

*School*  
**COMMUNITY  
NETWORK**

**Just Connect<sup>®</sup>**



# EDUCATION

Working Together for  
Student Success



# School Community Network

## Core Beliefs

A school community rests upon mutual respect, strong relationships, shared responsibility, and focused attention to students' learning. Its core beliefs are that:

- all parents have dreams for their children and want the best for them.
- all teachers are inspired by professional standards and personal conviction to see that their students succeed.
- student success is bolstered when parents, teachers, and other members of the school community work in unison in their behalf.
- school leaders are the prime movers in establishing and nurturing the processes and practices necessary in intentionally strengthening the school community.

## Outcome Goals for a School Community

1. Reading & Literacy. Every student, and students of all ages, will learn to read well, read often, enjoy reading, and achieve literacy through a focused alliance of family support and powerful classroom instruction.
2. Self-Directed Learning. Every student will become a self-directed learner through teaching that incorporates study skills and learning strategies, homework practices that build effective study habits, and school and family guidance that encourages self-directed learning.
3. Respect & Responsibility. Every student will develop a sense of responsibility and respect for self and others that fosters social and emotional well-being through consistent direction and support from the family and the school.
4. Community. The school will function as a community of its members – students, their families, teachers, administrators, school staff, and volunteers.

## Further Resources Available

<http://www.schoolcommunitynetwork.org/> - School Community Network website

<http://www.schoolcommunitynetwork.org/resources/> - Parent and School Resources, including Parent-Child Activities in English and Spanish, searchable databases, and more

<http://www.indistar.org/action/Community.html> - Indicators in Action - School Community Course, 5 professional development modules with video clips of effective practices in action (Courses on Instruction and Leadership are also available)

<http://www.centeril.org/personalcompetencies/> - Personal Competencies - Supporting the teacher's ability to influence a student's learning and personal competencies (cognitive, metacognitive, motivational, and social/emotional) by virtue of their personal knowledge of and interaction with the student and the student's family.

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## Working Together for Student Success

### 2-Hour Workshop for Parents and Teachers

With parents and teachers blended as participants, this workshop serves to strengthen the working relationship between parents and teachers to build student achievement. *Working Together for Student Success* focuses on the learning process, the development of study habits and learning skills, and how the roles of parents and teachers relate to the process. Workshop activities demonstrate and reinforce these concepts.

Please note that “parent” as used throughout this manual includes any family member or guardian acting in the parental role for a student.

See the School Community Network’s Solid Foundation® Resource Manual on the website for all materials, including Power Points and a Spanish version of the Participant Materials.

### Workshop Objectives

1. Review the research on factors that affect student learning.
2. Review the research on the “curriculum of the home.”
3. Introduce the learning cycle and the roles of parents, teachers, and students in the learning cycle.

### Materials Needed for the Workshop

#### Presentation Materials

- Power Point
- Markers
- Easel and chart paper
- Tape
- Index cards (2 for each participant)
- A blank sheet of paper and pencil for half the participants.
- A copy of the diagram in Activity 1 for half the participants.

#### Participant Materials

- WTSS Participant Materials (Copy for each participant)

NOTE: Hand out Participant Materials AFTER the Factors that Affect Student Learning topic on the agenda

- Name tags
- Sign-in Sheet
- Evaluation form for each participant
- Pens/pencils



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*Working Together for Student Success*

**Workshop Agenda**

**A. Sign-In**

**B. Welcome & Introductions**

**C. Warm-Up**

**D. Workshop Objectives**

**E. Factors That Affect Student Learning**

**F. The Curriculum of the Home**

**BREAK**

**G. The Learning Cycle**

**H. Revisit the Workshop Objectives**

**I. Wrap-Up and Evaluations**



## Working Together for Student Success Workshop Sign-in Sheet

Date: \_\_\_\_\_ School: \_\_\_\_\_

Name	Position or Parent/Family Member

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**Participant Evaluation**  
***Working Together for Student Success Workshop***

