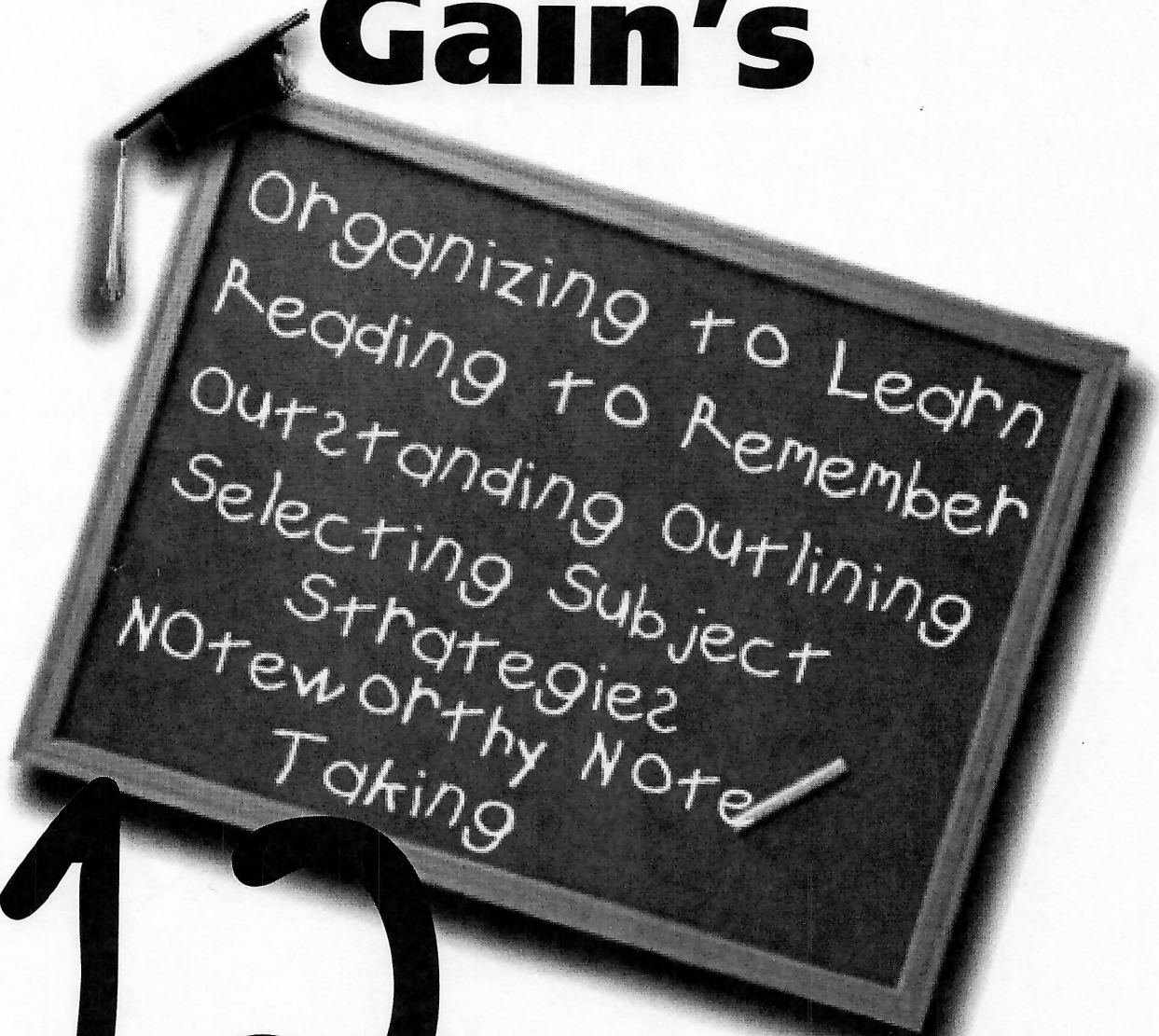


Knowledge Gain's



12

Most Effective Study Strategies

A. Lynn Scoresby, Ph.D.



The Twelve Most Effective Study Strategies

Instructor's Manual

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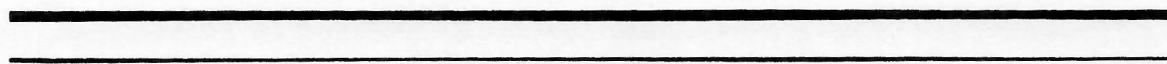
Welcome to Knowledge Gain's Twelve Effective Study Strategies. These strategies can be helpful to you in acquiring knowledge. Acquiring knowledge requires effort and energy. It is not enough to simply listen, read, or just be around an opportunity to learn. We must seek knowledge, desire to organize it, and focus energy to collect and retain it. Although most learning is stimulating and enjoyable, it does require work.

Too many people, of every age, fail to understand the active nature of learning. Many think knowledge should come naturally to us and can be passively absorbed and passively retained. Since learning is often directed by someone else (e.g., a parent or teacher), we let them assume the primary responsibility, and we believe our task is merely to follow their instructions.

When we participate only passively, an unfortunate and unproductive situation is created. Instead of developing active, effective, and personal methods of learning, we come to assume that successful learning is doing that which will impress or satisfy someone else. This gives the control and responsibility to that other person and makes learning far less enjoyable than when we control ourselves. When we attempt to satisfy others or we passively respond, anxiety increases and, if it becomes excessive, the resulting pressure or tension actually limits our ability to acquire knowledge. We develop negative attitudes that, instead of increasing our motivation to learn, can cause us to be too afraid to try.

Contrast the passive learner with the active learner, one who understands the need to be active and organized and who sees acquiring knowledge as a creative enterprise. Although effort is required, the active learner measures success by the feeling of completeness or mastery over knowledge rather than by seeking to satisfy others. This sense of mastery is a principal characteristic of people who succeed at learning. It is knowing you know. Further, mastery is achieved only by being active. Active learners are more confident about their abilities, and this confidence produces greater ability to acquire knowledge. Desire and individual responsibility replace fear. Rather than avoiding opportunities, active learners seek after and enjoy the challenge.

Knowledge Gain's Twelve Learning Strategies probably sound familiar. They are designed to create the type of confidence and sense of responsibility described in the foregoing paragraph. The twelve strategies match learning opportunities offered at school, and they can also be applied to activities at home or elsewhere. More importantly, they can increase anyone's motivation and ability to learn. These learning strategies add a sense of enjoyment and excitement to pursuing knowledge rather than waiting passively for it to come. When applied,



INTRODUCTION: ORGANIZING TO LEARN

A. Lynn Scoresby, Ph.D.

Strategy #1

THE POWERFUL POSITIVE ATTITUDE

Objective - Students will be encouraged to have a positive attitude (toward themselves, others, and school) and will learn the necessity of a positive attitude for success.

Having a positive attitude is sometimes difficult, but it is important to have one to be a successful student. Students can develop a positive attitude by implementing positive talk, positive body language, and positive actions.

1. POSITIVE TALK

- Explain euphemisms: a euphemism is a less direct word or phrase for one considered offensive, in other words, changing the negative to the positive. By using euphemisms students will learn that a positive side exists in all situations. Discuss with students why they prefer bread that is "fresh from yesterday" over "day old."



ACTIVITY: Have students complete "Using Euphemisms" (page 5). Students will turn negative sentences into positive sentences.

- Read Alexander and the Terrible, Horrible, No Good, Very Bad Day. Have students identify positive things that happened to Alexander and write them down. (Suggestions: "If Mrs. Gibson's car got broad-sided, he would most likely suffer fewer injuries than Becky & Audrey", or "Alexander's lunch is lower in fat than were his friends' lunches.") This will help students learn to identify positive experiences in their own lives.

Let's
Talk!!

2. POSITIVE BODY LANGUAGE

- Explain that we can usually tell how people are feeling by looking at their body language. The way that people sit, walk, hold their heads, and especially, their facial expressions, show how they are feeling and thinking.

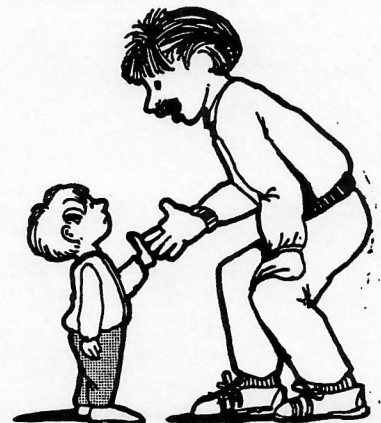


ACTIVITY: Have students complete "How Do I Feel Today?" (page 6) in order to help them realize that facial expressions are a powerful tool in conveying attitudes.

- Explain to students that how they communicate with their bodies affects the way others (including friends, family, and teachers) respect them. Communication with others is about 58 percent nonverbal, 35 percent verbal, and 7 percent content (the meaning of words). Discuss with students the importance of body language and present "Nonverbal and Verbal Communication" (page 7).
- Play the Body Talk game with students. Pass out pieces of paper with "attitudes" on them (i.e., bored, excited, shy, annoyed, eager, etc.). Have each student act out his or her attitude while the others guess. This will reinforce the fact that attitudes are communicated through body language.

3. POSITIVE ACTIONS

- Explain that getting along with teachers is as important as getting along with friends; therefore, it is critical that students take responsibility for their classroom attitude. If students show they are interested in learning, their teachers will appreciate their positive attitude and recognize their desire to be successful students.



- Give students the following ten suggestions to help them get along with their teachers.

1. Keep eye contact.
2. Sit up straight.
3. Ignore distractions around you.
4. Take good notes.
5. Ask questions.
6. Smile once in a while.
7. Say good-bye as you leave class.
8. Come to class a few minutes early each day.
9. Go to extra study and review sessions.
10. Get a front row seat.



ACTIVITY: Have students complete "Positive Actions" (page 8).



ACTIVITY: Have students complete "Ten Ways to Succeed in the Classroom" (page 9).



ACTIVITY: Ask students to practice being positive for one week. Suggest they use euphemisms and positive metaphors, work on body language, or choose one area where they can change their classroom attitude. Have students use the chart on page 10 to record their progress.



ACTIVITY: Have students complete "Taking Responsibility for Your Classroom Attitude" (page 11) to help them identify ways they can begin implementing their positive attitude in the classroom.

Using Euphemisms

Rewrite the negative sentences in a more positive way.



1. My sister is a pest.

2. I don't like practicing the piano.

3. My room is an ugly color.

4. I'm so stupid. I'll never get the grades my brother does.

5. I had a horrible day because I got yelled at.

6. My friend Sally hates me because she wouldn't come over.

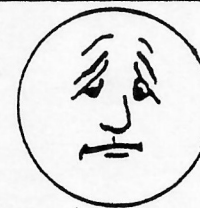
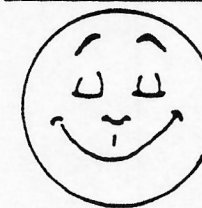
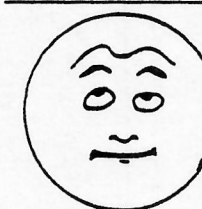
7. Math is my worst subject. I won't ever understand it.

How Do I Feel Today?

My facial expression tells others how I feel.

Find the correct emotion for each face and write it on the line below each face.

surprised	sympathetic	negative	frightened
ecstatic	innocent	curious	arrogant
anxious	guilty	optimistic	agonized
confident	thoughtful	lonely	



Nonverbal and Verbal Communication

When you communicate, it is important that your verbal and nonverbal messages match. You can develop greater communication skills by observing your own behavior when you deal with others. You can look for—

Eye Contact

Looking directly at the person when you are speaking is an effective way to say that you are sincere.

Body Posture

The “weight” behind what you are saying to others will increase if you face the person directly, stand or sit at an appropriate distance, lean toward the person, and hold your head erect.

Gestures

You can emphasize your message with gestures and let people know it is important that they understand what you are trying to say.

Facial Expression

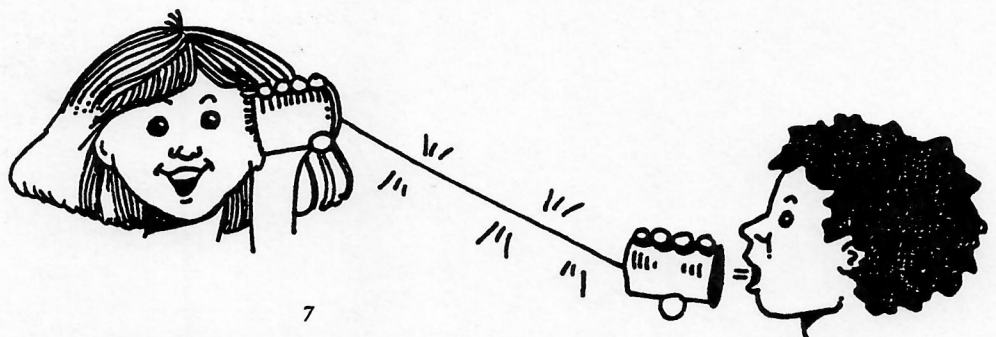
When you are sharing good news, smile! When you are angry, your face shows genuine emotion. It is important that your facial expressions match the message.

