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A Study Skills Course for Sixth Grade Students

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A Study Skills Course for Sixth Grade Students

**A Project Report Presented
to the Graduate faculty
Central Washington University**

**In partial fulfillment of the
requirements for the Degree of
Master of Education**

**by
Joseph M. France
March, 1993**

Dedication

This project is dedicated to Dr. Tim Young who took on this project. I would like to thank Dr. Young for all the time he spent correcting and proofreading my project, and for allowing me to contact him at home if needed.

I would also like to dedicate this project to all the incoming sixth grade students at North Tapps Middle School in hopes that this class will provide you with the necessary skills to enhance your educational process.

Finally, I would like to dedicate this project to my wife "Nita". Without her constant love, support, and encouragement, none of this would have been possible. Thank you very much.

Abstract

This project was designed for the sixth grade classes at North Tapps Middle School in the Dieringer School district, Sumner Washington. It was designed as an exploratory class and will last one quarter or 45 school days. All sixth grade students will participate in this class during one quarter of the year. This course is broken into 7 units, with each unit being approximately five school days. The units are: 1) Time Management, 2) Study Habits Awareness, 3) SQ4R, 4) Skimming and Scanning, 5) Outlining and Note Taking, 6) Following Directions, Using Context Clues, and Dictionary Skills, and 7) Test Taking Skills. It was developed with the collaboration of other sixth grade teachers, staff, and our building principal.

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Chapter one

Introduction

With the increasing number of students falling behind and our educational system in an uproar, we find ourselves looking back and asking several questions. Are our students adequately prepared? Why are the students of today not achieving the way they used to? Do they have the necessary skills in order to achieve a good education or for that matter get a decent job? The answers to these questions have yet to be found. Although some people think we are born with the necessary study skills, others believe that we need and can be taught these skills. In fact, when taught the right skills and given ample time to practice, students can and do improve their grades and academic skills. With these improvements comes a major component of success in the world today. That component is positive self esteem and self confidence. These attitudes, along with proper study skills can and will mean better prepared students for the real world.

In schools today, students are required to learn a variety of different subjects. The problem most students have with these different subjects is not being properly prepared for completing assignments, managing time, and studying for tests.

Jones, Slate, and Bell (1991) indicate that there is widespread agreement among authors that students have poor study skills and lack self-discipline. They also maintain that students who do not have skills that are essential for academic success are not able to take advantage of academic changes.

Some teachers assume that possessing good study skills is simply a matter of intelligence. Stamm (1987) found that it is often assumed by teachers and parents that because a student is gifted, he knows how to study. Stamm (1987) found that this assumption was often incorrect.

Significance of the Problem

I plan to develop a study skills program for sixth graders at North Tapps Middle School, and to choose the specific skills that are considered essential by myself and the Dieringer Washington School District. The Dieringer School District requires all sixth graders to take a course in study skills, and I have been assigned the task of teaching it. This requirement is compounded by the amount or number of study skills available and essential for students to succeed. The problem is further complicated due to the fact that this rotating exploratory program is only 45 days long, with each class period only 44 minutes long. Some skills instruction will require several days while others

may require only one. This timeline limits the number of skills that can be covered effectively.

Another problem is that students are at different skill levels. Therefore, some students may not need a certain skill as much as another. With this in mind, it is important to find and teach skills that are general and apply to the majority of the students, along with having supplemental material for those that don't need the skill. Identifying the appropriate skills to be taught is the last problem area. Some of these skills could include helping students who have difficulty reading and comprehending what they have read in content area, helping students overcome anxieties (whether the anxieties are homework related, test related, home environment related, or just general academic related). Teaching organizational skills and time management skills could be some others.

Along with these problems, I also face the fact that some students have little or no positive self-esteem. Through my seven years of teaching experience, I have come to realize that students with little or no positive self-esteem make up a substantial percentage of elementary students in general.

Related to low self-esteem is low or no motivation or desire. This can be as big a problem as low self-esteem. I plan to overcome these two concerns by presenting activities that will not only interest students, but will also encourage success. I intend to do this by showing students

how the skills being taught relate to the outside world and their own personal success.

Purpose of the Project

This project consisted of seven units. Unit 1 was developed to improve study skills in the area of time management and organization. Unit 2 was developed to improve students' awareness of their study habits and skills. Unit 3 was developed to teach them the study skill SQ4R. SQ4R means: survey, question, read, recite and review. Unit 4 was developed to improve study skills in the area of notetaking, outlining, skimming and scanning. Unit 5 was developed to improve the skills area of memory and dictionary. Unit 6 was developed to improve study skill in the area of context clues and following directions. Unit 7 was developed to improve students' test awareness and taking. The entire program was designed to cover 45 school days with each session consisting of 44 minutes.

Definition of terms

Study Skills are a wide variety of activities which could include note taking, student study habits, time management, test taking skills, organizational skills, that enhance a child's learning capabilities.

Middle School is a school that contains grades six through eight.

Quarter is a certain length of time in a school year. It usually consists of 45 school days. There are four quarters in a year.

Student Learning Objectives (SLO) are the learning objectives for students agreed upon by the school district and its teachers.

Chapter 2

Review of the Literature

The current field of study skills involves a wide range of opinions and skills concerning what is most effective. For the purpose of this project, the only approaches that have been reviewed are those thought to be practical and effective with sixth grade students. These approaches will include: skills to be taught, instructional techniques, successful programs.

Current Skills to be Taught in a Study Skills Program

Awareness of Personal Study Habits

In the quest for articles containing skills to be taught I have found many experts that feel helping students become aware of their own personal study habits is a major component in a successful study skills program. Davis(1990) believes the reason students do poorly in classrooms is because they do not seem to use the learning strategies they were taught. She believes the way to remedy this problem is to teach study skills in reading classes and to put emphasis on study strategies in content area classes. She believes while both of these remedies can work, the success to some extent is beyond the reading teacher's control. This means

that when teaching study skills to students, success only happens if students transfer the strategies to other classes. When teaching study strategies to teachers, success only happens if those teachers use the ideas.

Davis(1990) suggests that instruction in study skills is useless unless the students are able to transfer their skills to specific tasks. Successful students do this, while unsuccessful ones do not.

Davis(1990) developed an awareness unit that contained four parts: 1) Personal variable, to help students become aware of themselves as a reader and aware of the reading process, 2) Goal variable, to allow students to set tangible goals with a plan for improvement, 3) Task variable, to help students understand that different tasks require different strategies, and 4) Strategies, to teach students how to choose appropriate strategies for the different tasks. Davis found that her program helped students learn that they could be successful at school and that it improved their self-report of study habits and their grades in school.

Archambeault(1992) agrees with Davis(1990) in that awareness of study habits is the key to success. Archambeault feels that effective instruction should focus on: A) enhancing students' awareness of the components of their own study style, and B) increasing students' ability to select appropriate strategies for various study tasks. She believes that the components of an individual's study style develop as a result of trial and error and the need to

modify personal preferences in order to cope with a variety of teaching styles, purposes for learning, text format, content area and environmental conditions. Archambeault concludes that successful students are intuitively aware of which study strategies work for them, where as unsuccessful students are not.

Archambeault(1992) feels that students' study styles are composed of two areas: 1) preference for strategies and 2) environmental conditions. Preference is usually developed as a result of students' perception of previous success or failure with specific strategies. Environmental conditions include: lighting, room temperature, sitting position, time of day, presence or absence of food, noise, or other people.

Archambeault(1992) believes that too often students passively apply random selected strategies in the belief that the use of one recommended by a teacher or another student will result in learning. In fact, they must realize that individuals must select those study strategies that are best for their own unique purposes. We as educators must instruct learners to control their own learning.

Archambeault(1992) also includes activities that enhance the students' awareness of preference and environmental conditions and concludes, that the goal of these activities is to develop students' reflective abilities by empowering them with the information necessary to merit their own learning. Archambeault does not teach

specific skills, but helps them become aware of their preferences and environmental conditions.

Jones, Slate and Bell(1991) believe that reforms of American education will have little, if any, effect without concomitant effort to improve students' academic success, and that helping students develop academic skills must become a part of every teacher's role.

Jones et. al.(1991) feel that students rely almost exclusively on rehearsal strategies that involve actively repeating material in a rote fashion. This is due to the lack of awareness of other strategies and of their own personal study styles. Jones et.al. agree with Davis(1990) and Archambeault(1992) that self awareness is the key. Jones et. al. solution to students using only one strategy was to first have the students find out about their strengths and weaknesses, what academic behaviors discriminate between high academic achievers and low academic achievers and what is the relationship between academic behavior, procrastination, and academic achievement. They measured academic behavior with the Study Habits Inventory(SHI). This included comments like: I often study with the radio/stereo playing or with other people talking in the same room and, I often read too slowly to complete reading assignments on time. Procrastination was measured with the Aiken Procrastination Inventory(API). Jones et. al. concluded that by helping students become aware of their own personal study

habits, they can choose the right strategies that will enhance their learning.

Fetler(1984) wanted to see if the amount of television watched affected sixth graders' academic success. Fetler surveyed television habits of sixth grade students taking into account related variables such as: study habits, characteristics of the home viewing environment, and social class. He used two forms of surveys that had questions regarding time spent watching television, doing homework, reading for pleasure, and ease of doing homework. The questions were rated on a scale of whether every day, not at all, or sometimes.

Fetler's(1984) conclusions were that students that viewed more than six hours of television per day had sharply lower achievement scores and had more difficulty in school. This finding helps in the sense that students can become aware of their viewing habits and thus change them to become better students.

SQ3R

Alexander(1985) believes that recent research in reading comprehension has indicated the importance of study skills instruction for the successful learning of text, especially for children in the intermediate grades who are just beginning to come in contact with content area textbooks.

She believes that the strategy to be taught in study skills is the SQ3R. This stands for: study, question, read, recite, and review. In her study, involving 6th grade children, Alexander used a procedure which included seven steps:

1. Preview the passage by reading the paragraph heading.
2. Recite the paragraph heading without looking.
3. Ask questions about what might be important to learn.
4. Read the paragraph to find the important details.
5. Reread the paragraph headings and recite the important details.
6. Repeat steps 1 through 5 for each paragraph.
7. Rehearse by reading each paragraph heading and recalling the important information.

Alexander(1985) then conducted postchecks 1 week and 1 month after the official end of the study. The results of the study showed that three students were able to retell more information following the instruction of a systematic study technique than were able to tell when given extra study time and used their own random study methods. Alexander feels that although students initially found the rules tedious, once the study procedure was reinforced and used continually with guided practice the students began to use it more comfortably and quickly. Students also used the procedure without complaints and were doing it independently

while maintaining their highest retelling percentages. Alexander believes that the key aspect of this study skill may have been its heavy emphasis on rehearsal. She also feels that the only real weakness in this procedure was the time demand placed on the teacher.

SCAIT

Another study technique to develop students' higher comprehension skills when reading content area material was studied by Wiesendanger and Bader(1992). This technique is known as SCAIT. SCAIT has been successful in high school students, primarily for content area subjects, to help students select important information in the text related to the lessons objectives and to help them develop higher level thinking skills.

SCAIT stands for: S-select key words, C-complete sentences, A-accept final statement, I- infer, T- think. Select key words means to read the material and pick out information pertaining to the lessons objectives. Complete sentences refers to having the student write one or two complete sentences using the key words or phrases. Accept final statement is used in a cooperative learning group where the whole group works together to determine if each complete sentence is accurate, to eliminate redundant statements, and to eliminate statements not relevant to the objectives. Infer is to draw inferences from facts. Think is

where the whole class discusses rationale for its selection of literal and inferred statements (Wiesendanger & Bader, 1992).

Wiesendanger and Bader(1992) concluded that SCAIT helps students select important information in the text related to the lessons objectives and develop the ability to think at inferred and applied levels. The strategy is effective with both expository and narrative text. A key point made by Wiesendanger and Bader is that SCAIT can easily be implemented at most grade levels.

Text-Lookback

A strategy studied by Garner, Macready, and Wagoner(1992) is that of the text-lookback. They feel this lookback option provides a strong information-processing advantage. Garner, (1992) believe that most young, less proficient readers are unable to use the lookbacks routinely, even when they recognize that a comprehension-memory failure has occurred. They feel this is because such strategies are not part of their behavioral repertoires, and may even be thought as "illegal". Garner et. al. believe that both the proficient and less proficient readers acquire the components of the lookback strategy in a specific sequence: undifferentiated reading before text sampling before question differentiation before text manipulation.

The results of this study provided evidence of a positive relationship between encouragement of text-lookback and global level of reading performance (Garner et. al., 1992).

Awareness of Text Structure

Taylor and Samuels (1983) believe that a common problem experienced by elementary students is difficulty recalling expository material they have read. They feel that the reason elementary students have greater difficulty may be due to factors such as: expository text having greater conceptual density and more unfamiliar concepts, or the text structure is less familiar. Taylor and Samuels feel the structure of material, how it is organized at the time of input, whether or not the learner is aware of the structure, and how the material is organized in memory has an important bearing on learning and retrieval.

They believe the reason for superior recall in chess masters is that they recognize the structure of the pieces on the board, coded it in memory in terms of pattern, and used the coded patterns as a recall cue.

In their study, they divided students into groups of those who appeared to be aware of text structure and those who appeared to be unaware. Taylor and Samuels (1983) found that those that were aware of text structure, their recall scores were significantly better. They also found

that the unaware students did no better. Taylor and Samuels feel these results suggest that students identified as unaware of text structure were, in fact, not using organization of ideas in text as a retrieval aid. They did not recall in sequence ideas that were presented as a cluster of superordinate and subordinate ideas in the passage. Instead of using text organization as a retrieval cue, it appeared that these students were recalling normal text as a series of unconnected ideas.

Taylor and Samuels(1983) also believe that their findings suggest that superior recall on normal passages for the aware student was due to the use of text structure and not superior memory. Their results also indicate that many intermediate grade students had difficulty recalling expository text, in part, because they were not using text organization to facilitate recall. Taylor and Samuels suggest that instruction designed to develop awareness of text structure in unaware students may be beneficial. It was found that instruction in a summarizing procedure that focused on the headings and subheading of content textbook selections improved fifth and seventh grade students recall for content reading material.

To conclude, Taylor and Samuels suggest that awareness and use of text structure are significant variables in children's recall of expository text, and that some students have to learn to use text structure as a retrieval cue to enhance recall.

Summarization

Rinehart, Stahl, and Erickson (1986) studied the effects of summarization training on reading and studying. Rinehart et al. (1986) feel that the interest of training children to summarize texts has increased recently both as a result of research in the skills involved in studying and learning from text. Summarization has been found to improve written summaries and also to have transfer effects to measures of reading comprehension. In this study four summarization operations were taught. These four were:

- 1) Identifying/selecting main information
- 2) Deleting trivial information
- 3) Deleting redundant information
- 4) Relating main and important supporting information

These were derived from other summarization training programs. They trained two classes of grade level students for five consecutive days. Day 1 used principles of direct instruction and walk through models. Day 2 was used to review the steps involved in producing appropriate paragraph summaries and gave students additional practice. Day 3, students were given instructions directed towards expanding that skill to a group of related paragraphs. Day 4, students again worked with groups of passages, but were asked to write one summary pertaining to all the paragraphs without writing individual summaries first. Day 5, students were

asked to write summaries of each section of the chapter(Rinehart et. al.,1986).

In conclusion, the summarization training appears to have increased the amount of attention paid to major information, in turn, may have increased both students preparation time and their recall of major information from text. It also appears to have improved the subjects ability to summarize short paragraphs, although this training also appears to have differential effects for different types of paragraphs.

