7 Habits of Highly Effective Teens

by Michael Davis, Tonya G. Edwards, Delenia Alls, and Heather U. Gardner

Students will complete a study of the 7 Habits of Highly Effective Teens and create their own handbook of success.

GRADERS 6 - 8

DISCIPLINE Any

COURSE Any

PACING N/A
Section 1: What Task?

Teaching Task

Task Template IE7 - Informational or Explanatory

What does it take to be a successful in life? After reading The Seven Habits of Highly Effective Teens and other informational texts, write a student handbook in which you relate how a student can succeed both personally and academically. Support your discussion with evidence from the text/s.

Standards

No standards selected

Texts

No texts specified
<table>
<thead>
<tr>
<th>Focus</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to address prompt but lacks focus or is off task.</td>
<td>Addresses prompt appropriately but with a weak or uneven focus.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus.</td>
<td>Addresses all aspects of prompt appropriately and maintains a strongly developed focus.</td>
<td></td>
</tr>
<tr>
<td>D: Attempts to address additional demands but lacks focus or is off task.</td>
<td>D: Addresses additional demands superficially.</td>
<td>D: Addresses additional demands sufficiently.</td>
<td>D: Addresses all aspects of prompt appropriately and maintains a strongly developed focus.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Controlling Idea</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to establish a controlling idea, but lacks a clear purpose.</td>
<td>Establishes a controlling idea with a general purpose.</td>
<td>Establishes a controlling idea with a clear purpose maintained throughout the response.</td>
<td>Establishes a strong controlling idea with a clear purpose maintained throughout the response.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading/Research (when applicable)</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.</td>
<td>Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.</td>
<td>Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.</td>
<td>Presents appropriate details to support the focus and controlling idea.</td>
<td>Presents appropriate and sufficient details to support the focus and controlling idea.</td>
<td>Presents thorough and detailed information to strongly support the focus and controlling idea.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to organize ideas, but lacks control of structure.</td>
<td>Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.</td>
<td>Maintains an appropriate organizational structure to address the specific requirements of the prompt.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.</td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Understanding</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
<td></td>
</tr>
</tbody>
</table>
**Background for Students**

Not provided

**Extension**

Not provided
Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ENHANCING COMPREHENSION: Close reading activities to help students process the text

Writing Process

RESEARCH, PLANNING, AND DRAFTING:

Writing Process

PEER EDITING:

FINAL DRAFT: Ability to submit final piece that meets expectations.
### Section 3: What Instruction?

<table>
<thead>
<tr>
<th>PACING</th>
<th>SKILL AND DEFINITION</th>
<th>PRODUCT AND PROMPT</th>
<th>SCORING GUIDE</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparing for the Task</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15 mins</strong></td>
<td><strong>TASK ENGAGEMENT:</strong> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</td>
<td><strong>CHALK TALK (LIST)</strong> Silently read the essential questions posted on the board. Think about them and silently add your thoughts/ideas. How do you define success / What does it mean to be successful? Think of someone you know personally who you consider successful. What do think lead to that person's success? What helps people succeed in life? What keeps people from succeeding? How have you experienced success in your life? How do you want to succeed both in the present tense and in your future?</td>
<td>Product meets expectations if students participate meaningfully by adding to the chalk talk.</td>
<td><strong>NOTE:</strong> Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives students a change of pace and encourages thoughtful contemplation about the word, question, artifact or picture presented. <strong>SET UP</strong> The teacher writes a word or the task’s essential question on the board and circles it. <strong>LESSON</strong> Do Now: Silently journal about the essential question on the board. You might write: what it reminds you of, what questions you have, what you think the answer is, things you already know, etc. 1 The teacher explains the norms and expectations of “chalk talk”: * Silence in the room. * One person at the board at a time *If classroom culture permits, it can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2. 3 The teacher either hands a piece of chalk to everyone or places many pieces of chalk at the board and hands several pieces to people at random. 4 People write as they feel moved. There are likely to be long silences—that is natural, so allow plenty of wait time before deciding it is over. 5 How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold or expand thinking by: * circling other interesting ideas, thereby inviting comments to broaden writing questions about a participant comment adding his/her own reflections or ideas</td>
</tr>
</tbody>
</table>

Standards: 

7 Habits of Highly Effective Teens

Literacy Design Collaborative

https://s.ldc.org/u/4ramju02qrdidk9ynv08i8p
**CCR.W.10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CCR.W.5**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCR.W.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Additional Attachments:**

Everest Video

---

**10 mins**

**Task Analysis:**

Ability to understand and explain the task's prompt and rubric.

