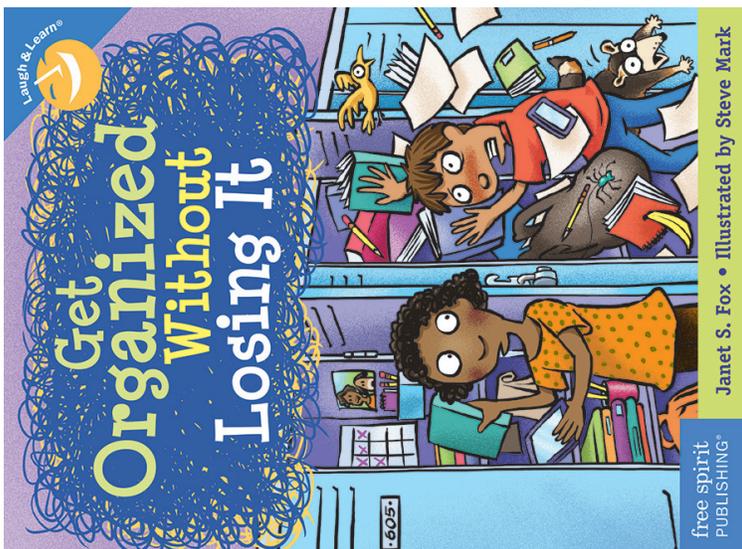
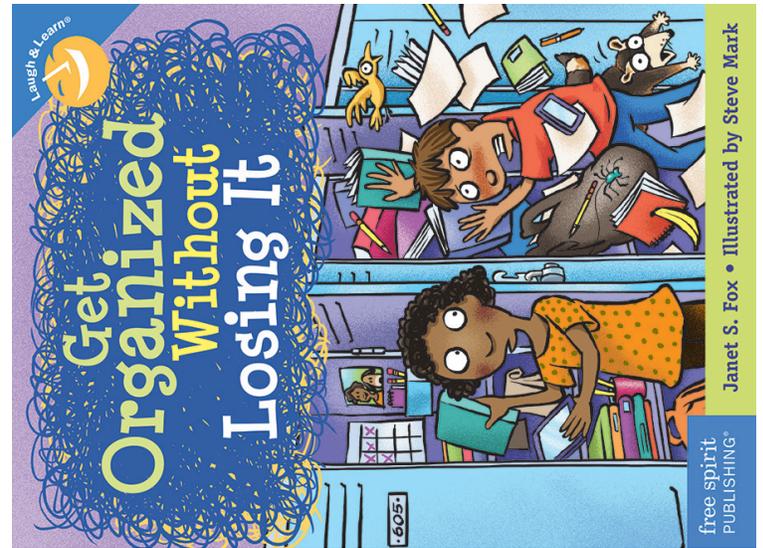
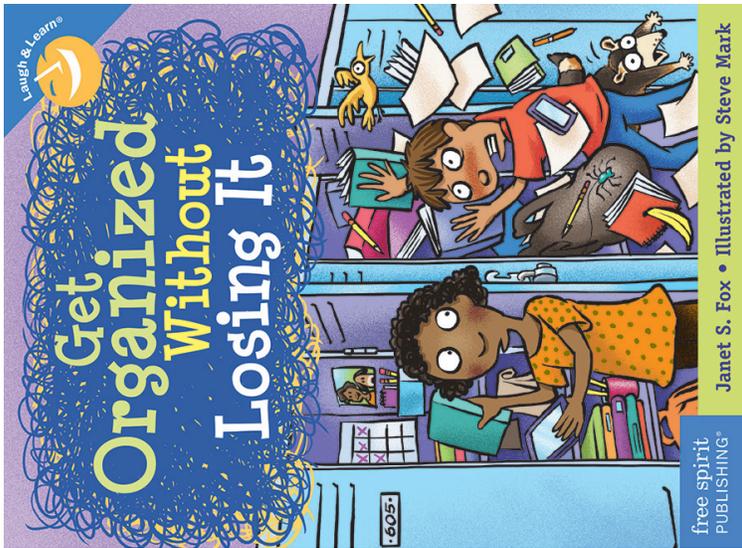
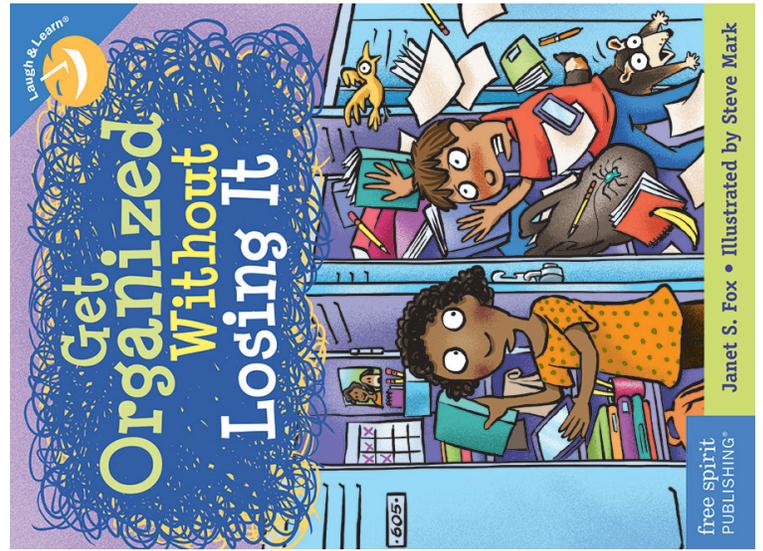