Voice Tone, Inflection, Volume

If you are sharing a secret, whisper. If you are speaking to an audience, speak loud enough for them to hear you. If you are asking a favor, do not shout or speak curtly or that person may become defensive. The sound of your voice is just as important as the words you are saying.

Content

What you say is obviously important. How you say it, however, may be more important. You do not have to put someone down to express your feelings.



Positive Actions

Listed below on the left hand side are some of the friendship skills you display to let your friends know you are interested in them and what they have to say. On the right hand side are things you can do in your classroom to let your teachers know you are paying attention and what they have to say is important to you. Read the one on the left and match it with the one on the right.

Things I do for my friends...

- A 1. I sit near my friends in class.
2. When Billy is talking to me I look at him so he knows I'm paying attention.
3. My friend always has the best stories to tell but sometimes I don't understand what she's saying and I have to ask her what she means.
4. When my friends have birthday parties or want to go to the movies, I like to go so they know they are my friends and I like to be with them.
5. My friends and I have math class together everyday but I come a little early so we can talk.
6. Tom and I always say "See ya later alligator" when we have to go home.
7. My friends help me to be happy most of the time so when I'm near them I smile so they can see that I'm glad when they're here.
8. Beth is my funniest friend. She makes jokes all the time. I write down the ones I like so I won't forget them.
9. When Josh and I talk he says he knows I'm paying attention when I sit up instead of putting my head on my desk.
10. While I'm talking to Ashley on the phone I don't watch television.

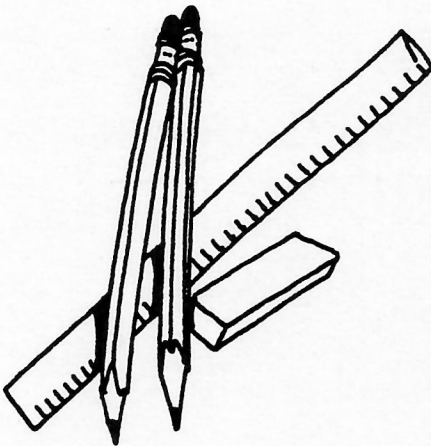
Things I can do for my teachers...

- A. Get a front row seat.
- B. Ask questions.
- C. Come to class a few minutes early each day.
- D. Sit up straight.
- E. Go to extra study and review sessions.
- F. Keep eye contact.
- G. Take good notes.
- H. Say good-bye as you leave class.
- I. Smile once in a while.
- J. Ignore distractions around you.

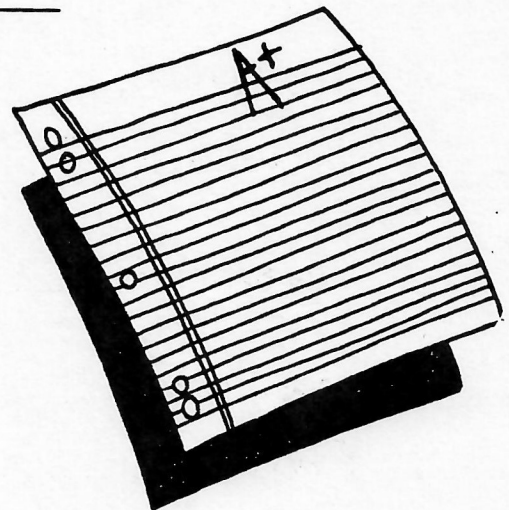


Ten Ways to Succeed in the Classroom

You must be able to distinguish between actions that will help you succeed and actions that will hinder your performance. Positive Actions are the **only** actions that will help you. Without looking back at the list on the previous page, list the ten positive actions you just learned.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Being Positive

Choose an area to be positive in for five school days. You may use euphemisms, work on your body language, or choose an area in which you can improve your relationship with your teacher. Write down what you are going to do. Each day you are to keep track of the things you did to improve. Indicate at the end of each day how well you feel you met your goal of being positive in the area you chose.

Date for Day 1: _____

What I did today: _____

How I did today: _____

Date for Day 2: _____

What I did today: _____

How I did today: _____

Date for Day 3: _____

What I did today: _____

How I did today: _____

Date for Day 4: _____

What I did today: _____

How I did today: _____

Date for Day 5: _____

What I did today: _____

How I did today: _____

Taking Responsibility For Your Classroom Attitude

Taking responsibility for how you act is what this worksheet is all about. Read each situation. Each situation could be improved if you take responsibility for your attitude. Write what you think would be a better way to act.

1. Joe bothers Lavonna in class by talking to her. Lavonna doesn't answer. Mr. Sheen says, "Lavonna, see me after class." Lavonna says, "I wasn't talking. Joe was."

2. Dana hates French class. She sits in the last row, cleans out her purse, and often is a page or two behind in her book.

3. Matt's English teacher has just finished a review of all the parts of speech. He did the review quickly because his class has a test tomorrow. Matt doesn't understand prepositions. He says to his English teacher, "This is impossible. It's just too hard."

4. You didn't do your homework because you went to a ball game instead. Your teacher has just asked you about it. What do you say?

5. You feel your teacher has insulted you. You are embarrassed, hurt, and angry. What can you do?

these strategies accelerate learning and make it a richer and more satisfying part of life.

The Powerful Positive Attitude

Whenever we do something, we develop thoughts and feelings associated with the experience. These thoughts and feelings form our attitude. If we are happy, for example, when we eat ice cream, we will acquire a positive attitude about the experience and look forward to doing it again. If we are angry, resentful, or anxious, we develop a negative attitude and do not desire to repeat the activity. Fortunately, we can change negative attitudes and make them more powerfully positive. This learning strategy increases our sense of power and makes learning something we want to do often and regularly.

Mastering the Management of Time

When we master the ability to manage time, we develop a sense of control over our efforts to learn. We can schedule homework, manage due dates, and learn what we can accomplish in a certain amount of time. Time management gives us freedom and a sense of accomplishment. It reduces feelings of pressure or coercion. We become the master of our own learning abilities rather than the servant of pressures. Controlling ourselves is better than being managed by someone else.

Orchestrating an Organization

Learning, especially that required by schools, involves several different types of activities. Some activities are more effective if they precede others. For example, a student might memorize more effectively by memorizing before completing other tasks when the student has plenty of energy. On the other hand, if other activities might increase forgetting, the student would do better to memorize after completing the other tasks. The point is that we can improve our ability to learn by organizing all the separate tasks into some plan of our own. Rather than using the same routine all of the time, we might vary the order according to the types of tasks required. When we orchestrate our own plan of organization, the separate parts become a combined effort of accomplishment.

Preventing Procrastination and Choosing Concentration

Why do people put something off with the intention of doing it later? Usually, it is because we think we "have" to do it, and what we "have" to do requires more effort than what we are doing at the moment. Procrastination is often an effort to be independent by resisting someone else's authority; however, this does not work. The only true independence comes from choosing to follow one's "want to's" and accomplishing good things. In the case of learning, procrastination prevents independence, and concentration produces it. Choose concentration instead.

Noteworthy Note-Taking

Some ideas are more noteworthy than others. Noteworthy ideas are the ones that stimulate our own ideas and make learning a personal investment. One wise teacher advised a student, "When you take notes, write your own reaction to what you learned. You will remember better if you make learning personal." The note-taking methods included in this book can be personalized in several ways. Personalizing the methods increases investment and interest.

Reading to Remember

The reasons we read often determine how much we understand. Reading to remember is the best reason to read and increases comprehension. This strategy makes reading more interesting because remembering more creates a greater sense of fulfillment and reward. More than one reading strategy exists; therefore, a reader can use different strategies for different types of reading material. Remember! Comprehension increases if we read to remember.

Outstanding Outlining

Sometimes a group of ideas seems tangled and disjointed. By identifying what is outstanding about a group of ideas, we can put them into an organized sequence, making a smoother, more comprehensible, stream of thought. When others read what we have written, they can follow the thought because we have formed a beginning, a middle, and an end. In addition, we have separated the most outstanding or important ideas from those less important, creating better communication. Learning is more interesting when ideas are joined together in

a sequential "idea path." We can follow the ideas, and so can others.

Memorable Memory

We all have memory. We are born with several types of memory which we can polish and make work more effectively for us. Using memory productively means learning to use more than one kind of memory and then applying different memory strategies to different types of learning. Memorizing a list of words is different than memorizing people's names and faces. Remembering how many buildings in a neighborhood is different from remembering who was at a party and what went on there. Make memory memorable by learning and using several memory strategies.

Taking Care of Test Anxiety

When someone else evaluates us, it can be nerve wracking. Worrying about test taking can increase the tension until we cannot remember well even when we have studied and reviewed. Test anxiety reduces our ability to perform. We can, however, take care of test anxiety by employing a few techniques that make test taking more of an opportunity than a pressure-filled, horrible, haunting experience. For instance, viewing tests as a chance to see how well we have mastered knowledge produces less anxiety than does worrying about the grade. Think learning, think knowing, and think less about worry.

Being a Test-Taking Whiz

Tests are another form of learning. Like memorizing a poem, reading a story, or solving a problem, taking a test is an opportunity to learn something new. Being a test-taking whiz is possible if we learn how to prepare for a good experience. Use tests as an advantage by learning the suggested ways to take tests to bring the maximum amount of knowledge to the test-taking moment.

Smart Test-Taking Strategies

There are different types of tests, and there are different ways to prepare for and take them. Essay, multiple choice, short answer, or true-false questions require different preparations and different methods of review. Learn how to prepare for each type of test, and discover that using the right strategy can improve performance and increase interest in learning.

Selecting Subject Strategies

There are different bodies of knowledge that we call "subjects." Language arts, mathematics, science, social studies, music, and art are some of the most familiar. Each subject has its own style of organizing ideas and representing them in what we read and hear. Therefore, each subject deserves its own method of study. Math requires an extensive use of symbols. Science involves learning many different and specific parts of nature. Social studies has basic facts that are tied or linked to some overall relationship. Art and music involve individual expression and understanding. If we select the appropriate learning strategy and match it with the subject, we can accelerate our ability to learn.

Conclusion

The amount of information available for us increases tremendously every day. This suggests that we must match the "information explosion" with new and improved abilities to learn. If we quicken our abilities to master greater amounts of knowledge in less time, we will be less overwhelmed by the requirements and more excited about the possibilities.

Knowledge Gain's learning strategies will not be new to everyone. The twelve strategies have been available for some time, but they are often unused. Strategic learning improves performance and increases the reward. For young and old, learning can be a more successful experience.

Strategy #2

MASTERING THE MANAGEMENT OF TIME

Objective - Students will understand the concept of time and see that time management is an effective organizational tool.

Before students can begin to organize their study time and materials, they need to understand that time management is the first step in effective organization. This unit will help students identify their daily habits, activities, and portions of time that can be used for studying. Managing time enables students to have control over their learning abilities.

1. "WHAT IS TIME?"

Introduce the concept of time by doing the following activities.

- Ask students to close their eyes and raise their hands when they think 60 seconds are up.
- Ask students the following questions: "Are you good at judging time?" "When your parents give you a curfew are you always 'on time'?" "Do you frequently look at the clock to see how much time has passed?" "Do you feel you have enough time during the day to do all of the things you need to do?" "Do you wear a watch so you know what time it is?"



ACTIVITY: Have students complete the activity on page 13.

- Explain the following concept to students: Time is hard for people to define. It cannot be seen, felt, touched, tasted, or smelled. Time will remain hidden until you are nearly out of it, and when it's gone, it's gone. It is a resource we cannot renew.



ACTIVITY: Have students complete "How Time-Conscious Are You" (page 15).

2. "HOW MUCH TIME DO YOU REALLY HAVE?"

Time is an equal opportunity resource. Everybody has the same amount of it, regardless of race, color, financial status, or origin. Everyone has 24 hours a day to spend, no more or no less.

- Show students the pie chart on page 16. The chart illustrates how much daily time they typically have. (8 hours sleeping, 1½ hours eating, 1½ hours grooming, 6 hours in school.) This leaves them with approximately 7 hours each day to do what they want. Some of this time will be spent doing chores, practicing the piano, working, etc. The time left over is time they can spend the way they want.



ACTIVITY: Have students find out how much time they typically have by completing "How Much Time Do I Have?" (page 17).

3. "HOW DO YOU WANT TO SPEND THE TIME YOU DO HAVE?"

Now that students have identified a time during the day that can be spent studying, they can complete the following activities:



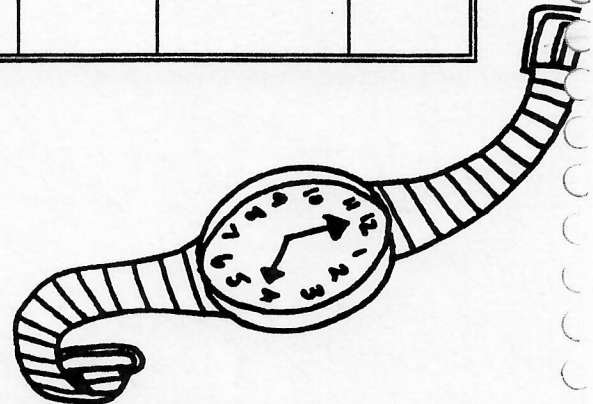
ACTIVITY: Help students plan a daily schedule for one week using the chart "My Day Looks Like..." (page 18). Discuss the importance of also planning time for fun!