Maxworthy and Barry(1992) also think one frequently needed study skill is summarization. They believe that summarizing text information is a valuable study activity which helps students understand and remember important ideas. They feel that in order to summarize, students must reduce text to its main points. This they feel requires an ability to analyze text structure and discard inessential information. Maxworthy and Barry gave six basic rules for summarizing text. 1) Delete all unnecessary material, 2) delete redundancies, 3) substitute a term for a list of items, 4) use a superordinate term for a list of actions, 5) select topic sentences from ones listed in the text, 6) construct topic sentence when not provided explicitly in the text.

Maxworthy and Barry(1992) conducted a study to investigate the ability of middle school readers to summarize and learn from text. The students were given a

specific paragraph to summarize. At the end, Maxworthy and Barry found five trends among the summaries. 1) Only 41% of the students were able to produce the unstated topic sentence of the paragraph, 2) students exhibited difficulty choosing the most important information in the article, 3) information was copied verbatim, 4) students did not possess the background knowledge needed to write accurate summaries, 5) students were not able to use a superordinate for a list of items or actions. Maxworthy and Barry feel these experiences verified that middle school students are generally not skilled in summarizing textbook selections or in comprehending textbook material.

To overcome these difficulties, Maxworthy and Barry(1992) recommend: 1) teach study strategies in the content area, 2) provide students with the background knowledge appropriate to the reading selection, 3) focus students attention on a limited number of new concepts, 4) help students select and organize key ideas into meaningful structure, 5) model the study strategy deemed most useful, 6) provide repeated guided practice with the study strategy taught. Continuous and specific teacher guidance is essential in order to teach study skill to able learners (Maxworthy and Barry,1992).

Test Awareness

Since success in the classroom is often measured in terms of course grades earned by students. Teachers usually

give tests after each instructional unit, with test scores usually accounting for approximately 60% of the students total course grade (Ritter & Idol-Maestas, 1986). Knowledge of content area is the major prerequisite to obtaining good test results. By middle school years, most tests require students to be able to read directions and questions, work independently, and most importantly, write correct responses.

Ritter and Idol-Maestas (1986) state that evidence suggests there is a positive relationship between text performance and skill in taking tests. They also state there is evidence that instruction in test taking is not commonly included in school curriculum and instruction. Because test taking skills are important and benefit from instruction is evident, it is reasonable that students might profit from learning to use test taking strategies. With this in mind, Ritter and Idol-Maestas taught 28 sixth grade students how to take tests. The strategy they used was called SCORER. This acronym stands for: S-schedule your time, C-clue words, O-omit difficult questions, R-read carefully, E-estimate your answer, R-review your work.

The strategy was taught in 12 days, with each instructional period lasting 28 minutes. Each component was taught for two consecutive days. After completion, each student attempted to demonstrate acquisition, which was defined as writing from memory the name and major steps of the component studied that day. Each session ended with a

short review including both the component studied that day and those previously studied. Then, three or four students were individually asked to describe the components studied that day. Every student was questioned in that manner either once or twice over 12 days of instruction in SCORER (Ritter and Idol-Maestas, 1986).

To summarize, the findings of this study provide evidence that poor comprehenders can be taught to use test taking strategies, and that students generalize the acquired skill to another classroom setting. The test taking approach was beneficial to all experimental students, particularly on materials similar to those used in training. These findings also indicate that teachers can expect average and high skilled students to improve test performance.

Mapping

A common observation among both classroom teachers and reading researchers is that middle-grade students have difficulty reading and remembering what they have read in their content area textbooks. Berkowitz (1986) feels that because textbooks have become an increasingly more important mode for learning in the higher grade levels, it is imperative that middle-grade students learn how to read and study content area material.

Berkowitz (1986) examined instructional techniques that would improve sixth grade students' ability to recall expository text. According to Berkowitz research on readers'

memory for expository text indicates that readers who are sensitive to text structure appear to recall more information than readers who do not. She also observed that more sixth grade good readers than poor readers organize their protocol of content area material according to the original text structure. Berkowitz found that though many investigations have been devoted to determining the effectiveness of notetaking, underlining, summarizing, outlining, and rereading, no particular strategy was consistently superior to the other. She feels that this is due to the fact that the students were not instructed in how to use the assigned strategy.

Berkowitz(1986) decided to compare two methods. Map-construction and map-study procedures. Students assigned to map-construction techniques were taught to make their own maps of content area passage. Students assigned to map-study techniques were taught to study the content area and organization of maps constructed for them. Two control conditions were also used: 1) question/answering, and 2) rereading. Berkowitz posed three questions:

- 1) what effect the four treatments would have on students' general recall of expository text,
- 2) what was the relative effectiveness of map-construction versus question/answering with students who had demonstrated that they could use the strategies effectively,
- 3) what was the relative ability of the four groups to recall main ideas from expository text.

Berkowitz believes that an important goal in teaching

students to read expository text is for them to learn to identify and remember the main ideas of the material.

The results suggested that direct instruction in using an author's organization of ideas in content material as a framework for study enhances recall of expository information. She recommends that instruction and practice in map-construction be provided periodically in middle-grade classrooms so that students become proficient at constructing maps and can add this technique to their repertoire of effective study skills. A desirable attribute of the map-construction technique is that it can be used independently both in and outside of school.

Note-Taking

After children reach seventh grade, they are usually required to listen to lectures from which they subsequently will be tested on (Bertzing, Kulhavy, & Caterino, 1987). Students learn any number of techniques to facilitate recall, but the most popular is notetaking. Unfortunately, pupils are rarely taught effective notetaking strategies. Bertzing et. al. (1987) feel students need to learn how to take notes which not only record information for later retrieval but aid in the initial learning.

Bertzing et. al. (1987) goal was to train students to paraphrase information in their own notes in order to process material at a deeper, more semantic level. Since

research shows that meaningful material is better recalled than what is not meaningful, students should alter their notes to their own words. This in itself would make the material more meaningful. Bertzing et. al. found that when students were instructed to take notes on a semantic level rather than a verbatim level recall improved. They also found that using notes as an encoding device rather than just a written record helped improve recall. Bertzing et. al. predicted that students who took notes would remember more than those who did not. It was also predicted that a short training session on how to take good notes would improve performance to a level higher than that attained by idiosyncratic notetaking.

Bertzing et. al.(1987) divided 42 seventh grade students into two groups. The first group was the instructional group where the students were told notetaking is an important skill. They were provided with a short training session on notetaking. They were also given techniques for making good notes, and making references to the notes (ie: outlining, listing key words and underlining them, paraphrasing material, using abbreviations, and adding personal examples). The second group, the idiosyncratic group, was also told that notetaking is an important skill, but were given no specific training. They were not provided with any instruction concerning notetaking. Both groups were to listen to 10 minute tape recordings and take notes. After

that they were provided a 20 multiple choice question test and were allowed 10 minutes to complete it.

The primary findings of this study was that notetaking is an effective technique for increasing retention of prose by junior high students. When seventh graders listened to a lecture and took notes they remembered more information than when they just listened. In conclusion, findings indicated that teachers should be encouraged to have their junior high students take notes from lecture material, not only in the traditional sense, as a written record of what has transpired, but also as an aid to encoding information (Bertzing et. al.1987).

SQWP (Metacognitive Strategies)

Recent attempts at understanding the academic problems of students experiencing difficulties in reading comprehension have focused on the role of metacognitive processes. Nolan(1991) suggests that there are two important factors involved in defining metacognition. 1) The reader's awareness of his or her own cognitive process and 2) the reader's knowledge of cognitive resources and uses of self regulatory mechanisms such as: planning, monitoring effectiveness, and evaluating the outcome of one's own strategy use. Nolan states that literature shows that poor comprehenders possess limited knowledge about effective strategies and have difficulty using strategies

spontaneously while reading. He believes when middle school students are trained to monitor their understanding of important textual elements through the use of summarization/self-questioning techniques, their reading comprehension improves.

Nolan's(1991) purpose of the study was to detect if a strategy that combined two cognitive strategies-self-questioning and prediction- would produce higher comprehension scores when compared with either a self-questioning strategy or a more traditional vocabulary-based intervention. Nolan feels that self-questioning directs the learner's attention to critical aspects of the text, thereby increasing understanding of important textual elements. He believes prediction provides purpose for reading because readers anticipate coming events in the passage. Thus, motivation is increased by anticipation of discovering whether one's hypothesis will be confirmed. A second purpose was to determine the effectiveness of self-questioning for a range of students who were reading below grade level.

Nolan(1991) took 42 students in sixth, seventh, and eighth grade and put them in three groups. Group one was self-questioning with prediction(SQWP). Group two was self-questioning(SQ), and group three was controlled vocabulary intervention(CVI). The self-questioning group was first instructed and given feedback on how to identify the main idea and write it down, and how a main idea could be changed into a question. The instruction followed these steps:

- 1) Examiner discussed the concepts of main idea.
- 2) Examiner and students read a sample passage after which the examiner identified the main idea.
- 3) Students were asked to read a passage and identify the main idea. Examiner gave feedback.
- 4) Students were asked to read two more passages and identify the main idea. The examiner gave feedback.
- 5) Upon mastery of the main idea concepts, students proceeded to the self-questioning training.
- 6) Examiner discussed how a main idea can be changed into a question and modeled how a question could be formulated.

In the second session students reviewed the previous steps and were instructed to write down their question and to answer them. During the third session, students reviewed the techniques and were given additional practice.

The SQWP students received the same self-questioning instruction as the SQ students during the first two training sessions. However, during the third session they received instruction and modeling regarding the benefits of predicting what the author might discuss in the next section of the text.

Students in the CVI group received traditional instruction from a basal reading program that emphasized understanding key vocabulary prior to reading a passage. During the first session the examiner discussed the importance of understanding the terms in the passage. During

the second session, after the steps were reviewed, students did a series of exercises involving the use of analogies and matching key words with their meaning. During the third session, students reviewed the steps and were given additional practice (Nolan, 1991).

The results of the study indicated that poor comprehenders who used the combined strategy of self-questioning and prediction scored higher on a reading comprehension test than did students who used either self-questioning alone or a traditional vocabulary intervention. These findings also demonstrated the effectiveness of combining two cognitive processes in one intervention (Nolan, 1991).

Directed Questioning Activities

As stated by Ryder (1991) subject matter curricula often requires teachers to use texts containing concepts and vocabulary unfamiliar to students. The directed questioning activity (DQA) introduced here is a teacher-directed questioning strategy to be used in class with subject matter textbooks with unfamiliar or difficult concepts. The purpose for DQA is to help students improve their understanding of text through the use of advance cognitive organizers and question placements strategies, and through the teacher's posing of high level comprehension questions. It should help

students achieve goals the teacher sets for them and lead to successful reading experiences that increase students knowledge in a given subject. DQA is designed to be used with expository text. It also recognizes that when students read to answer the teacher's question, their attention to the reading and their understanding of information, targeted by the question improves. Ryder states in DQA the teacher defines the students' purpose for reading and asks questions throughout the reading. It actually promotes student comprehension monitoring by allowing the teacher to direct learning through instruction that focuses on restructuring information in text. Finally, Ryder states that DQA directs students to monitor comprehension of information and thus directs them to engage in backward inferencing. This means students seek to clarify, confirm or infer meaning from the linking of old and new information, thereby expanding their understanding of text.

DQA consists of two instructional components: text explicit and text implicit instruction. In text explicit instruction various activities are presented prior to reading to promote students' comprehension. Text implicit instruction presents activities during reading to focus students attention on key concepts and to promote higher level thinking skills.

DQA suggests two types of questions to direct at students while they read. The first is prequestion, these are not prereading questions. Prequestions are presented to

students immediately before they read portions of a text, for the purpose of providing objectives for reading. The second type, adjunct question, are presented to students immediately after they have read a portion of the text. These questions clue the reader to reflect on a limited amount of text to emphasize particular details or concepts. DQA provides students with a purpose for reading and initiates a process whereby readers begin to monitor their comprehension as they interact with the text concepts. It stresses: 1) asking questions at various levels rather than using statements and 2) poses pre and adjunct questions during reading rather than presenting statements at the conclusion. The DQA is an instructional activity that acknowledges students' difficulty in dealing with subject matter text containing a high conceptual load or text that requires students to link concepts as they read (Ryder, 1991).

Instructional techniques

For successful transition into the content curricula of secondary setting, elementary and middle grade teachers must structure opportunities for students to acquire and employ effective study skill strategies. An increasingly popular instructional technique that may be used is cooperative learning activities. McKenzie (1991) feels that the success of cooperative learning activities depends upon the makeup

of the group. He feels that in order to have effective groups the teacher must control three factors. 1) Group composition, 2) task strengths and difficulties, and 3) students' awareness of goals and procedures. The teacher must also stress that the groups are not competing against each other, but rather working towards a common goal. McKenzie also feels that there are certain guidelines for developing study skills through cooperative learning. These are: 1) Preview and self-evaluation of content vocabulary, 2) silent reading, 3) group discussions and peer assisted clarification, 4) self-questioning, 5) group generated test, 6) follow-up exam.

McKenzie(1991) believes that several factors conspire to make study skills one of the most difficult areas to teach. He feels the passive, inactive cognitive nature of students pose a considerable obstacle to teachers' attempts to develop students' ability to interact with and sustain interest in content material in an independent fashion. He believes that the cooperative learning activity described is designed to offset these variables by providing an unthreatening model that encourages analysis of controlled content material through peers.

Reading and Writing of Expository Text

The ability to read and write informative material or expositions, are basic literal skills that are essential to

success in school (Taylor, 1985). Students must also be capable of writing clear, organized essays in content areas. Unfortunately, many students in grades 4-8 have difficulties reading and writing expository text. Research also suggests that students may have difficulty reading and writing expository text, in part, because of factors related to text structure or the organization of main ideas and details in text. Taylor (1985) found that sixth grade students who used the structure of expository text to organize their written retellings of the material had better memory of what they had read than students who did not notice text structure when reading. Because middle-grade students appear to have difficulty with text structure factors related to both the reading and writing of expository text, Taylor thought that reading and writing instruction focusing on expository text structure may be beneficial to middle-grade students. Taylor found that reading instruction focusing on text structure has enhanced middle-grades students' comprehension of expository text. However, the effectiveness of writing instruction focusing on expository text structure on middle-grade students reading and writing of expository text has not yet been determined. Therefore, Taylor decided to investigate the effectiveness of reading or writing instruction in a content subject focusing on text structure and the formation of a gist of important ideas after reading or before writing.

Taylor(1985) studied ninety-eight sixth grade students. They were divided into four groups, A,B,C,and D. The subjects received five reading and five writing lessons. For groups A and B, reading instruction consisted of teaching students how to summarize in an outline form the main ideas and important details. During this time, groups C and D read the same textbook segment and answered main idea and detail practice questions. For groups A and C, writing instruction consisted of teaching students how to write compare/contrast essays on a topic they were currently studying. During this time, group B and D were asked to write compare/contrast essays on the same topic, but were not provided with instruction in how to do this.

The results pertaining to the reading scores indicated that, in general, the five lessons in summarizing textbook selections enhanced students' recall for material they had subsequently read and summarized. However, the results do not suggest that their lessons enhanced the quality of the students summaries or their recall of important information. Taylor's(1985) results showed that sixth grade students in each group had difficulty organizing the ideas in their essays, elaborating on comparison or contrasts made, and because they had considerable difficulty, further instructional research in this area is needed.

