



**STERLING**  
EDUCATION

**NSO**  
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**To:** All Sterling Staff, Parents and Students

**From:** Curriculum Team

**Date:** Tuesday, September 26, 2017

**Re:** What does the *Study* look like for elementary students?

## What is the *Study*?

**The Study defines the time when students complete their assigned work.**

The *study* portion of the Thirds Model is the time when students are able to work independently and collaboratively on their course assignments, content and skill building. *Study* is the time when students will work on their *assignment* portion of the Thirds Model.

The *study* is student work time that is no different than when students have been given independent work time during class in previous years. This year, we are being more intentional in providing a classroom environment that incorporates more independent work time during the school day that will cultivate self-directed learning skills, such as choice, flexibility, time management and collaboration.

## What does the *Study* look like for elementary students?

**Choice, Flexible, Collaborative, Self-directed**

In the *study* and therefor the classroom for elementary students, students will be doing work that their teacher has assigned to them. While the goal is for students to guide their own learning and to have choice as to what to work on and when to work on it, for elementary grades, teachers may be more prescriptive as to what students do in the *study* portion of their lessons, especially at the start of the year; and when introducing new concepts. Students will be given opportunities to have more choice and flexibility based on the self-directed learning skills they are exhibiting and improving upon over the course of the school year.

The work students will be completing in the *study* will include a variety of assignments types. Study may include projects, written assignments, research, reading, center stations, goal setting, written reflections or mental math.



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## Where does the *Study* happen for elementary students?

***Study* can be ANYWHERE...in a chair at a desk or table, on the floor, in a bean bag, indoors, outdoors, etc. However, for elementary, the study will occur mostly in the classroom or Learning Center but sometimes it will be extended to home.**

For elementary students, the number of times the *study* extends beyond the school day should be minimal. While there will be times students will be asked to complete math, writing or other subject assignments as part of the *study* at home, students should not be doing more than 30 – 45 of *study* outside of the school day.

If students are taking longer than 30 min. in grades 3/4 or 45 min. in grades 5/6, then parents are being requested to simply initial the students work in an effort to communicate with their teacher that students intentionally worked on their *study* assignment for the allotted time period. This method of feedback will help teachers grow in their understanding of how long students will need in the future to complete different types of work.

An exception to this time allotment for elementary *study* would be for major projects. Major projects, such as unit culminating projects will be communicated to students well in advance of when they are due and are an ideal way for students to explore self-directed learning and time management. In other words, if a student waits until the end of a timeframe to work on a major project then the amount of time invested on a given day may exceed 30 – 45 minutes. However, if a project is consuming the students more than reasonable at home, the parents are asked to communicate with the teacher.

Teachers will be mindful and intentional about how long assignments are expected to take and will adjust accordingly based on their observations and student/parent feedback. It is important to staff that the *study* work for students is reasonable and purposeful.