Welcome to The Middle School Student’s Guide to Ruling the World!

Middle School Confidential: Students Only! .................................................. 6
Some Good News and Some Bad News ...................................................... 7
Scandal Rocks Ms. Readmore’s Language Arts Class! .............................. 8
Meet the Organizationally-Challenged Students of U.B. Smart Middle School .... 10
The Journey Begins with a Mysterious Map .............................................. 12
Truth or Dare? How Do You Rate Your Organizational Skills? ................. 14

The First Stop: The Middle School Tool Shed ........................................... 19

Tool Number One: The Binder
Scattered Sara Designs a Goof-Proof Binder System™ ............................. 20

Tool Number Two: The Planner
Chronically Disorganized Chris Gets Help for a Case of PPD .................... 36

Tool Number Three: The Study Bud
Awesome Study Buds for Larry! ................................................................. 50

Tool Number Four: The Teacher
Jamal Researches the Proper Care and Treatment of Middle School Teachers .... 64

Tool Number Five: Class Notes
Tun’n in & Tak’n Notes with Polly (and Molly) ........................................... 72

Tool Number Six: Your Workspace
Larry’s List for a Workspace that Rocks! ..................................................... 82

Tool Number Seven: The Rubric
Jamal Learns to Follow the Rules of Rubric Road ..................................... 90

Tool Number Eight: The Computer
Perfect Polly Ponders the Possibilities: can ur cmputr b 4 mor than im’s? ........ 98

Tool Number Nine: The “Write Stuff”
Jamal’s Essay Gets an Extreme Makeover ............................................. 108

Tool Number Ten: The Mental Checklist
Polly Experiences the Amazing Powers of the Mental Checklist .................. 118
What is a study bud? A study bud is a classmate you know and can rely on for support, backup and information sharing. A study bud helps his or her study bud partner in the event of confusion about a homework assignment or project, or if the study bud is out sick for a couple of days, and needs to know what happened in class. It is a two way relationship - students helping one another. Study buds can also share books, study together, pair up on projects or fax missing assignment pages. A reliable study bud is an important tool for success in middle school.
LARRY HAS SPENT MOST OF THE EVENING WATCHING RERUNS OF ‘ZORCA THE
ZOMBIE ORCA’ INSTEAD OF DOING HOMEWORK. MAD MARY IS GETTING SUSPICIOUS...

LARRY! HAVE YOU DONE YOUR HOME-
WORK? YOU’VE BEEN ON THAT COUCH FOR
2 HOURS!

LARRY! YOU’D BETTER HAVE
THAT HOMEWORK DONE!

Huh? Oh, yea, homework...

UH-OH! I FORGOT TO WRITE DOWN
THE HOMEWORK ASSIGNMENT. THIS
IS BAD. VERY BAD! I HAVE NO
IDEA WHAT THE HOMEWORK IS!

Goodbye Larry...
It’s been nice
knowing ya!

AUGH! WHAT AM I GONNA DO?
THIS IS THE SECOND TIME
THIS WEEK! MOM IS
GONNA FRY ME!

I wish I knew someone
who could help me!
Someone I could call
when I forget an
assignment, or if I for-
get to bring home a
book I need... Someone
to study with or talk
to about homework or
projects. Someone
who...

Did I hear a call for help?!

POOF!
Okay, a study bud isn’t really a superhero! But a good study bud can occasionally rescue you from the brink of disaster. After my latest homework emergency, I lined up a study bud in each of my classes. Now I have a classmate I can contact if I forget to write down an assignment, forget a book at school, or if I’ve lost a worksheet or handout. Like, last week when I was out sick for three days, my study bud picked up handouts for me and called to give me a heads up on a change in a reading assignment. It was a big help. (Thanks, dude.)

