

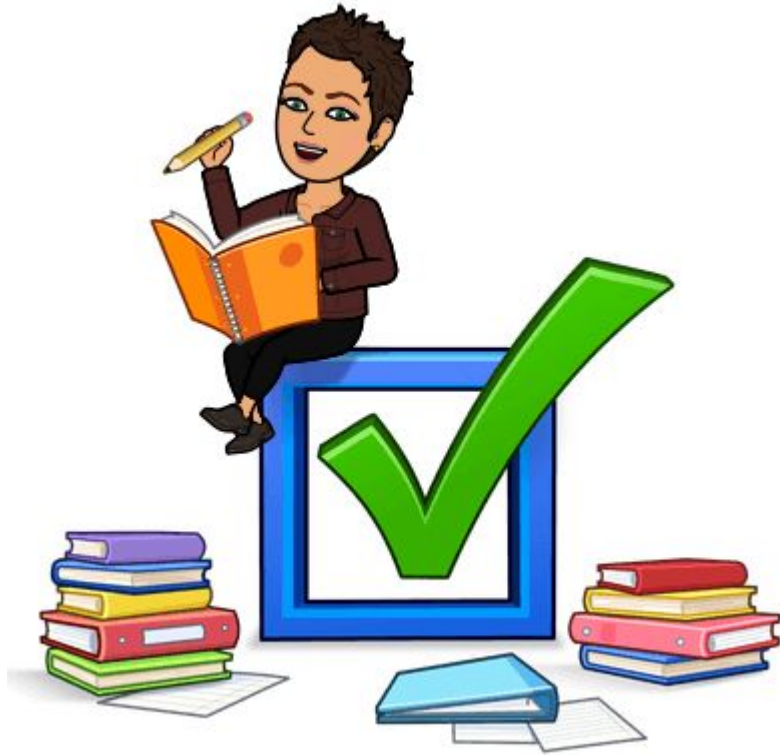
Bootcamp: Time Management aka

How to get everything done and still have time to chill!

Conejo's BEST Program

Lisa Lucore
Alicia Fender
Nadia Lucero

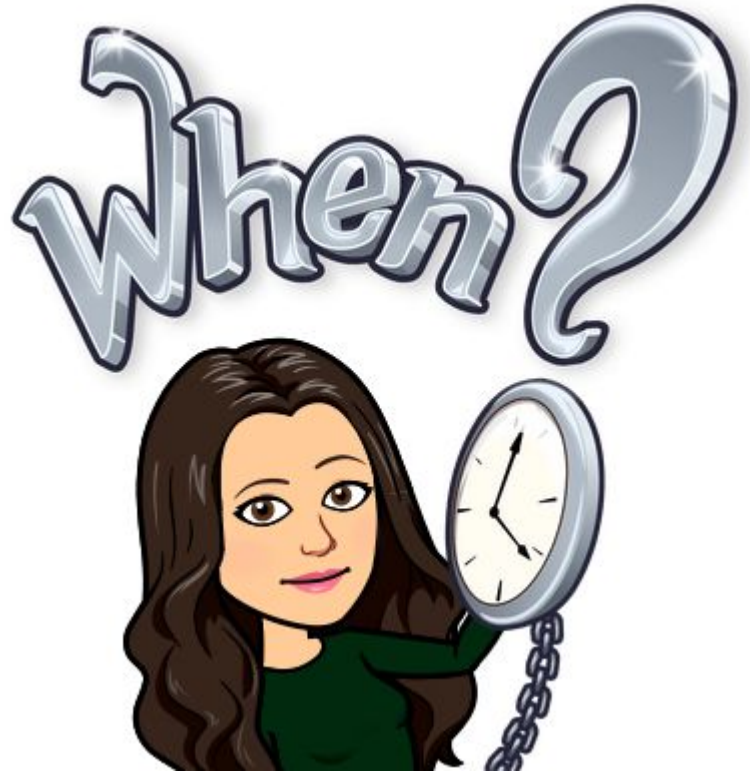
Agenda



- Never miss an assignment again and still have time for fun!
- Prioritizing
- Pacing--not the walking kind!
- Checklists--a gift you give yourself!