Systematic Instruction

A study done by Adams, Carnine, and Gersten(1982) explored the efficacy of utilizing systematic instruction in teaching study skill strategies to fifth-grade students who had adequate reading but demonstrated deficiencies in study skills. Adams et.al.(1982) feel that while students at the fifth grade level are often able to isolate the most important information from text, most of these students appear unable to summarize the key ideas of a paragraph by either selecting a topic sentence or inventing a topic sentence of their own. They also believe that these students do not utilize additional study time to rehearse or review the material.

The procedure they used to teach these fifth-grade students was similar to the SQ3R method but followed these six steps: 1) preview the passage by reading the headings and subheadings. Adams et. al.(1982) feel when this is done, students get an overall idea about the subject matter. 2) Recite the subheadings, they feel this serves to highlight and introduce new topics. 3) Ask yourself questions about what might be important to learn, this helps the student differentiate the important from the unimportant. 4) Read to find the important details, this helps students find answers to their questions and other important details. 5) Reread the subheadings. Recite the important details. Rereading helps the students learn to use subheadings as a retrieval

cue, and reciting allows for incremental review during the course of reading. 6) Rehearse (read each subheading, recite important details), this serves as a final review and a check for test readiness.

Adams et. al.(1982) divided fifth-grade students into three groups: SI) the systematic instruction described above, ISF) independent study with feedback provided by a teacher, and NI) no instruction in study skills.

In ISF, the condition was designed to replicate a traditional classroom procedure, focusing on independent seatwork. Their procedure went as follows: 1) students studied at their own rate and reviewed all the new words, 2) each student was asked to study a passage, they were allowed to take notes if they wanted, 3) students were asked to study until he/she thought that the important information had been learned, 4) when students indicated that the study was complete the teacher recorded the amount of study time elapsed and gave the student a 10 question quiz without reference to the passage or notes, and 5) the teacher scored the quiz and praised the students for correct answer, and shared correct answers where there was a mistake. NI students did not receive any of the above training methods.

Adams' et.al.(1982) results indicated that students receiving systematic instruction in study skills performed significantly higher on factual short answer tests and in total recall. They found no significant differences between no instruction and independent study with feedback. They

also found a significant difference in the amount of time spent in studying prior to taking the first test. SI students study significantly longer than either of the others. Adams et. al. also found that observational data suggest that SI students used some type of study strategy on the second test, although they did not consistently use the method in the training, but adopted it to a more personalized rehearsal method that decreased the amount of time studied without decreasing the test performance.

Defined Concepts: Expository/Guided Practice

Jacka(1985) states that Gagne' and Briggs recognize that define concept learning is closely related to rule learning, stating: " a define concept... is actually not formally different from a rule, and is learned in much the same way. A defined concept is a particular type of rule whose purpose is to classify objects and events. It is a classifying rule"(p.224).

Jacka's(1985) purpose of the study was to explore an ambiguity in Gagne' and Briggs' model by teaching defined concepts by both guided discovery and expository methods. If expository methods were shown to be more effective support would be provided for the view that defined concept learning involves processes different from rule learning, and hence two different capabilities should be recognized. However. if the guided discovery method was found to be more effective,

there would exist a case for arguing that defined concepts and rules should not be treated as separate capabilities.

Jacka(1985) used two treatments, expository and guided discovery which were presented in the form of self-instructed booklets. Each booklet contained sentence completion exercises for four morphographs. The two treatments differ with respect to the point in the learning sequence at which the definition of the morphograph was provided. In the expository treatment the definition was provided prior to the first exercise. In the guided discovery treatment the same sentence was used; however, the definition of the morphograph was not provided at the outset. The subjects were told that by studying the exercise he or she should be able to work out the meaning. In the guided discovery treatment, therefore, the definition was presented as a last element of the learning process, contrasting with the expository method in which the definition was the first element presented.

The results provided no support for Gagne' and Brigg's recommendation that verbal expository method is the most effective procedure for the teaching of defined concepts. On the dependent variable of recall, for which pre- and posttest measures were taken, significant gains in performance were made under both expository and guided discovery methods(Jacka,1985). Through research studies on these instructional methods, many experts disagree with one another. With all these inconsistencies, Jacka(1985) feels

the present use of such methods must continue to rest upon a basis of faith on intuition rather than upon experimental research evidence.

Teacher-Constructed Pre- and Post- Graphic Organizers

Simmons, Griffin, and Kameenui(1988) did an investigation to compare the effectiveness of three instructional procedures for facilitating sixth-graders' comprehension and retention of science content: A) use of teacher-constructed graphic organizers (before text reading), B) the use of teacher-constructed graphic organizers after text reading, and C) use of traditional form of instruction consisting of frequent questions and text-oriented discussions interjected before, during, and after text reading.

In the prereading graphic organizer group the major objective was to present a visual display that facilitated students' ability to identify and retain information by seeing the relationship of information in the passage, thus preparing them for subsequent text reading(Simmons et. al., 1988).

Postreading graphic organizer groups' objective was the same. However, the difference was when the graphic organizer was presented in the instructional sequence.

Traditional instruction group read the same passage as the other groups. However, instruction consisted of

activities prescribed in the teacher's guide (e.g., establishing prior knowledge, questioning, and discussion).

In conclusion, the present findings fail to substantiate the advantage of graphic organizer treatment over traditional instruction forms. The data suggests three conclusions. Teacher-constructed graphic organizers do not appear any more effective than traditional instruction in facilitating the immediate acquisition of science content text material. The use of a teacher-constructed graphic organizer before text reading appears more effective in facilitating the delayed recall of text material than a post treatment, but not traditional instruction treatment. Neither the graphic organizer nor traditional instruction results in acceptable levels of comprehension and retention of expository prose (Simmons et. al., 1988). Although statistical analyses failed to support conclusively the statistical significance of graphic organizer instruction, discipatively, pre-graphic organizers consistently yield the higher mean performance of the three treatments. Findings of this study also suggest a refined and intricate usage of pre-graphic organizers as an aid to comprehension and recall (Simmons et. al., 1988).

Successful Study Skills Program

When teaching study skills, we must not only teach to the low and average students but also the gifted. It is

often assumed by teachers and parents that because of their gifts these students know how to study. These assumptions may have dangerous consequences. Stamms(1987) gives many reasons why gifted students need a study skills unit. She believes gifted students learn faster and have unique learning styles. Teaching study skills will give the students resources to organize thoughts and time as well as the freedom to do self directed studies. She also feels that gifted students should be taught study skills in elementary grades. Frequently when gifted students start high school or college they have already established a pattern of not having to study very hard to get good grades. Stamm(1987) believes that gifted students are not gifted in all areas and the ability to apply study skills to areas of academic insecurities may improve achievement. She feels gifted students are sensitive. Clarifying goals and expectations may help make them less vulnerable to self and peer criticism.

Stamm(1987) then talks about what makes a successful study skills program for the gifted student. One such skill to be taught is organization. She feels that we need to teach these students on how to plan and organize to increase their spare time: 1) day by day weekly planning schedule, and 2) a reminder list of things to do before and after school. She feels their list should be in order of importance. Along this line is coming to class with all learning material, writing down assignments in an assignment

notebook, and keeping locker, desk, and desk space organized. Stamm believes gifted students should also find a private, comfortable place to study. Studying in the same locality will associate the area with learning. The area should be void of distractions. She feels the students should develop study schedules which incorporate studying for 20 minutes to a half-hour. They should also be encouraged to change subjects after each break. Stamm feels that if gifted students are encouraged to write out and monitor their schedules for a week, they will discover vast amounts of free time that may be used to pursue individual interests.

Another skill to be taught is memory techniques. These techniques could include: rhythming, chaining, acronyms, associations, and mnemonics. Others are: deciding to remember, visualizing what you read and hear, reviewing every week or two, making up examples of your own, thinking about what is being learned and relating it to whatever is presently important.

Notetaking is an invaluable skill. Stamm's (1987) suggestions for improving notetaking include: 1) always label the subject and the date of the notes, 2) include examples whenever possible, 3) develop a system of abbreviations, 4) look over and correct notes within 24 hours of a lecture, 5) write down anything that the teacher keeps repeating, and 6) takes notes on any material the teacher writes on the board.

Stamm(1987) feels we should teach techniques for test taking and editing skills to enhance writing. She concludes her article by saying that educators and parents should not overlook study skills instruction for the gifted and should not assume that because these students are gifted, they know how to study.

Gleason, Herr, and Archer(1988) believe they have a successful program for the less successful student. They feel the main problem for these students is transformation of the skill they learn from one setting to another automatically. To achieve the goal of transforming students, teachers must systematically work to establish the behaviors needed for success in the regular classroom. Gleason et. al.(1988) feel this can be done by following certain steps. When teaching a new strategy, provide rationale and show its importance. Provide plenty of practice and demonstrate each step. Use novel of different material, guide the student through the use of the strategy. With each new situation or set of material, show students that the steps in the strategy remain the same even if the task or material differ. After guided practice, teach students how to use verbal rehearsal. Provide self-management skills that teach the student to evaluate their own behavior by making a checklist themselves rather than depending on the teacher to evaluate their performance. Gleason et. al. believe the way to ensure the possibility of generalization and transfer the following steps should be followed: 1) tell the students

they should try using their new strategy in other settings, 2) talk about the setting and situation in which they might use the strategy, 3) remind them that its use will contribute to their increased success in other settings, 4) ask them to report back when they make an attempt to use a new strategy in another setting, 5) tell the teacher in the transfer setting that the students have learned a new strategy, and ask the teacher to encourage the use of the strategy, and 6) provide continual review. If you follow these guidelines, Gleason et. al. feel students will transfer information better.

Gleason et. al.(1988) believe another technique involved in a successful study skills program should include summarizing/paraphrasing strategies. In this, we should teach students to ask themselves questions such as: in this paragraph is there anything I don't understand?, or What are the important sentences? Let me summarize the paragraph and how does my summary sentence link up with the subheading.

Gleason et. al.(1988) also feel that enhancing listening skills is important and offered suggestions to enhance this. Another important skill is organization. This included appearance of their paper, completion and accuracy, and proofreading. One strategy for proofreading was COPS. COPS stands for: Capitalization, Overall appearance, Punctuation, and Spelling. With these skills in mind, Gleason et. al. feel the study skills program will be successful?

In conclusion, I have found that there are a variety of different skills that can be taught in study skills, and there are a lot of different points of views. Through the articles and research, I have found that many authors do not agree with what should be taught, however, all agree that study skills should be taught.

I have also found that to have a successful program you must look at needs of your students and teach skills that will help them. All students are different and therefore will need different skills. A good program tries to meet these needs with a variety of different material.

I have also learned that one of the most important skills to be taught is study skills awareness. From my research, I have learned that unless we help these students understand themselves and their learning styles, all the skills in the world won't help them. They must understand how they learn and then can learn skills that will help their own personal style.

Chapter 3

In May of 1992 I was approached by my building principal and asked if I would develop a Study Skills curriculum for the sixth graders at North Tapps Middle School.

My first step was to meet with all the staff and the administrator to brain storm ideas of what they thought were important skills these students needed. After brain storming with the staff, I proceeded to narrow the ideas down to seven areas or skills. I than met again with the staff and administrator to see if the eight skills were really what they wanted. Since every school district is different, and all students have different needs, I thought this cooperative brain storming would help me best serve the students in our district as well as let the staff develop ownership in the program.

My next step after this was to research the areas or skills picked by the staff and read what the experts say are important skills to be taught. When I went to the library at Central Washington University, I found many articles covering my topics. I then proceeded to narrow these articles to ones that specifically related to 6th grade students in a middle school. I also used the ERIC search system in the library to help me locate these articles.

After finding enough articles, I proceeded to read these articles and make my own abstracts from them. This process took me about 2 hours per article. The step that followed was to put all these abstracts into some kind of sensible order. I therefore decided to divided chapter two into two sections. The first section is: "Skills to be Taught" and The second section is: "Instructional Techniques". Doing this really helped me put everything together. Finally, I typed everything into one chapter and sent it off to be correct and approved.

Since I have been teaching for seven years at the sixth grade level, I have accumulated quite a lot of different material. From this material I was able to find activities that pertained to all the skills thought necessary from the research and the North Tapps Middle School staff.

Chapter 4

Study Skills Program outline

Since my study skills program is designed for seven units to be covered 45 school days. In part I, I have provided a brief outline of each day's lesson, objectives, and procedures for the seven units. In part II, I have provided two sample lesson plans from the first seven units. This will entail 14 lessons instead of 45.

Part I

Unit 1

Time Management

Day 1 Objective: Students will understand the meaning of time management and will apply it to their daily schedule.

Procedure:

- 1) Pass out Time management Pre-test. Students do test and discuss results.
- 2) Pass out weekly time management calendar. Discuss fixed appointments. (ie. free time, dinner, T.V.)
- 3) Discuss goals for each week.
- 4) Start time management outline.

Day 2 Objective: Students will understand the meaning of time management and will apply it to their daily schedule.

Procedure:

- 1) Check students weekly time management calendars. Discuss amount of free time left for studying.
- 2) Finish up time management outline.
- 3) Students do time management Post-test.

Day 3 Objective: 1) Students will understand the purpose of time schedules and apply them to their daily schedule.

2) Students will also understand guidelines on how to study.

3) Students will get acquainted with outlines for completing assignments, chapter questions, and long term assignments.

Procedure:

- 1) Pass out preparing for homework ditto. Discuss purpose and date it is to be returned signed.
- 2) Pass out guidelines on how to study. Read orally and discuss.
- 3) Pass out and read ditto "Completing Assignments and Chapter Questions". Discuss rationale.
- 4) Pass out and read ditto "Planning Steps for Completing Long Term projects and Assignments". Discuss rationale.
- 5) Pass out weekly schedule along with "Time Management" ditto. Discuss fixed commitments and free time.
- 6) Check schedules the next day for proper procedure.

Day 4 objectives: 1) Students will understand the importance of time.

2) Students will learn order and will put events of their lives in a time line.

Procedures:

1) Check to see if students Time Management Schedule is filled out correctly.

2) Collect "Preparing for Homework" ditto that has been signed by the parents.

3) Do Unit IV: A Matter of Time and discuss.

Day 5 objectives: 1) Student will learn to organize information into groups, lists, and categorizes.

Procedures:

1) Discuss purpose and rationale.

2) Pass out unit 3: Putting ideas together

3) Orally read and do Unit 3.

4) Do final evaluation of Time Management.

Unit 2

Study Habits and Awareness

Day 1 objectives: 1) Students will discover their strengths and weaknesses in the area of study skills.

2) Students will discover what type of a students they are at this point in their education.

Procedure:

- 1) Discuss reasons for Study Skills.
- 2) Discuss with students handout. "Caricatures of Student Types"
- 3) Discuss and pass-out "Purpose of Study Habits Inventory"
- 4) Students are to complete the inventory.
- 5) Discuss and review results reflecting to the students strengths and weaknesses.
- 6) Pass out homework sheet.

Day 2 objectives: 1) Students will see what their strengths and weaknesses are in the area of study habits.

2) Students will write goals on how they can improve their study habits.

3) Students will evaluate their own Self-report on their reading process.

Procedures:

- 1) Review purpose of study habit awareness and how it relates to school and life.
- 2) Discuss and review students' strengths and weaknesses in study habits.
- 3) Pass-out and discuss Self-report survey on the reading process.
- 4) Students complete survey and discuss results and implications.
- 5) students write down their findings and how they can improve their weak areas.

Day 3 objectives: 1) Students will better understand their findings and will discuss with the class their goals to improve.

Procedure:

- 1) Review students strengths and weaknesses.

2) Have students share their goals of improvement with the class.

Day 4 objectives: 1) Students will learn and understand more about their personal study styles and strategies.