Date: \_\_\_\_\_ School: \_\_\_\_\_

I am a \_\_\_ Parent/Family Member \_\_\_ Teacher \_\_\_ Other role: \_\_\_\_\_

A. Please circle a number to rate each feature of the workshop:

	Poor	Fair	Good	Excellent
■ Friendliness of the presenter(s)	1	2	3	4
■ Knowledge of the presenters(s)	1	2	3	4
■ Clarity of the presentation	1	2	3	4
■ Organization of the workshop	1	2	3	4
■ Usefulness of the materials	1	2	3	4
■ Content, what you learned	1	2	3	4

B. What did you find most helpful about the workshop?

C. What suggestions would you recommend to improve the workshop?

*Thank you for participating in the workshop and completing the evaluation!*



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## Presenter's Guide

### A. Sign-In

- ◆ Be sure all the participants sign-in so you have a record of who attended.

### B. Welcome and Introductions (5 minutes)

- ◆ The principal may welcome the participants and introduce the presenter. The principal (or the presenter) may also introduce the topic by saying: "In a nutshell, this workshop will review the research on the factors that affect learning in school and the 'curriculum of the home' and will introduce a learning cycle with roles for students, parents, and teachers."

### C. Warm-Up Activity (5 minutes)

- ◆ The presenter will plan a warm-up activity that takes about 5 minutes.

### D. Workshop Objectives (1 minute)

1. Review the research on factors that affect student learning.
2. Review the research on the "curriculum of the home."
3. Introduce the learning cycle and the roles of parents, teachers, and students in the learning cycle.

### E. Factors That Affect Student Learning (20 minutes)

- ◆ Working Toward Learning Standards. Ask how we know what students are supposed to learn in school and when they should learn it. Bring the responses to a discussion of learning standards. Ask a teacher to explain how he/she uses learning standards.
- ◆ Show slide of example of a state goal, learning standard, and benchmark.
- ◆ Show slide of "Whose Child is This?" poem and read the poem.
- ◆ Break into groups of 3 or 4 with mix of parents and teachers in each group. Give each group 3 index cards.
- ◆ Ask each group to discuss what factors affect a student's mastery of learning standards. By consensus, arrive at three key influences on student learning and write each on an index card.
- ◆ Report out: Ask each group to report its 3 factors that affect student learning. Write them on chart paper, and when one factor is repeated by a subsequent group, put a mark after it on the chart paper.
- ◆ Show slide of Factors that Affect Student Learning. See how well this list matches what the groups have created. Explain that this list of 10 is from a longer list of 28 factors, all of which affect student learning. The list is rank ordered by the importance of their influence.
- ◆ NOW distribute the Participant Materials.

### F. The Curriculum of the Home (15 minutes)

- ◆ Remind the group that Home Environment was number 4 on a list of 28 factors, all of which influence student learning. So it is very important.

- ◆ Show slide of the Curriculum of the Home. Explain that these are research-proven family practices that correlate with student learning at school.
- ◆ Select a few and ask why they would be important for student success in school. Discuss.

## BREAK

### G. The Learning Cycle (60 minutes total)

- ◆ Show slides of the Learning Cycle and explain this is the cycle by which a student learns and masters material in school. Go through the slides fairly quickly without discussion. This should take 10 to 15 minutes.
- ◆ Explain that in the Participant Materials are a variety of activities parents could do with their children or teachers with their students. These activities help emphasize the elements of the Learning Cycle.

#### 1. Acquiring Information (15 minutes)

##### Activity 1: Active Listening is Key

- ✧ Directions: Briefly discuss the Acquiring Information section in the Participant Materials.
  - ✧ Pair up the participants and ask them to sit back-to-back with their partner. Give one partner a copy of the Diagram and the other partner a blank sheet of paper and a pencil.
1. Partner with diagram gives oral directions to other partner in order to have that partner reproduce the figure shown on the diagram onto the blank paper without showing them the diagram. The drawing partner may ask questions.
  2. At the conclusion of the activity, partners evaluate their giving and following oral directions and make suggestions for improvement.
- ◆ Diagram (make copy to give one partner in each pair)
  - ◆ Discuss: Why is listening an important skill in acquiring information? How do teachers help students develop listening skills? How do parents help?