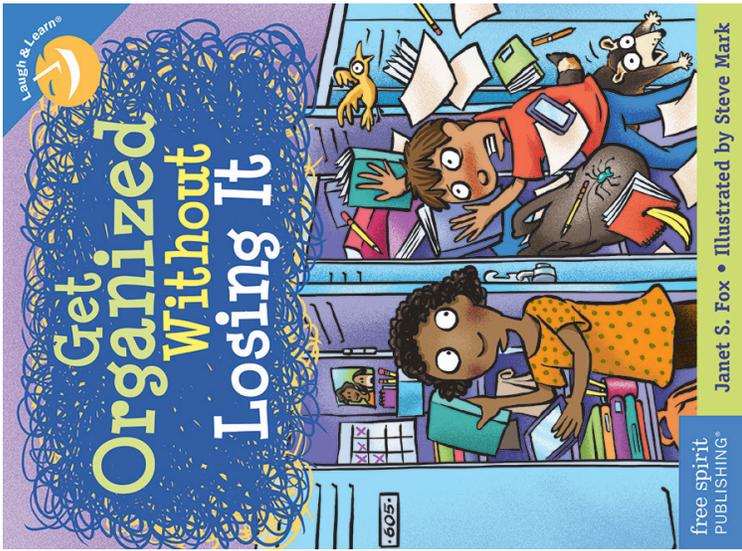
Even if you don't have homework, use your set homework time to learn. Read a book, study your math facts or spelling words, or work on a long-term project.