**Breaking Down a Prompt**

Carefully read the prompt. Then complete your graphic organizer. In the first column, identify any words or terms that you need to know to be able to understand what the prompt is asking you to do. In the second column, list the actions you need to take to be able to complete the prompt. In the third column, list the things you need to make sure you discuss as you complete the prompt.

This will vary according to level of instruction. Your goal is this to be a habit of mind where students begin to use this system as a natural process when they see a prompt or a problem.

First Column - any term that is essential to understanding is identified.

Second Column - the verbs that appear in all template tasks (read, write, support) are identified.

Third Column - all questions or tasks present in the prompt are identified.

The time for this will vary. Direct Instruction and practice will take longer than Extension. The time given is for when it becomes an Extension.

**Direct Instruction:** First time.

1. Give students a copy of the Breaking Down the Prompt and a sheet with three or four prompts.
2. Doing a think-aloud, model the process you expect them to follow.
3. Put students with an elbow partner and have them do the next two in this group.
4. Have students conference with you when they have completed these two so you can check for understanding.
5. Give them a final prompt to work on their own.

**Practice:**

1. Give students a copy of the Breaking Down a Prompt and a prompt.
2. Remind them of the steps.
3. Allow students to work with elbow partner.
4. Follow with a class discussion.

**Extension:**

1. Give students the prompt.
2. Tell them to break down the prompt.
3. Circulate to see if they follow the process.
4. Briefly discuss the prompt.

**Standards:**

**RST.11-12.10**: By the end of grade 12, read and comprehend science/technical texts in the grades 11—CCR text complexity band independently and proficiently.

**RI.11-12.10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RL.11-12.10**: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RH.11-12.10**: By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band independently and proficiently.

**CCR.R.1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence.
when writing or speaking to support conclusions drawn from the text.

Additional Attachments:
- Breaking Down the Prompt

### Reading Process

<table>
<thead>
<tr>
<th>40 mins</th>
<th>ENHANCING COMPREHENSION: Close reading activities to help students process the text</th>
<th>GET IN THE HABIT: Not Provided</th>
<th>PARADIGMS AND PRINCIPLES</th>
<th>The teacher will allow students time to discuss their responses in small groups, then conduct a whole-group discussion.</th>
</tr>
</thead>
</table>

**1.** After reading pages 11-28 from the text, *The 7 Habits of Highly Effective Teens*, complete the student handout about paradigms.

**2.** Define the term paradigms, and list the paradigms that you have about yourself.

**3.** Break students into groups and introduce the Central Focus Question

Central Focus Question: Are your paradigms of yourself helping or hindering you?

After the teacher introduces the CFQ, students will respond to Four Thought stems (describe, react, analyze, visualize) using the graphic organizer provided. Students will meet with other students in small groups to discuss their responses.

- Think-Pair-Share (two students working together to share ideas)
- Think-Pair-Square (four students working together to share ideas)
- Snowballing-Start with a small group and then they pair up with another small group to share their ideas.