#### 2. Recording and Organizing (10 minutes)

- ◆ Directions: Briefly discuss the Recording and Organizing Information section in the Participant Materials.

- ❖ Ask: How do teachers help students develop their recording and organizing skills?  
How do parents help?

### 3. Mastery and Memory (15 minutes)

- ◆ Directions: Briefly discuss the Mastery and Memory section in the Participant Materials.
- ❖ Do Activity 2 - See the activity below.

#### Activity 2 - How to Memorize Using Mnemonic Devices

- ❖ With the whole group, introduce the following:

A mnemonic device is a tool used by students and teachers to aid in the memorization of facts. It is a method for enhancing memory. When people use the term mnemonic device they are referring to a trick that one uses to help memorize important facts. When people think of mnemonic devices, they typically think of little rhymes popular among youth, such as a jingle or phrase that help you to remember the planets in our solar system:

1. My (Mercury)
2. Very (Venus)
3. Educated (Earth)
4. Mother (Mars)
5. Just (Jupiter)
6. Served (Saturn)
7. Us (Uranus)
8. Nine (Neptune)
9. Pizzas (Pluto) Oops, no longer a planet. Mother better serve nachos.

Using this mnemonic device helps to memorize the order of the planets from the sun out. The only thing to remember here is that every 248 years, Neptune becomes the furthest planet for 20 years.

Here are some additional examples of favorite mnemonic devices:

- PLEASE EXCUSE MY DEAR AUNT SALLY
  - ◆ Parentheses, Exponents, Multiplication, Division, Addition, Subtraction
  - ◆ This mnemonic allows us to memorize the Order of Operations in math.
- HOMES
  - ◆ Huron, Ontario, Michigan, Erie, Superior
  - ◆ Here's an easy way to remember the five Great Lakes.
- Thirty days hath September... April, June, and November;
  - ◆ All the rest have thirty-one...Excepting February alone:
  - ◆ Which hath but twenty-eight, in fine...Till leap year gives it twenty-nine.
  - ◆ This is a great rhyme to help remember the number of days of each month.

There are many facts that can be learned and remembered easily by using a mnemonic device. It is also fun for a student to make up a device, and also a fun activity with a parent or friend.

Now, organize the whole group into small groups of 3 or 4 with a blend of teachers and parents.

1. Give each group an index card.
2. Ask each group to develop a mnemonic device to help remember the first six presidents of the United States. They are: George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, and John Quincy Adams. Write them on an easel board where everyone can see. Give them 5 minutes to produce their mnemonic device.
3. Ask groups to report out about their mnemonic devices. Applaud after each report. You may have to limit this to not all groups to keep on track with time.

#### 4. Using and Assessing (10 minutes)

- ◆ Directions: Briefly discuss the Using and Assessing section in the Participant Materials.
- ✧ Ask: How do teachers help students develop their skills for using information and assessing their learning strategies? How do parents help?

