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# **The Work-Smart Academic Planner**

REVISED EDITION

**Write It Down,  
Get It Done**

**PEG DAWSON  
RICHARD GUARE**



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# About This Planner

In our work with teenagers over many years (and through writing the *Smart but Scattered* books), we have learned that school success has less to do with how “smart” kids are than with how smart they work. Being able to manage time, plan, organize, and stay on track toward a goal (commonly called *executive skills*) has way more to do with school success than points on an IQ test.

This planner serves several purposes. It allows you to learn more about yourself as a learner by giving you the tools to assess your executive skills strengths and weaknesses. It also gives you space to set goals for the year, and it provides templates to help you carry out common academic tasks such as writing papers or studying for tests. It also functions as a daily, weekly, and monthly planner.

We see this as both a workbook and a planner. For some users, the workbook section will be the most useful and can be used independently of the planner section. For others, the planner section can be used as a to-do list to accompany other methods of tracking assignments, such as online school web portals or course syllabi provided by teachers. It’s an all-in-one resource, conveniently three-hole punched to fit in your binder, that enables you to stay on top of your work, plan your school life, and learn to work smarter rather than harder.

Since we are always looking for ways to improve what we do, we would appreciate hearing any comments or suggestions you have.

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## **Note for School Psychologists, Coaches, Educators, and Parents**

- For tips on how to make the best use of this planner, please go to [www.guilford.com/work-smart-guide](http://www.guilford.com/work-smart-guide).
- This planner follows the model outlined in our book *Coaching Students with Executive Skills Deficits* (The Guilford Press, 2012). For additional resources and guidance on how to coach, please refer to that book.

# Using the Planner with a Coach

**B**efore publishing this planner, we tried it out with kids to get their feedback. Here's what we learned: The teens who tried it out thought it was a *great idea*, but they had trouble using the planner consistently. Learning new skills and habits is not easy.

As you know, serious athletes work with a coach to develop their athletic skills. Even highly paid pros (such as tennis players and golfers) continue to work with coaches long after they've started earning thousands of dollars playing their sport. Coaching can help build executive skills, too.

You can use this planner by yourself, but we designed the planner to be used with an executive skills coach, who can help you get the most out of this tool.

**Who can be your coach?** Your school may be able to provide you with a coach. We have written a book for school professionals on coaching students around executive skills. If your school is unable to provide you with a coach, there are professional coaching resources out there, and you should discuss this with your parents. Some helpful websites are [www.adhdcoaches.org](http://www.adhdcoaches.org), [www.chadd.org](http://www.chadd.org), and [www.add.org](http://www.add.org). Coaches come from a variety of professional backgrounds, including clinical and school psychology, speech pathology, occupational therapy, and the fields of special education or learning disabilities. Otherwise, a tutor, a guidance counselor, or a favorite teacher could help you learn to use this planner. You might even work with another student with strong executive skills who's being mentored by an adult.

The important thing is that you have nearly daily contact, at least at the beginning, with your coach so he or she can help you stay on track in using the planner and in following the steps outlined in the various sections.

**Why bother?** A lot of the things you learn in school don't stick. Let's face it, plenty of dates, names, places, and facts are forgotten as soon as the test is over. (We once saw a billboard in front of a roadside motel that said, "Another day has passed that I didn't use algebra even once.") But executive skills are actually pretty important. They're skills you need not only to be a successful student but also to be successful *for the rest of your life*. If you can develop these habits of

mind while you're still in school, we promise that you will never regret a minute you spent nailing them down.

Yes, it's hard work at the start, but there *is* a huge payoff at the end. In the next section, we talk a little about executive skills and brain development, but here's an important fact about the brain: When you're learning new skills, it takes effort at first, and the brain uses up a lot of energy in the form of glucose—the fuel that powers the brain—when you practice. But the more you practice, not only do you get better at the skill, but it actually takes less effort. We know this because scientists can see that the brain uses less glucose to feed the practice. Eventually, the skills that seemed to take so much work when you started out will actually become automatic. Our hope is that by using this planner, you can make important executive skills an easy new habit.

Let's get started.

# Planner Overview

This is a planner for students in grades 6–12. It is designed to help you set learning goals that work for you and to track your progress toward meeting those goals. It will also help you keep track of what you have to do and manage your time on a daily basis throughout the school year.

The planner is divided into four parts. Each part can be used independently according to the needs of the individual student. A brief overview of each section follows, with more detailed instructions included at the beginning of each section.

## **Part I: Understanding Your Executive Skills Profile**

Executive skills are brain-based skills that develop between birth and age 25 and improve with practice. They are critical to school success. They can be divided up and defined in various ways, and there are many different skills. The ones we've included in this planner are the ones that seem to matter most to success, both in school and beyond.

In this section, you will fill out a questionnaire that will help you find your strongest and weakest skills. You can then identify specific study problems associated with your weakest skills. We then offer a variety of strategies you might choose from to address your weaknesses or problem situations.

## **Part II: Goal Setting**

Research shows that people who set goals achieve higher levels of performance than those who don't. In this section, you will have the opportunity to think about long-term goals (what you hope to do after high school), as well as shorter-term goals such as what you hope to accomplish in a single marking period. You will also be able to look back at your accomplishments at the end of the marking period and at the end of the year to assess what went well and what you might do differently the next time.



## **Part III: Strategies for Success**

This section includes templates, planning forms, and brief descriptions of a variety of strategies to help with things such as writing papers, planning long-term projects, studying for tests, reading for comprehension, note taking, proofreading, and staying organized.

## **Part IV: Daily/Weekly/Monthly Planners**

This is where you keep track of the work you have to do. It includes space for daily and weekly tasks, as well as monthly planners so you don't lose sight of long-term assignments. You'll find daily/weekly planner pages for 48 weeks (the full academic year plus a few weeks in the summer) and 12 monthly planners. Use pencil to fill in the planners so that you can correct any mistakes. There are specific instructions for how to make best use of this section.

## PART I

# Understanding Your Executive Skills Profile

Everyone has strengths and weaknesses in different executive skills, in the same way that everyone finds performing some kinds of tasks or learning some kinds of subject matter easier than others. Executive skills don't mature fully until at least your mid-20s, but well before that age you may recognize that you're naturally good at some things (maybe planning) but struggle with others (maybe flexibility). The more you know about your own executive skills profile, the more you can take advantage of your natural strengths while developing a game plan for improving your weaker skills.

There are three steps to understanding your own individual executive skills profile and planning how to build your executive skills based on this knowledge:

- **Step 1.** Take the **Executive Skills Questionnaire** (pages 4–7). This will enable you to identify your top two or three skills and your weakest two or three skills. You'll have a chance to refine your understanding of your executive skills weaknesses later, but take special note of your strengths, because you may be able to use them to deal with your weaknesses.
- **Step 2.** Fill out the **Executive Skills Problem Checklist** (pages 8–11). First check off every problem you think gets in the way of doing your best in school. Then go back and look at all the items you checked off and **CHOOSE THREE** that you think are the biggest obstacles. Review your

executive skills strengths (from the **Executive Skills Questionnaire**) and think about how you might be able to use those strengths to help you academically. (For example, if you have strong goal-directed persistence, you may be able to use that to override your weakness in task initiation by telling yourself “I know what I’m working toward—getting started quickly will get me there sooner.”)