### Standards:

**RI.8.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**SL.8.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**SL.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**RI.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through...
<table>
<thead>
<tr>
<th>40 mins</th>
<th>ENHANCING COMPREHENSION</th>
<th>QUICK WRITE-THE PERSONAL BANK ACCOUNT</th>
<th>Meets expectations if student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close reading activities to help students process the text</td>
<td>Generate a Quick Write before, during, or after reading in response to the teacher's prompt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt:</strong> Read the quote from Arnold Bennett on page 32, explain in a Quick Write what the quote means and how the quote can help make each person better.</td>
<td>Completes a 3-5 sentence informal Quick Write.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt:</strong> Reflect back over the past week and describe in a Quick Write about your personal bank account deposits and withdrawals. Are you loaded or bankrupt?</td>
<td>Addresses the teacher's prompt in the Quick Write.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt:</strong> Identify one easy task that needs to be done today, like putting in a batch of laundry, or reading a book for an English assignment. Decide when you will do it. Now, keep your word and get it done. Create a plan in a Quick Write.</td>
<td>Incorporates his/her prior knowledge, connections, and predictions in the Quick Write.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt:</strong> Think about a random act of service that you can do today to make a difference. In a Quick Write, describe what act you will do (tell who, what, when, why, and how).</td>
<td>Note: Typically a Quick Write is graded only for completion, not for quality or accuracy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt:</strong> Think about an area of life you feel inferior in and your negative self-talk about that area. In a Quick Write, list three positive thoughts about yourself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt:</strong> Describe a fun activity that you do to lift your spirits when you feel stressed or down.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt:</strong> List a talent you would like to develop this year. Write down specific steps to get there.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Introduction:** Explain that a Quick Write helps engage students in thinking about a content topic before, during, and after reading. As a warm-up, Quick Writes focus attention on activating prior knowledge, critical thinking (by making connections, predictions, etc.), and setting a purpose for reading. After reading, they can promote critical reflection (through summary, synthesis, explanation, and questioning).

1. Stress that in a Quick Write, students write freely for 2-10 minutes about whatever comes to mind in response to previewing a text or a prompt without concern for conventions (e.g. organization, spelling, or grammar).

2. To model, the teacher reads a text to the class and demonstrates a Quick Write. The focus here is on the ideas generated, thus emphasizing how some of the ideas are disorganized or disjointed and that's okay.

3. Introduce the prompt or a text to be read. Give students an opportunity to skim the text, illustrations, captions, etc. to get a sense of the text's main ideas.

4. Provide a focus for the Quick Write. Below are some suggestions:

   - Make predictions, inferences, and hypotheses.

   - Connect to background information or students' lives.

   - Explain content concepts or vocabulary (e.g. what does "bully" mean?)

   - Critical thinking (e.g. respond to statement posed in the text: vending machines should not be allowed in schools).

   - Summarize what was learned (e.g. In your own words, summarize the article: What was the thesis, or main point? What specific details or examples did the author use for support? Did particular passages or phrases make a particular impression on you? Do you agree or disagree with the author? Why?)

5. Invite students to voluntarily share and revisit their Quick Writes. Check in periodically with students to track progress, spot difficulties, offer feedback, and follow-ups to their Quick Writes.
Standards:

**CCR.W.10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**W.6.10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**RI.6.10**: By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCR.R.10**: Read and comprehend complex literary and informational texts independently and proficiently.

Additional Attachments:

- Quick Writes: Heinemann
- Quick Writes: Scholastic
- Quick Writes: Literacy Support Initiative

### ENHANCING COMPREHENSION:

**HABIT 1 - BE PROACTIVE**

- What is the difference between being proactive and reactive?
- Which one leads to greater success?

### HABIT 2 - BEGIN WITH THE END IN MIND

- Introduction of Habit 2:
  - Students will explain in their own words what “Begin with the End in Mind” means. Then they will turn to a partner and share out. As a class, we will discuss

### Standards:

**RI.8.4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.2**: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
what Habit 2 is about according to the students.

Activity 1: Crossroads

• Students will read pages 74-80 of the book. Then students will answer the questions on the Crossroads handout.

Activity 2: Analyzing the importance of a personal mission statement

• Students will read pages 81-84 of the book. At the bottom of the Crossroads handout, students will answer the question: “Why would a personal mission statement be important to you?” Students should be thinking of character and what they want to do with life or to be.

• The teacher may ask questions or make statements like the following to get them thinking about their personal mission statement (which they will be writing as a culminating activity):
  o Think about the roles you have in your life.
  o Think about the key people (names) that go with each role.
  o What type of tribute statement would they say at your 25th, 40th, 80th birthday party?
  o Narrow down your roles to two.
  o Come up with the things you can do now to make these tributes/statements come true.