Begin with the end in mind.

- What is your long-term goal for this semester?
- What must you do EVERY day to achieve that goal?
- Remember--Nothing changes unless something changes!



8:00--8:45 Get ready

9:00--11:30: Class Time

11:30--1:00: Lunch & Activity

1:00--1:50: Homework

1:50-2:00: Break

2:00--2:50: Homework

2:50--3:00: Break

3:00--3:30: Homework (if
needed)

4:00--5:00: Basketball

Schedule Your Time

- Start with obligations
 - Class time
 - Assignments & Homework
 - Activities
 - Sports
 - Clubs
 - Appointments

8:00--8:45 Get ready

9:00--11:30: Class Time

11:30--1:00: Lunch & Activity

1:00--1:50: Homework

1:50-2:00: Break

2:00--2:50: Homework

2:50--3:00: Break

3:00--3:30: Homework if any

3:30-4:00: Get ready for BB

4:00--5:00: Basketball

5:00-6:00: Shower & Chill

6:00--7:00: Dinner / Dishes

7:00-10:00: Free Time!

10:00: BED

Schedule Your Time

Include Time for:

- Things that bring you joy
- Exercise
- Family
- Service

(there are 5+ hours of free time in this schedule)

To Do Lists

- Make a list of assignments and order them by importance
- Estimate how long each task will take
- Stick to time allotments
- Avoid over scheduling
- Make checklists

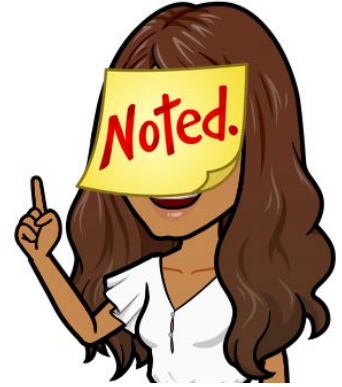
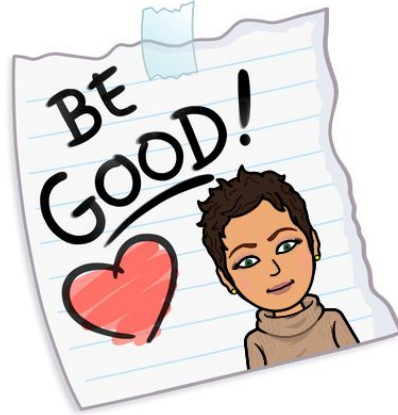
To Do List

- 1.
- 2.
- 3.
- 4.
- 5.



To Do Lists

- Write an assignment on a sticky note and stick it to the wall
- Take a note off the wall and work the assignment
- Throw the note away when the assignment is complete





Time Management Strategy

- Make a 20 minute playlist of songs that are not too distracting.
- Use the same playlist for every work session.
- You will be able to pace yourself automatically to the music.