Procedure:

- 1) Discuss purpose of lesson.
- 2) Pass-out "Identifying your personal study style" activity.
- 3) Students do and discuss results.
- 4) Review records of each student.
- 5) Students summarize their findings in writing.

Day 5 objectives: 1) Students will learn and understand more about their personal study environment.

Procedures:

- 1) Pass-out activity "Identifying your personal study environment".
- 2) Do activity and discuss results.
- 3) Review records of each student.
- 4) Students summarize their findings in writing.

Day 6 objectives: 1) Students will realize how they study and the things around them that affect their studying.
2) Students will write two ways that they can change their own study environment.

Procedures:

- 1) Pass-out activity "How do you study".
- 2) Students do exercise 1. Discuss results.
- 3) Talk about a good study environment.
- 4) Pass-out exercise, "What is a good study environment".

5) Students do and discuss results.

6) Have students list two ways in which they can change their study environment.

Day 7 objectives: 1) Students will distinguish the difference between good study environments and bad study environments.

2) Students will distinguish between different types of study methods.

Procedures:

1) Pass-out exercise "Who has the best study environment"

2) Share and discuss results.

3) Discuss suggestions for how to study.

4) Do activity "Who has the best study method"

5) Share and discuss results.

6) Discuss more suggestions for how to study.

7) Summarize lesson.

Day 8 objectives: 1) Students will get the opportunity to study in a good study environment.

2) Students will get the opportunity to study in a bad study environment.

Procedures:

1) Tell students today is a study day.

2) While students are studying, make sure the room is a good study environment.

3) After a while, turn the room into a bad study environment.

4) Discuss the differences with the students.

5) Discuss why one was easier to study in than the other.

6) Review a good study environment and a bad study environment.

Day 9 objectives: 1) Students will know and make a Homework Survival kit.

Procedures:

- 1) Discuss purpose and reasoning for a survival kit.
- 2) Brainstorm items for a survival kit.
- 3) Do worksheet "Homework Survival Kit Hidden Picture Safari".
- 4) Have students take worksheet home and get signed by their parents.
- 5) Students will go home and make a survival kit.

Day 10 objectives: 1) Students will write a summary of their own study habits, of what a good study environment is, and three ways in which they can improve their own personal study habits.

Procedures:

- 1) Review the past 9 days and discuss.
- 2) Assign summary.

UNIT 3

SQ4R

Day 1 objectives: 1) Students will be able to write the components of SQ4R.

Procedures:

- 1) Pass-out SQ4R pre-test, and have students do it.
- 2) Discuss components of SQ4R and how it relates to school.

Day 2-4 objectives: Students will practice with teacher the SQ4R technique.

Procedures:

- 1) Pass out history books and science books.
- 2) Go over each step and show how to do it in books.
- 3) Have students do the same.

Day 5 objective: Students will receive 80% or better on their SQ4R post-test.

Procedure:

- 1) Review all the components of SQ4R with the students.
- 2) Pass-out post-test.
- 3) students take test and score in class.

Unit 4

Skimming/Scanning & Notetaking

Day 1 objective: Students will become familiar with skimming and scanning.

Procedures:

- 1) Write skimming and scanning on the white board. Brainstorm ideas of what each one is.
- 2) Discuss the definition of skimming and scanning.
- 3) Do Skimming and scanning activity .
- 4) Correct and discuss results.
- 5) Review the definition of skimming and scanning and their proper use.

Day 2 objectives: 1) Students will use their skimming knowledge and do skimming activity "Tapps Island Phone Book"..

Procedures:

- 1) Discuss and review the definitions of skimming and scanning.
- 2) Pass-out and have students do activity "Skim the paragraph" ..
- 3) Correct and discuss results.

Day 3 objective: 1) To teach students forms of notetaking. (ie. note cards)

2) To teach the students about important information.

3) To inform the student about the Mnemonics technique.

4) To provide the student with notetaking tips.

Procedures:

- 1) Discuss the importance of notes and when they are needed.
- 2) Do practice, "Note Knacks" activity. Correct and discuss.
- 3) Do "Note Taking Tips" activity. Correct and discuss.
- 4) Pass-out note taking ideas sheet. Read and discuss.
- 5) Pass-out extra note information sheet. Read and discuss.
- 6) Discuss what the Mnemonics means. Brainstorm forms of this students use every day.
- 7) Pass-out Mnemonic aids sheet and discuss.
- 8) Review the different forms of notetaking and their uses.

Day 5 objectives: 1) Students will learn the notetaking forms of Outlining and Mapping.

Procedures:

- 1) Read the introduction called Tips For Taking Notes.
- 2) Discuss the meaning.

- 3) Read and discuss the section on Breaking Down Sentences.
- 4) Do exercise "Breaking Down Sentences". Correct and discuss.
- 5) Write the word "Mapping" on the board. Brainstorm what it is.
- 6) Demonstrate Mapping on the white board.
- 7) Pass-out exercise "Can You Map It". Students do, correct, and discuss in class.
- 8) Write the word Outlining on the board. Discuss meaning and definition.
- 9) Demonstrate Outlining on the white board.
- 10) Discuss the difference between the two.
- 11) Pass-out "Outlining" sheet.
- 12) Students need to complete, correct, and discuss results.
- 13) Students complete exercise "Outlining". Discuss results.
- 14) Review the two techniques.

Unit 5

Improving Your Memory

Day 1 Objectives: Students will know what "Visualize" means and how to use it.

Procedures:

- 1) Write the word "Visualize" on the white board. Brainstorm with the students to find out what it means.
- 2) Give students a couple of examples of visualizing. (ie: picturing yourself opening a present at Christmas time.)

- 3) Pass-out and do activity "Picturing In Your Mind's Eye" answer the questions that follow. Discuss results.
- 4) Discuss and describe active listening and its role in improving your memory.
- 5) Read to students the story about Mindy. While listening to the story, tell students to visualize and be an active listener.
- 6) Discuss with students what was made it easy to remember the story and what made it hard. Point out that if you visualized and became an active listener, it was probably easier for them to remember.
- 7) Discuss different kinds of pictures in your mind's eye.
- 8) Do activity "Solve your problems by picturing the steps".
- 9) Do exercise "Which method was easier 1,2,or 3".
- 10) Discuss results and which method was easier.
- 11) Summarize picturing in your mind's eye.

Day 2 objective: 1) Students will learn different ways to remember.

Procedures:

- 1) Write the words "Long Term Memory" and "Short Term Memory" on board. Brainstorm what the two words mean and their application to study skills.
- 2) Pass out and do "A Memory Game"
- 3) Discuss which group was easier to remember and why.
- 4) Pass out and read "Tips For Remembering" sheet.
- 5) Write the words "Acronyms" and "Acrostics" on the board. Brainstorm what the two words mean. Then write their meaning on the board with examples.
- 6) Have students work in cooperative learning groups to come up with a few of their own.
- 7) Play "Another Memory Game", and discuss the results.

- 8) Introduce another way to remember, "Grouping"
- 9) Pass out and read handout "Ways to Remember"
- 10) Do exercise 1 on "Ways to Remember"
- 11) Review lesson.

Day 3 objective 1) Students will learn 5 more ways to help remember. (Visualizing, The Link Method, Repeating, Choosing to Remember, and Mnemonics)

Procedures:

- 1) Review day 2 lesson.
- 2) State objective for the day.
- 3) Pass out sheet on "Repeating"
- 4) Read and discuss. Have students give examples of when and how they would use this method.
- 5) Read and discuss "Choosing to Remember". Point out that this is the most important aspect of remembering. Point out how students can remember fun things they were taught how to do because they choose to remember it. (ie: snow skiing, riding a bike)
- 6) Write the word "Mnemonics" on the board. Discuss the meaning and give examples.
- 7) Students get in groups to come up with their own Mnemonics examples.
- 8) Play "One Bun Memory Game" with students. Show how all the memory techniques come into play with this game.
- 9) Review today's lesson.

Day 4 objective: 1) Students will become more familiar with Acronyms, Acrostics, and other Mnemonic methods.

Procedure:

- 1) Review what Acronyms and Acrostics mean.
- 2) Have students give more examples and how they could use them in studying.

3) Pass out and read Acronyms and Acrostics handouts. Do exercise "Practicing with Acronyms and Acrostics. Discuss results.

4) Pass out and read unit summary: Improving Your Memory.

Day 5 objective: 1) Students will learn how to use guide words in a dictionary.

2) Students will know the 10 main parts of a word entry in a dictionary.

Procedure:

1) Write the words, "Guide Words" on the board. Discuss where one might find these words and what they are.

2) Pass out and do "Quick Guide to Words" ditto and do. Also do "Inside Guide to Words" ditto. Correct and discuss results.

3) Pass out dictionaries to students. Find the word "frank." Discuss and point out the 10 parts of the entry. Write the 10 parts on the board.

4) Have the students get in groups and find the 10 parts of a word in the dictionary.

5) Pass out ditto of the word "trace". Have the students fill in the names of the parts missing. Correct and discuss.

6) For added practice, do "Word Finder" ditto, and "Dig it Up" ditto. Correct and discuss results.

7) Review the 10 parts and what they do. Review how guide words help you.

Unit 6

Following Directions and Using Content Clues

Day 1 objective: 1) Students will learn the importance of listening and following directions.

2) Students will learn to listen for key points when listening to directions.

3) Students will learn the three kinds of listening.

Procedure:

- 1) Discuss goals and objectives.
- 2) Have students play, "Joe's Listening Game".
- 3) Correct and discuss results and key words in sentences.
- 4) Pass out and read: "Effective Listening" handout and "Learning to Listen" handout.
- 5) Start lesson "Ways to Listen".
- 6) Pass out handouts and read.
- 7) Discuss steps in active listening. (Focus, Ask, Connect, and Try to Picture)
- 8) Review steps in active listening.
- 9) Do listening activitie "Your're the Witness". Emphasis using "FACT" as they listened.
- 10) Discuss reasons it was easier to remember the situations.

Day 2 objective: 1) Students will continue to practice being an active listener.

Procedure:

- 1) Play "Listen Game". Discuss rules and answer questions.
- 2) Read directions to Listening game.
- 3) Correct and discuss answers.
- 4) Discuss how Tuning into directions help them get around in life. Give examples.
- 5) Do exercise "Making a Map and Giving Directions".
- 6) Discuss results and problems students ran across.

7) Discuss clarity of directions and being an active listener.

8) Pass out and read summary: "Tuning into Directions"

Day 3 objective: 1) Students will continue to practice listening to directions.

Procedure:

- 1) Pass out "Town Map" ditto. Read and discuss directions.
- 2) Read each part, and have students follow the directions.
- 3) Correct and discuss where each student ended up and why.
- 4) Continue practicing by playing "Find a Friend".
- 5) Pass out map.
- 6) Read each direction and have students follow them.
- 7) Correct and discuss where students ended up and why.
- 8) Discuss the importance of listening and following directions.
- 9) Review lesson.

Day 4 objective: 1) Students will learn to get meaning from context.

2) Students will learn the four types of context clues.

Procedure:

- 1) Discuss and explain objective.
- 2) Pass out unit 6 handouts: "Getting Meaning From Context"
- 3) Read and discuss the four kinds of context clues.
- 4) Do Exercises "Definition or Restatement", "Example or Description", "Comparison or Contrast", and "Inference".
- 5) Correct and discuss results.
- 6) Review the four kinds of context clues.

7) Using a text book, have students get in groups and find examples of each type of context clue.

Day 5 objective: 1) Students will continue to practice using the four kinds of context clues.

Procedure:

- 1) Review the four kinds of context clues.
- 2) Pass out handout "Hints for using Context Clues".
- 3) Read and discuss.
- 4) Students continue practice by doing exercise "More Practice with Context Clues"..
- 5) Correct and discuss results.
- 6) Pass out handout "A Final Hint About Context Clues" and the summary. Read and answer any questions.

Unit 7

Test Awareness and Test Taking

Day 1 objective: 1) To increase students awareness about the reasons for tests.

2) To increase the students awareness about the different kinds of tests.

3) To provide the student practice in taking True and False test.

4) To provide the student with hints and key words to look for when taking a true and false test.

Procedure:

- 1) Discuss with the students different reasons for taking a test.

- 2) Discuss with the students feelings they get when taking a test, and reasons for these feelings.
- 3) Tell students in this unit, you will provide them with hints and tips on how to take different kinds of tests.
- 4) Tell students today you are going to help them in taking true and false tests.
- 5) Pass out "Test Taking Introduction".
- 6) Read and discuss introduction.
- 7) Students do Quiz 1.
- 8) Correct and discuss results.
- 9) Read and discuss "Guessing" handout.
- 10) Students do Quiz 2. Correct and discuss results.
- 11) Pass out and discuss handout called: "Things You Do While Taking the Test".
- 12) Read and discuss "True-False Questions".
- 13) Students do Quiz 3 and Quiz 4. Correct and discuss results.
- 14) Review lesson. Hints and Tips for taking true-false tests.

Day 2 objective: 1) To provide the student with practice in taking Multiple Choice Question Tests.

2) Students will learn strategies for taking a Fill-in-the-blank test.

Procedure:

- 1) Review yesterdays lesson.
- 2) Discuss what a multiple choice test is.
- 3) Pass out and read "Multiple Choice" handout..
- 4) Students take Quiz 5. Correct and discuss results.
- 5) Students take Quiz 6. Correct and discuss results.

- 6) Pass out and read "Fill in the Blank" handout.
- 7) Students take Quiz 7. Correct and discuss results.
- 8) Students take Quiz 8. Correct and discuss results.
- 9) Review strategies for taking multiple choice and fill-in-the-blank tests.

Day 3 objective: 1) Student will learn strategies for taking a Matching test.
2) Student will learn strategies for taking an Analogy test.

Procedure:

- 1) Review the strategies taught so far in day 1 and 2.
- 2) Pass out and read "Analogy" handout..
- 3) Students take Quiz 12. Correct and discuss results.
- 4) Review strategies in taking an Analogy test.
- 5) Review all other strategies.

Day 4 objective: 1) Student will learn strategies for taking an essay test.

Procedure:

- 1) Review all the previous strategies.
- 2) Pass out and read "Essay" handout..
- 3) Students answer one of the following questions:
 - A) Why is it dangerous to drink and drive?
 - B) What team(baseball or football) will be the best team in the league this season?
 - C) Why is getting good grades important to a student?
- 4) Read essays and discuss results.
- 5) review strategies for taking an essay test.

Day 5 objective: 1) Students will review general guidelines for taking tests.

2) Students will learn some last minute tips for taking a test.

Procedure:

- 1) Pass out and read: "General Guidelines for Test-taking"
- 2) Pass out and read: "Last Minute Tips"
- 3) Review all strategies taught in this unit.

Part II

Unit 1

Lesson 1: Time Management

Student Objective: 1) Students will understand the meaning of time management and will apply it to their daily schedule.

2) Students will discover if they have a time management problem or not.

3) Students will discuss ways to solve their time management problems.

4) Students will keep a weekly/daily schedule of themselves.

Procedure:

1) Pass out Time Management Pre-and Post-test. Students are to complete this in class.(see attached 1a. for test)

2) Discuss results with students.

3) Pass out weekly time management calendars. Discuss fixed appointments.(ie. dinner, T.V., free time, sport practice, chores).

4) Talk about setting goals to improve each week. Students set a goal for the first week.

5) Discuss the first part of the Time Management outline.(see attached 1g.)

Time Management

(1a)

Name _____

Date _____

Time Management Pre- and Post-test

1. One reason for not setting up a time management program is:
 - a) I would like to be well organized before I start to study.
 - b) I would like to hurry as much as possible to get an assignment done.
 - c) I would like to be able to use my time efficiently.