Activity 3: Great Discovery

• Students will complete the Great Discovery Handout that will aid them in the writing of their personal mission statement. The Great Discovery handout may also be found on pages 86-89 of the book.

Homework: Bring in pictures, quotes, magazine clippings, etc to aid you in writing your personal mission statement. These would be more beneficial if on a flash drive.

Activity 4: Brainstorming/Prewriting
• Students will read pages 90-103 of the book. After reading these pages, show the students the Masterpiece video for this Habit.

• Teens version: https://www.youtube.com/watch?v=HxVaVf0fPIA

• Version shown at PD: https://www.youtube.com/watch?v=EflGcZTPwQ

• Using the information from these pages, students will reflect on their life and what they hope to accomplish in life. Next, students will create a bulletin board on the padlet website. This website will aid the student in brainstorming for their personal mission statement. Students will paste pictures, images, quotes, and other writings that have special meaning to them. The Great Discovery will be a great asset in the reflecting process. (The Teacher will have examples of personal mission statements to help the students understand what is expected of them.)

Activity 5: Developing a Personal Mission Statement

• Begin writing and finalizing your personal mission statement. Students may share out their personal mission statements if they wish.

Additional Attachments:

- Habit 2 Crossroads activity.docx
- The_Great_Discovery.pdf
- Habit 2 lesson plan.docx

1 hr and 30 mins

ENHANCING COMPREHENSION:

Close reading activities to help students process the text

HABIT 3-PUT FIRST THINGS FIRST

Introduction: The Time Quadrants

• With a partner, analyze the four time quadrants from the book The 7 Habits of Highly Effective Teens (p. 107). Determine what quadrant you are spending most of your time in and discuss with your partner specific steps that you can do to get to Quadrant 2-The Prioritizer.

Follow informational/explanatory rubric for all writing/reading/speaking activities.

Not Provided
Activity 1: Discussion and Self Assessment

- Students discuss the importance to time management, listen to hypothetical student's evening and analyze the mistakes he made and complete a check list. Students will demonstrate learning by completing a writing assignment. (Use activity 1 student handouts)

Writing Prompt: Look carefully at your checklist, choose one weakness and write a paragraph about what you plan to do to overcome that weakness. Use details and examples to support your response.

Activity 2: Students' Favorite Procrastinations

- Students discuss and generate a list of the most common excuses they use to postpone or avoid school work. Each student analyzes the list and writes a paragraph describing an action plan to overcome his/her most common procrastinations. (Use activity 2 handouts)

Activity 3: Record of Daily and Weekly Activities

- Students track their use of time for one week. The teacher monitors the sheet daily to ensure students are keeping an accurate, up-to-date record. At the end of the week, students evaluate and analyze their time. Students calculate the number of hours unaccounted for each day and write a paragraph about their use of time. A math supplement is included with this activity. (Use activity 3 student handouts)

Activity 4: Hot Tips for a Study Schedule That Works

- Students learn eight tips for an effective study schedule. They record the tips on an Activity Sheet for homework. The student will write three
sentences after each “tip” explaining whether or not they already do what is recommended. (Use activity 4 student handouts)

Activity 5: Let’s Plan Ahead

◆ Students practice using several different schedule sheets. Students find out what works for them in order to manage their time. The students should take time to go through their agenda book to understand how it should be filled out in order to stay organized. (Use activity 5 student handouts/student agenda book)

Activity 6: Goal Setting and Prioritizing

◆ Students discuss hypothetical situations which require prioritizing. They need to understand that certain kinds of assignments need to take precedence over others-they need to learn to do “first things first.” Students also discuss goal setting and will write four academic goals for themselves. (Use activity 6 student handouts)

Standards:

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Additional Attachments:

- The Relationship Bank Account.docx

15 mins

HABIT 4-THINK WIN-WIN

After you read a portion of the text, turn and talk with your partner. Student is able to read a portion of the text.