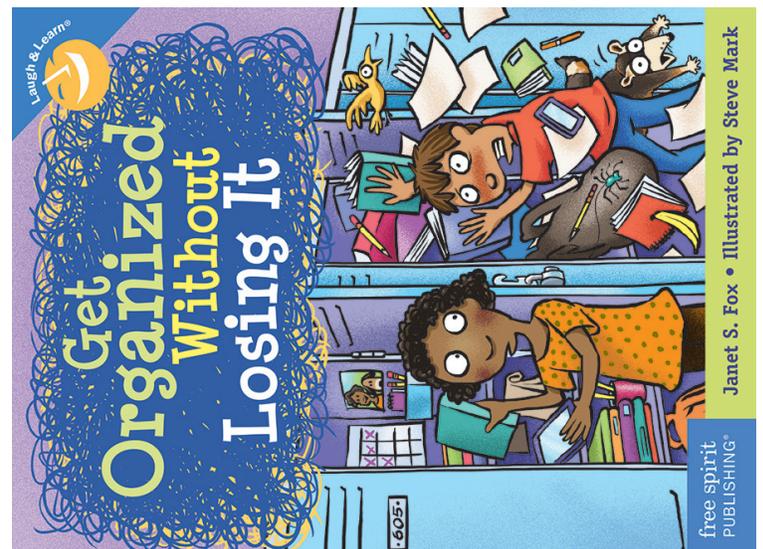
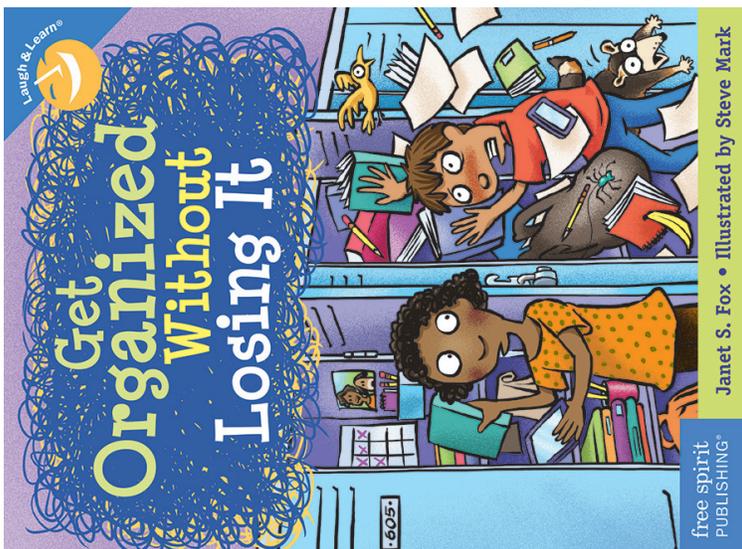
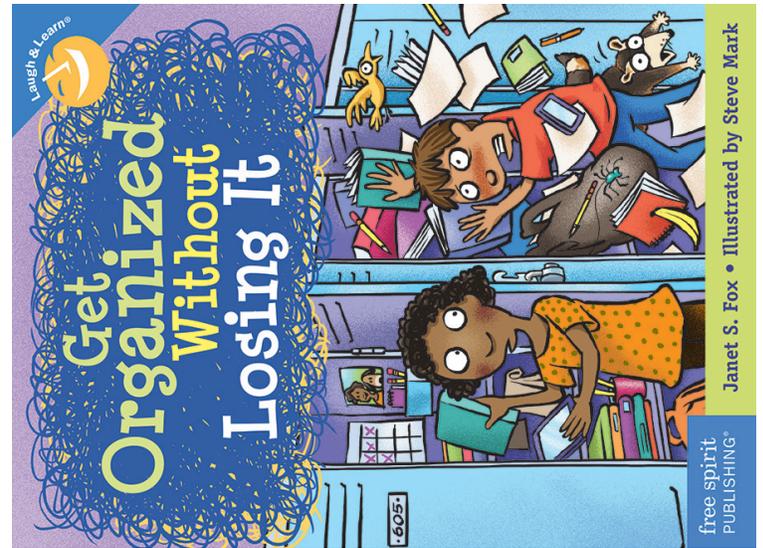
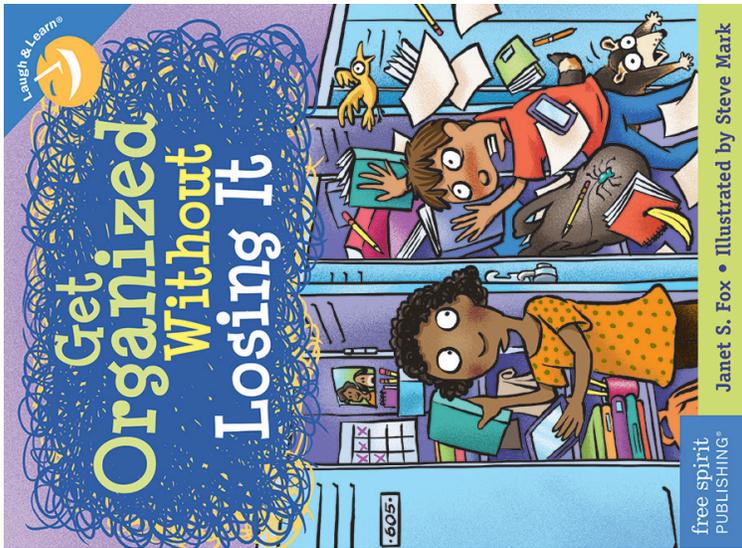
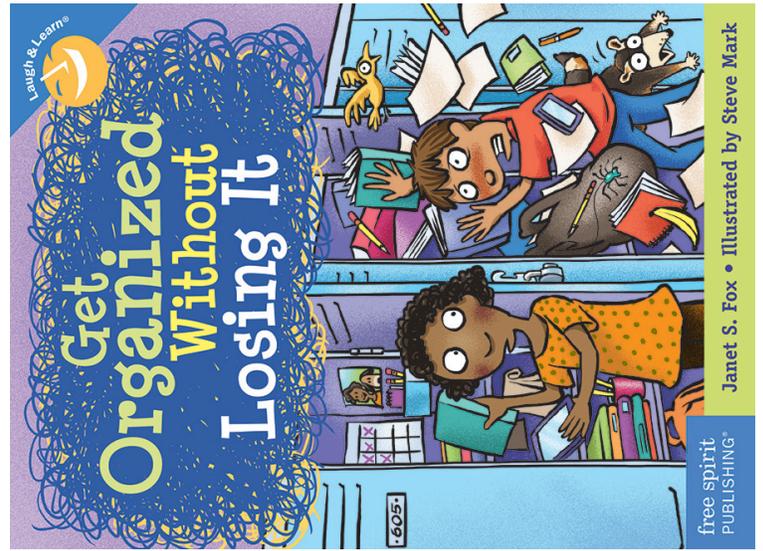
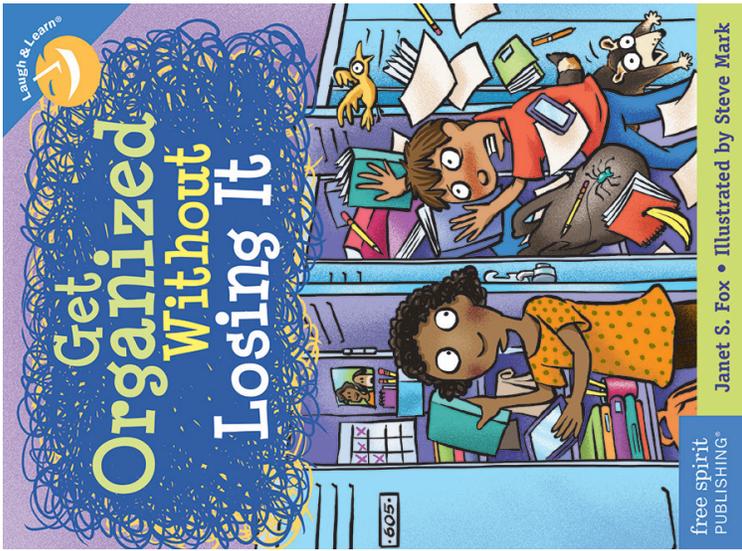


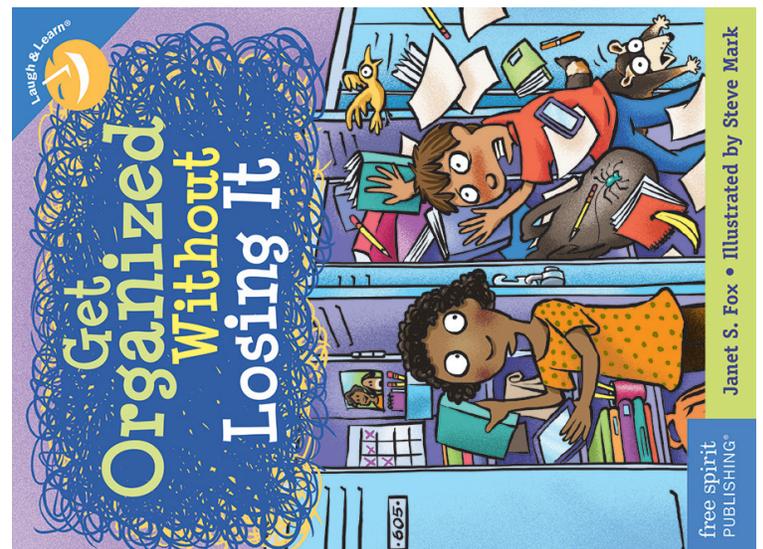
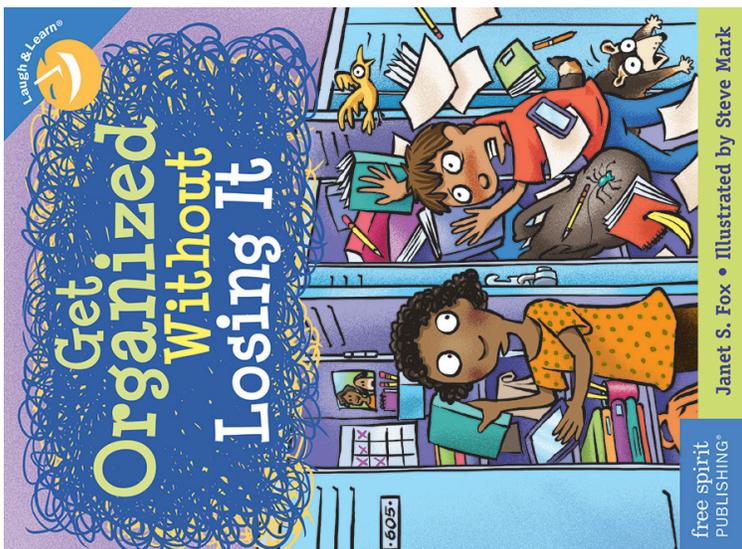
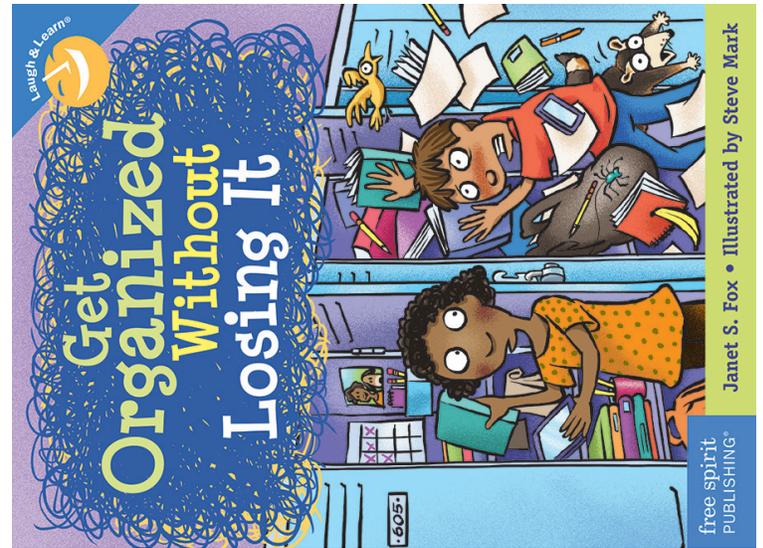
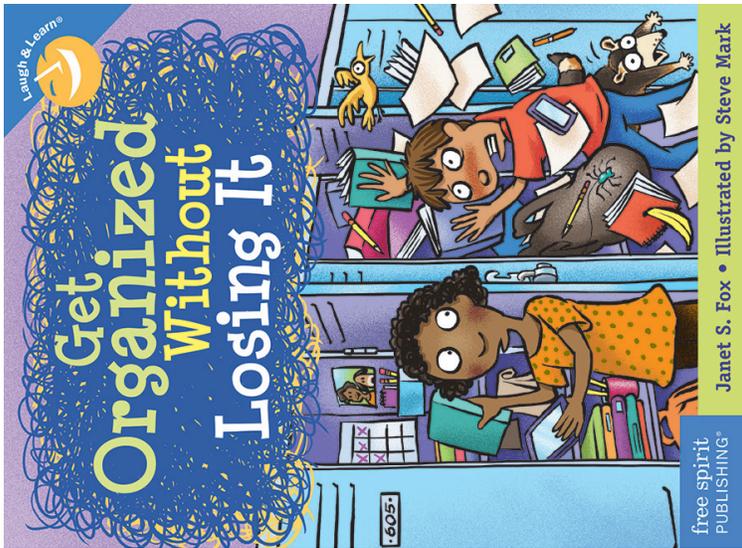
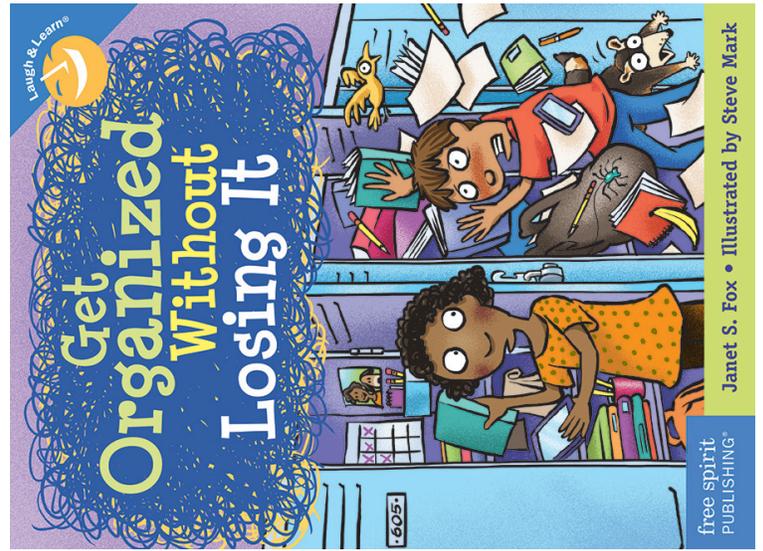
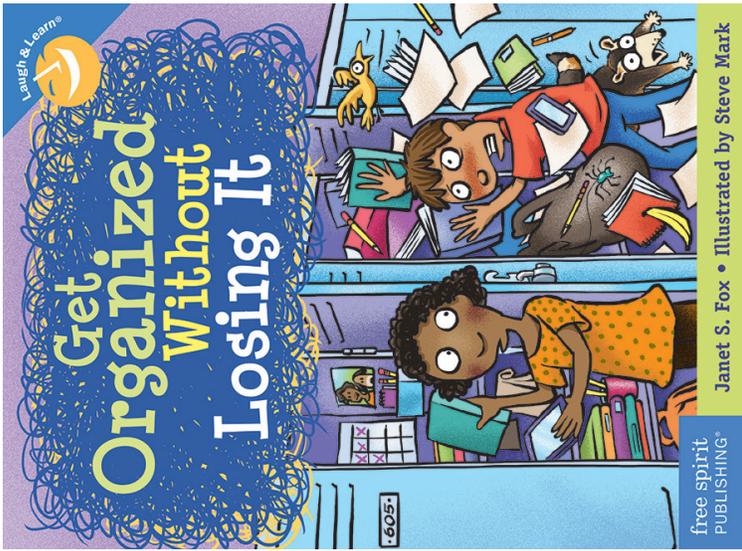












COMMON CORE STATE STANDARDS ALIGNMENT:

| English Language Arts Standards » Reading: Informational Text | |
|--|--|
| CCSS.ELA-LITERACY.RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCSS.ELA-LITERACY.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CCSS.ELA-LITERACY.RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| CCSS.ELA-LITERACY.RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| CCSS.ELA-LITERACY.RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| CCSS.ELA-LITERACY.RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CCSS.ELA-LITERACY.RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| CCSS.ELA-LITERACY.RI.4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| CCSS.ELA-LITERACY.RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| CCSS.ELA-LITERACY.RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| CCSS.ELA-LITERACY.RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| CCSS.ELA-LITERACY.RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| English Language Arts Standards » Speaking & Listening | |
| CCSS.ELA-LITERACY.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CCSS.ELA-LITERACY.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CCSS.ELA-LITERACY.SL.5.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY.SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CCSS.ELA-LITERACY.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| CCSS.ELA-LITERACY.SL.7.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY.SL.7.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |

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Debbie Gonzales, MFA



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