- **Step 3.** When you’ve selected the three problems you think get in the way the most, begin thinking about how to tackle them, using the **Executive Skills Tip Sheet**. We’ve included definitions of each executive skill, as well as some tips for working on your weaknesses in individual tip sheets. We’ve included suggestions for “self-talk” because we know that what people say to themselves about a problem can have a powerful impact on how they handle that problem. It’s best if you come up with your own ideas about what to tell yourself, but we’ve given you some suggestions.

# Part I Task Completion Checklist

Task	Done (✓)
<p><b><u>Executive Skills Questionnaire</u></b></p> <ul style="list-style-type: none"> <li>• Fill out the questionnaire.</li> <li>• Find two to three highest scores (strengths) and two to three lowest scores (weaknesses) and note them on the questionnaire.</li> </ul>	<p>_____</p> <p>_____</p>
<p><b><u>Executive Skills Problem Checklist</u></b></p> <ul style="list-style-type: none"> <li>• Check off all problems that affect your school performance.</li> <li>• Look over all identified problems and choose the three that are the biggest obstacles.</li> <li>• Decide on one or two that you want to select as targets and write these in the boxes at the end of the checklist.</li> <li>• Think about how you might be able to use your strengths to be successful and write down your ideas at the end of the checklist.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b><u>Executive Skills Tip Sheets</u></b></p> <ul style="list-style-type: none"> <li>• Read over all the executive skills to familiarize yourself with the definitions and terms.</li> <li>• Locate the executive skills that correspond to the problems you identified on the Executive Skills Problem Checklist.</li> <li>• Highlight or circle strategies and self-talk that you think might be helpful—or add your own ideas.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>

**Coach Sign-Off** (your coach signs off after you've discussed each step with him or her and completed it):

Executive Skills Questionnaire completed: \_\_\_\_\_

Problem Checklist completed: \_\_\_\_\_

Tip Sheets reviewed and strategies selected: \_\_\_\_\_

# Executive Skills Questionnaire

**Directions:** Read each item and decide how often it's a problem for you. Then add up the three scores in each set and write that number on the **Total score** line. Use the **Key** on page 7 to determine your executive skills strengths (two to three highest scores) and weaknesses (two to three lowest scores).

**1. I act on impulse.**

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

**2. I get in trouble for talking too much in class.**

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

**3. I say things without thinking.**

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

**Total score, items 1-3:** \_\_\_\_\_

**4. I say "I'll do it later" and then forget about it.**

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

**5. I forget homework assignments or forget to bring home needed materials.**

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

**6. I lose or misplace belongings such as coats, notebooks, sports equipment, etc.**

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

**Total score, items 4-6:** \_\_\_\_\_

**7. I get annoyed when homework is too hard or confusing or takes too long to finish.**

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

**8. I have a short fuse, am easily frustrated.**

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

**9. I get upset easily when things don't go as planned.**

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

**Total score, items 7-9:** \_\_\_\_\_

# Executive Skills Questionnaire (cont.)

10. I have difficulty paying attention, am easily distracted.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

11. I run out of steam before finishing my homework.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

12. I have problems sticking with chores until they are done.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

Total score, items 10-12: \_\_\_\_\_

13. I put off homework or chores until the last minute.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

14. It's hard for me to put aside fun activities to start homework.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

15. I need many reminders to start chores.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

Total score, items 13-15: \_\_\_\_\_

16. I have trouble planning for big assignments (knowing what to do first, second, etc.).

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

17. It's hard for me to set priorities when I have a lot of things to do.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

18. I become overwhelmed by long-term projects or big assignments.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

Total score, items 16-18: \_\_\_\_\_

# Executive Skills Questionnaire *(cont.)*

19. My backpack and notebooks are disorganized.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

20. My desk or workspace at home is a mess.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

21. I have trouble keeping my room tidy.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

Total score, items 19–21: \_\_\_\_\_

22. I have a hard time estimating how long it takes to do something (such as homework).

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

23. I often don't finish homework at night and rush to get it done in school before class.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

24. I'm slow getting ready for things (for example, school or appointments).

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

Total score, items 22–24: \_\_\_\_\_

25. If the first solution to a problem doesn't work, I have trouble thinking of a different one.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

26. It's hard for me to deal with changes in plans or routines.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

27. I have problems with open-ended homework assignments (for example, knowing what to write about for a creative writing assignment or coming up with topics for a long-term project).

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

Total score, items 25–27: \_\_\_\_\_

# Executive Skills Questionnaire (cont.)

28. I don't have effective study strategies.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

29. I don't check my work for mistakes even when the stakes are high.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

30. I don't evaluate my performance and change tactics to increase my success.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

Total score, items 28–30: \_\_\_\_\_

31. I can't seem to save up money for something I want.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

32. I don't see the value in earning good grades to achieve a long-term goal.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

33. If something fun comes up when I should be studying, it's hard for me to make myself study.

Most of the time 1	Frequently 2	Sometimes 3	Very rarely 4	Never 5
-----------------------	-----------------	----------------	------------------	------------

Total score, items 31–33: \_\_\_\_\_

## Key

Items	Executive Skill	Items	Executive Skill
1–3	Response inhibition	4–6	Working memory
7–9	Emotional control	10–12	Sustained attention
13–15	Task initiation	16–18	Planning/prioritization
19–21	Organization	22–24	Time management
25–27	Flexibility	28–30	Metacognition
31–33	Goal-directed persistence		

Your Executive Skills Strengths

Your Executive Skills Weaknesses

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# Executive Skills Problem Checklist

## Directions:

1. Check (✓) problem areas that significantly interfere with effective studying.
2. Look over all the items you checked and choose THREE that you think cause the greatest problems. Place a star (★) next to those.