2. Select three items which could show you have a time management problem.
 - a) I always study my homework at the same time each day.
 - b) I never have time for to finish my homework.
 - c) I always have to jump from assignment to assignment just so I can get a little of each done.
 - d) I'm always rushed and can't settle down to study.
 - e) I always study before I have free time.

3. Select two reasons why time management is good for studying.
 - a) To be successful at school, you must use your time wisely.
 - b) I can cram all my homework into one hour.
 - c) Time moves quickly, and can be wasted easily.
 - d) Managing your time allows you to do many different things.

Write true or false for the following questions:

4. _____ Free time in between classes should be used to catch up on gossip.

5. _____ It is important to make time so you can go over notes or prepare for classes.

6. _____ It is best to study the easiest subjects last.

7. _____ When making a time management schedule, you should not include sleeping, eating, or free time.
8. _____ It is best to study for long periods of time with long breaks, than short periods of time with short breaks.
9. _____ Weekends are not times to use a time management schedule.
10. _____ Once you set a time management schedule, you should not change it or adjust it.

Time Management Outline

(1g)

This outline is to be used by the teacher during presentation of the time management lesson.

- I. How can one tell if they have a time management problem?
 - A. I don't really accomplish as much as I should when I study.
 - B. I rarely finish the homework I start.
 - C. I always feel rushed when I study.
 - D. I seem to always jump from one subject to the other.

- II. What are some good reasons for starting a time schedule?
 - A. To be successful in school, you need to use your time wisely.
 - B. Time is very easy to waste.
 - C. By managing your time, you are able to do more things.

- III. What are some of the key principles of good time management.
 - A. One should break up long periods of studying with short breaks.
 - B. It is best to have short daily periods of studying rather than an occasional cram period.
 - C. Time in between classes should be used wisely, not just for social time.
 - D. Students should plan a time for preview and review of notes.
 - E. Students should study the hardest subjects first.
 - F. Weekends are not just for play, students should plan some time for studying.
 - G. Your schedule should be carefully planned out. It should include: eating, sleeping, studying, working, and playing.
 - H. Your schedule should be adjusted every now and then to fit your needs.

- IV. What are the steps in preparing a working personal Schedule?
 - A. All fixed appointments: classes, chores, sports. All should be listed on schedule.
 - B. Set aside enough time for sleeping and eating.

- C. Block off recreation time.
- D. Arrange time for free time and play.
- E. You should always work with your schedule so that it works for you. Having it work for you is the key to success.

Unit 1

Lesson 2: Time Management

Student Objective: 1) Students will understand the meaning of time management and how it relates to their daily lives.
2) Students will set up a set place to study and a set study time for each day of the week.
3) Students will become familiar with guidelines on how to study, and tips for completing different types of assignments.

Procedure:

1) Check students weekly time management calendars. Discuss amount of time left for studying.

2) Finish up discussing time management outline. (see attached 1g.)

3) Students take Time Management Post-test. Discuss differences in scores. (see attached 1a.)

4) Pass out ditto: "Setting up a place and time to study". Read and discuss with class. (see attached 1h.)

5) Pass out and read handouts: "Guidelines on How to Study," "Tips for Completing Assignments and Chapter Question," and "Hints for Planning steps for Completing Long Term Projects and Assignments" (see attached 1i, 1j, & 1k.)

Setting Up a Place and Time to Study (1h)

It is very important to have a good place to study and to have a certain time in which you study. This is called having a good study environment.

The place in which one studies should have a desk or table where there is plenty of room for your materials and to write your assignments. This place should also be free from distractions such as: T.V., radio, people talking or playing. In this place, you should also have proper lighting so that you can see what you are reading or writing.

The place in which you study is just as important as the time you study. The exact time is to be set up by you according to your personal schedule, but should not be at the end of the day, or just before bed. If possible, you should pick the same time every day. However, with different activities, you may have to pick different times each day.

Ask your parents to help you set up a time and a place to study. Then fill out the following information:

I, _____, am going to make an effort to use my time and place to study every day.

The place where I am going to study is: _____
_____ This place has a desk or a table, and is free from distractions. This place also has good lighting.

The times when I will study are:

Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____
Weekend(if needed) _____

(Student's signature)

(Parent's signature)

(Date)

*****PLEASE RETURN TOMORROW*****

1. Attitude is the most important aspect. You must think positively; work independently and hard. You should ask for help only when you have tried everything and used all your resources.
2. To learn, you must concentrate. You can not let your mind wonder. Keep your mind on what you are doing. Doing it right the first time takes less time then having to do it over and over again.
3. When at home, have a set time and place to study. This place should have all the parts of a good study environment.
4. You should survey the whole assignment rapidly to grasp the main concepts. Ask yourself questions about the assignment. Re-read slowly to find the answers to your questions. Take notes if necessary. Review what you have done.
5. If the assignment requires a lot of time, (long term assignment), do a little of it each day. Don't let it go until the last minute. You will do a better job.

Tips for Completing Assignments and Chapter Questions (1j)

1) Assignments:

- a. Read directions carefully.
- b. Get your materials ready before you begin.
- c. Check for examples.
- d. Set a goal for yourself and tell yourself what you're supposed to do and finish.
- e. Begin work immediately, do not wonder around.

2) Chapter Questions:

- a. Read the questions carefully before you begin to read.
- b. Change the questions into part of the answer.
- c. Locate sections for the chapter so it is easier to find the answers.
- d. Read the section that might have the answer in it.
- e. Complete the answer.

3) Proof Reading Assignments:

- a. Check to make sure each sentence makes sense.
- b. Check all answers for punctuation.
- c. Check all answers for spelling.
- d. Check paper for proper heading.

Hints for Planning Steps for Completing Long Term Projects
and Assignments (1k)

1. Identify the Task:
 - a. What is it?
2. Identify the teacher's expectations
 - a. When is the complete assignment due?
 - b. Are there certain dates that parts of the assignment are due? (ie., note cards, outline, maps, etc.)
 - c. How long does the assignment need to be in length.
 - d. Is there a certain format it needs to be in. (ie., typed, double space, cover page table of content, bibliography, etc.)
3. Time Management
 - a. Break project into smaller parts and set goals of completing them.
 - b. Make out a calendar showing completion dates of each part and the whole project.
4. Check off
 - a. Check off tasks that are completed. This will help motivate you by helping you see that progress is being made.
 - b. Do you need to revise you calendar.
5. Final check
 - a. A couple days before you turn it in, make one final check to make sure you have everything. Don't wait until the last minute. You might need time to complete a part you have forgotten.

Unit 2

Lesson 1: Study Habits and Awareness

Student Objective: 1) Students will be able to tell what type of student they are. A. The Would Be Student, B. The Earnest Student, C. The Lucky Student, and D. The Admirable Student.

2) Students will be able to tell their strengths and weakness in the areas of: Concentration, Remembering, Organizing time, Studying a chapter, Listening and taking notes, Taking tests, and Motivation.

Procedures:

- 1) Discuss the reasons for studying.
- 2) Pass out and discuss ditto (2a) "What Type of Student are you".
- 3) Pass out and discuss ditto (2b) "Personal Study Habit Inventory". Ditto will take the rest of the class period. Discuss results tomorrow.

What type of student are you. Through many hours of research and reading, one of the most important parts of study skills is helping each child identify himself/herself as to what type of student you are. Below is four different types of students. Read each paragraph and try to decide where you fit in. These types come from a book called Brain Train: Studying for Success by Richard Palmer and Chris Pope.

The Would-be Student

The Would-be student is one who likes the idea rather than the actual studying. The WBS enjoys the rewards of success, but finds the actual process distasteful. He expects teachers to do most of the work for him. He loves the diet of pre-digested information and opinion, because he never really thinks for himself.

He is hostile to tests because they are unfair and evil. He uses every possible trick to avoid studying and most of his energy is spent trying to out-smart the system.

The Earnest Student

The ES student is all business. He wants the work right now without any introductions which would waste his time. Everything must be relevant. He can be a vocal

What Type of Student are You (con't 2a)

aggressive student, or the passive silent type. ES fully expects to know all the answers, but he is not necessarily interested in the questions.

The Lucky Student

The LS simply likes working. He reads voraciously and enjoys lessons, even when they are boring. He is not necessarily gifted or bright, but just committed to doing his work. However, he will become brighter through his commitment to work because eventually the quantity will change to quality.

The Admirable Student

The AS gets fed up with studying sometimes which is normal. Essentially he wants to learn and is prepared to work at it. He should not be confused with the Earnest Student who expects to be taught. He is neither afraid to be wrong nor determined to be serious all of the time. He uses humor as an important ingredient to add to his enjoyment of study.

What type of student are you? Most people feel that they are a little of each at one time or another. The main

What Type of Student are You (con't 2a)

point is this: The WBS and the ES are unsuccessful, while the Lucky and the Admirable students are successful because they try hard and enjoy what they are doing.

Once you have decided what type of student you are, the difficult part arises. What are you going to do to change it!

Personal Study Habit Inventory (2b)

The main purpose for this inventory is to help you, the student, to get more information about how you study at this time right now. To get really meaning from this inventory, you must answer honestly to every question. This inventory is not concerned about how your friends study, but how you study. Please do this independently. If the statement is true about you, circle Y for yes. If the statement is false, circle N for no. There is no sometimes answer, so go with the answer that is most often your style. Be sure to answer all the questions.

- Y N 1. I have trouble finishing tests on time.
- Y N 2. I set aside a regular time for studying every day.
- Y N 3. Before I read, I turn headings into questions so that I know what I'm going to learn.
- Y N 4. I'm not successful following a definite study schedule.
- Y N 5. I quit when an assignment is too hard.
- Y N 6. I have a hard time determining the main points of lectures.
- Y N 7. Before I go to class, I look over from yesterday.
- Y N 8. I waste time because I am not organized.
- Y N 9. I do not get distracted when I study.
- Y N 10. I don't start reading a chapter until I have read all the headings and the summary first.
- Y N 11. I don't take notes during instruction or lectures.
- Y N 12. When I study, I get tired and sleepy.
- Y N 13. After I take notes, I check them to see if I have any missing words. If I do, I fill them in.
- Y N 14. Rarely do I hear a teacher talk that is well organized.

Personal Study Habit Inventory (con't 2b)

- Y N 15. I enjoy learning.
- Y N 16. Before I begin an assignment, I estimate how long it will take me and then try to beat that time.
- Y N 17. I always organize my ideas before starting an essay question.
- Y N 18. When I study, I have a hard time concentrating.
- Y N 19. With my notes and the textbook, I can usually predict 50-60 percent of the test questions.
- Y N 20. I could get better grades.
- Y N 21. Studying daily is very important to me.
- Y N 22. When I take notes, I try to write down everything the teacher says.
- Y N 23. Every week, I set aside time to review each course.
- Y N 24. Every time I study for a course, I spend more time in review.
- Y N 25. I would rather get through an assignment as fast as I could than have a perfect paper.
- Y N 26. I usually lose points on assignments and exams because of careless mistakes.
- Y N 27. When I study, I usually find a quiet place.
- Y N 28. Before I leave a class, I make sure I know what homework to do and how to do it.
- Y N 29. I am not interested in some of my courses.
- Y N 30. Getting good grades is important to me.
- Y N 31. I ask myself question after I have read a section to see what I remember.
- Y N 32. I know what time of day I do my best studying.

Personal Study Habit Inventory (con't 2b)

- Y N 33. I only study when I feel like it.
- Y N 34. I don't read the questions at the end of a chapter before I start reading it.
- Y N 35. I have trouble finding time to study.
- Y N 36. After I study, I usually don't remember much.
- Y N 37. I usually put off studying.
- Y N 38. To help me remember better, I check the main headings and the summary before I read.
- Y N 39. I don't do good on tests because I am nervous.
- Y N 40. I don't review my notes before a test.
- Y N 41. I listen carefully instead of taking notes.
- Y N 42. I review a chapter right after I read it.
- Y N 43. When I study, I really get in to it.
- Y N 44. I always plan how long to spend on each section of a test.
- Y N 45. I don't spend enough time on certain subjects.
- Y N 46. When I read a chapter, I skip over the charts, graphs, and tables.
- Y N 47. I have a difficult time finding the important points in a chapter.
- Y N 48. When I finish a test early, I go over my test to check for mistakes.
- Y N 49. I listen carefully to lectures because I want to remember.
- Y N 50. When I study, I daydream which interferes with my studying.

Unit 2

Lesson 2: Study Habits Awareness con't

Student Objective: 1) Students will see their strengths and weaknesses.

2) Students will write goals on how they can improve their study habits.

Procedure:

- 1) Review purpose of "Study Habit Inventory" and how it relates to school and life.
- 2) Read off answers to "Personal Study Habit Inventory". Have students circle the answers that don't match the key. (see attached 2c)
- 3) Write the 7 categories and the questions corresponding with that skill on the board. (see attached 2c)
- 4) Have the Students copy it on a separate piece of paper. Than circle the numbers that they got right.
- 5) If the students get less than half of each section right, the student is weak in that area(4 or less). If the students get 5 to 6 right, that means they are not bad, but could use some work. 7-8 means the student is strong in that area.
- 6) Discuss with the students their results.
- 7) Have students write personal goals on how they can improve in at least one area.

Answer Key: Personal Study Habit Inventory (2c)

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

What are my Strengths and Weakness

CONCENTRATION	9	12	16	18	27	33	50	
REMEMBERING		23	24	29	36	38	40	49
ORGANIZING TIME		2	4	8	21	32	35	45
STUDYING A CHAPTER		3	10	31	34	42	46	47
LISTENING AND TAKING NOTES	6	7	11	13	14	22	41	
TAKING TESTS		1	17	19	26	39	44	48
MOTIVATION	5	15	20	25	28	30	37	43

Unit 3

Lesson 1: SQ4R

Student Objective: 1) Students will become familiar with and write the components of SQ4R.

Procedure:

- 1) Pass out SQ4R Pre- and Post-test. (see attached 3a)
- 2) Have students take Pre-test.
- 3) Pass out and read SQ4R handout. (see attached 3b, 3c, 3d.)
- 4) Using handout, have students correct their Pre-test.

Name _____

Date _____

1. SQ4R is a type of a golf club sold at the Tapps Island Golf Club. True _____ False _____
2. Research has shown that people who use SQ4R read slower and don't remember much. True _____ False _____
3. One step in SQ4R is called survey. Write what you think this involves. _____

4. The Step that follows survey is called question. What does this involve? _____

5. How can Verbalizing(saying something to yourself) an answer help you? _____

6. How do pictures, graphs, charts, and captions help you? _____

7. You must always read everything in the text?
True _____ False _____
8. The index is not something you should waste time reading.
True _____ False _____
9. It is not important to write answers to the questions because you can remember the answers.
True _____ False _____
10. What do you think the 4R's are in SQ4R? _____

SQ4R is a study technique that is very successful when reading and studying a textbook. The technique is successful because it cuts down on the amount of reading needed to be done and saves time. For the low student this technique cuts down the amount of reading and time, thus giving them more time for other homework. For the higher student, this technique also saves time and gives them more time for other activities. The main point is that it is a faster way of learning. Not only do people learn faster, they understand more and remember more.

SQ4R Means:

1. S= Survey
2. Q= Question
3. 4R= Read, Recite, Rite, and Review

Survey Means:

1. Read the chapter title
2. Read the introduction, table of contents.
3. Skim through the chapter noting all the subheadings, boldface type, charts, graphs, diagrams, pictures, vocabulary word, etc.
4. Read the summary of the information, or the last couple of paragraphs.
5. Look at all the italicized words. Test items come from these a lot.
6. Look for the numbers in the text. Major points are made here.
7. Look at the index. This can help you find words and major points needed for answers.
8. Look at the glossary.