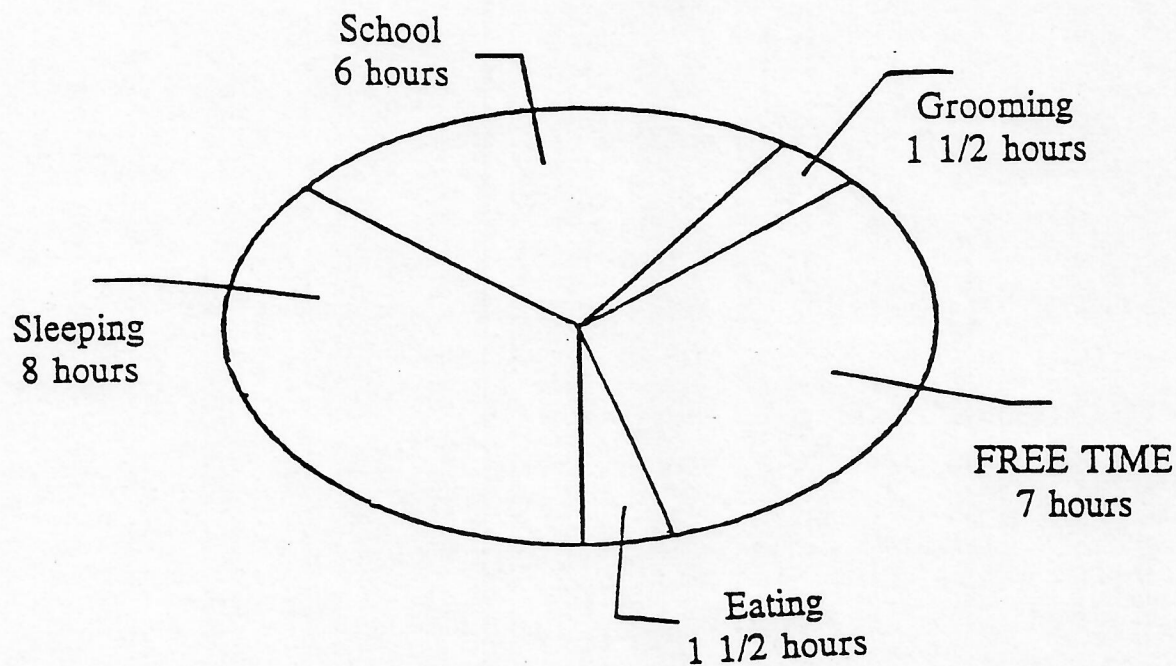
How Time-Conscious Are You?

The following questions relate to the concept of time and will help you to know how "time-conscious" you are.

	Always	Usually	Sometimes	Never
1. Are you good at judging time.				
2. Can you tell when a minute has passed without looking at the clock?				
3. Can you tell when your favorite T.V. show is about to come on?				
4. Are you able to tell when it's time for dinner.				
5. Do you know when it's about time to go to bed?				
6. When your parents set a curfew (or bedtime) how often are you home on time (or in bed on time)?				
7. How often do you look at the clock to see how much time has passed?				
8. Do you feel you have enough time during the day to do all of the things you need to do?				
9. Do you wear a watch so you know what time it is?				



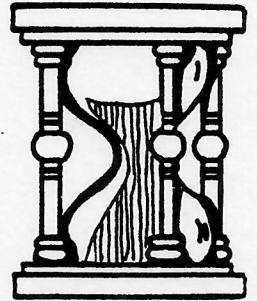
Typical Daily Amount of Time



How Much Time Do I Have?

Each day I spend time:

Sleeping	_____ hours
Eating	_____ hours
In school	_____ hours
Traveling to and from school	_____ hours
Working	_____ hours
Traveling to and from work	_____ hours
Doing chores	_____ hours
Sports	_____ hours
Music	_____ hours
Homework	_____ hours
Being with friends	_____ hours
Other	_____ hours



This means I spend _____ hours each day doing things I **need** to do.

This leaves me with _____ hours to spend each day on things I **want** to do.

My Day Looks Like...

TIME	MON	TUE	WED	THU	FRI

Strategy #3

ORCHESTRATING AN ORGANIZATION

Objective - Students will learn to establish a method for organizing their schoolwork and study area.

Organization helps students effectively plan study time and do more work in less time. This strategy consists of several suggestions and activities to help students organize and plan efficiently.

1. IMPORTANCE OF ORGANIZATION

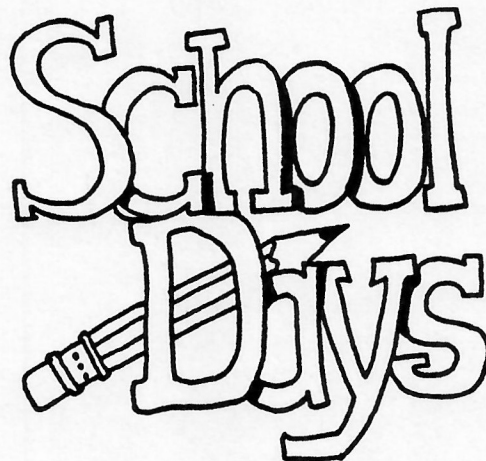
The following activities demonstrate the importance of organization. (These activities are duplicated in the Student Manual.)



ACTIVITY: Ask students to list the states in the U.S. (page 21). Discuss the ways their minds organized the information.



ACTIVITY: Cite examples of things that are time efficient because they are organized (phone book, dictionary, convention center, grocery store, etc.). If these things were not organized, how would that affect their use? Have students complete the activity on page 22.



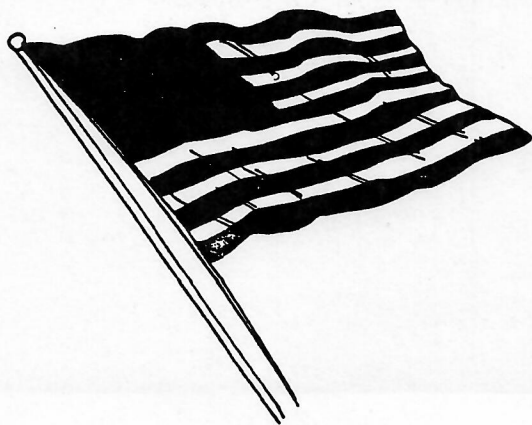


ACTIVITY: List as many states in the U.S. as you can.

1. _____	18. _____	35. _____
2. _____	19. _____	36. _____
3. _____	20. _____	37. _____
4. _____	21. _____	38. _____
5. _____	22. _____	39. _____
6. _____	23. _____	40. _____
7. _____	24. _____	41. _____
8. _____	25. _____	42. _____
9. _____	26. _____	43. _____
10. _____	27. _____	44. _____
11. _____	28. _____	45. _____
12. _____	29. _____	46. _____
13. _____	30. _____	47. _____
14. _____	31. _____	48. _____
15. _____	32. _____	49. _____
16. _____	33. _____	50. _____
17. _____	34. _____	

How did your mind organize this information?

Did you picture a map of the United States in your head?	Yes	No
Did you try to remember the states alphabetically?	Yes	No
Did you learn a song of the states?	Yes	No
Other:	Yes	No





ACTIVITY: There are several ways to organize things. Listed on the left side are items that are organized in some way. On the right side is a list of ways things can be organized. Read the items on the left side and search the right side for the most appropriate way they are organized. Draw a line connecting the item on the left with the way it is organized on the right.

Things that are organized:	Ways things are organized:
Grocery Store	By the type of animal
Library	By the size
Dictionary	By months
Days in a month	By types of books
Clothing in a store	By the time things come and go
Zoo	By the type of food
Airport	By the alphabet
Calendar	By the numbers

2. ORGANIZING YOUR SCHOOLWORK

These suggestions are designed to help students coordinate their school materials so they do not forget to take home assignments and all other necessary materials.



ACTIVITY: Have students decide on a way to organize their schoolwork. Students can use the form in their manual (page 23). Be sure they include the following:

- a section or folder for each class
 - a place for unfinished assignments
 - a place for finished assignments
 - a place to write down assignments
 - a planning calendar
-
- Have the students look at the list "Organizing School Work" (page 27).

3. GETTING ORGANIZED TO STUDY

This section will help students identify what their study habits are now and how they can improve these habits.

- Brainstorm ideas for an organized study area. Have students write down what they can do to improve the organization of their study area. Generate a discussion around the following questions:

1. When do I learn best?
2. How do I learn best? (alone, studying with someone, rewriting notes...)
3. Where is the best place for me to study? (room, den, study hall...)
4. What subjects are easiest and hardest?
5. Why does it take longer to study one subject than another?
6. Who can help me with my work?



ACTIVITY: Have each student complete the worksheet entitled "Getting Organized to Study" (page 28).



ACTIVITY: Have students complete "Planning My Study Time to Take a Test" (page 29).



ACTIVITY: Ask students to use a method of organization this week. Have them bring to class the schedule "Organizing My Week" (page 30) they used to plan their week.

Calendars

Your monthly calendar can be done several different ways. You may plan each week separately as shown below, or you may choose to work with the whole month at one time as you will see on the next page. In order to keep things as simple and easy to read as possible, you may need to develop a personalized coding system for your classes. Here are some suggestions:

- * Use colored markers to distinguish between each class.
(For example: All math related items are written in purple, English is done in yellow, science is done in orange, etc.)
- * Use colored markers or a coding system to highlight tests (yellow, T, ■), quizzes (pink, Q, ●), papers (blue, P, ↓), and assignments (green, A, ▲).

Example--Weekly Calendar

Month of: _____

Week: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	English paper due		Science quiz	Math assignment due	Math test	



REMEMBER! Use this calendar to help you plan your study time. Look ahead for upcoming tests, quizzes, papers and assignments and start preparing now!

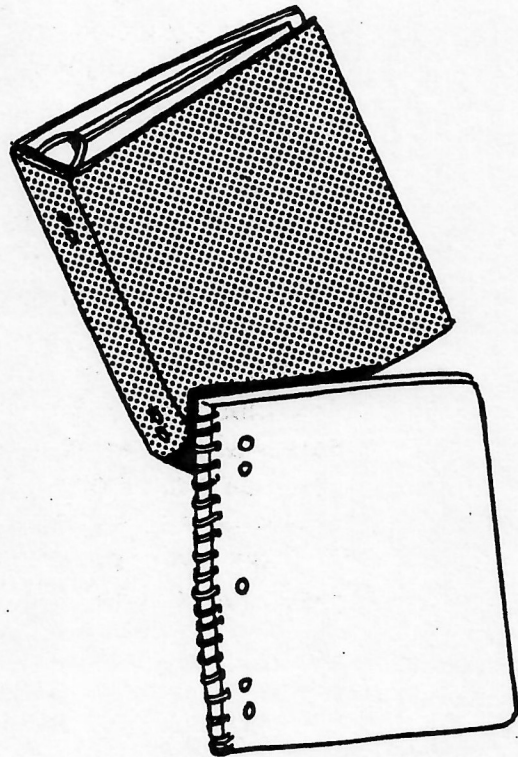
Example--Monthly Calendar

Month of: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	English paper due		Science quiz	Math assignment due	Math test	
			Science quiz			
	English paper due		Science quiz		Math test	
			Science quiz			
	English paper due					

Organizing Schoolwork

1. A section for each class that can be located quickly
2. A place and a system for unfinished homework assignments
3. A place and a system for completed homework assignments
4. A monthly calendar
5. Daily schedule of homework assignments to be completed
6. Class schedule
7. Extra paper



Getting Organized to Study

How well do you know yourself? Think about your study habits as you answer these questions.

1. When do I study now? _____
When would I study best? _____
Here's what I can change: _____
2. How do I study now? _____
How would I study best? _____
Here's what I can change: _____
3. Where do I study now? _____
Where would I study best? _____
Here's what I can change: _____
4. What subjects are easy for me? _____
What subjects are hardest? _____
Here's what I can do to make my hardest subject easier: _____

5. Who helps me study now? _____
Who would help me the most with my studying? _____
Here's what I can change: _____
6. How much time do I spend studying now? _____
How much study time would be best? _____
Here's what I can change: _____
7. Do I use a calendar to plan my study time? _____
Here's what I can change: _____
8. Do I ask for help when I need it? _____
Here's what I can change: _____

Planning My Study Time to Take a Test

Here's a study problem for you to solve. First, read the information. Second, plan your study time on the calendar. Third, list three things that would help you study better. Think about things to have handy while you study, such as materials, snacks, and other books.

A. Problem:

1. Today is Monday, April 2.
2. My English teacher says I will have a test on Friday, April 6.
3. The test will be on chapters 4 through 8 in the grammar book.
4. Chapters 4 through 8 are about nouns, verbs, adjectives, and adverbs.
5. I have trouble understanding the difference between adjectives and adverbs in chapter 5.
6. Fill in the study calendar below. Remember to include:
what to study each day
when to study each day
whom to study with

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6 2:00 grammar test

B. Things that will help me study better:

1. _____
2. _____
3. _____

Organizing My Week

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

Strategy #4

PREVENTING PROCRASTINATION AND CHOOSING CONCENTRATION

Objective - Students will be able to avoid procrastinating by dividing up dreaded tasks into smaller, more "do-able" chunks. They will be able to identify what interferes with their concentration and learn ways to regain their focus.