### Response Inhibition

- Rushing through work just to get it done
- Not having the patience to produce quality work
- Giving up on a homework assignment when I encounter an obstacle
- Having trouble doing homework when there are more fun things to do

### Working Memory

- Writing assignment instructions without enough detail to understand later
- Forgetting to take home necessary materials or take materials to class
- Forgetting to hand in homework
- Forgetting long-term projects or upcoming tests
- Not paying attention to classroom instructions/task directions
- Trouble remembering multiple directions or multiple problem steps
- Losing materials
- Forgetting to complete assignments
- Forgetting to check agenda/assignment book
- Not recording when an assignment is due

### Emotional Control

- Getting really irritated when a homework assignment is hard or confusing
- Finding it hard to get started on assignments because of perfectionism or fear of failure
- Freezing when taking tests and doing poorly despite studying long and hard
- Not seeing the point of an assignment and finding it hard to motivate myself to do it

### Task Initiation

- Procrastinating/avoiding tasks due to:
  - not knowing how to get started
  - believing the task will "take forever"
  - believing my performance won't meet expectations
  - seeing the task as tedious, boring, or irrelevant
- Finding other things to do rather than starting homework
- Difficulty getting back to work after breaks

# Executive Skills Problem Checklist *(cont.)*

## Sustained Attention

- Taking frequent breaks when working
- Taking breaks that are too long
- Internally distracted—thoughts, states, moods, daydreams. Please specify: \_\_\_\_\_  
\_\_\_\_\_
- Externally distracted—sights, sounds, technology such as phone, computer, TV, video games. Please specify: \_\_\_\_\_  
\_\_\_\_\_
- Rushing through work—sloppy/mistakes
- Not knowing limits (e.g., how long I can sustain attention) or when the best study time is
- Not recognizing when I'm off-task

## Planning/Prioritization

- Not making a study plan (or I don't know how)
- Can't break down long-term projects into smaller tasks and timelines
- Having difficulty taking notes or studying for tests because I can't distinguish important from unimportant
- Not using or not knowing how to use agenda/assignment book
- Spending too much time on less important elements—can't put the most important parts or most important assignments first
- Planning unrealistically (for example, failing to take into account obstacles to the plan)

## Flexibility

- Struggling with assignments that require creativity or are open ended
- Getting stuck on one solution or one way of looking at a problem
- Having trouble coming up with topics or ideas for things to write about
- Having difficulty coming up with "Plan B" if the first attempt didn't work

## Organization

- Not using or knowing how to design an organizational system
- Not being able to find things in notebooks or backpacks
- Losing assignments or important papers
- Not having a neat study area
- Losing electronic data—forgetting where work is stored or what name it's filed under

# Executive Skills Problem Checklist *(cont.)*

## Time Management

- Can't estimate how long a task will take—due to:
  - Overestimating how long it will take to do a task (thereby never getting started)
  - Underestimating how long it will take to do a task (thereby running out of time)
- Chronically late (for school, tutoring, other appointments and obligations)
- Difficulty juggling multiple assignments and responsibilities because I can't judge time involved
- Overcommitted—juggling too many obligations (and thinking I can pull it off)
- Lacking a sense of time urgency (I don't appreciate that deadlines are important)
- Relying on deadline as activator or motivator

## Goal-Directed Persistence

- Not having a long-term goal
- Having a long-term goal but lacking a realistic plan to achieve the goal
- Not seeing how daily actions affect goal attainment
- Not seeing studying as important and making minimal effort as a result
- Giving up in the face of an obstacle
- Having a "good enough" mentality that gets in the way of producing quality work
- "Not on the radar"—seeing work as not relevant or not important enough to do

## Metacognition

- Can't accurately evaluate skills (for example, expecting to do well on tests in spite of poor past performance; expecting to go to a college or get a job without requisite skills or academic record)
- Can't identify appropriate study strategies
- Can't plan or organize a writing assignment
- Can memorize facts but miss the larger context (I do better on multiple-choice tests than essay questions)
- Having a hard time understanding more abstract concepts (math as well as content-area subjects)
- Having difficulty making inferences, drawing conclusions, grasping the main idea, reading between the lines
- Failing to check work/proofread

## Other

List any other things you can think of that get in the way of doing your best in school.

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# Executive Skills Problem Checklist *(cont.)*

## What Are My Targets?

Executive skill	Specific problem

What are some ways that I could use my executive skills strengths to help me be successful?

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# Executive Skills Tip Sheets

This sheet gives definitions of each executive skill included in the Executive Skills Problem Checklist, along with tips and things you can say to yourself to get better at that skill. As you read through the suggestions, circle or highlight those ideas that you think might work for you.

**Response Inhibition**—being able to control your impulses so that you can think before you act, resist peer pressure, and make good choices (for example, choosing to study rather than do more appealing activities).

### Tips

- Be aware of your unique temptations and make a plan to avoid them.
- Ask yourself, “Good choice or bad choice?”
- Practice waiting (for example, add a little more time or work before giving yourself the reward).
- **Other strategies:**

### Self-Talk\*

- First work, then play.
- Learn from your mistakes.
- Stop and think.
- **Your own idea:**

**Working Memory**—being able to keep in mind everything you have to remember—and remembering what worked the last time.

### Tips

- Get teachers’ permission to e-mail assignments.
- Do all work on iPad or tablet so it’s always with you.
- Use colored markers to highlight instructions (use different colors to signal different things, such as green for the most important, red for things you might be likely to forget).
- Set reminders with time and sound cue on your smartphone.
- Make checklists.
- **Other strategies:**

### Self-Talk

- Am I forgetting anything?
- Check your list.
- Check your agenda.
- **Your own idea:**

\*Self-talk means giving yourself instructions, words of encouragement, or prompts to remind you what you’re working on and what your goal is.

# Executive Skills Tip Sheets *(cont.)*

**Emotional Control**—being able to manage your feelings so they don't get in the way of getting work done or meeting goals.

## Tips

- Label the feeling and let it go.
- When you can, walk away from the upsetting situation, get ahold of yourself, and come back.
- Look into learning meditation techniques.
- Pat yourself on the back when you stay cool.
- **Other strategies:**

## Self-Talk

- Take 10.
- Take deep breaths.
- This, too, shall pass.
- Big deal or little deal?
- **Your own idea:**

**Sustained Attention**—staying on task, getting things done in the time you've given yourself to do them, even if you're tired, bored, or have more appealing distractions.

## Tips

- Set realistic work goals and stick to them.
- Take planned breaks and get back to work on schedule.
- Gather all necessary materials before beginning a task.
- Build in rewards for completing tasks.
- **Other strategies:**

## Self-Talk

- You can't walk away from this.
- Don't quit now.
- Back to work.
- First work, then play.
- **Your own idea:**

**Task Initiation**—being able to make yourself start a task. If you've seen yourself getting closer to your goal, this is the first step on that path. If you don't take this step, you can't get closer.

## Tips

- Pick the task (make it small).
- Pick the start time.
- Pick the minimum work time.
- Pick the cue to start.
- **Other strategies:**

## Self-Talk

- Just do it.
- Take baby steps.
- Start small.
- **Your own idea:**

## Executive Skills Tip Sheets *(cont.)*

**Flexibility**—the ability to adapt to unexpected events and to come up with multiple solutions to problems.

### Tips

- Notice the physical warning signs of inflexibility (muscle tightness, breathing changes) and ask yourself if you can find a way to be flexible.
- Whenever you have to make a decision about something, ask yourself, "What could go wrong and what's Plan B if this doesn't work?"
- **Other strategies:**

### Self-Talk

- Big deal or little deal?
- What are your options?
- What's Plan B?
- Is there another way to think about this?
- **Your own idea:**

**Planning/Prioritization**—planning is your road map, your GPS. When you have a good plan, you know all the turns you have to make and how to get past the roadblocks along the way. You also know how to focus on what's most important and let the little things go.