1. Teacher picks a topic and a partner to model with in front of the class. Topic or question must not be a yes or no answer.
<table>
<thead>
<tr>
<th>Close reading activities to help students process the text</th>
<th>Student is able to turn and talk with his or her partner about his or her feelings, reactions, or questions.</th>
<th>2. Teacher asks students: what did you notice about how the two partners took turns and asked follow-up questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt: Turn and talk with your partner about an experience where you had a win-lose mentality. How did you feel? Would you do things differently now?</td>
<td>Prompt: Turn and talk with your partner about an experience where you practiced lose-win or someone acted in a lose-win way toward you. How did you feel?</td>
<td>3. Teacher may use questioning prompts and sentence starters to aid collaboration and conversation (see student handouts)</td>
</tr>
<tr>
<td>Prompt: Think about your definition of a win-win mentality. Once you have your description, share it with a friend. Use examples from your own life.</td>
<td>Writing Prompt: List a specific situation that you may face in the next seven days that will require win-win thinking-it might be during a music lesson, at work, in a challenging class, or at home with your family. How will you prepare yourself to think win-win?</td>
<td>Adapted from Texts and Lesson for Content-Area Reading by Harvey &quot;Smokey&quot; Daniels and Nancy Steineke</td>
</tr>
</tbody>
</table>

**Standards:**

**SL.8.1.A**: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**SL.8.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Additional Attachments:**

- Question prompts for discussion
- Sentence frames for reading reflections
- Turn and Talk Procedures
- Turn and Talk Procedures and templates

**2 hrs**

**ENHANCING COMPREHENSION:**

Close reading activities to help students process the text

**HABIT 5 - SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD**

Introduction of Habit 5:

- Teacher will begin class with a story. Students are told that they will be asked questions about this story. The questions will be based on the story as well as the nonverbal communication that the teacher demonstrates. Therefore, the teacher will need
to be animated when telling the story. Purpose: This will show that there are many forms of listening and tests how well the student listens. Seek First to Understand.

• See attachment for story.

Activity 1:

• Students will read pages 164-170 of the book. After reading these pages, students will be asked to define the following terms in their own words: Spacing Out, Pretend Listening, Selective Listening, Self-Centered Listening, Judging, Advising, Probing, and Genuine Listening.

• Reflection: Think about these terms. How do you think it feels to be the one talking and seeing this type of listening taking place? Has this happened to you? How did it make you feel? (These questions do not have to be answered out loud but may be a self-reflection that is private.)

Activity 2:

• Students will read pages 171-175 until the section labeled Genuine Listening in Action begins. After reading this section, students will complete the mirroring activity handout. Once they answer the first two examples, they will need to develop a statement and then ask a partner to answer. Each new statement should have a new partner writing the mirroring statement. Then stopping at the “Then to be Understood” portion of the handout.

Activity 3:

• Students will read pages 176-180 of the book and complete the handout.

Additional Attachments:

- Habit 5 Mirroring activity handout.docx
- Habit 5 lesson plan (2).docx

Close reading activities to help students process the text

Discuss definition of **Synergy**:
when two or more people work together to create a better solution that either could alone. Work together to achieve more Synergy is about producing a third alternative – not my way, not your way, but a third way that is better than either of us would have come up with individually. Synergistic teams and families thrive on individual strengths. They go for creative cooperation.

Come up with synergistic relationships in nature, in your school and in your home. (page 38 workbook)

- **Attempts to address prompt but lacks focus or is off task.**
- **D: Attempts to address additional demands but lacks focus or is off task.**

**Approaches**

**Expectations2**
- **Addresses prompt appropriately but with a weak or uneven focus.**
- **D: Addresses additional demands superficially.**

**Meets Expectations3**
- **Addresses prompt appropriately and maintains a clear, steady focus.**
- **D: Addresses additional demands sufficiently.**

**Advanced4**
- **Addresses all aspects of prompt appropriately and maintains a strongly developed focus.**
- **D: Addresses additional demands with thoroughness and makes a connection to controlling idea.**

2. Divide class into groups of 3-4 students.
3. Complete and discuss p. 38 (workbook) in relation to the text.
4. Complete the empty boxes on p. 39 (workbook). Individual work is best with this assignment.
5. Turn in completed exercise the following day.