Hey! Before you start thinking that having a study bud gives you a license to slack, check out these rules:

**Study Bud Rules**

- Study bud time is business only. When you call, I.M. or text message a study bud, don’t waste time gossiping or socializing. Be respectful of your study bud’s time.
- Observe your study bud’s phone call cut off time. Don’t call too late; don’t call too early.
- Before contacting your study bud, try to solve the problem yourself. Check your notes, handouts and the class website. If you still can’t figure it out, go ahead and contact your study bud.
- Give your study bud reliable information. If you don’t know or you’re not sure, say so!
- Don’t expect a free ride on your study bud and don’t allow your study bud a free ride on you.
- A study bud should never be anyone your crush’n!
**STUDY BUDS RULE!**

It’s awesome to have a study bud in a homework emergency. Ask one classmate in each of your classes to be your study bud. Exchange information on this Study Bud 4-1-1 form. Keep it in a sheet protector in your binder. Here’s a blank Study Bud 4-1-1 that you can copy and use for getting the 4-1-1 on your Study Bud. You can also go to www.middleschoolguide.com to download and print as many forms as you need!

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**STUDY BUD 4-1-1**

<table>
<thead>
<tr>
<th>Class:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Bud:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Email address:</td>
<td></td>
</tr>
<tr>
<td>Home Phone:</td>
<td></td>
</tr>
<tr>
<td>IM:</td>
<td></td>
</tr>
<tr>
<td>Cell Phone:</td>
<td></td>
</tr>
<tr>
<td>Fax No:</td>
<td></td>
</tr>
<tr>
<td>Phone call cut off time:</td>
<td></td>
</tr>
</tbody>
</table>

---

First Stop: The Middle School Tool Shed
Once in a while, you might get together with your study bud or a group of classmates to study or review for a test or quiz. In high school, students often study in groups, so learning how to study with a group now is good practice for the future.

Studying with another person or a group of students can be helpful because you can exchange ideas, compare notes and share the load. It can also be a waste of time if the group doesn’t work well together, or if the study session becomes too social. Here are some things you can do to get the most out of studying with your buds:

1. **Know what to study.** You won’t believe how many students study the wrong materials before an exam! If your group is studying for an exam or quiz, start the study session by reviewing together the teacher’s instructions about the test. What information or chapters will be covered? Will the test be multiple choice or essay? Will certain areas be given more weight than others for grading? Are any special materials required for the test?
Tools for School: The Middle School Tool Shed

2

Use your time wisely. Check notes, chapter headings and study guides to get an idea of how many items your group needs to review in the time you’ve set aside for the study session. Study groups often spend too much time on the first few items, then run out of time before they get to the rest. If you have twenty items to review, and have set aside two hours for the study session, you have only 6 minutes per item (120 minutes ÷ by 20 items = 6 minutes per item). That’s without factoring in a break! Ask a member of the group to keep track of the time and to speak up when the group is spending too much time on one topic or is getting off task.

3

Share the load. At the start of the study session or a day or two before if you have the chance, divide the study topics among the study buds. Each student is responsible to “teach” or lead the discussion on one or more items. That way, each study bud contributes equally.

4

Keep breaks short. No more than 10 minutes per hour of studying. Save the chill’n and snack’n for after the study session!

First Stop: The Middle School Tool Shed
HOW TO SUCCESSFULLY MANAGE GROUP PROJECTS

OR

“HOW TO TAKE THE GRRRRR OUT OF GROUPS”

“Last semester, my science teacher assigned a group project. I was put in a group with three other kids in my class. It turned out to be one of the most frustrating experiences of my middle school life. We argued a lot over how to get the work done. Some of the group members felt that they had worked harder and contributed more to the project than others. Some kids forgot to go to the group meetings and one kid (uh, that would be me) was late getting his part of the project done. It wasn’t cool.”
“A few weeks ago, my history teacher assigned a group project. The project was to make a dramatic presentation of the Boston Tea Party using a poster, props and a script. I totally dreaded another group project. Then I realized that, just like studying with buds, there are ways to make a group project run smoothly.”

Larry’s Awesome Group Project Organizer

Good communication and careful planning are important for a successful group project. So, as soon as the project was assigned, I designed a “Group Project Organizer.” It’s a form we used to exchange contact information, share ideas, create a project plan and schedule productive group meetings.

I brought a blank Group Project Organizer to our first group meeting. At the meeting, we passed it around and each member filled in their own name, phone numbers and email information.

