Transitioning to Middle School: Getting Involved, Getting Organized, and Studying Effectively

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Get Involved

Students who connect to their school environments through athletics, clubs, and activities are happier and more satisfied with their school experience.
### Intramural Schedule

**Intramural Program**
The intramural program consists of the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructor</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennis</td>
<td>Mr. Porter</td>
<td>September 11, 2013</td>
</tr>
<tr>
<td>Mountain Biking (*Morning Intramural)</td>
<td>Mr. Robertson</td>
<td>September 17, 2013</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Mrs. Widrick</td>
<td>September 30, 2013</td>
</tr>
<tr>
<td>Indoor Soccer</td>
<td>Mr. Widrick</td>
<td>December 3, 2013</td>
</tr>
<tr>
<td>Archery (*Morning Intramural)</td>
<td>Mr. Robertson</td>
<td>January 8, 2014</td>
</tr>
<tr>
<td>Fitness</td>
<td>Mr. Widrick</td>
<td>January 27, 2014</td>
</tr>
<tr>
<td>Ping Pong (Table Tennis)</td>
<td>Mr. Contomanolis</td>
<td>February 3, 2014</td>
</tr>
<tr>
<td>Floor Hockey (Morning Intramural)</td>
<td>Mr. Robertson</td>
<td>March 17, 2014</td>
</tr>
<tr>
<td>Basketball</td>
<td>Mr. Contomanolis</td>
<td>After spring sports</td>
</tr>
</tbody>
</table>

* More info will be announced as each intramural approaches.
Getting Involved - Clubs

- Aerospace
- Boys’ Chorus
- Chess
- Crime Solvers
- Drama
- Ecology Club
- Interact
- Technology Club
- Timberwolf Café
- World Languages

Clubs are a great way for students to make friends with others who share a common interest.
Sports

• Cross Country
• Basketball
• Soccer
• Track & Field
• Cheerleading
Students Learn About Events

• Morning Announcements
• TCMS TV
• Flyers posted in hallways and classrooms
• Download the TCMS iPhone app - FREE
Parents’ Connections to TCMS

- Edline – monitor grades and school events
- Edmodo – monitor class assignments
- TCMS App – monitor daily announcements
Continued Parental Support is Necessary for Student Success

• Parental support is essential as students transition to middle school. As the weeks go by continue to give your child more and more responsibility for study schedules and habits. Continue to provide support until your child can handle these tasks independently. For some students this may be a multi-year process.
Study and Organization Skills

End Goal: To transfer responsibility for organization and studying from the parent to the student

This is achieved when parents:

- Provide Structure
- Scaffold Progress
- Accept that student failure and logical consequences can lead to growth
Show Students How to Plan Their Study Time

- Make a master weekly schedule of your time commitments
- Identify available study time each day
- Color coding/highlighting of calendars is highly effective
# Weekly Schedule Example

<table>
<thead>
<tr>
<th>Time Block</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early a.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 – 5:30</td>
<td>Homework</td>
<td>Homework</td>
<td>Homework</td>
<td>Homework</td>
<td>Reading</td>
</tr>
<tr>
<td>5:30 – 6:30</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>6:30 – 7:30</td>
<td>Study as needed</td>
<td>Guitar</td>
<td>Church</td>
<td>Study As needed</td>
<td>Free Time</td>
</tr>
<tr>
<td>7:30 – 8:30</td>
<td>Free time</td>
<td>Study as needed</td>
<td>Study as needed</td>
<td>Free Time</td>
<td>Free Time</td>
</tr>
<tr>
<td>8:30 – 9:00</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Free Time</td>
</tr>
<tr>
<td>9:00 p.m.</td>
<td>Bedtime</td>
<td>Bedtime</td>
<td>Bedtime</td>
<td>Bedtime</td>
<td>Free Time</td>
</tr>
</tbody>
</table>
Develop a Study Calendar

- Keep a calendar with test and project dates
- Work with your child to set achievement goals for long-term projects/assignments
- Student Agendas can be used for this purpose
- Use Edline/Edmodo to monitor tests, quizzes, and long-term projects
## Weekly Calendar Example

<table>
<thead>
<tr>
<th>Mon 10/8</th>
<th>Tue 10/9</th>
<th>Wed 10/10</th>
<th>Thur 10/11</th>
<th>Fri 10/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math - Chapter Test</td>
<td>English – Finish rough draft</td>
<td>History – Test on Map Skills</td>
<td>English – Revision I</td>
<td>Math – Exponent Quiz</td>
</tr>
<tr>
<td>Health - Select article and read</td>
<td>Science – Quiz Scientific Method</td>
<td>Health – Create draft of poster layout</td>
<td>Health – Cut pictures from magazines or print from internet source</td>
<td>Spanish – Vocabulary quiz</td>
</tr>
</tbody>
</table>
Organization

- Use Student Planner
- Use homework folders for work to be turned in
- Organize Binders with tabs for papers students need to keep
- File all loose papers daily
Control the Study Environment

- Use a designated place for study
  - Ideally a place where you only study
  - Free from distractions (TV, phone, iPod)
- Provide a good light source
- Free from distractions
Study with a Proper Mindset

• Provide a snack or meal before study time so that children are not hungry

• Make water available during study time

• Students should take a 5 minute break every 30 minutes where they get up and move
Organizing Notes

• Put notes in order
• If there are missing notes, have your child get those from a teacher or friend
• Locate review sheets
• Use review sheets as a guide
Browse Notes

- Identify important concepts
- From those concepts, identify vocabulary/concepts your child knows
- Identify vocabulary/concepts your child needs to learn
Remembering Information

- Post sticky notes around the house with terms and vocabulary
- Create a song, poem, acronym etc. to remember facts or dates
- Have your child teach you a lesson on the material
- Apply to everyday life (grocery store math, cooking with fractions, etc.)
Remembering Information

Contd/

• Use mind maps
• Read/record/playback content for auditory learners
• Allow your child to read simple books on a topic to help him/her grasp more difficult concepts
• Create Questions on key concepts
Bloom’s Taxonomy of Questioning

- **Remembering**: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, and state.

- **Understanding**: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, and translate.

- **Applying**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
Bloom’s Taxonomy Contd.

- **Analyzing**: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test.

- **Evaluating**: appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.

- **Creating**: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, and write.
If Frustration Becomes an Issue

- Spread study time out over the day
- Take more frequent short breaks
  - 10 minutes study – 1 minute rest
- Make lists with short term goals so students achieve a sense of progress
  - Learn two dates for history
  - Learn two vocabulary terms in science
Stay Healthy and Balanced

- Eat healthy foods
- Exercise an hour a day
- Have vision checked regularly
- Get enough sleep
  - 9+ hours per night
- Make time for rest, relaxation, and fun!
Inside the Teenage Brain

• http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/
Inside The Teenage Brain

What’s going on in there? How science may help to explain the mysteries of the teen years.

- Introduction
- From Zzzzz's to A's
  Does a good night's sleep lead to better memory and grades?
- Do Your Teens Seem Like Aliens?
  Advice and online activities for parents, plus links to other resources.
- The Teen Brain is a Work in Progress
  Neuroscientists and psychologists discuss their findings; overviews of recent research; and an interactive illustration of the brain.
- How Much Can Science Tell Us?
  The challenges of applying brain research to parenting and public policy, with a look at “the myth of the first three years.”

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In Conclusion

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