### Tips

- Use the planning forms in this agenda (long-term projects; test study plan).
- Ask teachers for a preview of a lecture or to tell you what are the most important concepts to focus on when studying for tests. (Teachers who provide study guides for tests make this easy!)
- When you have written instructions for homework assignments, underline and number each instruction that's an *action*.
- **Other strategies:**

### Self-Talk

- What's your destination?
- Your plan will be a built-in GPS to get there.
- Map the route.
- What comes first, next, and next, and what do you need to give up to get there?
- First things first.
- **Your own idea:**

**Organization**—having a system for keeping track of information and materials, especially the things you need every day (homework, notebooks, keys, phone, sports equipment, etc.)—putting everything in its place, so when you look for it, it's there.

### Tips

- Use laptop or iPad for managing information/ assignments/class notes.
- Use a note organizer app such as OneNote or Evernote.
- Spend five minutes every day staying organized.
- **Other strategies:**

### Self-Talk

- A place for everything and everything in its place.
- Do you have it together?
- **Your own idea:**

## Executive Skills Tip Sheets *(cont.)*

**Time management**—Each day is a 24-hour shot clock. Time management allows you to manage the tug of war between what you want to do, what you need to do, and what others ask you to do.

### Tips

- Use this planner to make daily plans.
- Estimate how long a task will take—and check to see if you were right.
- Break homework down into short time segments. (Pomodoro is a smartphone app that helps you do that.)
- **Other strategies:**

### Self-Talk

- How much time do you have?
- Are you on track?
- What you need to do comes before what you want to do.
- Honestly, how long will it really take?
- Each day is like a shot clock in a game.
- **Your own idea:**

**Goal-Directed Persistence**—This is a giant version of sustained attention: You have a goal, and you're determined to get there. What you do on a day-to-day basis gets you to that goal, and keeping this in mind helps you connect immediate actions and consequences with other ones down the road.

### Tips

- Make daily study plans to build a sense of accomplishment.
- Set *any* goal related to schoolwork, and if the goal isn't met, make it smaller, more attainable.
- Place a picture of your goal in a prominent place to remind you what you're working on.
- **Other strategies:**

### Self-Talk

- What are you working on?
- Are you on track?
- Don't give up now.
- Keep your eye on the prize.
- Will this help you get to your goal?
- **Your own idea:**

**Metacognition**—What did I do + why did I do it = what will I do the next time? Metacognition is your brain's life lesson machine. It allows you to look at your past actions and behaviors, analyze them, and use that information to make more informed decisions about how to act in the future.

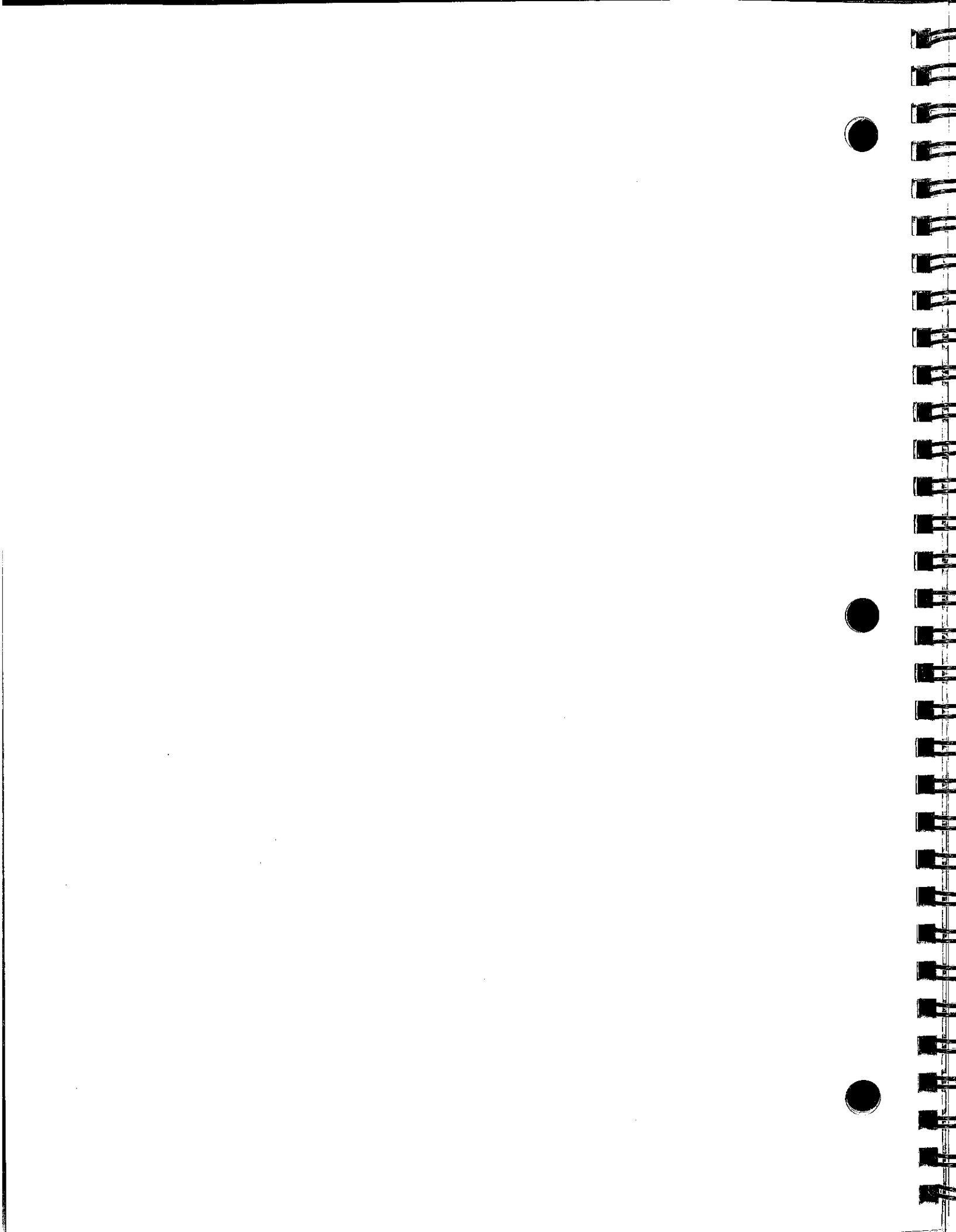
### Tips

- Ask teachers for a test study guide.
- Create error-monitoring checklists (for example, a proofreading checklist).
- Create your own study packets for tests by pulling together all important material and stapling it together with a cover.
- Ask four self-monitoring questions: "What is my problem?" "What is my plan?" "Am I following my plan?" "How did I do?"
- **Other strategies:**

### Self-Talk

- What's the big picture?
- How are you doing?
- What worked for you before?
- What didn't?
- What do you need or want for a grade?
- Have you studied enough to get it?
- **Your own idea:**





## PART II

# Goal Setting

**W**e know that people who get what they want from life do so in part because they set *goals*. Goals help us because:

- They *direct behavior* (they aim us at doing what will get us where we want to go and away from distractions).
- They *energize* us.
- They encourage *persistence*.
- They *motivate* us to discover and use new knowledge and skills that get us to our goals.