Procrastination means leaving things to the last minute. It is one of the most ruthless destroyers of time. On the other hand, if students choose concentration, which means to focus attention on the task at hand, they are on the road to success.

1. PROCRASTINATION

- Pair students and give them five minutes to complete an assignment. (Suggestions: A pattern block creation, Cuisenaire tower.) Tell half of the students they must wait to start but let the rest begin. When one minute remains, let the "procrastinators" start. When time is up, compare the quality of work and ask students how they felt.



ACTIVITY: The activity "How Do You Eat an Elephant?" (page 34) is a valuable technique for overcoming procrastination.



ACTIVITY: Have students complete "Planning My Homework Time" (page 35). This activity will help students plan ahead and prevent procrastination.

2. CONCENTRATION

The following activities will help students improve concentration skills.



ACTIVITY: Ask students if they have ever found themselves daydreaming in class. Give them the "Attention Quiz" (page 36) to test their concentration.

- Discuss with students the concept of "Be Here Now" (page 37).

3. SELF-MONITORING

- Explain to students the concept of self-monitoring. It is used to evaluate their attitudes and habits. While self-monitoring, students should ask themselves. "Am I on task and working towards the goal being pursued? Do I need to make any changes in my behavior, thoughts, or attitudes?" Have students practice self-monitoring by reading while you pop popcorn. Are they thinking about what they are reading or about the smell and sound of the popcorn?

- Some of the self-monitoring questions students can ask themselves are-

Am I on task or am I day dreaming?

Am I working on the things I need to be doing right now?

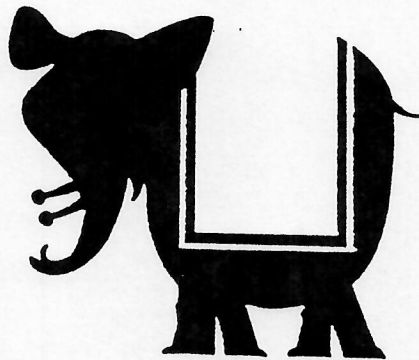
Do I need to change my behavior?

Are my thoughts what they should be?

How is my attitude today?

How Do You Eat an Elephant?

1. Because an elephant is so large, you would have to break it down into pieces and eat it one chunk at a time.
2. Sometimes you are overwhelmed by large projects you have to do and do not start them because you do not know where to begin. If this is a problem, take the task and break it down into manageable pieces.
3. See how this works. Suppose you need to clean your bedroom. The first thing you should do is visualize what the results will look like. Picture your bed made neatly, your things all in their proper place. What does it look like? Is it a comfortable place to be? When you see the end result, you start to realize that a clean room will look great and will be worth the effort to do a good job.
4. Next, estimate how much time it will take for you to complete the job. When will be the best time to clean your room without interruptions?
5. Now, break up the task into chunks. Write down each task that needs to be done. (Your list may include making the bed, putting clothes away, stacking your books, vacuuming, dusting, etc.)
6. After you have made a list, put all of these chunks into a sequence. #1 should be done first, #2 done second, etc. By setting priorities you will know what needs to be done in what order.
7. Remember, this is a valuable tool for dealing with procrastination.



Planning My Homework Time

Writing a report can be easy if you effectively plan your time. First, read the information below. Then, plan your homework time. Last, list three things that would make your report writing easier.

A. Problem:

1. Today is Monday, January 15.
2. I have a science report due on Friday, January 19.
3. My science report is about whales.
4. The report must be two pages long.
5. I decide to use some books from the library about whales.
6. My teacher wants me to write a rough draft first. The rough draft is due on Wednesday, January 17.
7. Fill in the calendar below. Remember to include:

visiting the library
reading parts of the books about whales
writing a rough draft
getting the rough draft back from my teacher
writing the final report

Monday	Tuesday	Wednesday	Thursday	Friday
15	16	17	18	19 2:45 Science Report Due

B. Things that will help me write my report:

1. _____
2. _____
3. _____

Attention Quiz

1. When you fold your arms (Don't do it yet!), one hand is tucked in and one is on top. Which one do you put on top?
2. Think about the telephone you use at home. Can you locate JKL and OPER on the diagram below?



3. True or False. Lincoln's head on a penny faces right.
4. True or False.. The buttonholes on a man's shirt (Don't look down!) point up and down.
5. From where you are now sitting, where is the nearest fire extinguisher?
6. On traffic lights, which color is on top?
7. How many sides does a stop sign have?
8. When you cross your legs, which leg do you generally put on top?
9. Can you describe the person sitting next to you without looking to see who it is? Does he or she wear glasses?
10. Without looking up, how many windows are in the room you are sitting in?

Be Here Now

1. Have you ever found yourself daydreaming in class? Have you ever been reading a book and realized that you read the whole page and you do not remember a word it said? Have you ever been called on by your teacher and realized you did not even hear the question?
2. "Be here now" is a concept to help you with your concentration. Being right here, right now, is such a simple idea. It sounds obvious. Where can you be but where you are? The answer is you can be somewhere else at any time in—your head. It is human nature to live in your head. When you do, you miss what is happening in the rest of the world.
3. "Being here now" means DO what you are doing when you are doing it, and BE where you are when you are there. Focus your attention on the HERE AND NOW.
4. Close your eyes for 10 seconds and pay attention to what is going on in your head. What happened? Did your head say, "I wonder when 10 seconds is up" or "This is dumb" or "I did not hear any voice"?
5. When you are not speaking, you have to see where your mind is and what you are thinking. Inside your head are voices that tell you different things. Sometimes these voices stop you from concentrating. You need to evaluate what you are thinking and bring yourself back if you are not "here now."
6. Close your eyes for 10 seconds and try not to think of an elephant. It is a persistent image, isn't it? During class you might find yourself thinking about a party planned for the weekend or what you want to have for lunch. Do not try to force these thoughts out. Instead, when you notice a thought that seems to be interfering with the focus of your attention, just notice it. Accept it, and then tell yourself, "There's that thought again," and gently return your attention to be here now.
7. STOP! Write down what you were just thinking. Are you here now?
8. You can use this power process to keep yourself pointed toward your goals. Even though they seem in the future, the best way to reach goals is to work on them today.
9. So what does all of this mean? When you listen to a lecture, really listen to the lecture. When you read a book, read a book. BE HERE NOW!



Strategy #5

NOTEWORTHY NOTE-TAKING

Objective - Students will learn the difference between hearing and listening and will be tested on their notes to determine if they can write down important concepts.

1. HEARING VERSUS LISTENING

Hearing is strictly mechanical. Listening, however, is the absorption of the meaning of words and sentences by the brain. Listening skills can be improved.



ACTIVITY: Have students participate in the listening activity outlined in "Listen and Draw" (page 41).

- Present ideas from "Nine Ways to Get the Least from Listening" (page 42), "Verbal Cue Examples" (page 43) in order to reinforce the importance of listening skills.

2. WHY YOU SHOULD TAKE NOTES

No one can remember everything he or she hears. As a matter of fact, most of us forget most of the things we hear. Note-taking helps students remember.

- Ask students why they take notes. (Their answers should include to capture the instructor's ideas in the order in which they were given and to study and master the concepts.)
- Relate this example about the importance of taking notes: A secret recording was made of a discussion. Two weeks later, those who took part in the discussion were asked to write down all they could recall about it. The recollections were checked against the recording, and it was found that the average number of specific points recalled by an individual was only 8.4 percent of the total. Moreover, 42 percent of the recalled points were incorrect to some degree. Happenings were reported that never took place; casual remarks were greatly expanded; points were reported that had only been hinted at, and so forth. In sum, only fragments were recalled, and even these fragments were distorted. (Ian M. L. Hunter, Memory, Facts and Fallacies. Baltimore: Penguin, 1957).

3. HOW TO TAKE NOTES

Following certain guidelines for taking notes can improve note-taking skills.



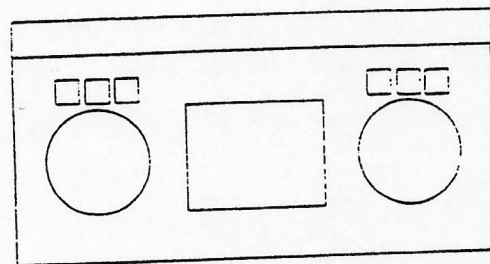
ACTIVITY: Have students complete the activity question on page 40.

- Discuss the following statement: "There is not only one right way to take notes." Have students circle in their manual whether this sentence is true or false. Share with students the suggestions of taking notes in different colors, folding paper in half, writing in different directions, dividing the main idea and the supporting ideas and the responses, or writing their own feelings about the topic in the column. Use colored markers to show how some of these things could be done.
- Review with students the worksheets "Twelve Hints for Note-Taking" (page 44) and "Taking Notes by Outlining" (page 45). More on outlining later!
- Relate to students the importance of making note-taking personal. Students need to write their own responses to what they hear, see, or think. Later on, they will be able to easily recall what they liked or why they were bored.

Listen and Draw

This is a fun activity to help students experience early listening success. Present the directions below at a normal, conversational speaking rate. Use normal inflection. Repeat each instruction once. Pause after each instruction to give students time to complete the task before going on.

1. In the middle of your paper, draw a rectangle. It should be about 7 inches long and 3 inches high.
2. In the middle of your rectangle, draw a smaller rectangle. It should be about 2 inches long and 1½ inches high.
3. On both sides of the small rectangle, draw a circle. Each circle should be about 1½ inches in diameter.
4. Above each circle, draw 3 very small squares, about the size of a telephone push button.
5. Next, look at the top of the big rectangle. Draw a half-inch vertical line at each end of the rectangle.
6. Last, connect those two lines with one long, straight, horizontal line.
7. What did you draw? (answer: a jam box)



Nine Ways to Get the Least from Listening

1. **Declare the subject uninteresting** - "Yuck, that topic. I studied that in the sixth grade." Use this excuse to reassure yourself that listening to this material is a waste of time.
2. **Criticize the speaker** - Make judgments about a speaker's mannerisms, appearance, lack of eloquence, etc., and use them to keep yourself from hearing what is being said.
3. **Argue all the points** - Develop arguments while new ideas or information are being presented. The building of rebuttal speeches in your mind puts you behind in the listening process.
4. **Listen only for details** - Listen for details rather than for the main theme or central ideas. This keeps you from seeing the big picture and making sense of the material.
5. **Fake attention to the speaker** - Take a mental holiday while you appear to be listening. This keeps your mind from developing.
6. **Focus on distractions** - Pay attention to what classmates are doing. Listen for noise outside the room. Sit so you cannot see the speaker easily. If no distractions are happening, create some. Distractions keep your mind sidetracked.
7. **Avoid difficult material** - When a course appears to be difficult, drop it immediately. Avoid listening to material that will require effort. Insist that all material be presented in an entertaining manner.
8. **Allow "trigger" words to stop the listening process** - Allow yourself to react emotionally to certain words. When you feel hostile, stop listening.
9. **Daydream away the time difference between speaking speed and thinking speed** - The average speaking rate of a college professor, during a lecture, is approximately 125 words per minute. The easy cruising speed of thought is over 500 words per minute. Tune in to the professor for ten seconds and then take off on a daydream for fifty seconds.

—Bobbie Jones

Verbal Cue Examples

A. Emphasis Cues are those that are given to focus attention on important information.

Some examples are:

- | | |
|----------------------------|------------------------|
| 1. You need to know | 9. This is basic |
| 2. You need to note | 10. Listen carefully |
| 3. You need to understand | 11. Let me emphasize |
| 4. You need to remember | 12. Let me repeat |
| 5. You need to underline | 13. Let me explain |
| 6. You need to think about | 14. Let me make clear |
| 7. This is important | 15. Why is it that...? |
| 8. This is key | |

B. Organizational Cues are those that are given to help the listener understand the order, sequence, or relationship of the information in the lecture.

Some examples are:

- | | |
|------------------------|----------------------------------|
| 1. The topic is | 9. Main headings to be discussed |
| 2. Today we shall | 10. Will make several points |
| 3. To introduce | 11. In the following order |
| 4. First of all | 12. In conclusion |
| 5. Second, third, etc. | 13. To summarize |
| 6. Then, | 14. To review |
| 7. Next, | 15. To recap |
| 8. As a result | 16. To go back over |

C. Mannerism Cues are used by a specific teacher, sometimes like a habit, and indicate something to be noted is coming up.

Some examples are: When the teacher...