Question Means:

1. Read the questions at the back of the chapter. Then read to find the answers. Use the index if looking for certain words.
2. Verbalize any questions you have from reading the subheadings and title.
3. Look for the italicized words.
4. Summarize what you have read.

The reason you do this is to help motivate yourself and to get your curiosity going. It also helps you remember the material better. By asking yourself questions you are preparing for the exam.

Read, Recite, Rite, and Review Means:

1. Read - Go back and read the key points. Such as: vocabulary words, dates, main ideas of sections.
2. Recite - Once you have come to the information that answers your question. You must recite the answer in to your question. This should be done in your own words and is called verbalizing. Verbalizing in your own words helps you remember better by personalizing the information.
3. Rite - Once you have verbalized your answer write it down. Writing the answer helps you remember it and also gives you information you can save for later. This also helps you become an active part in the learning.
4. Review (Summarize)
 - A. Quiz yourself on what you have just learned and read. Outlining is a good way to see if you have retained the information.
 - B. Look at the questions at the end of the chapter and look at your questions. See if you can answer them without looking at the answers.

C. Read and Recite your answers again.

If you do this immediately after your reading, your retention of the material will be much higher, thus increasing the learning taking place. Regular reviews at the end of each section also help retention of the material.

Unit 3

Lesson 2: SQ4R Practice

Student Objective: 1) Students will practice the SQ4R technique with guidance from the teacher.

Procedure:

- 1) Pass out history texts.
- 2) Pick out a chapter students are about to read in class.
- 3) Starting at the first step, take students through each step.
- 4) Review each step and discuss the amount of time it took.

Unit 4

Lesson 1: Skimming and Scanning

Student Objective: 1) Students will become familiar with the study skills skimming and scanning.

2) Students will practice the skills skimming and scanning.

Procedure:

- 1) Write the words skimming and scanning on the board. Brainstorm ideas of what they mean and their differences.
- 2) Discuss the true definitions of each word. Skimming is to look at material in order to get its general subject, its divisions, and its major headings. Scanning is to look quickly at a particular passage, searching for key words, names, or particular details.
- 3) Do Skimming and Scanning activities 4a and 4b (see attached)
- 4) Correct and discuss results.
- 5) Review the definitions and their proper use. Also discuss when and where in school a student could use this.

Skimming and Scanning Activities

(4a)

Name _____

Date _____

*** Note: Skimming is to look at material to get its general information.

Scanning is to look for particular information.

*** Examples: You would skim the want ads to find out its general headings and subjects.

You would Scan one article to see if their Ski boats for sale

A. Write the word skimming or scanning after each sentence to indicate which technique you would use.

1. The local section in your newspaper. _____

2. An article about a major earthquake hitting Seattle.

3. The want ads section in the Morning News Tribune.

4. How many chapters the novel Woodsong has. _____

5. What the critic Bart Wright has to say about the Seahawks. _____

6. On what page you can find the comics in the Morning News Tribune. _____

7. On what page sport sweat shirts are on sale in the Nordstrom's catalog.

8. The local weather in the Seattle P.I. _____

9. To find a particular word in a dictionary. _____

10. To find a general idea of how a microscope works.

Skimming and Scanning Activities (con't 4b)

B. Scan this portion of the Tapps Island telephone directory page to find the answer to the following questions.

France Joseph 9786 Paris Ave.....841-9213
Frank Jim 108th Ave. Ct. E.....987-5768
Frank T. 69 Michael St.....957-5555
Frank Zac 1243 Snow Slope.....841-3456
Fritz Alice 310 Pioneer Dr.....Non-listed
Furkey Don 13022 Turkey Trail.....978-1123
Garb Barb 21 10th St.....841-0009
Gass Steve 333 Sister St.....987-8574

11. Is there anyone listed with just their first initial? _____ If so, who? _____
12. What is Joseph France's address? _____
13. Who does not have their phone number listed? _____
14. Who lives on 310 Pioneer Dr.? _____
15. How many Franks are listed? _____
16. Where does Zac Frank live? _____
17. Who is listed fifth? _____
18. What is Barb Garb's phone number? _____
19. How many people live on street without numbers? _____
20. How many people are listed after Don Furkey? _____

Skimming and Scanning Activities

(con't 4c)

C. Skim the following paragraph to find the most important points. Write the point next to each number.

If we could return to Lake Tapps during the summer of 1992, we would see many things that were different. For example, we would see that a whole block of new house were put in. Of course there was the increase of people that the houses brought in. Think of the new 9 holes they had to put in to accommodate all the new golfers. We would also see many more wave runners and boats out on the lake. The communication among neighbors would increase as they talked about the new friends they made. The School district changed and built a new middle school to accommodate all the new students. There is the new roads that the city put in to help with all the traffic. Yes, things were a little different before the summer of 1992.

21. _____

22. _____

23. _____

24. _____

25. _____

Unit 4

Lesson 3: Note Taking

Student Objective: 1) To teach students different types of note taking techniques.
2) To help students find a technique that is right for their own personal style.
3) To inform students more about the Mnemonics techniques.
4) To provide students with note taking tips.

Procedure:

- 1) Discuss the importance of notes and when they are needed.
- 2) To practice the note card technique, do activity called "Putting it down on Cards" (see attached 4d).
- 3) Correct and discuss times to use note cards.
- 4) Pass out and do next activity called "It's on the Cards" (see attached 4e).
- 5) Correct and discuss results.
- 6) Pass out handouts 4f & 4g. Read and discuss the handouts.
- 7) Review the different techniques and the note taking tips.

Name _____

Date _____

Note taking is one of the most important parts or tools in the study skills of every student. The key lies in understanding the most important parts of a concept (the main idea), and minimizing it to as few words as possible while still understanding the meaning. One way of doing this is to take notes using note cards. In Mr. France's History class you have listened to a lecture on famous people. Below is a list of some of the names and inventions that he talked about. In the cards below, put the most important parts on each card. Remember to use as few words as possible, while still understanding the meaning.

- A) Thomas Edison was the scientist who invented the electric light bulb.
- B) Robert Fulton was the inventor of the first steamboat.
- C) George Washington was the United States first president.
- D) Orville and Wilbur Wright were the two men that invented and developed the airplane.
- E) Henry Ford was the inventor of the first Ford automobile.

It's on the Cards

(4e)

Name _____

Date _____

Taking notes is not only an important study skill, but will also help you organize, summarize, and write good outlines. When you are taking notes from something you are reading, one should look for the most important parts and then write them in their simplest form. You should try to keep it to a phrase or a single word.

You are going to be studying for Mr. Johnson's science test. Below is a paragraph from his lecture on some of the important weather instruments. To make it easier for you to study, Mr. Johnson wants you to select the most important parts of the paragraph and put them on the cards below.

For the past couple of days we have talked about weather, clouds, and the environment. Today, I want to talk about the people who study weather and the instruments they use. Meteorologists are the people who study weather. This Meteorologists use many instruments in studying weather. One of the instruments they use is called a thermometer. This instrument is used to measure the temperature in the air. Another type of instrument is used to measure air pressure, this is called a barometer. When we watch Harry Woopler on the news at night, he talks about wind speed. He uses an anemometer to measure this. They also use a wind vane to indicate the direction of the wind. Here at Lake Tapps, we get a lot of rain. The meteorologists use a rain gauge to measure rainfall. The last instrument I will tell you about is one that measures the amount of moisture in the air. This is known as humidity, and meteorologists use a hygrometer to measure this.

Meteorologists--study weather

Note Taking Ideas

(4f)

- 1) Listen attentively-- don't let your mind wander.
- 2) Ask questions when you don't understand something.
- 3) Make your handwriting readable.
- 4) Try to only write key words--not every word.
- 5) Organize and read over your notes at a later time.

How to Go About Taking Notes

- 1) Don't trust your memory, take notes
- 2) Before class, do assigned readings and go over previous day's notes prior to class.
- 3) Be organized. Keep a separate notebook section for class. You should always date your notes. Leave a blank space for the days you miss. You can get those notes from a friend. Finally, make sure you have all the necessary materials for class.
- 4) Discipline yourself to listen.
- 5) Leave a large margin or space on the left side of your paper. This gives you space to go back and add anything you missed or to add more elaborate examples.
- 6) Remember! Try not to write everything. Listen first, then phrases in your own words about the main ideas. If you use abbreviations, make sure you can read what you write.
- 7) Remember to record information and ideas, not just words and topics. If you use good examples that relate to you, you'll remember more for the test.
- 8) Question yourself constantly in order to maintain active listening.

- 9) A key to listening for important ideas is to: listen for statements that are repeated, listen for a change of pace, slowing down may indicate that the speaker is making an important point.
- 10) Try to grasp the main idea before writing anything down on paper.
- 11) Watch and listen for technical definitions, these must be written down word-for word.

Things You Should Do AS So As Possible After Class:

- 1) Rewrite your notes to clarify and expand on the information. By doing this, it will reinforce what you have learned, and help you understand facts and concepts that are unclear in your mind. Also with this, if you are still unclear, you may ask questions the next day.
- 2) Try to personalize your notes. Do this by putting them in your own words.

Samples of Mnemonic Aids

Great Lakes: H - Huron
O - Ontario
M - Michigan
E - Erie
S - Superior

Roman Numeral Equivalents 50 = Lambs
100 = Can
500 = Dance
1000 = Merrily

Unit 5

Lesson 2: Improving Your Memory

Student Objective: 1) Student will become familiar with different ways to remember.
2) Student will see why certain things are remembered more easily.

Procedure:

- 1) Write the words long term memory and short term memory on the board. Brainstorm with the students what the two mean and their application to study skills.
- 2) Pass out and do "France's Memory Game". (see attached 5a)
- 3) Discuss with class with group of letters was easier to remember and why.
- 4) Pass out and read "France's Tips for Remembering". (see attached 5b)
- 5) Write the words Acronyms and Acrostics on the board. Brainstorm with the students what the two words mean. Then write the two meanings on the board. Acronyms: Words made up from the first letters of the list of words to be remembered. Example: Five Great Lakes is HOMES - Huron, Ontario, Michigan, Erie, and Superior. Acrostics: A sentence in which the first letters of each word are the same as the first letters of the words you wish to remember. Example: A way for remembering the lines in music - E G B D F - Every Good Boy Deserves Fudge.
- 6) Have students work in cooperative learning groups to come up with a few of their own.
- 7) Play "France's Second Memory Game" (see attached 5c).
- 8) Introduce "Grouping" as a way to remember.
- 9) Pass out and read handout 5d. "Ways to Remember"
- 10) Review lesson and one way to help remember.

France's Memory Game

(5a)

Directions: Below you will find five different groups of letters. When the teacher says "go", you will have 39 seconds to look over group one. When the time is up, turn your paper over and write as many letters in order as you can. You will do the same for groups 2-5.

(1) D K L C R W J Z

(2) r l s b m p w o x t

(3) F G J K M N P Q S T

(4) W R T O P K H N V X P L Q

(5) A B C D L M N O V W X Y Z

Below write which groups were easier to remember and why?

France's Tips For Remembering

(5b)

- 1) The student should always plan to remember. You must have the right attitude. It all starts with that.
- 2) Find a pattern for organization. Place things in groups or categories. Try to make these groups small.
- 3) Before you can remember it, you must understand it. Remember key ideas and ask questions.
- 4) To help remember, talk about it to yourself or a friend. Recite it, write it, and discuss it. (RWD)
- 5) As in everything, review it. This helps keep it fresh in your mind. Also, don't just review once, but space out your reviews.
- 6) Another key in remembering is to make the information personal. Try to see how it relates to your life and needs. Use it or lose it!
- 7) After everything else, try to use memory formulas such as Acronyms and Acrostics.

France's Second Memory Game

(5c)

Direction: Below are two lists. Look at list A and read it over twice. Then, turn your paper over and write down as many words from list A as you can remember.

List A

golf course	heat
oak tree	donut
gas	fiction
school	novel
air	maple
pine	store
breakfast	theater

How many words did you remember? _____

Directions: Now look at list B. Read over it twice. Turn your paper over and write down as many words as you can remember.

List B

Fish	Places to eat	states
trout	McDonald's	Washington
perch	Burger King	Oregon
salmon	Dairy Queen	Montana
walleye	The Keg	New York
bass	Denney's	Idaho

How many words did you remember? _____

What list was easier to remember and why?

In this unit, you will learn four different ways to help you remember. They are: Grouping, visualizing, repeating, and Choosing to remember. Each of these methods will help you move information from your short term memory to your long term memory, thus assisting you in remembering.

As you probably discovered in France's Second Memory Game, The words in list two were the easiest to remember because they were grouped into three groups.

When information is grouped, it is easier to remember. Grouping means to organize information so that details are brought together under the main idea or category that connects them. For example, in "France's Second Memory Game", each list contained five words that are examples of the categories listed above in the heading.

Grouping information is one way of helping you remember and moving the information from you short term memory to your long term memory.

Whenever you want to remember ideas and information, try to organize them into groups or categories that make sense to you. For example, put details with the main idea they support. List examples with categories that they illustrate. When you group ideas and facts together, remembering one will help you remember the other.

Below is an example of grouping things needed for this class.

Group 1: Materials

Group 2: Rules

Details and Examples

Homework sheet

Be in your seats and ready by the tardy bell.

Pencil and Notebook

library book

Always raise your hand and wait to be called on.

Homework to work on

While the teacher is talking, always listen and never leave your seat.

Unit 5

Lesson 5: Guide words and Dictionary Parts

Student Objective: 1) Student will learn what guide words are and how to use them.

2) Student will know the 10 parts of a word entry in a dictionary.

Procedure:

- 1) Write the words "guide words" on the board. Discuss what these words are and where one might find them.
- 2) Pass out and do "Practice Using Guide Words" and "Is it on the page" (see attached 5e & 5f).
- 3) Correct and discuss.
- 4) Pass out hand out "10 parts of a word entry" (see attached 5g). Read and discuss the 10 parts.
- 5) Pass out dictionaries and have students locate the 10 parts in an entry.
- 6) Have students get in groups and find 10 words that have all 10 parts in their entry.
- 7) Review what guide words are and their purpose. Review the 10 parts of an entry in a dictionary.

Name _____
Date _____

Guide words are the large boldface words found at the top of each page in a dictionary. Both guide words can be found on that page. The word on the left is the first word found, and the guide word on the right will be the last word found on that page. The other words are words that come in between these two. Look at the guide words below. Then put a check next to the word that will be found on that page between the guide words listed.

screwball/scrum

- screwdriver
- scramble
- scrub
- scrooge
- ski
- screen
- scratch
- scrapbook

accidental/accounting

- acclaim
- acid rain
- adding
- account
- ace
- accidental
- accomplish
- accuse

flexagon/flirtation

- flexible
- flounder
- fling
- flip
- fleet
- flight
- flesh
- float

understood/uneasy

- undress
- undue
- underwear
- underline
- undertaker
- undershoot
- underwater
- uneven

Name _____
Date _____

Take a good look at the guide words below which are numbered. Then check the words below and match the correct number of a pair of guide words to the word. Be very careful, some words don't have any.