Then we reviewed the project instructions. As the group made decisions about how to complete the project, I filled in the organizer with the correct information. I made sure that each group member got a copy of the Group Project Organizer the very next day. It really helped our group successfully manage our project. Check out my masterpiece on the next page.
# LARRY’S (AWESOME) GROUP PROJECT ORGANIZER

**Class:** American History (4th Period)  
**Project:** Boston Tea Party Presentation  
**Project Manager:** Larry

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone #</th>
<th>Cell Phone #</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry</td>
<td>555-1278</td>
<td>555-6335</td>
<td><a href="mailto:larry@UBSmartMiddleSchool.com">larry@UBSmartMiddleSchool.com</a></td>
</tr>
<tr>
<td>Angela</td>
<td>555-2625</td>
<td>no cell</td>
<td><a href="mailto:angela@youemailme2.com">angela@youemailme2.com</a></td>
</tr>
<tr>
<td>Chan</td>
<td>555-5151</td>
<td>no cell</td>
<td><a href="mailto:chantheman@chantheman.net">chantheman@chantheman.net</a></td>
</tr>
<tr>
<td>Ana</td>
<td>555-4622</td>
<td>555-8725</td>
<td><a href="mailto:ana@youemailme3.com">ana@youemailme3.com</a></td>
</tr>
</tbody>
</table>

## Project Tasks (Describe Fully)

### 1.
- Write a 6 page script. Make copies for everyone in the group by Friday 11/6. Play the part of Samuel Adams. Memorize by Thurs. Email biography to Angela by Friday.
- Assigned To: Larry

### 2.
- Create a poster of the highlights of the Boston Tea Party by 11/12. Play the part of a colonist. Email the biography of character to Angela by Friday. Memorize lines.
- Assigned To: Chan

### 3.
- Make the play program. Add biographical info. Do cover artwork. Email my characters’ biography to Angela by 11/15. Play a Native American. Write biography of Paul Revere.
- Assigned To: Ana

### 4.
- Write proclamation about Townsend Acts. Put it on parchment in colonial writing. Email clip art for program to Ana. Play the part of Native American. Send biography to Angela by 11/15.
- Assigned To: Angela

## Project Supplies

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Due Date</th>
<th>Assigned To</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Costumes: (Colonial and Native American)</td>
<td>By Thurs. 11/12 meeting</td>
<td>Ana &amp; Larry</td>
</tr>
<tr>
<td>· A lantern (Colonial style)</td>
<td>By last group meeting</td>
<td>Chan</td>
</tr>
<tr>
<td>· 3 cartons painted like barrels, and filled with pieces of brown paper to look like tea.</td>
<td>By last group meeting</td>
<td>Angela</td>
</tr>
</tbody>
</table>

## Group Meeting Date

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon (11/9)</td>
<td>3:30 to 4:30</td>
<td>School Library</td>
<td>Read the script together. Practice parts.</td>
</tr>
<tr>
<td>Thurs (11/12)</td>
<td>3:30 to 4:30</td>
<td>School Library</td>
<td>Review poster. Rehearse play in costume.</td>
</tr>
<tr>
<td>Tues (11/17)</td>
<td>3:30 to 4:30</td>
<td>School Library</td>
<td>Rehearse play with lines memorized.</td>
</tr>
<tr>
<td>Weds. (11/18)</td>
<td>7:00 - 8:30</td>
<td>Chan’s house 108 Maple Dr.</td>
<td>Final rehearsal with props, costumes and poster. Review and correct program biographies.</td>
</tr>
</tbody>
</table>
Supplies

Supplies are important! Our group decided what kind of supplies or props were needed and who would be responsible for getting them.

Defining Tasks

We reviewed our teacher’s instructions for the project. Everyone had an opportunity to express their ideas about how to do the project. (There are lots of good ideas out there!) After we agreed on how to do the project, we split the work into “tasks.” Tasks were divided as evenly as possible so that nobody felt that they had a lot more work to do than anyone else. Each task was carefully described so that when the meeting was over, we each knew exactly what our job was, where and when our part of the project was due.

Project Manager

I volunteered to be our project manager. It’s the project manager’s job to fill out the Group Project Organizer and make sure that everyone gets a copy. The project manager also keeps the group on task at project meetings.

Communication Information

Group members exchanged phone numbers and email addresses. That made communication a lot easier.

Goals for Meetings

It’s important to set a goal for each group meeting. That way, we knew exactly what we had to accomplish, so we didn’t goof around.