#### H. Revisit the Workshop Objectives (2 minutes)

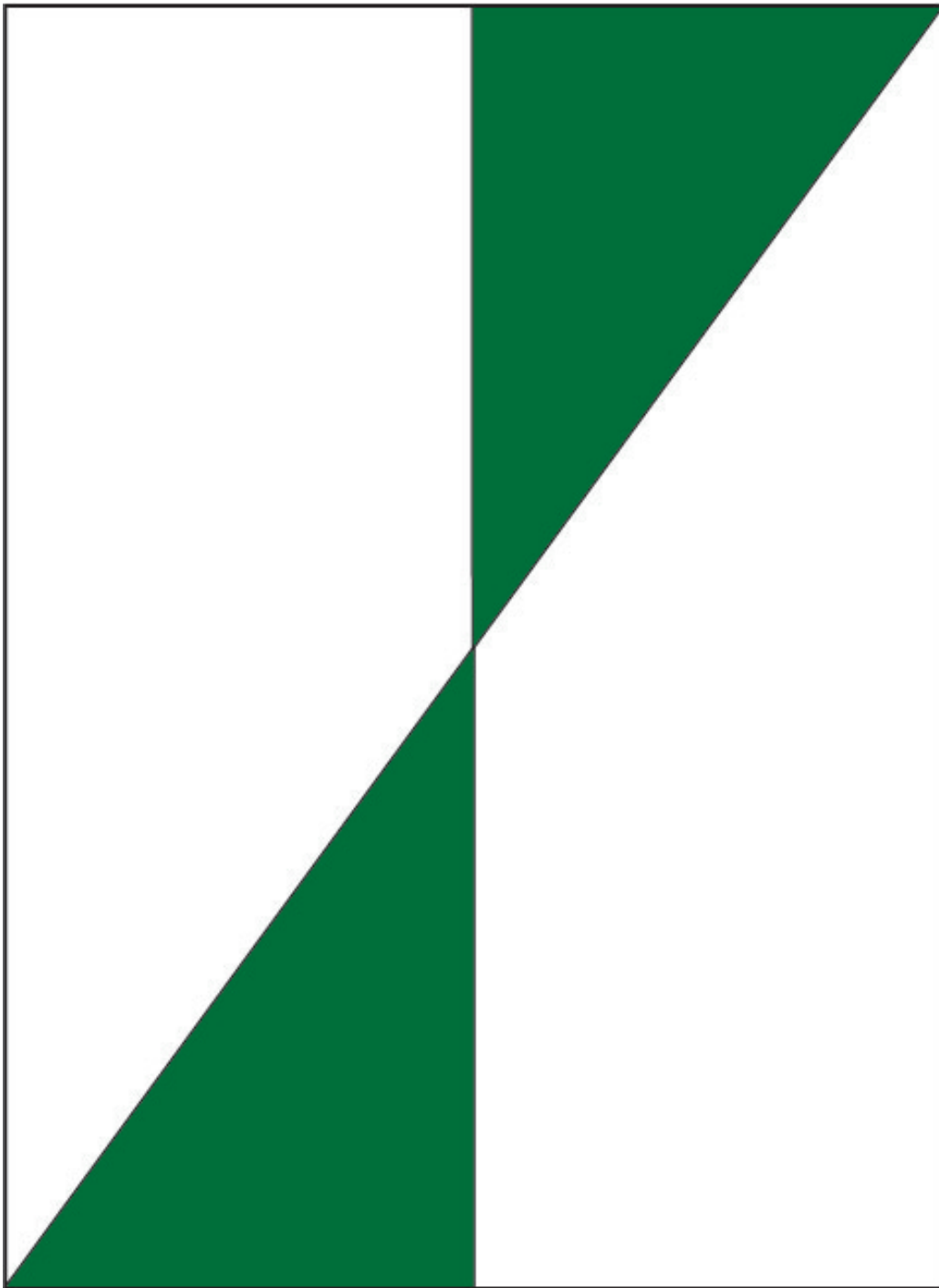
- ◆ Ask the participants if the objectives have been met and if they are walking away with some ideas, materials, and resources to help them.

#### I. Wrap-Up and Evaluation (10 minutes)

- ◆ Ask each participant to jot down two things they plan to do, with students or children, to help them with the Learning Cycle. Give them a couple minutes. Then ask a couple teachers and a couple parents to volunteer to share their plans.
- ◆ Make summary remarks.
- ◆ Hand out the evaluations. Thank the group.

Smile, you are done.

Login at the School Community Network ([www.schoolcommunitynetwork.org](http://www.schoolcommunitynetwork.org)) for a Spanish version of the Participant Materials.