Goal setting has the following steps (all found on the **Goal-Setting Worksheet**):

- Identify your long-term goal. What do you want to do after high school? Are you shooting for college or for a job? The **Goal-Setting Worksheet** gives you space to check off your choice and also to write down the college you hope to attend or the kind of job you hope to get if you know that, too.
- Next, think about what you hope to accomplish this year. You may want to list academic goals (for example, get grades of C+ or better in all my subjects, turn in 80% of my homework on time) or executive skills goals (for example, improve my time management skills, decrease procrastination). If you can do it, choose two academic and two executive skills goals to focus on.
- Now think about marking period goals. You're going to fill out this part of the worksheet at the beginning of each marking period (don't do it all at once, because the goals may change as the year goes along). First,

decide on some goals tied directly to getting good grades, choosing only the one(s) you think are most important and that you're most likely to be successful at.

- Also for each marking period, think about what grades you want to earn in each subject area. Ideally, you should think about each major subject, but if that's more than you can manage, decide which classes you really want to focus on.
- At the end of the marking period, reflect on how well you did. Note what grades you were hoping to earn and what grades you actually earned. In the worksheet, jot down some ideas for what you might do differently the next marking period. You may decide you should just keep doing what you were doing.
- At the end of the year, take a few minutes to reflect on how the year went. List some things that went well and some things you want to work on next year. Keep these in mind when the next school year begins.

# Part II Task Completion Checklist

Task	Done (✓)			
	Q1	Q2	Q3	Q4
Decide on plans after high school (college, job, not sure).				
Decide on academic and executive skills goals for this year.				
Decide on marking period goals (one marking period at a time).				
Set goals for report card grades (one marking period at a time).				
Look back and evaluate at the end of each marking period.				
At the end of the year, reflect on how the year went—what went well, what you might want to work on next year.				

**Coach Sign-Off** (your coach signs off after you've discussed each step with him or her and completed it):

Plans after high school: \_\_\_\_\_

Academic/executive skills goals set: \_\_\_\_\_

Marking period goals set:

    Q1 \_\_\_\_\_

    Q2 \_\_\_\_\_

    Q3 \_\_\_\_\_

    Q4 \_\_\_\_\_

End-of-year reflection: \_\_\_\_\_

# Goal-Setting Worksheet

## Long-Term Goal

What are your plans for after you finish high school?

College

Job

Not sure

**Goals for this year:** What school-related goals do you have for this year? Include academic goals and/or executive skills goals.

### Academic Goal(s)

1.

2.

### Executive Skills Goal(s)

1.

2.

## Marking Period Goals

At the beginning of each marking period, select one or more goals to work on.

Possible Goals	1st	2nd	3rd	4th
Improve class attendance				
Improve homework completion				
Increase number of homework assignments handed in on time				
Improve grades on homework assignments				
Improve test or quiz grades				
Improve class participation				
Decrease discipline referrals				
Other: _____				
_____				
_____				
_____				

# Goal-Setting Worksheet *(cont.)*

## Grades I Want to Shoot For

At the beginning of each marking period, identify the grades you hope to earn in each subject.

Class	1st	2nd	3rd	4th

## Looking Back

At the end of each marking period, compare the grades you wanted with the grades you got.

### Marking Period 1

Class	Grade I wanted	Grade I got	What will I do differently next time?

# Goal-Setting Worksheet *(cont.)*

## Marking Period 2

Class	Grade I wanted	Grade I got	What will I do differently next time?

## Marking Period 3

Class	Grade I wanted	Grade I got	What will I do differently next time?

# Goal-Setting Worksheet (cont.)

Marking Period 4

Class	Grade I wanted	Grade I got	What will I do differently next time?



# Goal-Setting Worksheet *(cont.)*

## End-of-Year Review

List what went well this year. Did you meet your goals? Get the grades you wanted? Learn something interesting? Improve your executive skills?

1.

2.

3.

4.

What do you want to work on next year?

1.

2.

3.

4.

## PART III

# Strategies for Success

This part includes templates and brief descriptions of a variety of strategies to help with things such as writing papers, planning long-term projects, studying for tests, reading for comprehension, note taking, proofreading, and staying organized.

The first three forms (Studying for Tests, Five-Paragraph Essay Template, and Long-Term-Planning Form) give you several copies of templates you can use. Having them in the planner gives you a permanent record and makes them harder to lose (unless you lose the planner). As the year goes along, you may run out of these, so feel free to photocopy them and keep copies in your binder. Or you can download copies at [www.guilford.com/dawson6-forms](http://www.guilford.com/dawson6-forms).

The section on Other Strategies includes brief descriptions of strategies you might use for other kinds of assignments. You may realize that you don't know how to do things that teachers expect you to do (such as read for comprehension, take notes, write a summary). This section gives you some ideas for how to do these things. If you're not happy with any of the suggestions, you may want to do an Internet search of the topic to find other study strategies that would work better for you.

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We thank Elisabeth Pasquini, of the Taipei American School in Taiwan, for her improvements to the Studying for Tests form.

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# Studying for Tests

Test date: \_\_\_\_\_ Subject: \_\_\_\_\_

Check off the strategies you will use.

Passive strategies (use sparingly)	Active strategies (better)	Active strategies with feedback (best)
<input type="checkbox"/> 1. Reread text <input type="checkbox"/> 2. Reread notes <input type="checkbox"/> 3. Highlight notes/text <input type="checkbox"/> 4. Read study guide <input type="checkbox"/> 5. Rewrite notes <input type="checkbox"/> 6. Read/watch Spark Notes, Kahn Academy, etc.	<input type="checkbox"/> 7. Make study guide <input type="checkbox"/> 8. Make flashcards/Quizlet <input type="checkbox"/> 9. Make concept maps <input type="checkbox"/> 10. Organize notes <input type="checkbox"/> 11. Complete review packet (no answers) <input type="checkbox"/> 12. Attend review session or study group	<input type="checkbox"/> 13. Quiz myself with Quizlet/study guide/flash cards <input type="checkbox"/> 14. Take practice test (check answers) <input type="checkbox"/> 15. Redo old tests or homework (check answers) <input type="checkbox"/> 16. Have someone else quiz me <input type="checkbox"/> 17. Complete review packet (check answers) <input type="checkbox"/> 18. Meet 1:1 with teacher
<input type="checkbox"/> 19. Other: _____		

## Study Plan

Date	Day	Which strategies will I use? (Write number)	How much time for each strategy?
	4 days before test	1. 2. 3.	1. 2. 3.
	3 days before test	1. 2. 3.	1. 2. 3.

# Studying for Tests *(cont.)*

Date	Day	Which strategies will I use? (Write number)	How much time for each strategy?
	2 days before test	1. 2. 3.	1. 2. 3.
	1 day before test	1. 2. 3.	1. 2. 3.

