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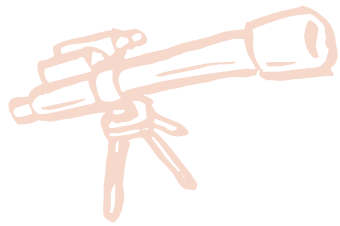
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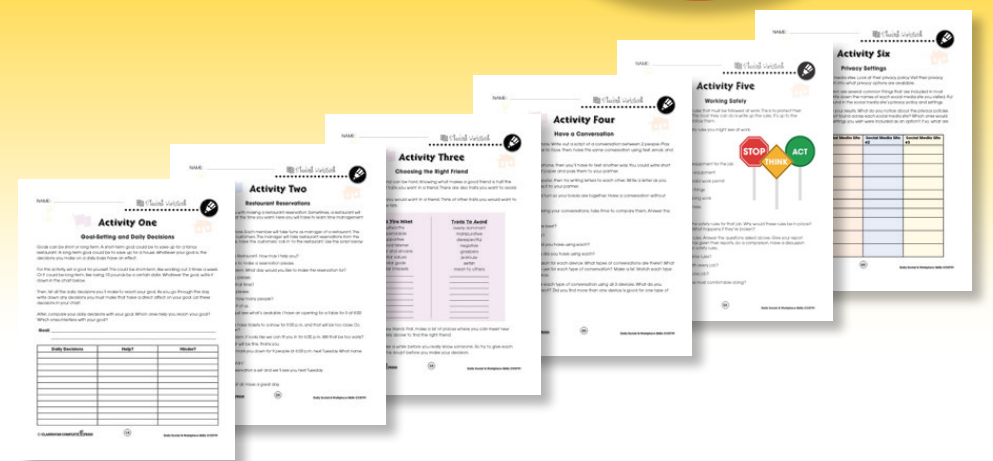
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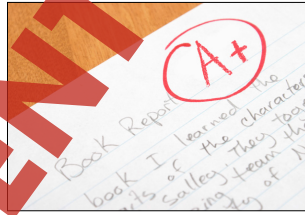
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Daily Routines & Time Management

1. David wants to be a doctor. He needs to get into a good medical school. To do that, he needs good grades. He needs to do well on the test he has on Friday. What are David's long-term goals?



2. Layla is getting married next year. She wants to lose at least 30 pounds before then. She has made a plan to lose 5 pounds every 2 months. What are Layla's short-term goals?



3. Finish each sentence with a word(s) from the list.

decisions
skills

time management
planner

routines
goals

- a) Ava had to learn some dance _____ for the recital.
- b) Henry made a list of _____ to reach by the end of the year.
- c) Charlotte shows good _____ by making time for a meeting.
- d) Mia lists her _____ in her resume.
- e) Joshua keeps track of things in a daily _____.
- f) The _____ you make changes what happens.



Daily Routines & Time Management

Daily routines are important. They can help make sure you get everything done in time.



To help you with your daily routines, it's important to set some goals for yourself. Goals can be either short or long term. Short-term goals are things you want to do soon. Long-term goals are things you want to do later.

Short Term Goals	Long Term Goals
Write a paper	Get a job
Buy new clothes	Buy a house
Plan dinner	Get married



Time management means you don't waste time. Having good time management skills will help you get things done. You can use these skills in your daily routines to help you reach your short or long term goals.

Workplace Tip

Try to set a daily goal of finishing 1 work-related project.

Madison keeps track of her routines in her planner. A planner is where you write down appointments and tasks you have. Here are the steps she takes when making appointments:

1. Mark down daily routines to know when you have free time.
2. Include all travel time.
3. Plan to be early. Leave room for surprises.
4. Set a reminder or an alarm.
5. Mark down anything that you will need.
6. Call to cancel if you can't make it. Give as much notice as you can.



Daily Routines & Time Management

1. Circle the word **TRUE** if the statement is TRUE or Circle the word **FALSE** if it is FALSE.

- a) Brushing your teeth is a daily routine.
TRUE FALSE
- b) Time management will not help you reach your goals.
TRUE FALSE
- c) Long-term goals can be reached quickly.
TRUE FALSE
- d) Being able to make good decisions will help you reach your goals.
TRUE FALSE

2. Put a check mark (✓) next to the answer that is most correct.

- a) Which is an example of a long-term goal?

- A See a movie.
- B Go shopping.
- C Get a job.
- D Buy groceries.

- b) What is the first step to making good decisions?