Group Meetings

This is our group meeting schedule. To minimize confusion, we tried to schedule group meetings at the same place and time.
Here's a blank Group Project Organizer that you can copy and use for your next group project. You can also go to www.middleschoolguide.com to download and print as many as you need!

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone #</th>
<th>Cell Phone #</th>
<th>Email Address</th>
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</table>

**Project Tasks (Describe Fully)**

<table>
<thead>
<tr>
<th>Assigned To</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Supplies</th>
<th>Due Date</th>
<th>Assigned To</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**Group Meeting Date**

<table>
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<tr>
<th>Time</th>
<th>Place</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
1. When you’re on study bud time, it’s ______ only!
   a. business   b. games   c. gossip   d. fun

2. Always respect your study bud’s ________.
   a. right to party   b. phone call cut-off time
   c. hairstyle   d. all of the above

3. Do your best to give your study bud ___________ information.
   a. false   b. top secret   c. reliable   d. useless

4. When you study with a bud or a group of buds:
   a. Know what you need to study.
   b. Keep breaks short.
   c. Share the load!
   d. All of the above

5. You’re studying for a social studies test with a group of study buds. You’ve set aside an hour and a half (90 minutes) for the study session. You review chapter headings and your teacher’s instructions about the test. There are ten items to be studied. At some point, your group wants to take a 10 minute break. You have about ______ minutes to study each item.

6. Exchanging _____________ makes communication easier among project group members.
   a. home phone numbers
   b. email addresses
   c. cell phone numbers
   d. all of the above

7. Why is it important to have a goal for each group project meeting?
   __________________________________________
   __________________________________________
   __________________________________________

8. A study bud can be a big help when:
   a. you are absent from school and need someone to pick up handouts for you.
   b. you forget to write down an assignment.
   c. you left your workbook at school and need a copy of the page assigned for homework.
   d. all of the above

9. You have been picked to be the Project Manager for your group project. It is your responsibility to:
   a. complete the Group Project Organizer at the first project meeting.
   b. make sure that each group member gets a copy of the completed Group Project Organizer.
   c. keep your group on task at project meetings.
   d. all of the above

10. Your science teacher has just assigned a group project. You are bummed because on the last group project, you ended up doing most of the work. How can this problem be avoided on the new project?
    a. Beg your teacher to reassign you to a group of overachievers.
    b. Ask for independent study instead.
    c. Go to www.middleschoolguide.com to download a copy of the Group Project Organizer. Bring it to the first group meeting and use it to successfully organize your group project!
    d. Do a good job on your part of the project and hope for the best.

How did you do? Check your answers on page 169.
Middle school teachers often provide students with written directions on how to succeed in their class. These directions are called “rubrics.” When you receive a rubric, pay close attention! It will tell you exactly what you need to do to get a good grade on a project, paper or assignment. It’s like having the answers right in front of you and it’s totally legal! So, when your teacher is kind enough to provide you with a rubric, be smart enough to use it.
AFTER SCHOOL, LARRY AND JAMAL CHILL AT JAMAL’S HOUSE WHERE LARRY CHECKS OUT JAMAL’S LATEST CREATION...

DUDE!
WHAT’S THAT THING?!

THAT’S MY NEW ROBOTRONIC X5000. I BUILT IT OVER THE WEEKEND.

YOU BUILT THAT? AWESOME! HOW?

I JUST FOLLOWED THE DIRECTIONS IN THIS MANUAL.

BASICALLY, I JUST ASSEMBLED AND SEQUENCED THE TAKOGYMONATOR, CALIBRATED THE THERMO-MOLECULAR MECHANISM AND PROGRAMMED THE HYPER-OXYGENETIC ACTIVATION SYSTEM. THE DIRECTIONS ARE ALL IN HERE.

JAMAL! I SEE YOU GOT A ‘D’ ON YOUR HEALTH CLASS PROJECT. IT SAYS “POSTER WAS INCORRECTLY COMPLETED BY STUDENT”. WHAT DOES THAT MEAN?

UH.... I DUNNO, DAD. I GUESS I DIDN’T FOLLOW THE DIRECTIONS.

First Stop: The Middle School Tool Shed
Tool Number 7: The Rubric

The Middle School Student’s Guide to Ruling the World!