*Working Together for  
Student Success  
Participant Materials*





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**Working Together for Student Success:****Workshop for Parents and Teachers****(2 hours)**

With parents and teachers blended as participants, this workshop serves to strengthen the working relationship between parents and teachers to build student achievement. *Working Together for Student Success* focuses on the learning process, the development of study habits and learning skills, and the roles of parents and teachers relating to the process. Workshop activities demonstrate and reinforce these concepts.

Please note that “parent” as used throughout this material includes any family member or guardian acting in the parental role for a student.

**Workshop Objectives**

1. Review the research on factors that affect student learning.
2. Review the research on the “curriculum of the home.”
3. Introduce the learning cycle and the roles of parents, teachers, and students in the learning cycle.



## **Working Together for Student Success Workshop Agenda**

**A. Sign-In**

**B. Welcome & Introductions**

**C. Warm-Up**

**D. Workshop Objectives**

**E. Factors That Affect Student Learning**

**F. The Curriculum of the Home**

**BREAK**

**G. The Learning Cycle**

**H. Revisit the Workshop Objectives**

**I. Wrap-Up and Evaluations**



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## Factors that Affect Learning

### Top 10 Factors Affecting Student Learning

In Rank Order from a Total of 28 Factors Studied

From *A Synthesis of Research: What Helps Students Learn?* by Wang, M., Haertel, G., & Walberg, H. of the Temple University Center for Research in Human Development and Education.

1. Classroom Management
  - ◆ Group alerting (active participation), engagement of students, learner accountability, smooth transitions, and teacher “withitness.”
2. Metacognitive Processes (Learning Strategies)
  - ◆ The student’s ability to plan, monitor, and, if necessary, re-plan learning strategies.
3. Cognitive Processes (Prior Knowledge of Subject Area)
  - ◆ Prior knowledge of subject area and competency in basic skills—reading, mathematics.
4. Home Environment and Parental Support
  - ◆ Parental interest in child’s academic performance, monitoring of homework, family patterns.
5. Student/Teacher Social Interactions
  - ◆ Sense of membership, self-esteem as result of social interactions among students and teachers.
6. Social/Behavioral
  - ◆ Student’s self-regulating ability; disruptive or avoidance behaviors vs. constructive behaviors.
7. Motivational/Affective
  - ◆ As evidenced in effort, perseverance, self-control, self-regulation.
8. Peer Group
  - ◆ Peer group’s level of aspiration in learning, schooling.
9. Quantity of Instruction
  - ◆ Time spent on learning.
10. School Culture
  - ◆ School-wide emphasis on and recognition of academic achievement.

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## WHOSE CHILD IS THIS?

“Whose child is this?” I asked one day  
Seeing a little one out at play.  
“Mine,” said the parent with a tender smile,  
“Mine to keep a little while  
To bathe his hands and comb his hair  
To tell him what he is to wear  
To prepare him that he may always be good  
And each day to do the things he should.”

“Whose child is this?” I asked again  
As the door opened and someone came in.  
“Mine,” said the teacher with the same tender smile,  
“Mine to keep just for a little while  
To teach him how to be gentle and kind  
To train and direct his dear little mind  
To help him live by every rule  
And get the best he can from school.”

“Whose child is this?” I asked one more  
Just as the little one entered the door.  
“Ours,” said the parent and the teacher as they smiled,  
And each took the hand of the little child  
“Ours to love and train together  
Ours this blessed task forever.”

-Anonymous

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## The Parents' Role

### From Research on the “Curriculum of the Home”

Home environment factors that contribute to children's school learning

■ PARENT-CHILD RELATIONSHIP

1. Daily conversation about everyday events.
2. Expressions of affection.
3. Family discussion of books, newspapers, magazines, television programs.
4. Family visits to libraries, museums, zoos, historical sites, cultural activities.
5. Encouragement to try new words, expand vocabulary.