- | | |
|---------------------------|---------------------------|
| 1) double play/dovetail | 11) blooming/bluebell |
| 2) chap/charge | 12) date/day-to-day |
| 3) hardback/hard-wired | 13) hogfish/hole |
| 4) idiot box/iguana | 14) kidney stone/kindling |
| 5) milkman/millrace | 15) one-track/ooze |
| 6) plucky/plunk | 16) realization/rebellion |
| 7) rollaway/Roman holiday | 17) slow burn/sly |
| 8) Texas Ranger/that | 18) under/underhanded |
| 9) valor/vane | 19) ward/warning |
| 10) woozy/workfare | 20) yellow pages/yock |

- | | |
|-----------------|---------------|
| ___ yellow pine | ___ wander |
| ___ underarm | ___ than |
| ___ slump | ___ Roman |
| ___ rear | ___ plump |
| ___ only | ___ kind |
| ___ igloo | ___ vapor |
| ___ hard core | ___ dough |
| ___ dawn | ___ character |
| ___ blowout | ___ doubt |
| ___ millionaire | ___ misbehave |
| ___ plug | ___ Pluto |
| ___ warlord | ___ yes |
| ___ field | ___ doughnut |
| ___ decrease | ___ Bulldog |

trace(1) / tras / n. 1. a sign, such as a mark, footprint, track, etc., showing something has passed by or happened: We found traces of the migrating herds. The outlaws left traces of their overnight camp. 2. hint or slight evidence: a trace of sorrow. 3. small amount: there was a trace of snow on the ground. 4. in psychology, the changing of brain cells set up by repeated events considered to be the physiology foundation of memory. 5. a mark or some such sign made by an instrument which records: The polygraph trace is designed to show the intensity of the subject's response.

trace(2) / tras / vb. 1. to sketch over, drawing by placing a transparent piece of paper over a map, drawing or photo. 2. to draw with care, i.e., figures or lines. 3. to review in outline form: We traced the development of the Incas. 4. to be guided by marks or signs: The hunters traced the wounded deer by following her blood stains. 5. to show a record of: The polygraph traced the subject's responses. traced. tracing. (from Old French *tracier*, from Latin, from *trahere*, "to draw")

trace(3) / tras / n. 1. either of two straps attached to the animal and a vehicle which is drawn by the animal 2. LEADER 3. one or more vascular bundles supplying a leaf or twig. 4. connecting bar or rod pivoted at each end to another piece to transmit motion from (Old French meaning "traces" from Latin *tractus*, "a dragging") kick over the traces Informal showing independence or insubordination

Unit 6

Lesson 1: Following Directions and Using Context Clues

Student Objective: 1) Student will learn the importance of listening and following directions.

2) Student will learn to listen for key words or points when listening to directions.

3) Student will learn the three different kinds of listening.

Procedure:

- 1) Discuss goals and objectives.
- 2) Have students play "Joe's Listening Game". (see attached 6a).
- 3) Correct and discuss results and key words in sentences.
- 4) Pass out handout "Effective Listening" and "Other Tips on Learning to listen (see attached 6b and 6c).
- 5) Do listening Game "You're the Witness" (see attached 6d and 6e).
- 6) Review lesson.

Directions

There are 14 questions. Emphasis should be placed upon accurate listening and accurate response. I will read through the questions one at a time, slowly, but only once. Make your answers clear and brief. You will have 20 seconds to decide upon your answer. Are there any questions?

- 1) How many birthdays does the average man have?
- 2) Why can't a man living in Lake Tapps, Washington, be buried east of the Columbia River?
- 3) If you had only one match and entered a room in which was a kerosene lamp, an oil heater, and a wood-burning stove, which would you light first?
- 4) Some months have 30 days, some have 31. How many have 28?
- 5) A man builds a house with four sides to it and it is square in shape. Each side has a southern exposure. A bear walks by. What color is the bear?
- 6) How many outs in a baseball inning?
- 7) I have in my hand two coins which total 55 cents. One of them is not a nickel. What coins do I have?
- 8) A farmer had 17 sheep. All but 9 died. How many sheep did he have left?
- 9) Divide 30 by $\frac{1}{2}$ and add 10. What do you get?
- 10) Take two apples from three and how many do you have?
- 11) How many animals of each species did Moses take on the ark?
- 12) What weighs more, a ton of feathers or a ton of bricks?
- 13) If one field has 2 haystacks and another field has $1\frac{1}{2}$ haystacks and you combined them, how many haystacks do you have?
- 14) What is Smokey the Bear's middle name?

There are Three kinds of listening:

1. Appreciative - music
2. Critical - used to obtain information
3. Discriminative - used to make a decision (commercials, elections, etc.)

Ways to look like an effective listener:

1. Sit upright.
2. Both feet on the floor.
3. Eyes on the speaker.
4. Lean slightly forward for back comfort.

Ways to Listen:

1. When you're listening, try to make sense of what the speaker is saying. Ask yourself question; then try to answer your questions.
2. Try to connect what your listening to with what you already know.
3. Try to "picture" in your mind what is being said.
4. Listen for the main ideas. Relate the information to your areas of interest.
5. Listen for words that tell you about the order in which events occur. Anticipate where the speaker is headed.
6. Regularly summarize what the speaker has already said. Remember that you think 10 times faster than the average person can speak.
7. Keep an open mind. Listen to what the speaker has to say first; then decide what you think or feel about it.
8. Listen carefully when someone is giving you direction. Don't try to guess what they are. Listen to all directions.
9. Practice your listening skills every day.

Listening is a skill. It takes effort and practice to learn how to be a good listener. The key to being a good listener is being an Active listener.

10 Ways you become an active listener:

1. Give the speaker your full attention.
2. Try to resist distractions.
3. Even if you don't agree with the speaker, keep an open mind.
4. Make the subject interesting by relating it to something you already know.
5. Listen to the content, not the way it is delivered.
6. Be flexible when listening.
7. Listen for ideas not just facts.
8. Challenge/or exercise your mind.
9. Capitalize on "thought speed".
10. Always tune into directions.

Directions:

I will read you three situations. One at a time. At the end of each situation, I will ask you to work in groups and write down as many things as you can remember from that situation. You will do this for all three situations.

Situation 1

We are all witnesses to an automobile accident. Listen carefully as I read to you what we have all "seen".

We were all standing at the intersection of South Street and West Avenue in Lake Tapps, Washington. It was late in the morning. A black F-250 Ford truck, carrying only a driver, stopped, signalled and make a left turn from South Street onto West Avenue. A Dodge Stealth raced into the intersection on West Avenue without bothering to obey the stop sign.

The Stealth caught the side of the truck's front bumper. The truck spun into a fire hydrant, breaking the hydrant in two. A flow of water came rushing out from the hydrant stump, and the Tapp's Island children were soon splashing in the water on this hot August day.

Situation 2

We were all witnesses to a rescue on a beach. Listen carefully as I read to you what we have all "seen".

We were all standing on the edge of the beach on Duck Lake which is located just outside of Mallard Springs, Florida. It was just after noon because we had heard the noon bell ring from the city hall just minutes before.

A boy of about 12 years was fishing from a rowboat. His line jerked fiercely, and he stood up to reel in what might be a big catch. As he started to pull it in, a motorboat towing a water skier roared by. The skier's wake rolled up against the rowboat and knocked the boy into the water.

A big Yellow Labrador Retriever named Milo swam out into the lake and grabbed the boy by the collar of his shirt. Both the boy and the dog made it safely back to shore, and the motorboat vanished around the bend in the lake.

Situation 3

We are all witnesses to a poodle kidnapping. Listen carefully as I read to you what we have all "seen".

April 11th. It was a warm day in Seattle. We were all waiting in the United boarding lounge at Seatac Airport. Our plane was scheduled to leave for Cancun, Mexico in fifteen minutes.

A pink miniature poodle with blue bows tied on its head was sitting on the lap of a well-dressed woman. Many people had stopped by to pat the poodle on the head and ask the woman how it was going to travel on the airplane. She was explaining the airline rules and the dog's green carrying case to a little boy when a firecracker exploded about three feet away. The dog bolted into the crowd.

We saw a man in a yellow raincoat pick up the dog and run through the crowd into a room marked "Employees only". We watched until we had to board the plane. Nobody entered or left that room.

Unit 6
Lesson 2: Following Directions

Student Objective: 1) Student will continue to practice being an active listener.

Procedure:

- 1) Play "Listen and Find Out" game. (see attached 6h)
- 2) Read directions to game. (see attached 6f and 6g)
- 3) Correct and discuss answers.
- 4) Discuss how tuning into directions help them get around in life. (examples: getting places, putting things together, etc.)
- 5) Do exercise "Giving Directions"
(see attached 6h)
- 6) Discuss results and problems students ran across.
- 7) Discuss clarity of directions and being an active listener.
- 8) Review lesson

You will find out that listening and following directions is a very important skill. This is true not only in your school life but also in your daily life. I'm sure each one of you has a story about someone you know who had something happen to them because they only heard part or half of the directions given.

I'm sure you have heard this saying.

He thought they said "trains" when they passed out brains, so he ran to catch one. Never got himself a brain!

You must always listen to all the directions first. You should never guess about directions and expect to be right. You need to listen carefully and ask questions if you don't understand what you have heard.

You are already showing that you are a good listener because you are listening to me read this page as you were instructed. Now here's an important clue for the game you will play. You must listen to and follow only directions 3,7,and 9 the second time your teacher reads you directions to the game.

I'm going to read you a set of directions to you. Don't do anything until I have finished reading the whole set of directions. I will then read each one again. After each direction, use a pen and a pencil to carry out the direction. Do you remember the clue given earlier?

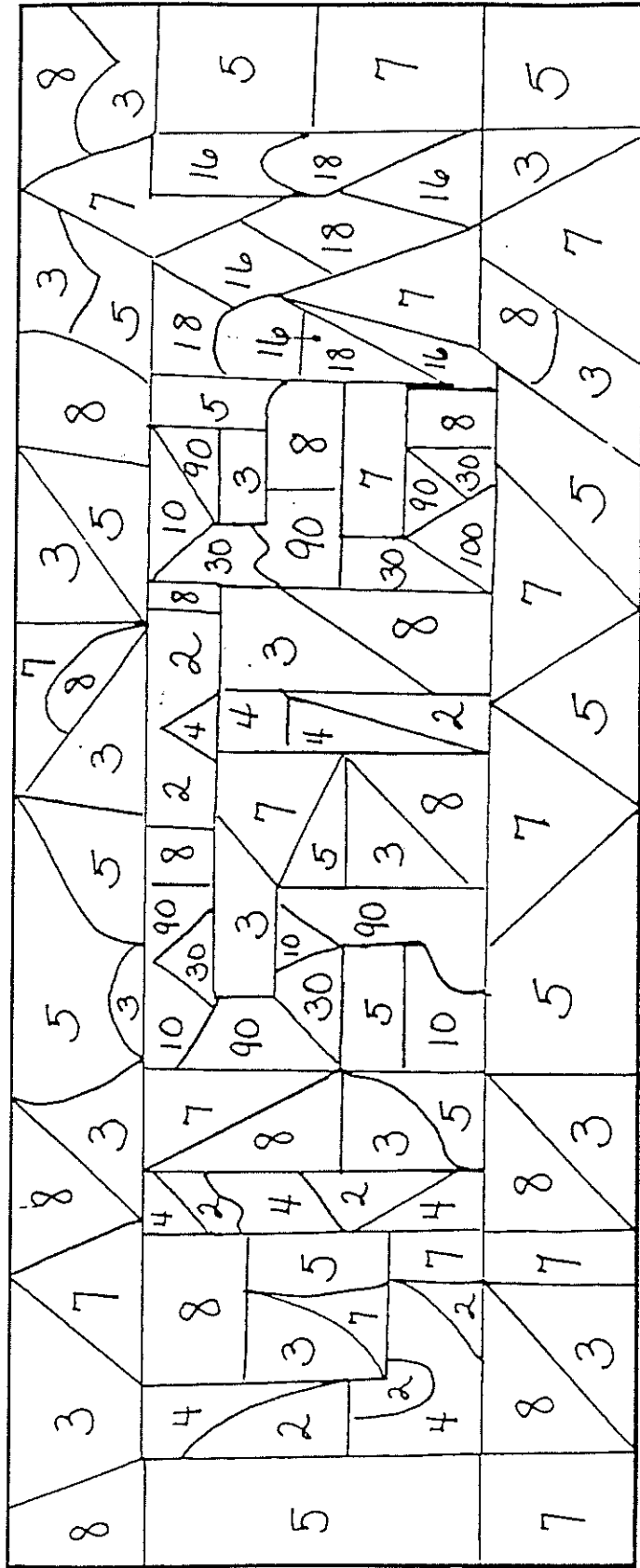
1. One clue is that you will end up with a word spelled out in pen when you are done with this game. Another clue is that there is a trick.
2. Color in pencil all spaces containing the number seven.
3. Color in pen all spaces containing the number two.
4. Color in pen all spaces containing multiples of ten. (if students are not familiar with this term, say "all numbers ending in zero")
5. Color in pencil all spaces containing the number one.
6. Color in pen all spaces containing even numbers between eleven and nineteen.
7. Color in pen all spaces containing the number four.
8. Color in pencil all spaces containing the number five and three.
9. Write the word that you have spelled out on the line below the diagram. If you have the correct word, you have won the game.

Giving Directions:

Have each student write a set of directions that can be followed in the class room.

Have each student in the class take turns at giving their directions and following another students directions.

Discuss what made it easy or hard to follow the directions.



Unit 7
Lesson 1: Test Awareness and Test Taking

Student Objective: 1) To increase student awareness about the reasons for tests.
2) To increase the student awareness about the different kinds of tests.
3) To provide the student practice in taking True and False tests.
4) To provide the student with hints and key words to look for when taking True and False tests.

Procedure:

- 1) Discuss with the students different reasons for taking tests.
- 2) Discuss with the students feelings they get when taking a test and reasons for these feelings.
- 3) Tell students in this unit you will provide them with hints and tips on how to take different kinds of tests.
- 4) Tell students today you are going to help them in taking True and False tests.
- 5) Pass out Part 1, lessons 1A, 1B, & 1C (see attached 7a-7f)
- 6) Read and discuss Lesson 1A "Introduction". (7a)
- 7) Students do Quiz 1. (7a)
- 8) Correct and discuss results.
- 9) Read and discuss Lesson 1B "Guessing" (7b)
- 10) Students do Quiz 2. (7b)
- 11) Pass out and discuss handout "What to do while taking the test." (7c and 7d)
- 12) Read and discuss Lesson 1C "True and False Questions" (7e)
- 13) Students do Quiz 3 and 4. Correct and discuss. (7e and 7f)
- 14) Review lesson. "Hints and Tips for taking True and False tests".

Part 1
Taking Tests: Lesson 1A

Introduction (7a)

While there is no substitute for having studied for a test, there are some points about test taking that everyone should know. I will cover these points in this unit.

Before we begin, there are certain terms you need to know. These terms relate to the type of test you will take. Subjective Tests - A essay is a subjective test. Almost all other tests are called Objective tests. That is, you usually have a choice of answers, but there is only one answer the teacher considers correct. True/False, Multiple Choice, Analogy, and Matching tests are the most common forms of objective tests.

Since most tests are objective, remembering these tips should help improve your score.

Taking and Objective Test:

When taking an objective test, follow these basic steps:

- 1) Read and answer all the easy questions first.
- 2) Skip the difficult questions.
- 3) Don't spend more than one minute on any one question.
- 4) If you finish early, go back and work on the ones you skipped.

In the following quiz below, you will get an opportunity to use the four tips above. I will give you 2 minutes to reread the hints. Please try to use them.

Quiz 1 Time 5 minutes

- T F 1. You may spend up to 10 minutes on each question.
T F 2. Read and answer all questions that are easy first.
T F 3. Never skip a question and come back to it later.
T F 4. If you took a test with 234 questions, each one would be worth .234 points.
T F 5. If you finish early, go back and reread the questions you skipped.
T F 6. The faster you take a test, the better the grade.
T F 7. If the test had 40 questions, each question would be worth 2.5 points.