1. Repeats the words or phrases for emphasis
2. Spells out important words
3. Speaks more slowly
4. Lists on the board, or reads a list, allowing time to take notes
5. Speaks more loudly
6. Stresses certain words
7. Uses a different voice tone
8. Ask questions not meant to be answered by students

Twelve Hints for Note-Taking

1. Get yourself ready before the teacher starts class. Have your paper, pen, and eraser ready. Put everything you do not need out of the way.
2. Keep your mind on what the teacher is saying. Try not to look at or think of anything else. Listen to your teacher's voice. Louder words are often important to write down and remember.
3. Write down the topic of the material as soon as the teacher says it.
4. Listen for important ideas the teacher says. Then, write them in your own words.
5. Is the information you are hearing new to you? If it is not new, you probably do not need to write it down.
6. Do not write every word the teacher says. Write only a few important words or phrases to help you remember the information.
7. You do not need to write unimportant words, such as *the*, *a*, and *is*. These words do not help you understand information better.
8. Use abbreviations or codes to help you go faster. Here are some suggestions:

e.g.	for example	≈	approximately, around
→	to something	←	from something
↔	to and from	w/	with
w/o	without	@	about, at
b/c	because	b/t	between
=	equals	re:	regarding, about
		etc.	et cetera, and so forth

9. Use outlining skills to take your notes. Remember, they do not have to be perfect.
10. Rewrite your notes the same day you take them. Rewriting helps you organize better. It is also great for learning and remembering the information. As you review your notes, ask yourself questions about what you have read (eg., "What was the lecture about?" "What might the teacher ask on a test?")
11. Listen for these and other key words from your teacher: "One factor," "Another thing," "There are three ways to do this," "Finally," "An important point is," "Remember," etc.
12. Make listening to a lecture a three-dimensional process; use your eyes to watch the teacher, your ears to listen, and your mind to concentrate on what is being said.

Taking Notes by Outlining

Have students listen while you read each paragraph below. Ask them to write down the most important idea. Then, have them write three supporting ideas to go with the most important one.

- A. I am going to talk about dog racing.

The sport of dog racing began in Egypt long ago. Today, dog racing is most popular in England. In the United States there are about 30 dog racing tracks.

1. Dog racing
 - a. Began in Egypt
 - b. Most popular in England
 - c. U.S. - 30 tracks

- B. I am going to be talking about gymnastics training.

Famous gymnasts usually begin training at a very young age. Some may begin as early as three years old. As they get older, they devote more and more time to their training. They practice every day for many hours. These long hours of practice mean they must give up many other activities.

1. Gymnastics training
 - a. Begin young
 - b. Daily practice
 - c. Must give up other activities

- C. I am going to talk about producing clothing material from sheep.

One of the greatest animal-producers of material for clothing is sheep. We use their wool and hides. Wool from sheep is spun into yarn. The yarn is turned into cloth. The tanned hides are used to make beautiful leather.

1. Clothing materials from sheep
 - a. Greatest producers of materials for clothing
 - b. Wool → yarn → cloth
 - c. Hide → leather

Strategy #6

READING TO REMEMBER

Objective - Students will discuss different reasons why we read and will learn and practice a method of reading for better comprehension.

Reading is perhaps the most important skill students learn and develop in school. If students understand the different reasons for reading before they start, they will be able to comprehend more information.

1. REASONS FOR READING

- Ask students the following questions: "Do you read for different reasons?" "What are some of the different reasons why you read?" (e.g., for pleasure, find information, follow directions, locate an answer, find the main idea, get the facts, detect the sequence, etc.)



ACTIVITY: Have students complete the activity on page 47.

When students are done, discuss with them how the way they read should change for each purpose of reading (e.g., reading for pleasure is a lot different from reading the instructions for building a model airplane).

C 1. Sara pulled out her history book and turned to the chapter she was about to read. She glanced over the headings, subheadings, and bold-faced words for an idea of what she would be learning.

D 2. The encyclopedia had so much information on giraffes that Kevin could hardly believe it. He loved giraffes and was fascinated by their height. He wanted to know everything there was to know about his favorite animal.

A 3. Megan wanted to know what ballerina shoes were made out of and how long they lasted. She found a book at the library to help answer her questions.

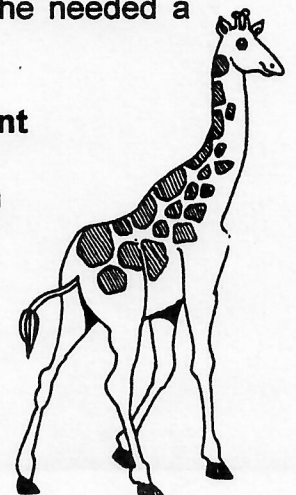
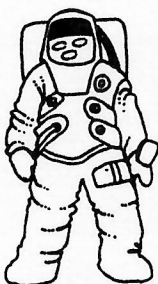
B 4. David thought he'd like to become an astronaut one day. He enjoyed reading about space and the planets. Whenever he needed a break he picked up his latest book and read for awhile.

A. Out of curiosity

C. For a class assignment

B. For pleasure

D. To gather information



2. READING FOR A PURPOSE

Reading is a skill. Like every skill, it improves with practice. As students read more, they will learn to read faster. When they read faster, they will be able to read more. Sometimes, of course, they will not want to read fast. When students are reading something that is hard, they will slow down so that they can understand the material better. When students are reading poetry or fiction, they will probably want to read more slowly in order to enjoy it more and to feel the patterns and rhythms of the language. Good readers will change reading speed and technique to suit their purpose for reading.



ACTIVITY: Ask students to complete the activity on the top of page 48.

1.	When you are reading to understand, what speed is best for you?		
	<table><tr><td>Fast</td><td>Slow</td></tr></table>	Fast	Slow
Fast	Slow		
	Why? _____		
2.	When you read for pleasure, what speed will you most likely read at?		
	<table><tr><td>Fast</td><td>Slow</td></tr></table>	Fast	Slow
Fast	Slow		
	Why? _____		

- Have students read the worksheet "Using SQ3R With Your Textbooks" (page 50) to illustrate the technique of reading for a purpose.



ACTIVITY: Have students complete the activity on the bottom of page 48.

S	Q	R	R	R
---	---	---	---	---

- Practice using SQ3R with any chapter or short story.

3. SKIMMING

To skim means to look something over quickly. Skimming gives information about the main idea. When skimming is used, students should not read word for word. Instead, they need to look the material over quickly, noticing the most important information.

- Discuss with students how skimming will help them with their reading of textbook chapters, library books, and homework.



ACTIVITY: Have students complete "Skimming for Main Ideas" (page 51).



ACTIVITY: Have students complete "Skimming for Meaning" (page 52).



Using SQ3R with Your Textbooks

S SURVEY

First, look over the chapter or the section assigned. Read the first paragraph. Quickly turn each page from beginning to end. Read the section titles. If there are pictures, charts, or maps, look at them and read the words under them. Read the last paragraph of a chapter or the chapter summary very carefully.

Q QUESTION

While you are surveying, try turning the section titles around to make questions. For example, "Minerals are important to a country" might become "How are minerals important to a country?" You will think of many such questions as you leaf through the pages.

R READ

Now you are ready to read. Look for answers to your questions. Probably you already know something about the subject you are studying. Compare what you know with what you are reading. Ask yourself: "What is the writer's purpose?" "What is he or she trying to get me to think or do?" "Is he or she giving facts or opinions?" If the latter, whose opinions?

If a word meaning is not clear to you through its use in the section, reread. If it is still unclear, look it up, or jot it down to look up when you finish reading.

R REVIEW

Briefly review each section right after reading it. Close your book and see how much you can recall. Go back over important details you cannot remember. When you have finished reading the whole assignment, leaf through the chapter recalling main ideas under each section heading. Think through how these ideas fit together to build up the main idea of the chapter.

R RECITE

Reciting gives you an opportunity to demonstrate to yourself and to others what you have learned. There are many ways to recite—answering questions in class, writing a composition about the lesson, outlining it, reporting on it, or perhaps, taking a test on it. In any event, you may want to write brief notes after reading each section or upon completing the entire assignment. Notes can greatly help you retain what you have read.

Skimming for Main Ideas

1. Move your eyes across the printed lines as quickly as you can. Read the first and last sentence of the paragraph because these usually have important information.
2. Read only a few words in each line. You should look at the words that give the information. Pay special attention to proper names (person, place, thing, or idea); italics, quotation marks, and bold print; dates and numbers; and sentences following question marks.
3. Do not bother to read the words that do not add meaning to the main words. Leave out words such as *the*, *and*, *of*, *to*, *those*, etc.
4. Everybody skims differently. You may pick out different words than your neighbor does, but you will both get a good idea about the meaning of the article.

This is how skimming looks. You try it. It should not take you longer than a few seconds to read it.

The Romans held the first circuses Chariot races and battles between gladiators were held outdoors in an arena. During the 1800's large circuses were popular in America. They moved from place to place trying out more and more daring acts. Then, in 1881, P.T. Barnum and James A. Bailey joined their circuses together to form the Barnum and Bailey Circus.

Skimming for Meaning

DIRECTIONS: Circle the words that carry the meaning of the story. When you skim, your eyes should rest only on the circled words. Answer the questions below after you skim the story.

The word *umbrella* comes from the Latin word *umbra*, which means *shade*.

In Italy, the people used that word to describe the thing they carried to protect them from the hot sun. The word meant "a little shade" to them.

Finally, the English borrowed the word from the Italians to describe what they carried to protect them from the rain.

1. From where did the word *umbrella* come?

2. What did it mean?

3. Why did the Italians need an umbrella?

4. What do you think the climate is like in Italy?

5. How did the English use the umbrella?

6. How do you use an umbrella?



Strategy #7

OUTSTANDING OUTLINING

Objective - Students will realize that making an outline is a great way to organize and remember what they hear and read. An outline also helps organize the material into easy to remember topics and subtopics.

The skill of outlining helps students organize and remember what they hear or read. Outlining means to write information in order, from the most important to the least important. This ordering of information can help students study for tests, take notes in class, and write reports.

1. IMPORTANT PARTS OF AN OUTLINE

- An outline has a title. The title tells what the outline is about.
- A main topic is a very important idea. Main topics in an outline are like the headings in a textbook or the names of chapters in a novel. They are indicated by Roman numerals: I, II, III, IV, V, etc.
- A subtopic is an idea that is part of the main topic. There should always be two or more subtopics under a main topic. Subtopics are indicated by capital letters: A, B, C, etc.



Have students look at the outline entitled "Leaves" (page 58). Note how the main ideas are linked together and how the subtopics and main ideas are easily distinguishable.

- A detail is an extra piece of information that helps to clarify the subtopics. Details are added under subtopics. These details are numbered 1, 2, 3, etc.

Tell students they can make their outline as detailed as they would like, but they should not list subtopics or details unless they have at least two. This is how an outline should look:

- I. Main Topic
 - A. Subtopic
 - 1. Detail
 - 2. Detail
 - B. Subtopic
 - 1. Detail
 - 2. Detail



ACTIVITY: Have students fill out the "Gardening Outline" (page 59) to help them practice recognizing details.



ACTIVITY: Have students complete "The Police" (page 60).



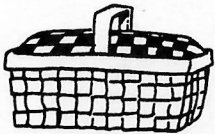
ACTIVITY: Have students read "My Summer Vacation" on page 55 of their student manuals (The same paragraphs are included below).

MY SUMMER VACATION



I went on three vacations this summer. The first vacation was camping. I like camping because I have my own tent. It's big enough for me to put all of my stuff in and it's very quiet. I also like the campfires. We always have s'mores and stay up really late.

The second trip I went on was to Disneyland. My two favorite things were Splash Mountain and the light show. I liked Splash Mountain because there's lots of water and you get to drop off a really high cliff. The light show was great because all my favorite disney characters were made out of lights. I also loved the fire works at the end of the show.



For the third vacation I went to the beach. I played in the sand and the water all day. Those are my favorite things to do. I like to play in the sand because it's soft and it's fun to make castles out of. I like playing in the water but I don't go in very far and I always wear my life jacket.





ACTIVITY: When students have finished reading "My Summer Vacation", ask them to write about their own summer vacation. Have them outline what they've written using the form "My Summer" on page 61.

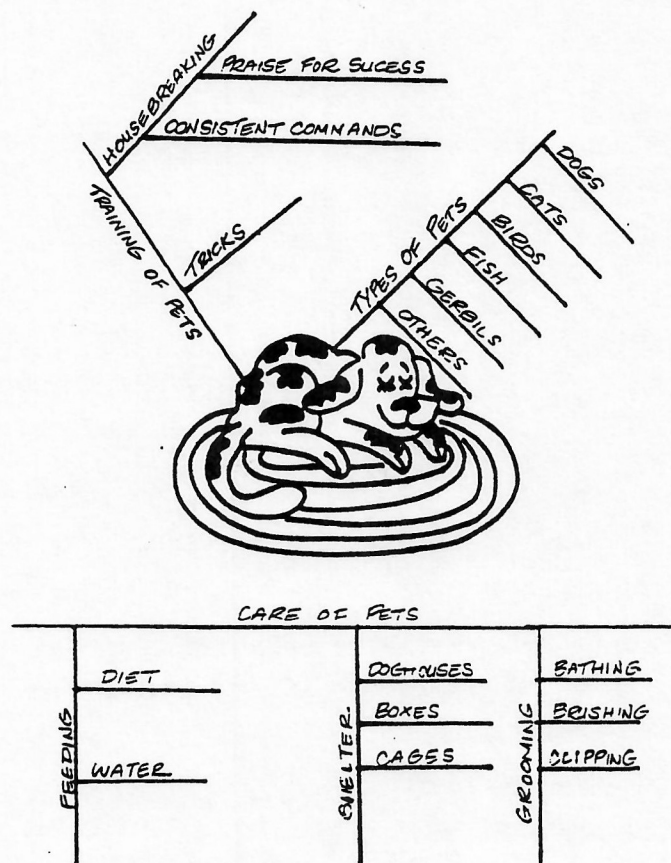


ACTIVITY: Have students complete "Seasons of the Year" (page 62) to help them continue improving their skills in outlining.