Student Survey

Check “yes” or “no.” Have you ever:

1. installed a computer game?
2. downloaded music?
3. made a batch of cookies (or otherwise followed a recipe)?
4. helped your mom or dad read a road map on a trip?
5. followed the rules to a board game?

YES NO

IF YOU ANSWERED “YES” to any of these survey questions, you’ve proven that you can understand and follow directions. Installation guides, rule sheets, recipes and maps are all tools that explain how to successfully reach a destination or complete a project.

In middle school, teachers often provide students with directions on how to successfully complete a project. These directions are called “rubrics.” A rubric is a written description of how a teacher expects a student to complete a project in order to get a good grade. A rubric sets forth the project criteria and tells the student exactly how the project will be scored. As Jamal recently discovered, the rubric is an important tool for success in middle school:

Jamal’s health class assignment was to make a poster depicting a healthy balanced meal. His teacher, Ms. Lophat, was clear about her expectations for the poster. In fact, she even created a rubric to guide students in their poster design. Ms. Lophat gave each student in her class a copy of the rubric well in advance of the poster’s due date. She also gave her students a copy of “Ms. Lophat’s Rules of Rubric Road,” to help them get the most out of using a rubric.

The Middle School Student’s Guide to Ruling the World!
1. As soon as you receive a rubric (or project instructions) put it in a sheet protector in your binder.

2. Read it!

3. Read it aloud with a parent or study bud. *Pay close attention to details!*

4. Enter the project due date in your planner.

5. Make a list of the supplies you need to complete the project.

6. Use the rubric as a guide to plan and complete the project or assignment.

7. Compare your final product with the rubric to make sure you’ve met the criteria for a good grade!
When Jamal received the Healthy Meal Poster rubric from Ms. Lophat, he glanced at it, tossed it into his backpack and went to work on his poster. When Ms. Lophat returned the graded rubric to Jamal, he was disappointed in the scores he received. In five of the grading categories, he received only a 1 or 2. Those are the lowest possible scores! He doesn’t understand what he did (or didn’t do) to deserve such low scores.

### Ms. Lophat’s Rubric for the Healthy Meal Poster Project

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Healthy Meal Poster includes graphics or photos of a balanced and healthy meal.</td>
<td>4 (\bigcirc) 3 (\bigcirc) 2 (\bigcirc) 1 (\bigcirc)</td>
</tr>
<tr>
<td>Each graphic or photo of the balanced and healthy meal is labeled to identify 1) the food pictured and 2) the food group to which the food belongs.</td>
<td>4 (\bigcirc) 3 (\bigcirc) 2 (\bigcirc) 1 (\bigcirc)</td>
</tr>
<tr>
<td><strong>The student attaches typewritten lab notes which include:</strong></td>
<td></td>
</tr>
<tr>
<td>• A statement of the reasons for the foods selected.</td>
<td>4 (\bigcirc) 3 (\bigcirc) 2 (\bigcirc) 1 (\bigcirc)</td>
</tr>
<tr>
<td>• A description of three safety procedures he/she would use when preparing the meal.</td>
<td>4 (\bigcirc) 3 (\bigcirc) 2 (\bigcirc) 1 (\bigcirc)</td>
</tr>
<tr>
<td>The poster includes two 3x5 unlined index cards indentifying (1) the name of a book on nutrition for teens, including the title, author, publisher and number of pages; and (2) a recipe for one of the items served in the balanced meal.</td>
<td>4 (\bigcirc) 3 (\bigcirc) 2 (\bigcirc) 1 (\bigcirc)</td>
</tr>
<tr>
<td><strong>Appearance of the student’s poster:</strong></td>
<td></td>
</tr>
<tr>
<td>• Poster is neat and legible.</td>
<td>4 (\bigcirc) 3 (\bigcirc) 2 (\bigcirc) 1 (\bigcirc)</td>
</tr>
<tr>
<td>• Uses correct grammar and spelling.</td>
<td>4 (\bigcirc) 3 (\bigcirc) 2 (\bigcirc) 1 (\bigcirc)</td>
</tr>
<tr>
<td>• Contains student’s name, date and class period in the lower right corner.</td>
<td>4 (\bigcirc) 3 (\bigcirc) 2 (\bigcirc) 1 (\bigcirc)</td>
</tr>
</tbody>
</table>
This is Jamal’s Poster:

Lab Notes:

Statement: I selected these foods because of their nutritional values and taste.