■ ROUTINE OF FAMILY LIFE

1. Formal study time at home.
2. A daily routine that includes time to eat, sleep, play, work, study, and read.
3. A quiet place to study and read.
4. Family interest in hobbies, games, activities of educational value.

■ FAMILY EXPECTATIONS

1. Priority given to schoolwork and reading over screen time and recreation.
2. Expectation of punctuality.
3. Parental expectation that children do their best.
4. Concern for correct and effective use of language.

■ PARENTAL SUPERVISION

1. Parental monitoring of children's peer group.
2. Monitoring and joint analysis of television and computer use.
3. Parental knowledge of child's progress in school and personal growth.

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## Curriculum of the Home: Parent / Child Relationship

What are you currently doing to show how you value each of the following?

- Daily conversation about everyday events

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- Showing affection

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- Family discussion of books, newspapers, magazines, and TV programs

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- Family visits to libraries, museums, zoos, etc.

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- Encouragement to try new words

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## Curriculum of the Home: Routine of Family Life

What are you currently doing to show how you value each of the following?

- Formal study time at home

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- A daily routine that includes time to eat, sleep, play, work, study, and read

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- A quiet place to study

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- Family interest in hobbies, games, and activities of educational value

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## Curriculum of the Home: Family Expectations and Supervision

What are you currently doing to show how you value each of the following?

- Priority given to schoolwork and reading over screen time and recreation

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- Children expected to be on time

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- Children expected to do their best and take responsibility for what they do

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- Concern for correct and effective use of language

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- Parental knowledge and discussion of what is being viewed on TV, computers, and other devices

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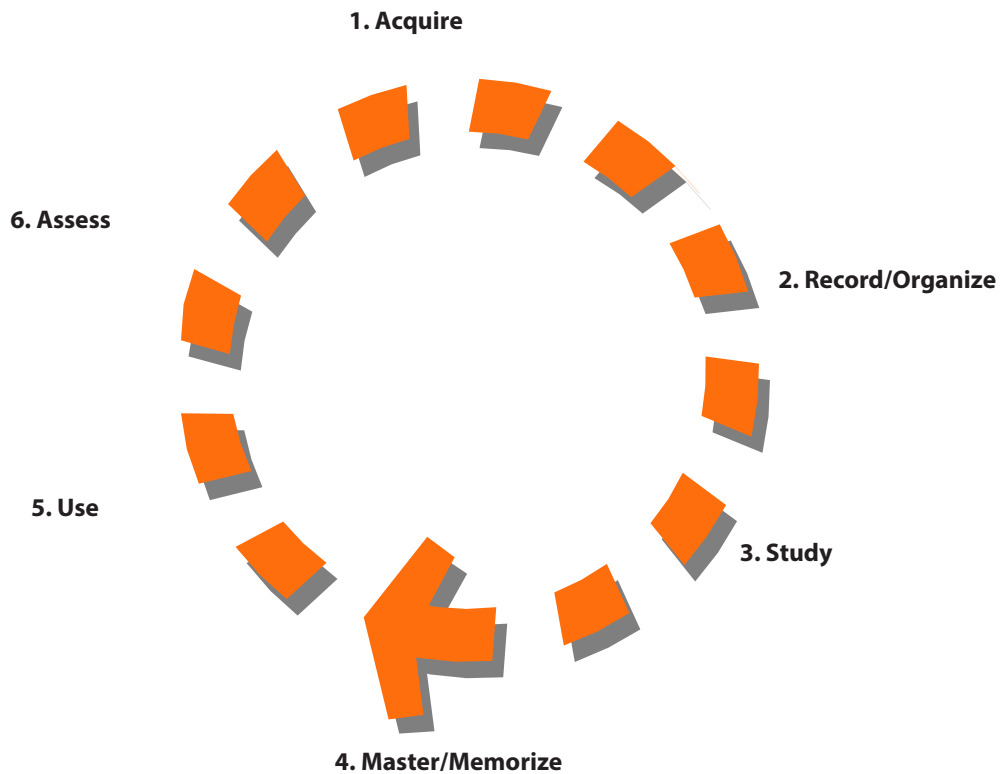
- Parental knowledge of school achievement and personal growth

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## The Learning Cycle



## Cycle of Learning

### 1. Acquiring Information

#### A. Sources of Information

Teachers

Other Students, Friends

Parents, Family Members

Textbooks

Reading Material from School and Home

Community Resources: Libraries, Museums, Zoos, etc.