## Posttest Evaluation

**How did your studying work out? Answer the following questions:**

1. What strategies worked best?
2. What strategies were not so helpful?
3. Did you spend enough time studying? Yes No
4. If no, what more should you have done?
5. What will you do differently the next time?

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## Study Plan

Date	Day	<span style="background-color: black; color: white; padding: 2px;">Which strategies will I use? (Write number)</span>	How much time for each strategy?
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# Studying for Tests *(cont.)*

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5. What will you do differently the next time?

# Five-Paragraph Essay Template

Due Date: \_\_\_\_\_

## Introductory Paragraph

Sentence 1 summarizes what your essay is about:

Sentence 2 focuses in on the main point you want to make:

Sentence 3 adds more detail or explains why the topic is important:

## Body Paragraphs

Paragraph 1, topic sentence:

Supporting detail 1:

Supporting detail 2:

Supporting detail 3:

# Five-Paragraph Essay Template *(cont.)*

Paragraph 2, topic sentence:

Supporting detail 1:

Supporting detail 2:

Supporting detail 3:

Paragraph 3, topic sentence:

Supporting detail 1:

Supporting detail 2:

Supporting detail 3:

## Concluding Paragraph

Restate the most important point you want to make in the paper (what the reader should go away understanding):

# Five-Paragraph Essay Template

Due Date: \_\_\_\_\_

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Sentence 1 summarizes what your essay is about:

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## Concluding Paragraph

Restate the most important point you want to make in the paper (what the reader should go away understanding):

# Long-Term-Project Planning Form

Due Date: \_\_\_\_\_

## Step 1: Select a Topic

What are possible topics?	What I like about this choice:	What I don't like:
1.		
2.		
3.		
4.		
5.		

Final topic choice:

\_\_\_\_\_

## Step 2: Identify Necessary Materials

What materials or resources do I need?	Where will I get them?	When will I get them?
1.		
2.		
3.		
4.		
5.		



# Long-Term-Project Planning Form *(cont.)*

## Step 3: Identify Project Tasks and Due Dates

What do I need to do? (List each step in order)	When will I do it?	Check off when done
Step 1:		
Step 2:		
Step 3:		
Step 4:		
Step 5:		
Step 6:		
Step 7:		
Step 8:		
Step 9:		
Step 10:		

**Reminder List:** Include here any additional tasks or details you need to keep in mind as you work on the project. Cross out or check each one off as you take care of it.

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

# Long-Term-Project Planning Form

Due Date: \_\_\_\_\_

## Step 1: Select a Topic

What are possible topics?	What I like about this choice:	What I don't like:
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# Long-Term-Project Planning Form *(cont.)*

## Step 3: Identify Project Tasks and Due Dates

What do I need to do? (List each step in order)	When will I do it?	Check off when done
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- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

# Long-Term-Project Planning Form

Due Date: \_\_\_\_\_

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What are possible topics?	What I like about this choice:	What I don't like:
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# Long-Term-Project Planning Form *(cont.)*

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What do I need to do? (List each step in order)	When will I do it?	Check off when done
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- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
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# Long-Term-Project Planning Form

Due Date: \_\_\_\_\_

## Step 1: Select a Topic

What are possible topics?	What I like about this choice:	What I don't like:
1.		
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Final topic choice:

\_\_\_\_\_

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What materials or resources do I need?	Where will I get them?	When will I get them?
1.		
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# Long-Term-Project Planning Form *(cont.)*

## Step 3: Identify Project Tasks and Due Dates

What do I need to do? (List each step in order)	When will I do it?	Check off when done
Step 1:		
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- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

# Long-Term-Project Planning Form

Due Date: \_\_\_\_\_

## Step 1: Select a Topic

What are possible topics?	What I like about this choice:	What I don't like:
1.		
2.		
3.		
4.		
5.		

Final topic choice:

\_\_\_\_\_

## Step 2: Identify Necessary Materials

What materials or resources do I need?	Where will I get them?	When will I get them?
1.		
2.		
3.		
4.		
5.		



# Long-Term-Project Planning Form *(cont.)*

## Step 3: Identify Project Tasks and Due Dates

What do I need to do? (List each step in order)	When will I do it?	Check off when done
Step 1:		
Step 2:		
Step 3:		
Step 4:		
Step 5:		
Step 6:		
Step 7:		
Step 8:		
Step 9:		
Step 10:		

**Reminder List:** Include here any additional tasks or details you need to keep in mind as you work on the project. Cross out or check each one off as you take care of it.

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

# Other Strategies

## Reading Comprehension Strategies

### SMART (Self-Monitoring Approach to Reading and Thinking)

- While you're reading, place a check mark in the margin next to things you understand.
- Place a question mark in the margin next to anything you don't understand.
- When you've finished a section, summarize in your own words what you understand.
- Take another look at what you didn't understand—reread those parts and try to figure out why you don't understand it. See if you can make an association to material or concepts you do understand.

### SQ3R (Survey, Question, Read, Recite, Review)

- **Survey:** Look through the entire chapter to get an overall sense of what the material is about. Look at headings, graphs, charts, and pictures for clues.
- **Question:** Turn each heading into a question that you will then read to answer.
- **Read:** Read the material to find the answers to the questions you've generated.
- **Recite:** At the end of each section, see if you can answer the questions in that section without looking back. Look back for the answers to any questions you were unable to answer.
- **Review:** When you're done, go back over the questions and try to answer them one more time.

### K-W-L

This approach begins with activating any background knowledge (**K**) you may have related to the topic you are reading about. Jot down notes that highlight what you know (e.g., key words, shorthand references). Then generate a list of what you would like to know about the topic (**W**). This might be a series of questions or topic areas. Then read the material, and finally summarize what you have

learned (L). Again, these could be key words or shorthand references. Write a summary of (or summarize aloud) the material you have read.

Know	Want to learn	Learned

### Three-Color Highlighting

As you read, use a different color highlighter for these three categories of information:

- Main points (often the first or last paragraph in a section or the first sentence in a paragraph)
- Supporting details (elaborates on the main points, provides evidence or proof to support assertions or opinions)
- Terms (key vocabulary or concepts)

### **How to Write a Summary**

1. Identify the topic being summarized.
2. Write the main idea of the passage.
3. Include important details that support the main idea.
4. Arrange them in a logical order.
5. Reread to make sure it makes sense and covers the most important information.

### **How to Take Good Notes (the Cornell Method)**

1. Divide lined paper into three columns.
2. In the center column, write down what the teacher is saying in the sequence given.

3. In the left-hand column, write key concepts and “big ideas.”
4. In the right-hand column, jot down a word or two that captures a personal experience related to the topic.
5. The center column is completed during class.
6. The side columns can be completed in class, as well as when you review your notes after class or when studying for a test.