1 hr

<table>
<thead>
<tr>
<th>1 hr</th>
<th><strong>ENHANCING COMPREHENSION:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HABIT 6- PART 2: SYNERGIZE THE &quot;HIGH WAY&quot;</strong></td>
<td>Explore the five-step process to</td>
</tr>
</tbody>
</table>

**Standards:**

**RI.8.6**: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI.8.5**: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**RI.8.4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.3**: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.2**: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.1**: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Use p. 40 (workbook) for reflection activity.**
**Brainstorm using p. 41 (workbook).**
activities to help students process the text | synergize. (p. 195 of book)  
1. Define the problem or opportunity.  
2. Their way (Seek first to understand the ideas of others)  
3. My Way (Seek to be understood by sharing your ideas)  
4. Brainstorm (Create new options and ideas)  
5. High Way (Find the best solution)  

Possible extension: Use ideas on p. 42 (workbook)  
Finish Habit 6 by using p. 202 (book). Use either with class discussion, individual or partner work and then discuss with the class fitting it all together.

Standards:  
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  
RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  
RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  
RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  
RI.8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  
RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  
RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  
RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

15 mins | ENHANCING COMPREHENSION: Close reading activities to help students process the text | HABIT 7-SHARPEN THE SAW | Product meets expectations if students participate meaningfully by adding to the chalk talk.  

**NOTE:** Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives students a change of pace and encourages thoughtful contemplation about the word, question, artifact or picture presented.  

**SET UP**  
The teacher writes a word or the task's essential question on the board and circles it.  

**LESSON**  
Do Now: Silently journal about the essential question on the board. You might write: what it reminds you of, what questions you have, what you think the answer is, things you already know, etc.

1 The teacher explains the norms and expectations of “chalk talk”:  

- Body (physical)  
- Heart (relationships)  
- Soul (spiritual)  
- Brain (mental)
* Silence in the room.
* One person at the board at a time
* If classroom culture permits, it can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2.

3 The teacher either hands a piece of chalk to everyone or places many pieces of chalk at the board and hands several pieces to people at random.

4 People write as they feel moved. There are likely to be long silences; that is natural, so allow plenty of wait time before deciding it is over.

5 How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold or expand thinking by:
* circling other interesting ideas, thereby inviting comments to broaden writing questions about a participant comment adding his/her own reflections or ideas

Standards:

CCR.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<table>
<thead>
<tr>
<th>Not provided</th>
<th>ENHANCING COMPREHENSION:</th>
<th>KEEP HOPE ALIVE</th>
<th>Not Provided</th>
<th>After reading the final section of the book (pp. 243-245), complete pp. 52-53 in the workbook.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close reading activities to help students process the text</td>
<td>What did I learn from reading The 7 Habits of Highly Effective Teens</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standards:

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Writing Process

<table>
<thead>
<tr>
<th>Not provided</th>
<th>RESEARCH, PLANNING, AND DRAFTING:</th>
<th>CREATION OF HANDBOOK SECTION</th>
<th>Not Provided</th>
<th>See attachment - complete days 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will I use the information I have collected to write my section of the handbook?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standards:
W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Additional Attachments:

- Student Handbook for Success.docx

**Writing Process**

<table>
<thead>
<tr>
<th>Not provided</th>
<th>PEER EDITING:</th>
<th>PEER REVISION</th>
<th>Not Provided</th>
<th>Complete day 7 on attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How can I help other groups improve their section?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standards:

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Additional Attachments:

- Student Handbook for Success.docx

<table>
<thead>
<tr>
<th>Not provided</th>
<th>FINAL DRAFT: Ability to submit final piece that meets expectations.</th>
<th>PULLING IT ALL TOGETHER</th>
<th>Not Provided</th>
<th>Students will use peer editing process to polish their sections into a final draft.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not Provided</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Attachments:

- Student Handbook for Success.docx

**Instructional Resources**

No resources specified
Section 4: What Results?

Student Work Samples
No resources specified

Teacher Reflection
Not provided