- A Pick the best way to reach your goal.
- B Make a goal.
- C Make a list of ways to reach your goal.
- D Make a pros and cons list.



Daily Routines & Time Management

3. Amelia sets a goal on Monday to finish a research paper by Friday. She then makes a list of ways she can reach her goal. They are listed below. Make a list of pros and cons for each way Amelia can reach her goal. Pick the best way and explain why.

Goal: Finish a research paper in 5 days.

Ways to reach goal:

1. Do all the research and write the paper on Thursday.
2. Do a little bit of research and writing each night.
3. Do all the research and write the paper on Monday.



Graphic Organizer

4. Use the graphic organizer on page 12 to plan your daily routines. The organizer is a sample of a daily planner. In it, the day is divided into hours. Make copies if you want to plan for more days.

Make a general plan of a normal day. Start by marking down when you should get up and how long you should take to get ready. Then, write down when you will take any breaks. Don't forget lunch. Finally, end your day with dinner and when you should go to bed.

Keep a copy of this routine somewhere safe. You can use it to help you plan future events.



Make a Doctor's Appointment

Get into groups of 3 or 4. One person will play the receptionist at a doctor's office. One will play someone making an appointment. The other people will watch and take notes.

Work together. Come up with questions the receptionist would ask. Taking turns, each person will "phone in" to make an appointment to see the doctor.

Try to have each person come up with different answers to the questions. See how the questions will change with the answers.

The other people in the group will take notes. At the end, go through the notes. Discuss what questions and answers worked, and what didn't.

After each person has had a turn in each role, go over all the notes. Make a chart to compare the different answers. See how they changed the list of questions. Were there any questions you should have asked but didn't?

Then, come together as a class or a larger group. Make a master list of questions based on everything you've collected.



Crossword Puzzle!

Across

- 4. Rely and trust to do something.
- 7. A friend you don't know very well.
- 8. Things you do every day.
- 11. Things you want to reach in your life.
- 12. An appointment you make with a restaurant.
- 15. When people show up without an appointment.

Down

- 1. Not wasting time.
- 2. Junk mail.
- 3. How you act.
- 5. What you wear at work.
- 6. An exact copy of something.
- 9. When something applies to something else.
- 10. When someone breaks into your account.
- 13. Letting someone know about something.
- 14. Starting something without being told to.



Word List

- acquaintance
- behavior
- carbon copy
- dependable
- goals
- hacked
- initiative
- relevant
- report
- reservation
- routines
- spam
- time
- management
- uniform
- walk-ins



Comprehension Quiz

Part A

18

Circle **TRUE** if the statement is TRUE or **FALSE** if it is FALSE.

- 1. Saving up for a new car is a daily routine.
TRUE **FALSE**
- 2. Appointments help manage time.
TRUE **FALSE**
- 3. A friend is someone you like to spend time with.
TRUE **FALSE**
- 4. It's okay to text for work.
TRUE **FALSE**
- 5. It's good to be at least 5 minutes early for work.
TRUE **FALSE**
- 6. The best way to protect yourself is to set your privacy.
TRUE **FALSE**

Part B

2. Put a check mark (✓) next to the answer that is most correct.

a) Which is an example of relevant information?

- A Name
- B Address
- C Gender
- D Allergies

b) What is NOT a way to behave at work?

- A be honest
- B be selfish
- C show loyalty
- D be kind

SUBTOTAL: /8

Weekly Home Chore Chart

MY CHORE CHART

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.





After You Read

NAME: _____

Daily Routines & Time Management

1. **Circle** the word **TRUE** if the statement is TRUE or **Circle** the word **FALSE** if it is FALSE.

- a) Brushing your teeth is a daily routine.
TRUE **FALSE**
- b) Time management will not help you reach your goals.
TRUE **FALSE**
- c) Long-term goals can be reached quickly.
TRUE **FALSE**
- d) Being able to make good decisions will help you reach your goals.
TRUE **FALSE**

2. Put a check mark (✓) next to the answer that is most correct.

a) Which is an example of a long-term goal?

- A See a movie.
- B Go shopping.
- C Get a job.
- D Buy groceries.

b) What is the first step to making good decisions?

- A Pick the best way to reach your goal.
- B Make a goal.
- C Make a list of ways to reach your goal.
- D Make a pros and cons list.



1.

a) **TRUE**

b) **FALSE**

c) **FALSE**

d) **TRUE**

2.

a) C

b) B

10

EASY MARKING ANSWER KEY



Hatchet

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.