7 categories:	1 Experimenting	2 Developing	3 Effective	4 Strong
Theme The meaning and development of the message.	Searching for a topic Information limited or missing No meaningful details Disconnected thoughts	Beginning to define topic Lacks specific information Vague details Glimmer of main point	Topic defined but broad Content clear but reader still left with questions Detail support attempted Begins to develop theme	Narrow and manageable topic Goes beyond the obvious or predictable Relevant, accurate details Shows connections/insights
Organization The internal structure of the piece.	No lead or conclusion Sequencing and pacing not present Connections are confusing or absent Hard to follow	Ineffective lead and conclusion Sequencing and pacing confusing Connection awkward Formulaic structure detracts from the content	Routine lead-in and conclusion Mostly logical sequence and pacing Predictable connections Basic beginning, middle, ending	Inviting introduction and satisfying conclusion Effective sequence and pacing Thoughtful transitions Smooth organization
Voice The way the writer brings the topic to life.	No concern for audience Lifeless or mechanical Flat or inappropriate Purpose not present	Occasionally intrigues the reader Generally "risk free" Sits on the surface Purpose lacks conviction	Reader/writer connection present but is not strong Pleasing yet "safe" Energy level inconsistent Purpose is credible but not powerful	Effective and strong reader/writer connection Takes risks Reflects interest in and commitment to the topic Purpose is powerful and engaging
Word Choice The specific vocabulary the writer uses to convey meaning.	Vocabulary is limited Simple words used incorrectly No figurative language Words do not convey meaning	Generally correct words; no spice Language is functional Attempt at figurative language Words convey general meaning	Some active verbs and precise nouns Moments of sparkle here and there Effective use of figurative language Words enhance the meaning	Powerful and engaging words Wording is accurate, specific, and precise Artful use of figurative language Words/language creates meaningful pictures
Sentence Fluency The way the words and phrases flow throughout the text.	Choppy, rambling, or incomplete No "sentence sense" Writing is difficult to understand Repetitive beginnings	Phrasing affects readability Sentence structure impairs understanding Parts of essay need to be read aloud Too many sentences begin the same	Sentences more mechanical than fluid Sentences usually hang together Can be read aloud easily Sentences begin differently	Easy flow and rhythm Strong and varied sentence structure Invites expressive reading Overall sentence structure enhances meaning
Conventions The mechanical correctness of the piece.	Spelling errors impede readability Incorrect punctuation and capitalization Many usage and grammar errors Lack of paragraphing	Spelling correct on common words Ending punctuation and easy capitalizations mostly correct Grammar errors not serious Paragraphing irregular	Spelling generally correct Punctuation and capitalization usually correct Grammar and usage are correct Paragraphing correct	Spelling correct even on more difficult words Accurate punctuation and capitalization Grammar and usage contribute to clarity Paragraphing enhances style
Presentation The overall appearance of the work.	Handwriting poor, hard to read computer drafts: differing fonts or colors; font size too large or small Random or lack of spacing Poor use of white space Overall appearance is poor or unacceptable	Handwriting poor, words and letters legible but poorly formed. computer drafts: sloppy job of word processing; (e.g. words not aligned to sides of paper; inconsistent font or sizes) Writer makes an attempt to space neatly Attempts at margins and headers Overall appearance is distracting	Handwriting: legible and neat computer drafts: uses consistent and appropriate font; good alignment of text to page Spacing improves clarity Margins and headers effective Overall appearance is acceptable	Handwriting is consistent and uniform; computer drafts: word processing is clear and attractive; evenly aligned to paper Good balance of space and text Effectively integrates graphic elements Overall appearance is pleasing

Checklists

Before you turn it in--check for...

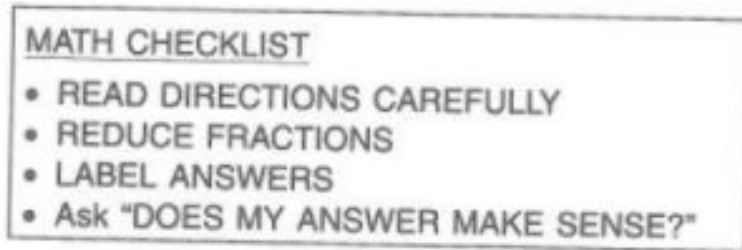
- Name, date, class period
- Assignment title
- Spelling
- Punctuation
- Grammer
- Assignment requirements
- Use the rubric provided by your teacher as a checklist



Developed by Colin Meltzer, 1995

Student Created Checklists

- You can identify your own concerns
- Create your own checklist based on your needs





CVUSD B.E.S.T. Program Counselors



Alicia Fender

Thousand Oaks Cluster

afender@conejousd.org



Nadia Lucero

Newbury Park Cluster

nlucero@conejousd.org



Lisa Lucore

Westlake Cluster

llucorepatterson@conejousd.org