Key terms	Running notes	Reflections/ experiences

### Proofreading Checklist

- \_\_\_\_\_ Do all sentences begin with a capital letter?
- \_\_\_\_\_ Did I capitalize all proper nouns?
- \_\_\_\_\_ Are all sentences complete sentences (no run-ons or sentence fragments)?
- \_\_\_\_\_ Did I divide my writing into paragraphs (one key idea per paragraph)?
- \_\_\_\_\_ Do all sentences have ending punctuation (. ? !)?
- \_\_\_\_\_ Did I use commas and quotation marks correctly?
- \_\_\_\_\_ Did I spell every word correctly?

### How to Stay Organized and Keep Track of Materials

What works for another student may not work for you, but here’s an approach to try:

1. Use one large binder for all subjects, using a tab divider for each subject. The binder should come with pockets in the front and back.
2. Write INCOMPLETE HOMEWORK on the front pocket and put any homework

assignments you get there as soon as the teacher hands them out. Write COMPLETED HOMEWORK on the back pocket.

3. Write the DUE DATE for homework assignments on the top of the sheet as soon as you get it.
4. Organize homework in the INCOMPLETE HOMEWORK pocket by due date, with the one due first on top. As soon as you open your binder for whatever reason, you'll see the assignment and the due date to help you remember to do it.
5. As soon as you finish a homework assignment, put it in the COMPLETED HOMEWORK pocket.
6. Keep all papers your teacher wants you to keep in the section for that class. Throw out papers you don't have to keep. You may want to check with the teacher if you're not sure whether you should save something.
7. You may also want to include in the binder a zippered pouch with materials such as pens, pencils, erasers, and calculators.

### How to Manage Distractions

Contrary to popular belief, the brain actually CAN'T multitask. What you're really doing when you think you're multitasking is jumping back and forth very quickly between the tasks you're working on. It turns out this is a very inefficient way for the brain to process information or manage output. For teenagers, the most common distraction while studying is technology (surfing the 'Net; texting; managing social media such as Facebook, Twitter, Instagram, and so forth). Playing video games and watching TV are also common distractions. Here are some ways you might want to consider to manage these distractions:

1. Rather than jumping back and forth between homework and technology, *take technology breaks*. Decide how long you think you can focus before you need a break and set the timer on your smartphone. Work until the timer goes off, then set the timer to limit your technology break.
2. Rather than working for a set amount of time, set a work goal that you plan to accomplish before taking a break. For example, you may decide to finish half of your math assignment before breaking.
3. Do homework with a friend, with both of you agreeing to work for a set amount of time or to complete specific work goals before breaking. Also agree on how long the breaks will last.
4. Use technology to *screen out* distractions rather than create them. Some students, for instance, find they can listen to instrumental music on their iPods but can't listen to music with lyrics because they start thinking about the words when the music includes lyrics.
5. If you get bored working on one task for a long time, think about switching off between different homework assignments to break up the tedium. If you have a lot of homework and not a lot of time, this may work better than taking a complete break from studying.

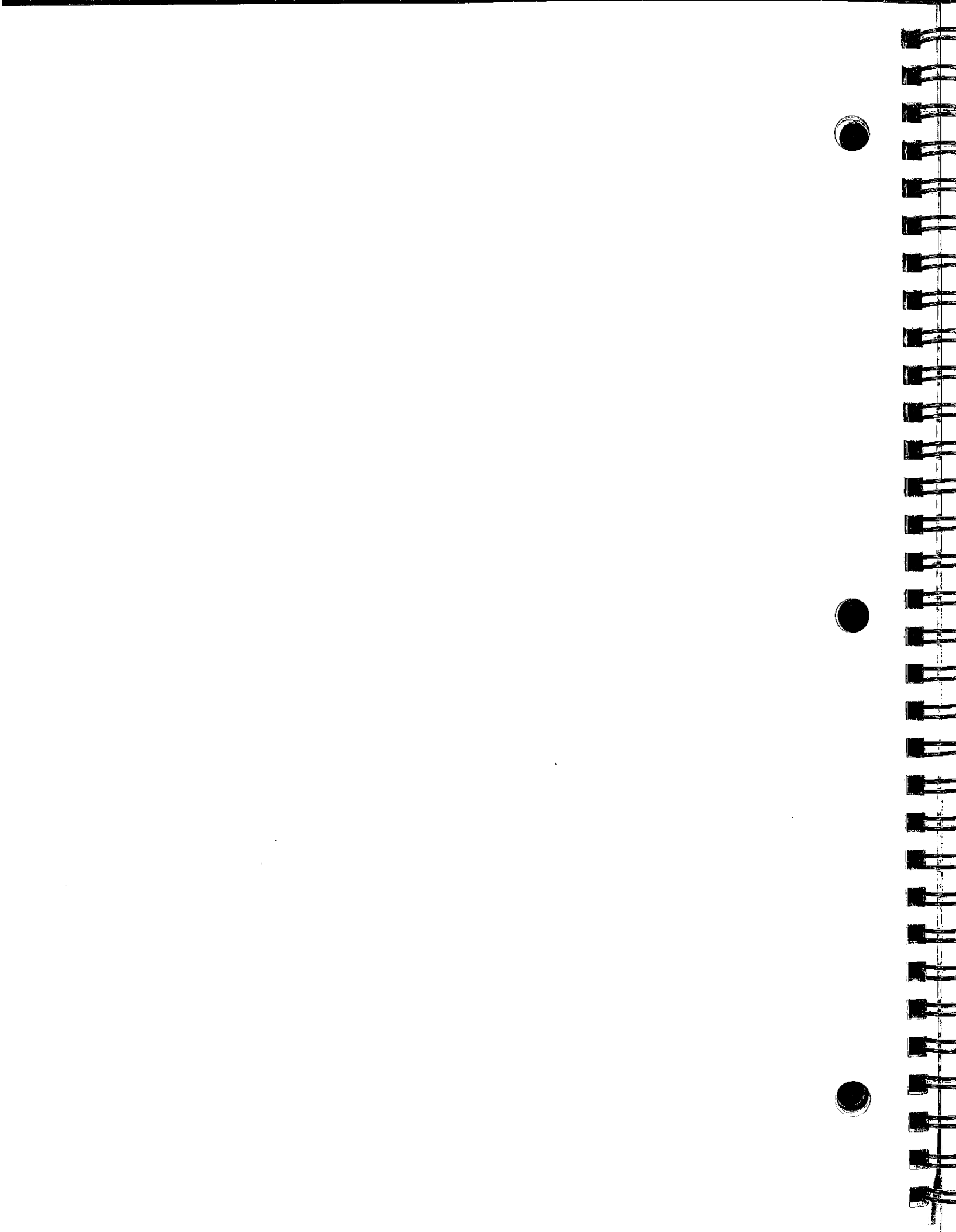
6. As an alternative to technology breaks, take an exercise break. Research shows that physical exercise can improve attention, so you may want to try taking 10-minute breaks to shoot baskets, play foosball, lift weights, go on the treadmill, or play a Wii game that involves exercise.