2. IDEA-GRAMS (OR MAPPING)

Another good idea for organizing information is making an idea-gram, or map. An idea-gram is a diagram of ideas from a sentence, paragraph, chapter, or book. Some people call it a map. Instead of using letters and numbers to organize information, students can use a diagram. An idea-gram can be anything as long as it is helpful and topics, subtopics, and details can be seen clearly.

- Show and discuss the following example of an idea-gram.



ACTIVITY: Have students complete "Idea-gram" activity (page 63).

Leaves

- I. Importance of leaves
- II. Life story of a leaf
 - A. A leaf begins its life
 - B. The leaf becomes fully grown
 - C. The leaf changes color
 - D. The leaf dies
- III. Parts of a leaf
 - A. Blade
 - B. Petiole
 - C. Stipules
- IV. How a leaf makes food
 - A. Obtaining the raw materials
 - B. Photosynthesis
 - C. Transpiration
- V. Specialized leaves
 - A. Protective leaves
 - B. Storage leaves
 - C. Tendrils
 - D. Bracts
 - E. Insect-capturing leaves
- VI. How to collect leaves
 - A. Preserving leaves
 - B. Making leaf rubbings and prints



Gardening Outline

From the list below, organize an outline about planting flowers.

Chemical
Mix in fertilizer
Pick out rocks
Planting the seeds

Natural
Prepare soil
Rake smooth

Getting ready to plant
Water down soil
Position 6 inches apart

- I. _____
- A. _____
1. _____
2. _____
- B. _____
1. _____
2. _____
- II. _____
- A. _____
- B. _____



The Police

The police look after people and belongings. They help keep people safe. They keep things from being broken or taken. Their job is not easy, but the police like helping people.

The police get around town in many ways. Some walk, some go by car, and others ride on motorcycles. In the big cities some of the police ride on horses. They must go around the town to see that everything is all right.

As they go around the town, the police help people. Sometimes they find lost children. They find out where the children live and take them home. If the police see people fighting, they put a stop to it right away. People often ask a police officer how to get to a certain place in the town. Police can always tell people which way to go. Everyone on the police force knows all the streets and roads very well.

Some police guards stand at crossings; they are called traffic police. They tell the cars when to go and when to stop. They make sure the cars do not go too fast. They help old people and children cross the street.

The police must be brave and strong to do their jobs. They must work very hard. The police like their work because they enjoy helping people.

- I. Duties of the police
 - A. Help people
 - 1.
 - 2.
 - 3.
 - B. Get around town in many ways
 - 1.
 - 2.
 - 3.
 - C. Police guards at crossings
 - 1.
 - 2.
- II. Characteristics of police
 - A.
 - B.
 - C.



My Summer

Title _____

I. Main Topic _____

A. Subtopic _____

1. Detail _____

2. Detail _____

B. _____

1. _____

2. _____

II. _____

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

III. _____

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

Seasons of the Year

Do an oral report on the seasons of the year using the outline below.



- I. Winter
 - A. First season of year
 - B. Weather
 - 1. Coldest temperatures of year
 - 2. Snow and ice
 - C. Activities
 - 1. Sledding
 - 2. Skating
 - 3. Skiing

- II. Spring
 - A. Second season of year
 - B. Weather
 - 1. Mild
 - 2. Warmer
 - C. Activities
 - 1. Picnics
 - 2. Baseball
 - 3. Soccer



- III. Summer
 - A. Third season of year
 - B. Weather
 - 1. Hottest temperatures of year
 - 2. Dry
 - 3. Humid
 - C. Activities
 - 1. Swimming
 - 2. Inside in air-conditioning
 - 3. Baseball

- IV. Fall
 - A. Fourth season of year
 - B. Weather
 - 1. Cool
 - 2. First frost
 - C. Activities
 - 1. Walking
 - 2. Football



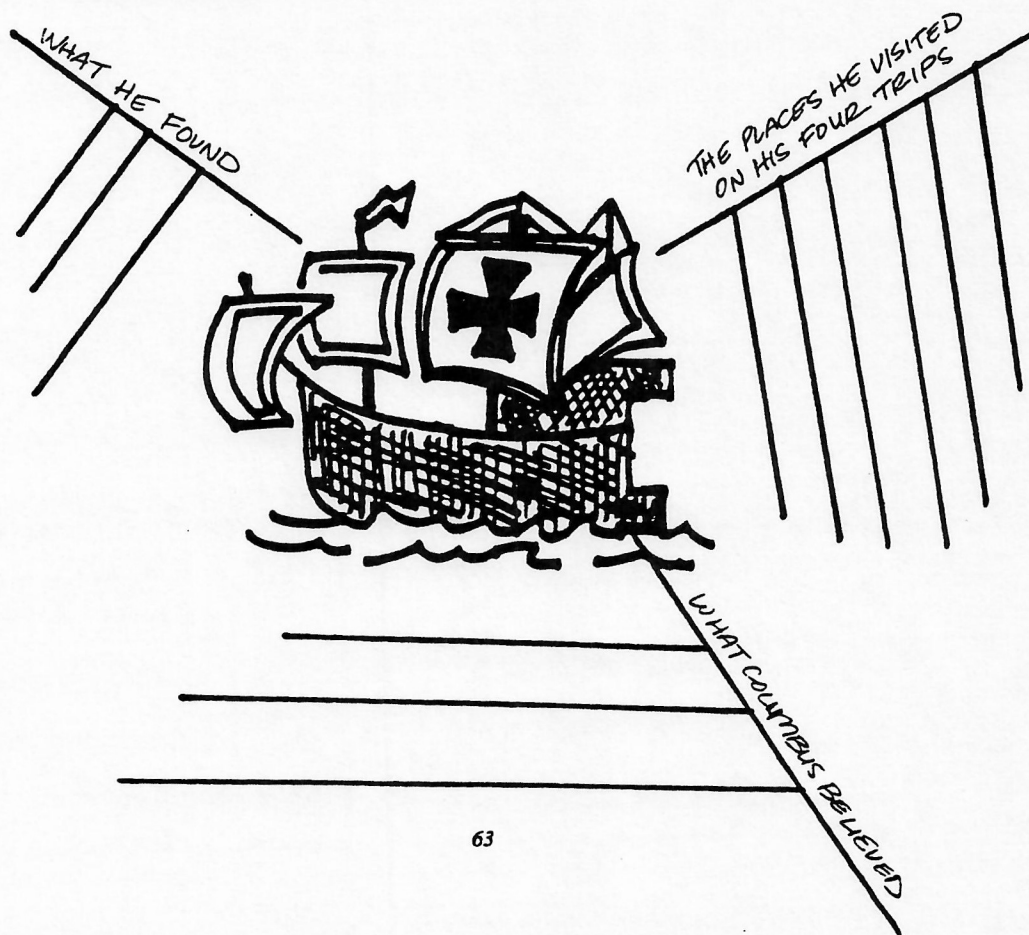
Idea-gram Activity

DIRECTIONS: Read the following story and make an idea-gram of the main ideas and supporting details. Some of the work has been done for you.

Christopher Columbus made four trips looking for a sea route to Asia. He made these trips from 1492 to 1504. The fact that he never found a successful route made him very sad.

He went to Puerto Rico, Cuba, Jamaica, South America, Panama, and Central America, but he never found the gold and silk he was looking for. Instead, he found grass huts and natives, which he called Indians.

Columbus never realized he had landed on a new continent. He knew that he had not reached Japan or China. But, until the day he died, he thought he reached a part of Asia that was unheard of by the map maker.



Strategy #8

MEMORABLE MEMORY

Objective - Students will be able to identify and use five memory skills.

It is important to help students develop a positive attitude about memory. There are many benefits of developing a good memory. A good memory increases listening abilities and retention of interesting facts, while increasing the effectiveness of time spent learning. Association, first letter mnemonics, rhymes, patterns, and chunking are skills used to make memorization easier.

1. ASSOCIATION



ACTIVITY: The activity on page 65 will give your students a feel for what it means to memorize by using the method of association. Give students the list of symbols and words found on page 70. Have them memorize the pairs (O is boy, X is girl, etc.). The order in which they memorize the pairs is not important. Allow students a certain amount of time (1 to 5 minutes, according to capabilities). Ask students to recall as many of the pairs as they can, and ask them to explain their method of memorization.

Give students 30 seconds to memorize the pairs on page 70. When the time is up, have them write as many of the pairs as they can recall on the lines provided for them in their manuals. Tell them that using ASSOCIATION will help them remember better.

- Explain that memorization is much easier if associations are made. For example: the "m" reminds you of the "m" in summer, the + as the "t" in white, etc.

2. FIRST LETTER MNEMONICS

ACTIVITY: Students will be using pages 66-67 for the following activities. Have students memorize a list of words (choose a word list from page 71) by making a sentence out of the first letter of each word being memorized. Give them 30 seconds to memorize the list.

For example: The musical scale "EGBDF" is memorized by thinking of the sentence "Every Good Boy Does Fine."

CLASSIFICATION OF ORGANISMS

Write the sentence you used to memorize this list.

Write each word that you memorized from this list.

PLANETS

Write the sentence you used to memorize this list.

Write the words you memorized from this list.

GREAT LAKES

Write the sentence you used to memorize this list.

Write the words you memorized from this list.

3. RHYMES

- Have students think of rhymes that help them remember different things. (For example: "i" before "e" except after "c;" Christopher Columbus sailed the ocean blue in 1492; $6 \times 8=48$, $6 \times 6=36$; etc.)



ACTIVITY: Have students complete the activity "Rhymes" on page 72.

- Encourage students to make up a rhyme or a "rap" for something they have to memorize in school.

4. PATTERNS

ACTIVITY: Give students the numbers on pages 73 and 74 to memorize. Allow them only one minute to look at the numbers. This should be difficult.

<u>Older Student</u>	<u>Younger Student</u>
581215192226293336404347	568911121415

Ask students to try to find a pattern in the number. When the pattern is found, have students try to memorize the number again.

► **The pattern is—**

Older Student >>> add 3, add 4, add 3, add 4...

Younger Student >>> add 1, add 2, add 1, add 2...



ACTIVITY: Have students complete the activity on page 68.

Have students make up a number using any pattern they choose. Tell them to bring the number to class. They should give you the following information:

My pattern: _____

My number: _____

For more practice you may randomly distribute the numbers your students created. Have the students work at figuring out the pattern of one of their classmates.

5. CHUNKING

ACTIVITY: Read the following numbers. Have students write each number after you have read it. Read the numbers slowly and only once. Most students will be successful up to the eight digit number.

2357 37859 247049 2105648 49273059 395840692

Explain that it is a proven fact that your mind can remember seven pieces of information at a time (Short-Term Memory).



ACTIVITY: Ask students "What happens when you are asked to remember a twelve digit number like 345376908213 (page 75)?" Introduce the term "Chunking," and explain that it is easier to remember four groups of three (e.g., 345—376—908—213) than twelve individual numbers.

O boy

X girl

M summer

8. cat

+ white

8 dog

U frog

***** good

\$ tree

Classification of Organisms

kingdoms
phylum
class
order
family
genus
species

Planets

Mercury
Venus
Earth
Mars
Jupiter
Saturn
Uranus
Neptune
Pluto

Great Lakes

Huron
Ontario
Michigan
Erie
Superior

Rhymes

Find as many rhyming words for the following lists as you can.

GROW

NOUN

TREE

MEET

BITTER

WEST

CATTLE

BLUE

581215192226293336404347

5 6 8 9 1 1 1 2 1 4 1 5

3 4 5 3 7 6 9 0 8 2 1 3

Strategy #9

TAKING CARE OF TEST ANXIETY

Objective - Students will learn how to cope with test-taking anxiety. They will also learn what failures mean and how to benefit from them.

Many students miss points on tests because they allow anxiety to reach the point of panic. Being prepared for tests helps to keep students relatively calm. If they find themselves frozen with fear, they can think positively and use the following suggestions and activities to take care of test anxiety.

1. BEING EMOTIONALLY AND PHYSICALLY PREPARED

- Explain to students that their brains work best when their bodies are well cared for. Share the following suggestions, which can help them be mentally ready for any situation, including tests. Have students mentally answer the questions in their Student Manual (page 78).
 1. Allow your mind to rest before a test. A good night's rest will make it easier for you to feel relaxed and confident.
 2. Most students do better if they are not hungry during the test period. Don't skip meals. Don't overeat, either. A full stomach can make you sleepy or sluggish.
 3. You can be emotionally prepared for a test by being confident. It is a waste of energy to worry about doing poorly. Worry distracts your mind from its job of answering questions. Prepare properly long before the test time to avoid unnecessary worry.
- Share the methods listed in "Six Ways to Cope" (page 80) to help students cope with test anxiety.