Safety Procedures:
1. I washed my hands before I prepared the dinner.

Do the exercise on the next page to help me figure out what I did wrong.
Compare Jamal’s poster with Ms. Lophat’s rubric. See if you can figure out what Jamal did (or didn’t do!) on his poster to receive only 1’s or 2’s in five of the grading categories. Write your answers in the space provided.

<table>
<thead>
<tr>
<th>The Rubric requires:</th>
<th>Describe how Jamal failed to follow directions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each of the graphics or photos is labeled to identify 1) the food pictured and 2) the food group to which the food belongs.</td>
<td></td>
</tr>
<tr>
<td>A description of three safety procedures.</td>
<td></td>
</tr>
<tr>
<td>Two 3x5 unlined index cards identifying the name of a book on nutrition for teens, including title, author, publisher and number of pages.</td>
<td></td>
</tr>
<tr>
<td>Poster is neat and legible.</td>
<td></td>
</tr>
<tr>
<td>Contains student’s name, date and class period in the lower right corner.</td>
<td></td>
</tr>
</tbody>
</table>

Hey, how did you do? Check your answers on page 170.
SARA'S BEEN ACTING A LITTLE ODD LATELY. SHE THINKS SHE'S BEING FOLLOWED...

SLAM!

AGHHHH!!!

TO BE CONTINUED...
Case No. 2: THE CASE OF THE SNEAKY SOCIAL STUDIES PROJECT

You and Ace congratulate yourselves on solving the Case of the Nasty Homework Habits and head back to the Homework Detective Agency. The phone rings as soon as you walk in the door. It’s Scattered Sara. She sounds terrified! You can barely make out what she’s saying… something about a “social studies project” and “out of control.” Ace tells her to sit tight—you’re on the way!

When you and Ace arrive at Sara’s house, you find her huddled in a corner of her room, muttering about her project being “late” and “a total mess.” Once you get her to calm down, she tells you the whole, horrible story:

“Lately,” she begins, “I’ve been feeling kind of nervous and uneasy—like something’s sneaking up on me! I haven’t been able to figure out what it is, and I can’t shake the feeling. It stays with me most of the day. It’s especially bad at night, when I’m doing homework. Suddenly, I realized what it is! It’s my social studies project! It’s been sneaking up on me for weeks and now it’s out of control! It’s due in two days! I’ve hardly done any of the work. I haven’t finished the research. I haven’t got any of the supplies I need. Ace, what happened? How did this all get so crazy?!?” Sara dissolves into sobs. Ace frowns and shakes his head. “Unfortunately, Sara,” he says, “it sounds like you were never warned about a dangerous creature that stalks unsuspecting middle school students. This creature has been known to sneak up on them, turn their lives into chaos and vanish, only to return again and again during the school year! It strikes fear in the hearts of even the best students. It’s known as the:

Long Term Project!
WARNING! SPECIAL BULLETIN CONCERNING THREAT TO MIDDLE SCHOOL STUDENTS


DESCRIPTION: The Long Term Project can be identified by its due date. It is always due more than one day from the date it was assigned.

TAKE CONTROL: Take control of the Long Term Project immediately. Circle in your planner the date the Long Term Project is due and, beginning with the day before, count backward to the date it was assigned. That is how many days you have to complete the Long Term Project.

READ THE DIRECTIONS: You are strongly advised to read and then reread your teacher’s directions for the Long Term Project. (Tip: Follow the Rules of Rubric Road.)