Did you finish in time? Were there any question you skipped?

Did you follow the hints stated above?

Students often ask me if they should guess when they are not sure what the correct answer is. Most often, my answer is yes, but an educated guess. The reason for this, is because sometimes we know answers even though we don't think we do.

When taking a test, one should follow these steps:

- 1) Find out what time the test period ends.
- 2) Set yourself a personal deadline before the end of the test period. (7 minutes major test, 3 minutes quiz)
- 3) When it is your personal deadline time, go back and fill in the all the answers to those questions you left blank. This is the time for you to guess. A guess is better than no answer at all.

When a person guess, there are certain odds of getting a question right or wrong. To help you see your odds, I have written a few out for you.

If you guess some answers on a Multiple Choice test, and there are four choices, you have a 1 out of 4 chance of guessing the correct answer. If you can eliminate one choice as obviously wrong, your chances become 1 out of 3. If you can eliminate two obviously wrong answers, your chances become 1 out of 2 or 50%. The point is not so much to find the right answer as it is to eliminate the obviously wrong answers to increase your odds in guessing.

Because blank answers are always wrong, you generally have little to lose by guessing.

Quiz 2 Time 5 minutes

Directions: Circle T if the statement is true; circle F if the statement is false.

- T F 1) A blank answer is always wrong.
- T F 2) You should set your personal deadline at 15 minutes before the end of a test.
- T F 3) If you took a test with 75 questions, each question would be worth 1.5 points.
- T F 4) In most instances a guess is better than no answer.
- T F 5) You should give yourself a personal deadline of 7 minutes for a major test.
- T F 6) Generally, you have nothing to lose by guessing.
- T F 7) If a Multiple Choice test has 4 questions, you have a 1 out of 4 chance of guessing the correct answer at the start.
- T F 8) You have a 1 out of 4 chance of guessing the answer on a True-False test.

While You Take The Test:

Do what you know first. If you cannot think of an answer, go on to the next question; come back to difficult questions later. You might make a little mark next to that question to remind you later.

Answer just the questions, don't read things into it.

Give your full attention to each question as you try to answer it. Don't worry about another question while to try to answer one.

If you don't know the answer to one question, you may find hints or the actual answer elsewhere on the test. Looking over the test is especially helpful for finding the correct spelling of words you have to use in completion, identification, short answer, and essay questions.

If you don't know the answer to one question and you don't find hints or information elsewhere on the test, guess.

Change your original answer only if you have a strong hunch that it is wrong. First guess are usually correct.

Matching/Multiple Choice. Try to supply your own answer before reading the choices that are provided. Use a process of elimination to help find the right answer.

Multiple Choice. There is sometimes a tendency for test writers to express the correct response in more detail. This means that the correct answer is often - but not always the longer one.

True/False. Certain kinds of words called "absolute words" are usually found in incorrect statements. Some of these absolute words are listed below:

all	must
alone	never
always	no
absolutely	none
completely	only
entirely	totally

Feel free to list any other words you know.

Student handout "What to do while taking a test (con't) (7d)

True/False. Other words often known as qualifiers tend to be found in true or correct statements. Some qualifiers are listed below:

generally	should
may	tend(s) to
most	usually
often	frequently

Short answer/essay questions. Make sure you have read all short answer or essay questions before starting to write.

Sometimes you will be given choices; if so, be careful to select the questions you can answer most completely and correctly.

Make sure you understand what you have been asked to do. (i.e. explain, define, compare and contrast, justify) Ask questions if you don't understand.

Think before writing. Make notes on scratch paper listing major ideas and details.

Be sure your essay has an introduction and a conclusion.

Provide specific information and use the special vocabulary of the course.

Always write something. Leaving space at the end of an answer so that you can add information before turning in the test.

Proofread. Pretend you are reading your essay aloud. Even a few minutes spent correcting grammar, spelling, and punctuation may improve your grade.

When the test is over

Hurray!!! You're not finished yet. You may have gone through the test once, but now it's time to go back over the test to check your answers, to try to answer any questions you skipped, and to make any changes.

Turn in your test only when you have checked and re-checked it.

*** Handout was developed by the NTMS staff. Thanks!***

Lesson 1C
More Practice At True and False Tests

(7e)

When answering true-false questions, you have a 1 out of 2 chance of guessing the correct answer.

Strategy:

1. A statement must be completely true for the answer to be true.
2. If a statement is part true and part false, the answer is false.

Quiz 3 (Based on a test of the presidents)

Directions: Write T if the answer is true, and write F if the answer is false.

1. ___ Abraham Lincoln was the president during the Civil War and during World War I.
2. ___ Gerald Ford and Harry Truman were presidents during the 1970's.
3. ___ Ronald Reagan was the first actor to become president and he was first elected in 1962.
4. ___ Thomas Jefferson, Richard Nixon, and Lyndon Johnson were presidents during the Vietnam War.
5. ___ George Washington's picture is on the front of a one dollar bill.
6. ___ George Bush was our last president and he became president after John F. Kennedy.
7. ___ Bill Clinton is our new president and Dan Quale is his vice president.
8. ___ Abraham Lincoln and John F. Kennedy were both assassinated while they were presidents in the 1960's.
9. ___ Ronald Reagan and Jimmy Carter were both Democrats.
10. ___ George Washington was our 1st president and Abraham Lincoln was our 15th president.

Did you answer all the questions? yes no

Did you carefully read both parts of the question? yes no

Did you get most of the answers right? yes no

More Practice With True/False Tests (7f)
Looking for the key words in a True/ False Test

Strategy:

Statements that include words always, every, all, never, or none are usually false, but not every time.

Quiz 4 Time 5 minutes (More on presidents)

1. ___ Every president has been to Russia.
2. ___ There has never been a vice-president who has later been elected president.
3. ___ Every president has been reelected to office a second term.
4. ___ No president has died while in office.
5. ___ All the presidents have made speeches on television and radio.
6. ___ There has never been a woman president.
7. ___ All presidents in the United States have been over 35 years of age.
8. ___ All presidents have been married.

Final Check Up

- A. Did you set a personal time deadline one minute before the test ended? yes no
- B. Did you skip the difficult questions? yes no
- C. Did you then go back to the difficult questions? yes no
- D. Did you look for clue words such as: always, never, all, none, or every? yes no
- E. Did you answer every question? yes no.

Knowing these clues and having the practice does not mean you don't have to study, and does not mean you will always receive high grades. However, it will help ease the tension during a test and will help you do better. Remember, there is no substitute for the real thing. That is, STUDY!!!

Unit 7
Lesson 1D: Multiple Choice Tests

Student Objective: 1) To provide the student with practice in taking Multiple Choice Tests.

2) Student will learn 3 strategies in taking a Multiple Choice test.

3) To provide the student with practice in taking Fill in the Blank tests or Short answer tests.

4) Student will learn 8 strategies in taking Fill in the Blank tests or Short answer tests.

Procedure:

- 1) Review yesterday's lesson.
- 2) Discuss what a Multiple Choice test is.
- 3) Pass out and read lesson 1D(see attached 7g)
- 4) Students take Quiz 5. Correct and discuss results.
(see attached 7g and 7h)
- 5) Students take Quiz 6. Correct and discuss results.
(see attached 7h and 7i)
- 6) Pass out and read lesson 1E.(Fill in the Blank)
(see attached 7j)
- 7) Students take Quiz 7. Correct and discuss results.
(see attached 7j and 7k)
- 8) Review strategies for taking Multiple Choice and Fill in the Blank tests.

Part 1 (con't)
Taking Tests: Lesson 1D Multiple Choice Questions

In the lesson yesterday you learned a little about odds, or chances of getting a question right when you guess. On a True/False tests, you learned that your odds were 1 out of 2 in getting the answer right. We also talked about your odds on a Multiple Choice test.

When answering a multiple choice question, you have 1 out of 4 chances of choosing the correct answer. As discussed yesterday, you can improve these odds if you first eliminate the obviously wrong answers. Below is a list of strategies to follow when answering multiple choice questions.

- 1) Read the question and try to come up with your own answer.
- 2) Read the question again and all the answers.
- 3) Eliminate all the obviously wrong answers.
- 4) Make your choice from the answers that are left.

*** Remember, when guessing, it's not so much the right answer your looking for first, as much as the wrong answer.

Below you will get a chance to practice your strategies. Read them one more time to yourself.

Quiz 5. States

Directions: Choose the best answer to the question. Write the letter of your choice on the line.

___ 1. Which of the following states is located on the West Coast?

- | | |
|-----------------|-----------|
| A. North Dakota | C. Mexico |
| B. California | D. Maine |

___ 2. Which of the following states has warm weather all year?

- | | |
|-----------|-------------|
| A. Alaska | C. Colorado |
| B. France | D. Hawaii |

Quiz 6 Time 5 minutes (Test on strategies already taught)

Directions: Read the paragraph below, and then answer the questions. Choose the best answer. Then write the letter of your choice on the line.

Joe is taking a major test. There are 50 questions. 25 are True/False and 25 are Multiple Choice. The teacher tells the students to begin working on their tests at 10:00. The test period ends at 10:45.

- ___ 1. How much time does Joe have to work on the test?
- A. 20 minutes C. 45 minutes
B. 9 minutes D. none of the above
- ___ 2. If Joe sets a personal deadline time, what time should he stop working in order to go back and answer the questions he skipped?
- A. 10:05 C. 10:40
B. 10:30 D. 10:15
- ___ 3. What is Joe's chance of guessing the correct answer on the True/False questions?
- A. 1 out of 3 C. 1 out of 4
B. 1 out of 2 D. none of the above
- ___ 4. If Joe guesses on 8 of the True/ False question, how many will he likely get correct?
- A. 4 C. 8
B. 2 D. 1
- ___ 5. What is Joe's chances of guessing the correct answers on the Multiple Choice questions?
- A. 1 out of 2 C. 1 out of 3
B. 1 out of 4 D. none of the above
- ___ 6. If Joe guesses the answers on 4 multiple choice question, how many will he likely get correct?
- A. 0 C. 3
B. 1 D. 2

Part 1 (con't)
Lesson 1E: Fill in the Blanks

(7j)

Another type of test you might be familiar with is the Fill in the Blank or Short answer tests. When taking a Fill-in-the-Blank test, you must try to recall the answer. Sometimes you may find clues to the answers in the information given in the question. Below you will find some strategies that may be helpful when taking a Fill-in-the-Blank test.

- 1) Read the statement carefully.
- 2) Look for clues to the answer.
- 3) Say the statement to yourself.
- 4) Try thinking of several possible answers.
- 5) Say the statement with the possible answers.
- 6) Choose the answer that sounds the best and write it down.
- 7) If you can't think of an answer, skip it and go on to the next one.
- 8) When finished, go back to the ones you did not answer. Try steps 1-4 again. If you still cannot answer the question, make a good guess. Fill in every answer.

Now you will be given a chance to use those strategies.

Quiz 7 Time 5 minutes (Brand Names)

Directions: Fill in the blank with the best word.

1. Crest is the most popular _____ in the United States.
2. Del got a Timex _____ for his birthday.
3. Sue washed her _____ in Tide.
4. Ivory _____ is used to wash your face.
5. McDonalds has sold billions of _____.
6. Nita bought a pair of _____ at Nordstrom's.
7. The farmer parked his John Deere _____ in the barn.
8. The movie star drove a Rolls Royce _____.
9. Bill Cosby like Jell-O _____.

Chapter 5

Conclusions and Recommendations

After spending many hours on this project I sat back and looked at all the things I have done. In this review, I have seen many things that I would do again, and a few things that I might do differently. I have also been able to teach this program twice this year, and in doing this, I have seen things that have worked well and things that didn't work so well. In this chapter, I intend to share some of the ideas I would do again, and some of the ideas I would do differently. I will also try to share some ideas that the students thought were worthwhile. In the conclusion of this chapter, I will give a brief paragraph of my recommendations for this program, and study skills in general.

To start, I will talk about things or ideas I would do again. First, I would definitely teach Study Skills everyday. I feel that it is a skill that all students should know and use every day. I also feel this way because there are so many different skills that students need it would be impossible to teach all of them if you only did it once or twice a week. Since my program is only 45 school days long, I feel that the skills I have chosen are the best for my students' needs. They were also the skills most authors of journal articles supported as being important. I believe

that all the skills taught can be put to use now so students can see the benefits. Another thing I would do again is get the support and ideas from the other staff members and administration. This really helped me out in determining what should be my priorities in skills to be taught. They can give you ideas from what they see and experience everyday. With this, the other staff members know what you are trying to teach and can help support these skills when those students are in their classes, as well as emphasize these skills when they themselves are teaching. One thing that also worked well was showing the students the areas in which some skills worked better than others. This allows student to organize the skills and helps them see when and where the skills will help them. The last thing I would do again is to read the literature on this subject. Even though I may not necessarily use an authors' skills, it gives me the knowledge of what is out there and is working. After reading the literature, you as an educator can decide what skills best fit the needs of your students. After teaching this class twice, I was pleased to find that as far as the skills that were taught, I would not change a thing. The skills have really helped the students out.

Again, after teaching this project twice, not only did I find things I'd do again, but I found things I would change. One thing I would try to change is the length of the class. Instead of teaching it for 45 days, I would try to make it a year-long class. The reason I would try to do this

is because of the amount of skills out there to be taught and the proficiency of which they should be learned. I sometimes felt rushed to finish one skill so that I would have time to teach another. With this in mind, I might change the amount of material to be covered in each unit. Maybe I will go back over each unit and cut back some of the activities. This is a maybe because I want the students to learn the skill and be able to use it. Another thing that might be good is to not have it a separate class. Maybe we should make the skills part of our regular class, such as integrating them into the areas in which they can help the students the most. An example might be making SQ4R part of our reading class. From the literature I have read, this was brought up once or twice. However, this is a district decision and is not something I alone can change, but I can push for it and show the benefits from it. With this in mind, I would not switch any skill being taught for another, but I would add skills to be taught. This, however, can only be done with an increase in the class length.

After each quarter, or when the exploratory class is over, I have had the students fill out a course survey asking for their input to make the class better. Some of the questions asked what they learned, what they remember most, and what was their favorite part of the class. The answers varied with each student, but the most common answers were they liked the SQ4R unit, the Test Taking unit, the Skimming and Scanning unit, and the Note Taking unit. I am please to

say that even though those were their favorites, no one unit was not like by one or more students. The students in general felt they learned a lot about themselves and their study skills. They also felt that the skills taught were worthwhile. The students felt they were supported and were giving the chance to use each skill taught. I was very pleased with the surveys. I must add that the students were not to put their names on the surveys so they could feel free to write their true feelings.

To mention all the things I've learned would be redundant from what I have written above. However I will try to add a few more ideas. I have learned what types of skills and work it takes to have a successful study skills program. Study skills does not end once a student walks out the door. It must be reinforced inside and outside of school, and in all areas of life. I have also learned that even though many of our students earn good grades, many of them do not have extremely good study habit. I have learned to help show students that even though you are a good student, we all can improve in one area or another. Through this program, I have really seen the need for study skills in the 6th grade and in other grade levels. Finally, I have learned that a successful study skills class needs the support and help from the staff and administrators.

To summarize this program, I would say it is an excellent program. I would definitely like to see it extended to a full year. This would give me a chance to

teach the students more skills that would help them succeed and feel good about the education they receive. I feel study skills is the key to a successful experience in school and in life. I feel our students are lacking the appropriate skills and feel it is our job to provide them these skills. We can't go on assuming that kids are born with these skills, because they aren't.

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