2. COPING WITH TEST ANXIETY

- Tell students, "We are going to take a test" and pause for a few minutes. Then ask them how they felt when you announced they were going to have a test. Discuss what things went through their minds? Feelings of anxiousness are common.
- Demonstrate the "In Class—Oxygenator" (page 81) and tell students they can use this the next time they feel anxious.

3. NO ONE IS A FAILURE

- Ask students how many times they have felt like a failure? How often do they put themselves in a hole by saying that if they do not get an A, they have failed? Is that really the way life is?
- Tell students it is important to remember **they are not their grade**. Also, to fail in one thing does not mean that they have failed in all things.
- Convince students that everyone experiences failures at some point in their lives. Share information on "Notable Failures" (page 82).

Six Ways to Cope

1. **Yell "Stop!"**

When you are aware your thoughts are racing, your mind is cluttered with worries and fears, and your thoughts are spinning out of control, mentally yell "Stop!"

2. **Daydream**

When you fill your mind with pleasant thoughts, there is no room left for anxiety.

3. **Picture success**

Most of us live up to our own expectations, good or bad. If you spend a lot of time mentally rehearsing what you will do when you fail, you increase your chances for failure.

4. **Focus**

Focus your attention on a specific object. Concentrate all your attention on one point.

5. **Praise yourself**

Talk to yourself in a positive way. Many of us take the first opportunity to say, "Way to go, dummy, you don't even know the answer to the first question on the test." Instead, give yourself some loving encouragement.

6. **Consider the worst**

When you are worrying about something, rather than trying to stop worrying about it, consider the very worst thing that could happen. Expand your fear. Take the fear to the limit of absurdity.

In-Class Oxygenator

When you are feeling sleepy or anxious in class, it may be because you lack oxygen. Try this 30 second exercise—it may make a big difference!

1. Sit up straight

Put both feet on the floor, uncross your arms and legs, straighten your spine, and hold your head up straight.

2. Tense all your muscles

Take a deep breath and while you are holding it, tense the muscles in your body again. Start with the muscles in your feet, then your legs, thighs, stomach, chest, shoulders, neck, jaw, forehead, arms, and hands. Hold these muscles tense for five seconds and then relax.

3. Breathe deeply three times

Inhale slowly and deeply, breathing into your belly as well as your chest. Pause for a moment at the top of the breath and then exhale completely. When you have exhaled as much as you can, force out more air by contracting the muscles of your stomach. Do this breathing three times.

4. Repeat step #2

You have activated all of your muscles and filled your body with oxygen. You are ready to return your attention to the task at hand.

Notable Failures

All people experience failures in their lives. Here are some examples:

1. Walt Disney was fired from his job at a newspaper because his boss said he "had no good ideas."
2. Winston Churchill failed the sixth grade.
3. Albert Einstein could not speak until he was four and could not read until he was seven—years—old.
4. Isaac Newton got terrible grades in school.
5. Beethoven's music teacher told him that as a composer he "was hopeless."
6. Thomas Edison was told by his teachers that he was too stupid to learn anything.
7. Leo Tolstoy flunked out of college.



Next time you fail at something, do not be too hard on yourself!



Strategy #10

BEING A TEST-TAKING WHIZ

Objective - Students will learn how to conduct daily, weekly, and major reviews for tests. They will also learn effective strategies for what to do during a test.

Do your students know how to get ready for a test? They need to begin studying even before they find out they are going to have a test! Preparing for a test means studying for the test every day. Studying is learning information they have already written down.

1. PREPARING FOR TESTS

Daily - Students should have a short “pre-” and “post-” class review of lecture notes everyday. They should concentrate on material they have just learned either in class or in their reading. If there is any material they need to memorize, they need to do it now.

- The students should plan short daily reviews into their schedules. “A five-minute review of biology” or “A ten-minute review of economics.”
- Give students the following tips to overview their notes. (This should only take five to ten additional minutes each night.)

Reread notes in your notebooks. Repetition is the best way to learn.

Rewrite notes in your notebook. This repetition will help, too.

Add information to your notes that you may find while reading your textbook.

Skim textbook material covered that day.

Highlight or **underline** while you skim. You can also underline your notes.



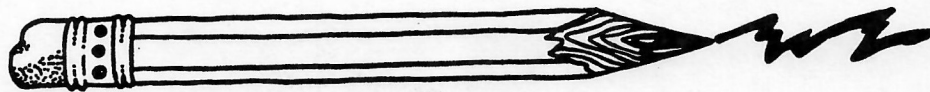
ACTIVITY: Have students complete the mnemonic activity (page 85) using the above words in bold.

Weekly - Once a week students should have a major review of all the material they learned that week.

- Tell students to test themselves! They should plan on one hour per subject. These periods are more structured than short daily reviews

and will help them put all of the information together to see a broad picture.

- Tell students to carry a pack of flashcards with them whenever they think they might have a spare minute to review them. They should also keep a few blank cards so they can make new flashcards whenever the need arises.
- Suggest that a study group is another way to study for a test. Students need to have someone else ask them questions about the material; self-testing is a good way to get ready for a test.



2. ACING A TEST

No matter how much students have studied, they must know what to do during a test in order to clearly demonstrate their knowledge.

- Review with students “14 Ways to Ace a Test” (page 87).



ACTIVITY: Have students complete the worksheet “Timed Test” (page 88). Afterward, reemphasize the importance of following directions.



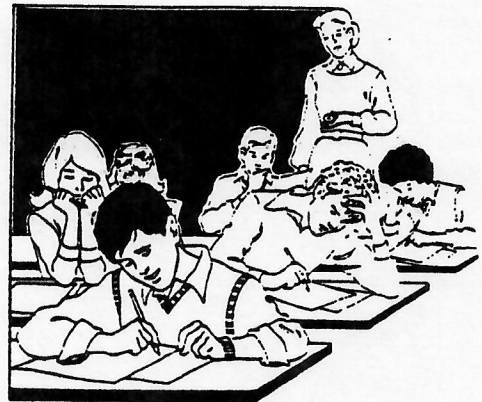
14 Ways to Ace a Test

1. Make sure you know exactly what the test will cover. If you are not sure, ASK.
2. Arrive early so you have time to do a breathing or relaxation exercise.
3. Pay particular attention to verbal directions given as the test is distributed.
4. Scan the whole test immediately. Evaluate the importance of each section. Notice how many points each part of the test is worth and estimate how much time you will need for each section. Budget your time for each section according to the value of the points.
5. Jot down memory aids, formulas, equations, facts, or other material you know you will need and might forget.
6. Answer the easiest, shortest questions first. This gives you success that stimulates you to go on.
7. Next, answer the multiple-choice, true/false, and fill-in-the-blank questions and finally the essay questions.
8. Pace yourself. Watch the time.
9. Leave plenty of space between answers.
10. Look for answers in other test questions.
11. In quick answer questions, your first instinct is usually best. Do not change your answer unless you are sure the second choice is correct.
12. Try to have a positive attitude, and feel good about taking the test.
13. Do not be afraid to ask questions.
14. Remember, old tests make great study guides!



Timed Test

1. Carefully read all of the instructions below.
2. Write your name in the upper right-hand corner.
3. Write your address in the lower left-hand corner.
4. If you have carefully followed directions to this point, shout in a clear voice, "yes."
5. Using the tip of your pencil, punch a hole under the "T" in the title above.
6. Repeat aloud your first name, middle initial, and last name.
7. On the back of this sheet, draw a heart with an arrow through it.
8. In the upper left-hand corner, draw a picture of your mother or your teacher.
9. If you have followed all instructions, walk over to the board and write, "I am perfect," and sign your name underneath.
10. Now that you have finished reading all of the instructions as directed in number one, ignore steps two through nine.



Strategy #11

SMART TEST-TAKING STRATEGIES

Objective - Students will learn effective strategies for multiple choice, true/false, short answer, and essay tests.

These concrete suggestions for students to follow will generate the desire to succeed on multiple choice, true/false, short answer/fill-in-the-blank, and essay tests.

1. MULTIPLE CHOICE

- Review the following tips for answering multiple choice questions:

Multiple Choice Question Tips	
1.	Answer each question in your head before you look at the possible answers. A good way to do this is by using a blank piece of paper to cover up the possible answers and then reading only the question. By coming up with the correct answer on your own, you eliminate the possibility of being confused by other choices.
2.	Mark questions you cannot answer immediately and come back to them if you have time.



If you have no clue as to what the answer is, and if incorrect answers are not deducted from your score, use the following guidelines to guess:

Multiple Choice Questions-Guidelines to Guessing

1. If two answers are similar, except for one or two words, choose one of these answers.
2. If two answers have similar sounding or looking words (intermediate-intermittent) choose one of these answers.
3. If two quantities are almost the same, choose one.
4. If answers cover a wide range (4.5, 66.7, 88.7, 90.1, 500.11), choose one in the middle.
5. B, C, and D answers are best in five answer multiple choice questions.
6. Avoid pairs. If question 28 is known to be B, avoid guessing B in 27 or 29.
7. Non-answers ("Zero" "None of the above") are usually poor guesses.
8. Longest multiple choice answers are good guesses.
9. If a few questions have five possible choices instead of four, pick #5.



ACTIVITY: Have students complete the "Multiple Choice Practice Questions" (page 96).

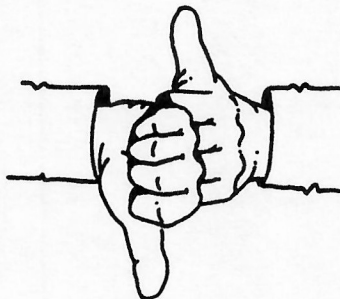
2. TRUE/FALSE

- Review the following tips for answering true/false questions:

True/False Question Tips	
1.	Answer true/false questions quickly.
2.	Generally, these questions will not be worth many points individually. Do not invest a lot of time to get two points on a 100 point exam.
3.	If any part of the true/false statement is false, the entire statement is false.
4.	When limiting words are used (all, never, always, must, etc.), false is usually the best answer.
5.	When general terms are used (most, some, usually, could, might, etc.) true is usually the best answer.
6.	Exaggerated or complex answers are generally false.
7.	Identify those questions you are not sure of with a mark. Review these on a second pass. If you do not know the correct answer, guess as best as possible.



ACTIVITY: Have students complete "True/False Practice Questions" (page 97).



3. SHORT ANSWER/FILL IN THE BLANK

- Review the following tips for answering short answer questions:

Short Answer/Fill in the Blank Tips	
1.	Pick up points fast when you work the fill-in-the-blank section of a test. Concentrate on key words and facts.
2.	Over-learning really pays off. When you know a subject backward and forward, you can answer this type of question almost as fast as you can write.
3.	Begin with the easiest questions.
4.	Work at a steady pace. Spend about the same amount of time on each question.
5.	Do not waste time on questions if you do not know the answer. Put a * or a ✓ by the ones you skip, and go back to them later.



ACTIVITY: Have students complete "Short Answer Practice Questions" (page 98).

4. ESSAYS

- Review the following tips for answering essay questions:

Essay Tips	
1.	Remember to start with the easiest essay questions. Doing the easy questions first will get your mind going. The easiest ones will give you more confidence to go on to the harder questions.
2.	Plan your answers by jotting down important facts first. Do this jotting in the margins or on a separate sheet of paper. Then, add to this information until you have answered the question.
3.	Just answer the question that was asked. Do not add a lot of unimportant information. Begin your answer by restating the question, such as: Q: What are some snacks that are good for you? A: Some snacks that are good for you include peanuts, raw vegetables, fresh fruit, and juice.
4.	Timing is an important part of an essay test. Where there is more than one essay question, allot your time so that you spend more time on the questions with the most parts. Don't overwrite on the easy questions and not leave enough time for the more difficult questions.
5.	Write as clearly and neatly as you can.
6.	Read your test over carefully before you hand it in.
7.	Know the "Key Words for Essay Questions" (page 99).



ACTIVITY: Have students complete "Getting Ready for an Essay Test" (page 100).



ACTIVITY: Have students write a practice essay. Give them the following topic: Describe the town in which you live. Tell about your neighborhood and what it looks like (trees, houses, flowers, stores, buildings).

5. REVIEW



ACTIVITY: Have students complete "Test-Taking Strategies Review" (page 101).



Multiple Choice Practice Questions

Circle the letter of the best answer.

1. To grow a plant, you need _____.

- a. water
- b. soil
- c. seeds
- d. all of these

2. July 4 is called _____.

- a. Independence Day
- b. Easter
- c. Christmas Day
- d. Halloween



3. A year has _____ months.

- a. two
- b. thirteen
- c. twenty
- d. twelve

4. Water from the tap is a _____.

- a. solid
- b. gel
- c. gas
- d. powder
- e. liquid

5. Abraham Lincoln is most famous for _____.

- a. chopping down a cherry tree
- b. designing the first flag
- c. having his head on the dime
- d. being the president of the United States during the Civil War.