Experts: Interviews, Letters

Computer: CDs, Online Services, Internet

#### B. Skills for Acquiring Information

ACTIVE Listening

✧ **A**lert and attentive

✧ **C**oncentrate

✧ **T**alk less

- ❖ **I**nteract
- ❖ **V**isualize
- ❖ **E**ye Contact

#### ACTIVE Questioning

- ❖ Questions are appropriate if I really want an answer.
- ❖ Understanding begins with questioning.
- ❖ Enjoy the discovery of new information.
- ❖ State question simply to the person.
- ❖ Think about the answer.

#### ACTIVE Reading

- ❖ Review previous chapter and skim new chapter.
- ❖ Enjoy the subject. Get involved in it.
- ❖ Ask questions and read for answers. Prepare study cards.
- ❖ Drill with study cards of questions and answers.

## 2. Recording and Organizing Information

### A. Assignment Notebooks

Grade goals at beginning of each grade period

Assignments and due dates

Record of assignments completed, dates handed in, and grades earned

Parents--show them

### B. Learning Notebook

#### 1. Outlining

An outline is a written summary that uses:

- ❖ Roman numerals for major thoughts
- ❖ Capital letters for details
- ❖ Arabic numbers for minor details

#### 2. 6-2 DYNANOTES

- ❖ Separate section for each subject
- ❖ Divide pages: 6" and 2"
- ❖ Begin with topic and date

ACTIVE listener, questioner, reader

- ❖ Informal outline
- ❖ Underline Key Words
- ❖ Key words in 2" section: Drill
- ❖ Review before and after class and study session

### 3. Studying

#### A. Study Place

Quiet, comfortable room

Same place every day

Sit up

Break every 20 minutes

Lighting

Tools for learning

#### B. Tools for Learning (at Study Place)

1. Dictionary

2. Pens/Pencils

3. Paper (studies show this works better than laptops)

4. Thesaurus

5. Reference Books

6. Note Cards

7. Textbooks and Notebooks (from school)

#### C. Study Time

##### 1. Scheduled Study Time (SST)

10 minutes per grade level per day—minimum; scheduled for a week in advance.

During Study Time

- ❖ Study one subject at a time.
- ❖ Complete reading assignment first.
- ❖ Do written homework assignment next.
- ❖ Prepare study cards.
- ❖ Drill and review with cards.

##### 2. Performance Preparation Time (PPT)

Expand SST for tests, reports, long assignments.

##### 3. Bonus Study Time (BST)

Before class, after class, in the cafeteria, on the bus. Snatches of time.

The winner's edge!

### 4. Mastering and Memorizing Information

#### A. Mastery: Understanding and Recognizing from a Cue

First step: Deciding what is important to know.

Proof of mastery: Knowing that I know.

##### 1. Focused Energy (Immersion)

Completely involved in material.

20 minute spurts with 3 minute breaks.

Use the material:

- ❖ prepare Study Cards,
- ❖ tell someone what I have just learned.

##### 2. Self-Programming

Use a study "system" to organize, structure, sequence material.

Study Cards and 6-2 Notes provide cues for recall.

Requires “self-testing.” How do I know that I know?

Explaining to someone else helps me know that I know.

B. Memory: Understanding and Recalling from a Self-Prompt

First step: Organize and reduce to manageable chunks.

Proof of memory: Able to recite. Reminder: Nobody said it was easy.