## How to Manage Your Time

Time management is actually composed of other executive skills—task initiation, sustained attention, and planning—as well as a unique element called time estimation. Many students have trouble with time management because they're not good at estimating how long something will take. Most frequently, they *underestimate* how long a difficult task will take and so don't build in enough time to get it done. Occasionally, students *overestimate* how long the task will take, which leads them to delay starting because they feel overwhelmed by it. Time estimation can be improved through practice, which is why the daily/weekly planner includes a space for you to estimate how long you think any given homework assignment will take. If you track your estimate to see whether it was correct or not, you can improve your time estimation skills.

Other strategies for improving time management skills are:

1. Try to stick to a predictable schedule, particularly for studying, but also for sleep and other daily routines. Build reasonable “down time” into your daily routines.
2. Make a public commitment to follow your schedule—for instance, you might tell your mom on Saturday the time you plan to study for a test or begin writing a paper during the weekend. You may even ask her to remind you when the time comes.
3. Set alarms or use a reminder program on your smartphone to get you started on time.
4. Create checklists or to-do lists that include start times and an estimate of how long the task will take. Add up the amount of time needed to get through the list and delete things if the list is not realistic.



## PART IV

# Daily/Weekly/Monthly Planners

**T**his section contains two kinds of calendars:

- A daily/weekly planner where you can keep track of the things you need to do during the week and on specific days.
- A monthly planner in which you can keep track of long-term assignments and tests and quizzes.

### Daily/Weekly Planner

This section is mainly for writing down homework assignments and due dates.

- To begin with, fill in the dates for each week at least a month in advance or even for the full school year (to get that task out of the way quickly). Use the reference calendar at the back of this planner or a current calendar as a guide and check your work as you go along. If you need to replace a daily/weekly planner page, you can photocopy a blank page and staple it on top.
- **Marking Period Goal(s):** At the beginning of the week, write down the marking period goal(s) you've decided to work on (e.g., "Hand in all my math homework on time"; "Make the honor roll"). The goal(s) may not change from week to week, but it's helpful to write them down every week just to remind yourself that that's what you're working on.
- **Tasks to Be Accomplished This Week:** This section of the planner can be used to jot down anything that needs to get done that week (no firm deadlines)—it's basically a to-do list to keep track of things you might



otherwise forget if you were only listing tasks on a daily basis. Examples: "Study for math test!"; "Talk to guidance counselor"; "Arrange to retake history exam"; "Finish college essay"; etc. As you do each one, cross it off. If the end of the week comes, and you didn't get to it, put it on next week's list.

- **Daily Tasks:** Most students access specific instructions for homework assignments either online or through course syllabi provided by the instructor. If the assignment instructions are written on the board, many students take a picture of them with their smartphones. In this space you should simply list the subjects for which you have homework that night. This includes only tasks that are due tomorrow, including tasks for longer-term assignments for which the deadline is tomorrow (e.g., "Choose topic (English)"; "Study for math finals").
  - Place a check mark next to the assignment as soon as you have completed it.
  - Draw a line through each assignment after you have turned it in.
- **Daily Reminders:** This is the spot to write down anything you have to do that day that stands out. This could be anything you have to remember to do before the day is over—items from the Weekly Tasks you've already created or anything else that may pop up that you're afraid you'll forget to do.
- **Check the monthly planner EVERY DAY to make sure you haven't forgotten anything due the next day.**

## Monthly Planner

You can preview the upcoming month to help you anticipate major assignments and activities that you will need to plan for.

You'll also need to fill in the dates on the monthly planner, using the reference calendars at the top of the page or the back of this planner. Any assignment that's not due *the next day* should be written on the monthly planner on the date it's due. The monthly planner comes just before the daily/weekly planner each month. No need for long explanations, just a notation so you don't forget, and perhaps include the date when it was assigned so you can go back to the spot in the daily/weekly planner for more detailed instructions. **When you're making daily homework plans, be sure to check the monthly planner to make sure you haven't forgotten anything.**

As with your daily/weekly planner, place a check mark next to each assignment written in your monthly planner as soon as you complete it and draw a line through it when you've handed it in.

# Monthly Planner

# AUGUST

August 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2017

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2018

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**My EXECUTIVE SKILLS goal:**

**My ACADEMIC goal:**

**Be sure to check off when you've finished each assignment.  
When you hand it in, cross it out!**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


Daily Tasks				
Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)


## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Monthly Planner

# SEPTEMBER

September 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**My EXECUTIVE SKILLS goal:**

**My ACADEMIC goal:**

**Be sure to check off when you've finished each assignment.  
When you hand it in, cross it out!**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


Daily Tasks				
Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Monthly Planner

# OCTOBER

October 2016

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**My EXECUTIVE SKILLS goal:**

**My ACADEMIC goal:**

**Be sure to check off when you've finished each assignment.  
When you hand it in, cross it out!**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday



# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


Daily Tasks				
Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Monthly Planner

# NOVEMBER

November 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**My EXECUTIVE SKILLS goal:**

**My ACADEMIC goal:**

**Be sure to check off when you've finished each assignment.  
When you hand it in, cross it out!**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday



# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Monthly Planner

# DECEMBER

December 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**My EXECUTIVE SKILLS goal:**

**My ACADEMIC goal:**

**Be sure to check off when you've finished each assignment.  
When you hand it in, cross it out!**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Monthly Planner

# JANUARY

January 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**My EXECUTIVE SKILLS goal:**

**My ACADEMIC goal:**

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Monthly Planner

# FEBRUARY

February 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

February 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

**My EXECUTIVE SKILLS goal:**

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday



# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Monthly Planner

# MARCH

March 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**My EXECUTIVE SKILLS goal:**

**My ACADEMIC goal:**

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


Daily Tasks				
Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday



# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Monthly Planner

# APRIL

April 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**My EXECUTIVE SKILLS goal:**

**My ACADEMIC goal:**

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


Daily Tasks				
Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Monthly Planner

# MAY

May 2017

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 2018

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 2019

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**My EXECUTIVE SKILLS goal:**

**My ACADEMIC goal:**

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

Tasks to Be Accomplished This Week	

Daily Tasks				
Monday	Tuesday	Wednesday	Thursday	Friday

DAILY REMINDERS (THINGS I CAN'T FORGET!!!)				

Weekend Plans	
Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


Daily Tasks				
Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Monthly Planner

# JUNE

June 2017

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 2018

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2019

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

My EXECUTIVE SKILLS goal:

My ACADEMIC goal:

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday



# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_ )

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

--	--	--	--	--

## Weekend Plans

Saturday	Sunday

# Monthly Planner

# JULY

July 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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**My ACADEMIC goal:**

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

## Tasks to Be Accomplished This Week


## Daily Tasks

Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)


## Weekend Plans

Saturday	Sunday

# Daily/Weekly Planner

This Week (Dates: \_\_\_\_\_)

Marking period goal(s):

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Monday	Tuesday	Wednesday	Thursday	Friday

## DAILY REMINDERS (THINGS I CAN'T FORGET!!!)

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## Weekend Plans

Saturday	Sunday

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Saturday	Sunday