True/False Practice Questions

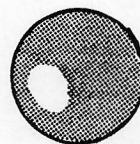
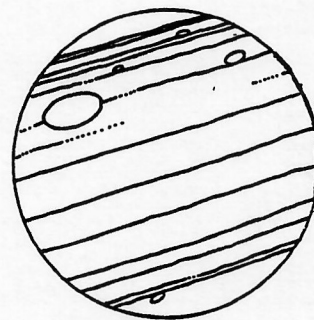
Write a T or an F on each blank. If a statement is false, turn it into a true one.

1. _____ Some people like ice cream.
2. _____ Cats never sleep, but they sometimes purr.
3. _____ My hair color is brown.
4. _____ Cars are always red.



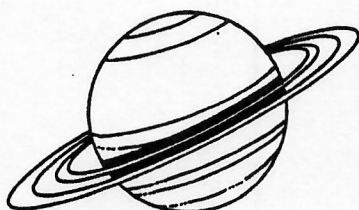
Short Answer Practice Questions

A. Name the 9 planets:



B. What do all planets do in the solar system? _____

C. What shape are all planets? _____



Key Words for Essay Questions

1. **ANALYZE:** Break the topic or question down into separate parts and write about each part.
2. **COMPARE:** Comparison questions generally ask for both similarities and differences. Take the topics you have been given and write about ways they are like and unlike each other.
3. **CONTRAST:** Show how topics are different.
4. **DEFINE:** Give the exact meaning of a topic. Definitions are usually short.
5. **DESCRIBE:** Take your topic and make it a picture with words. Give as much detail as possible. List characteristics, qualities, and parts.
6. **DISCUSS:** Write about the pros and cons of an issue. Include any conflicts you find. You can also compare and contrast topics.
7. **EVALUATE:** Give your opinion. Include evidence to support why you think the way you do.
8. **ILLUSTRATE:** Explain by giving clear, concrete examples.
9. **OUTLINE:** Describe the main ideas and characteristics of an issue. (This does not necessarily mean to write a Roman numeral number outline.)
10. **PROVE:** Support an idea by giving facts, especially those presented in the class or in the textbook.
11. **SUMMARIZE:** Give a shortened version of an idea. Do not put in too much detail. Be sure to include conclusions you have drawn from the material.

Getting Ready for an Essay Test

Your history teacher has talked about the Civil War for five days. You have many notes. You find out the test will be an essay test. Write some questions and answer them with facts. List your answers. Then, write a paragraph to answer each of your questions.

1. What were the causes of the Civil War?

- A. *Slavery*
- B. *North versus South*
- C. *The breakup of the Union*

The Civil War was caused by the North and South disagreeing about slavery. The North wanted slavery to end. The South kept slaves to run their plantations. Some states could not agree whether to keep slaves or not. Those who wanted to keep slaves finally decided to form their own country.

2. What part did President Lincoln play in the Civil War?

- A. *Freed the slaves*
- B. *Commander in Chief*
- C. *Tried to keep the country together*

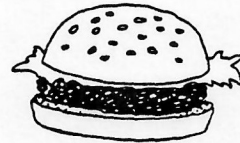
When Lincoln became President, he freed the slaves. The South was upset. They formed their own country. President Lincoln was the Commander in Chief in the North. He said that it was his job to keep the country together. He did not want a war. He wanted one strong country.



Test-Taking Strategies Review

Have students practice the different test strategies by taking this test.

- A. List five steps in making a hamburger.



1. _____
2. _____
3. _____
4. _____
5. _____

- B. Define the word *car*.

- C. Write T or F on each blank. If the statement is false, turn it into a true one.

1. _____ All men in Texas are cowboys.
2. _____ Many words have the letter *e* in them.
3. _____ Cats never sleep in the daytime.
4. _____ Minnesota never has any snow.

- D. Draw a line from each word to its correct definition.

- | | |
|-------------|----------------------|
| 1. carrot | an organ of the body |
| 2. eight | an orange vegetable |
| 3. pancreas | to have eaten |
| 4. ate | a number |

Strategy #12

SELECTING SUBJECT STRATEGIES

Objective - Students will be able to identify study strategies for math, science, and social studies.

In high school, students must use different approaches to studying different subjects. Although different strategies are used, the SQ3R method, which was introduced in Strategy #6, is the best method for students to familiarize themselves with any textbook chapter. The following are suggestions on how to study for mathematics, science, and social studies.

1. MATHEMATICS

Students must be familiar with formulas, concepts, and processes. They need to copy down the problems their teacher writes on the board and learn how they are solved. They should keep all past quizzes and tests to study from. Using the following three strategies will help students to improve mathematical abilities.

- Discuss with students the importance of memorizing mathematical problems, formulas, and solutions. (Use the memory strategies in Strategy #8.)
- Suggest to students that they need to be able to identify patterns. Mathematicians have developed simple patterns in solving mathematical problems in addition, subtraction, multiplication, and division. Learning these basic patterns builds a strong foundation for algebra and calculus.
- Reinforce the necessity of practice! A boxer shadow boxes; a basketball player takes practice shots; a singer sings in the bathroom. Everyone who wants to excel in something needs to remember that "practice makes perfect."



ACTIVITY: Have students complete "Understanding Mathematics" (page 106).

FRACTIONS

2. SCIENCE

Each science requires a different strategy. In biology, students need to be familiar with biological terms and master the classifications of living things. Chemistry and physics require that students know the procedures and formulas.

- Discuss with students the importance of keeping up with their daily work in science class and reviewing their notes several times a week.
- Recommend that students keep a notebook of all the important formulas and principles.
- Share the following story with students.

Thomas F. Ewald, a former college instructor who majored in mathematics and minored in chemistry at Michigan State University before earning his bachelor of arts and master of arts degrees at Oakland University, (MI), has this suggestion:

Learning math and science can all be aided tremendously by studying patterns. In math and chemistry, a pattern is usually represented by a formula. Although the student may memorize the formula, this does not guarantee that he or she understands it. That will come with using it! Learning the formula for finding the area of a rectangle, for example (area=length x width), will be helped by 'plugging in' variables and following the problem through to completion. 'If the rectangle measures three feet by four feet, how much area is represented?' $A = l \times w$, so $A = 3 \times 4 = 12$. This is a very simple example, of course. The idea is to use the formula several times until you feel confident with it. Does it work? Well, I earned A's and A+'s in college work!



ACTIVITY: Have students complete "Understanding Science" (page 107).

3. SOCIAL STUDIES

In studying social studies, students are required to deal with names, dates, events, and ideas. Gathering data involves the "five W's and the H": *who, what, when, where, why, and how*.

- Suggest students use visual aids such as maps, charts, graphs, and diagrams to help them remember information.
- Remind students they should not hesitate to refer to other textbooks for an interpretation of an idea or clarification of a point of view.



ACTIVITY: Have students complete "Readings in Social Studies" (page 108).



ACTIVITY: Have students complete "Using Other Sources" (page 109).

Understanding Mathematics

Knowing what symbols mean and how to apply them is very important. Define the following symbols in your own words. Then complete the problems below by filling in the missing part(s).

DEFINE:

X

|

÷

||

+

<

>

FILL IN:

$12 \underline{\quad} 22$

$4 \underline{\quad} 3 = 7$

$8 \underline{\quad} 2 = 4$

$7 \underline{\quad} 2 = 14$

$8 \underline{\quad} 3 \underline{\quad} 24$

$12 \underline{\quad} 8 = 4$

$-5 \underline{\quad} 4$

$20 \underline{\quad} 5 = 4$

$2 + 3 - 2 = \underline{\quad}$

$82 \underline{\quad} 28$

$5 - 3 \underline{\quad} 2$

$60 \underline{\quad} 2 = 30$

Understanding Science

The word SCIENCE is a general term consisting of several branches of study. Knowing what the basic branches are and what they focus on will give you a proper foundation for understanding SCIENCE as a whole. Read the scientific branch on the left and find its definition on the right. You may need to consult other resources.

BRANCHES OF SCIENCE

DEFINITIONS

___ Anatomy

1. The study of matter and energy.

___ Biology

2. The study of the Earth--how it was formed, its history and structure.

___ Chemistry

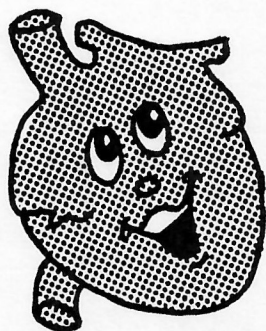
3. The study of the structure of an organism (animals, humans). How it functions, what it's made of....

___ Geology

4. The study of living organisms and their life processes.

___ Physics

5. The study of reactions between atoms, molecules, and compounds. Study of the composition of these reactions and their properties.



Reading in Social Studies

Social studies requires reading past events and what happened during specific time periods. Places and people are also discussed quite frequently. Because of the amount of reading you will be doing in this subject and the details you are expected to grasp from your reading, you need to constantly be thinking of "The 5 W's and the H." Read the following paragraph and answer the questions.

John Stuart Mill was born in London in 1806. His father was also a famous philosopher, and the young man was subjected to a rigorous education in virtually every field of knowledge. He became the leading logician, social scientist, and moral theorist of nineteenth-century England. His view of individual liberty (the right to be left alone as long as you don't do harm to others) is still the basis of much of our own thinking about civil liberties, and his theory of morals - utilitarianism - is still taken to be the dominant moral theory, according to many contemporary philosophers. He died in 1873.



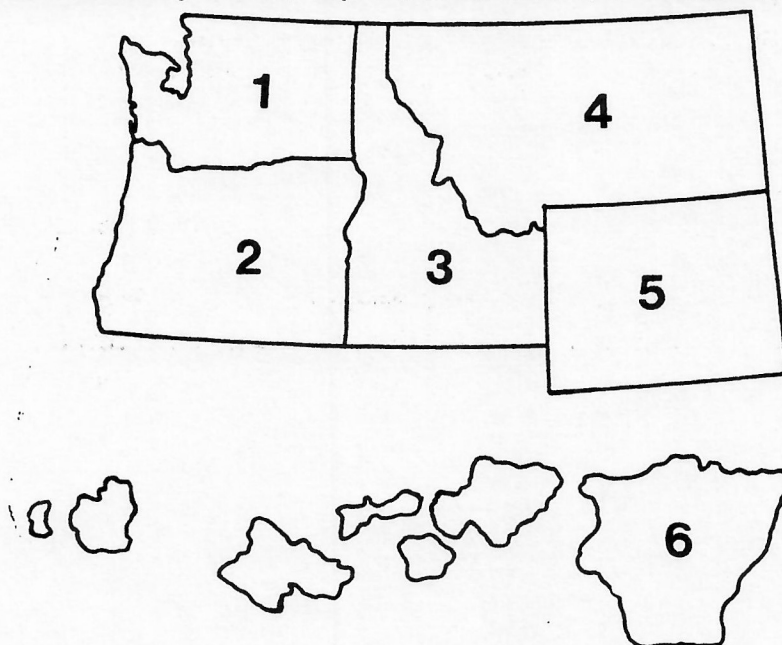
Questions:

1. **Who** is this paragraph about? _____
2. **What** did he become? _____
3. **What** is the name of his theory of morals? _____
4. **Where** was he born? _____
5. **When** was he born? **When** did he die? _____
6. **Why** is his view of individual liberty important? _____

7. **How** was he educated? _____

Using Other Sources

Often in social studies you will have to “dig” for information from other sources. You may have to refer to maps, charts, diagrams, dictionaries, or encyclopedias. This activity will give you practice using some of these sources. Identify the numbered states by name, capitol, state flower, and state bird.



#1

State Name: _____
State Capital: _____
State Flower: _____
State Bird: _____

#2

State Name: _____
State Capital: _____
State Flower: _____
State Bird: _____

#3

State Name: _____
State Capital: _____
State Flower: _____
State Bird: _____

#4

State Name: _____
State Capital: _____
State Flower: _____
State Bird: _____

#5

State Name: _____
State Capital: _____
State Flower: _____
State Bird: _____

#6

State Name: _____
State Capital: _____
State Flower: _____
State Bird: _____

Appendix

12 Study-Skills Tips

12 Study-Skill Tips

HOW TO DO HOMEWORK

1. Study the hardest subject first while you are fresh.
2. Plan to take breaks to help stay alert.

HOW TO READ

3. Preview before you read so you can see the "big picture" and can see a purpose for reading.
4. Read in small chunks that can be digested.

HOW TO REMEMBER

5. Write things out.
6. Make study index cards for new words and ideas each night.
7. Study what you don't know; do not waste time and energy reviewing what you already know.
8. Review material three times - that night, two days later, and the night before a test.
9. Use association and mnemonic memory techniques. Acronyms are good ones, like ROY G. BIV, to help remember the sequence of colors in a rainbow are red, orange, yellow, green, blue, indigo, and violet.

HOW TO TAKE NOTES

10. Do not hold the pen. Holding the pen can be distracting. Pick it up and write only when you have understood a point. You will take fewer and better notes.
11. Write what the teacher says, as well as blackboard and textbook information, on the right side of your page.
12. Write your own ideas and the teacher's questions on the left.