<table>
<thead>
<tr>
<th>SELECT A PLAN FOR COMPLETING THE LONG TERM PROJECT:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAN A:</strong> The “Split and Tackle” Plan</td>
</tr>
<tr>
<td>(1) Carefully review the Project Directions or Rubric;</td>
</tr>
<tr>
<td>(2) Split the Long Term Project into several smaller projects or tasks;</td>
</tr>
<tr>
<td>(3) Write each task in your planner;</td>
</tr>
<tr>
<td>(4) Tackle one or more task each day, as part of your normal homework routine, until the project is finished.</td>
</tr>
<tr>
<td><strong>PLAN B:</strong> The “Chunk and Block” Plan</td>
</tr>
<tr>
<td>(1) Carefully review the Project Directions or Rubric.</td>
</tr>
<tr>
<td>(2) Organize the Long Term Project into “chunks” of work that can logically be completed at the same time, such as research at the local library on several issues.</td>
</tr>
<tr>
<td>(3) “Block” enough time in your planner (sometimes several hours) after school or on weekends;</td>
</tr>
<tr>
<td>(4) Work on the “chunks” of the project until it is finished.</td>
</tr>
<tr>
<td><strong>PLAN C:</strong> The “Wait ’til the Last Minute” Plan</td>
</tr>
<tr>
<td>Although popular with many students, Plan C is not an option in middle school.</td>
</tr>
</tbody>
</table>

CAUTION: Pay attention to special supplies that are needed. Make a list of supplies. Do not wait until the last minute to ask parents to obtain supplies.

SPECIAL PROJECT FOLDER: Separate your Long Term Project materials from other school papers and keep them in a special project folder or binder.
“Ace,” says Sara, “now I know that the best way of controlling a Long Term Project is to know how many days I have to get the project done and have a plan for completing it!”

“That’s right, Sara” says Ace.

“When my teacher assigns a Long Term Project, I immediately mark the due date in my planner. I figure out the number of days I have to complete the project. I follow the Rules of Rubric Road and read (and reread) the directions. Then I make a plan for getting the work done!”

“Right!” says Ace.

“I make a list of all of the supplies I need, and give it to my mom or dad. I make a special folder to hold my Long Term Project materials like rough drafts, research and handouts. After that, I get working! No more ‘Wait ‘til the Last Minute Plan’ for me!”

“Bingo. You got it, Sara! Consider this case closed!”

How to Get Control of the Long Term Project:
1. Mark the due date in your planner.
2. Count the days until the project is due;
3. Read and reread the rubric or project instructions;
4. Make a Split and Tackle or a Chunk and Block plan for completing the project. Write the plan in your planner.
5. Keep your project materials in a special folder.
6. Get working according to the plan!

Second Stop: The Homework Detective Agency
Here’s a blank page from Sara’s planner. Help her complete her Social Studies Long Term Project on time by creating a “Split and Tackle Plan,” a “Chunk and Block Plan,” or a combination of both. Make a list of the supplies she’ll need to finish her project. Today is Monday the 10th. The project is due on Friday the 21st.

SOCIAL STUDIES LONG TERM PROJECT
Write a 300 word essay about Franklin Delano Roosevelt’s New Deal, responding to the following prompt: In your opinion, what was the most effective program of the New Deal?

Support your essay with facts that you have learned from researching the program you select. Using colored pencils or markers and an 11”x17” poster board, create a campaign poster that features the highlights of your New Deal Program. Put your name and class period on the back of the poster on a 3”x5” index card. Prepare a 3 minute speech persuading the class that the program you selected was the most effective of the New Deal.

Monday 10  Tuesday 11  Wednesday 12  Thursday 13  Friday 14  Sat/Sun 15/16

Monday 17  Tuesday 18  Wednesday 19  Thursday 20  Friday 21  Sat/Sun 22/23

Dear Mom or Dad:
I need these supplies for my social studies project:
1.
2.
3.
4.
I need the supplies by ________________.
Thanks!
Sara

Hey Kid. How’d you do?
Compare your detective skills with mine on page 172.
ORDER FORM

Bill to:

School/Institution

Street Address

City       State       Zip

Name of Contact

Daytime Telephone

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✓ survive a case of “PPD” (Personal Planner Disorder)
✓ work with a Study Bud
✓ control the dreaded Long Term Project
✓ take the “grrr” out of group projects
✓ uz ur cmputr 4 mor than im’s
✓ deal with middle school teachers
✓ take “to do” and “to know” notes in class
✓ create a workspace that rocks!
✓ use your awesome mental powers to remember daily responsibilities
✓ detect and correct nasty homework habits
✓ set goals for success in middle school

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• Less stress
• Better grades
• More independence
• More self-confidence

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