- ❖ Plan to remember.
- ❖ The process of reduction is itself a learning aid.
- ❖ Don’t underestimate the power of recitation.
- ❖ Review and practice to refresh memory.

C. Types of Material and Techniques for Memorization

1. Verbatim memorization of given text

- a. Break into chunks
- b. Recite (out loud or in whispers)
- c. String chunks together

2. Memorization of essential facts: lists, terms

- a. First letters of words in lists
- b. Keywords in sentences or phrases
- c. Create mnemonics (memory aids)
  - ❖ HOME (Great Lakes)
  - ❖ ROY G BIV (Colors in spectrum)
  - ❖ Every Good Boy Does Fine (Lines on musical staff)
  - ❖ In fourteen hundred and ninety two,  
Columbus sailed the ocean blue.
- d. Process of reduction
  - ❖ 1. Reduce material by abbreviation
  - ❖ 2. Make final Study Cards of first letters and mnemonics

## 5. Using Information and Performing

A. Academic Performance

Taking tests, writing reports, speaking in class, and completing daily assignments are challenges, opportunities to learn and to show what I know.

- ❖ Preparation is the only known cure for test anxiety.
- ❖ Anticipation is the ability to think like a teacher.
- ❖ Concentration is focused mental energy.

B. Taking a Test

View a test positively, as a challenge.

Be prepared.

Relax.

Read instructions and questions carefully.

Answer easy questions first. Return to difficult questions.

Proofread.

C. Writing

T-I-C to Organize Thoughts

- ✧ **T**opic Sentence
- ✧ **I**deas--List and Outline
- ✧ **C**oncluding Sentence

Say it! Write it! Read it!

D. Speaking in Class

Prepared

Anticipate questions

**R-C-D: Relax, Control, Direct**

E. Daily Assignments

Use study hall and BST

Keep Assignment Notebook

Don't procrastinate

## 6. Assessing Progress

Self-Assessment of Performance and System of Study

1. How would I evaluate each step in my learning cycle?

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Comments</b>
Acquisition					
Organization					
Recording					
Studying					
Mastering					
Memorizing					
Performing					

2. What did I know well?

- 
- 3 What did I not know well?
  
  4. How can I learn what I didn't know?
  
  5. How would I prepare differently the next time?
  
  6. How could I learn more efficiently? (Better and faster)

## Other Skills

### Skimming a Chapter

- When to Skim
  - ◆ Before reading a chapter.
  - ◆ When reviewing a chapter.
  
- Steps in Skimming
  1. Begin at the end: Look at questions, summary, glossary at end of chapter.
  2. Read title, headings, subheadings, and bold words.
  3. Look at pictures, charts, graphs and their captions.
  4. Briefly glance at every page.
  5. Count the pages.
  
- Making the Most of Scheduled Study Time (SST)
  - ◆ During SST:
    1. Complete homework assigned by teacher.
    2. Make Study Cards.
    3. Edit class and reading notes.



4. Put Keywords in 2" portion of 6-2 Dynanotes.

◆ If time remaining:

1. Work extra math problems.
2. Read books or articles related to subjects.
3. Make Study Schedule for next week.
4. Read ahead in textbooks.
5. Make cards of new vocabulary words.
6. Review.

### Speaking To an Audience or In Class

R-C-D

- **R**elax (take a deep breath, exhale slowly, pause)
- **C**ontrol body (posture, hands, feet, facial expression, eye contact)
- **D**irect speech to the listeners (plainly and to the point)

### Family Action Plan

Action Step	Target Date	Date Completed
1.		
2.		
3.		
4.		
5.		

Notes:



*Working Together for  
Student Success  
Family Activities*



**STUDY SKILLS  
USED  
CONSISTENTLY AND  
CONSCIENTIOUSLY  
EQUAL  
SUCCESSFUL  
STUDENTS**

**Family Activities**

\*Suggested activities by grade levels

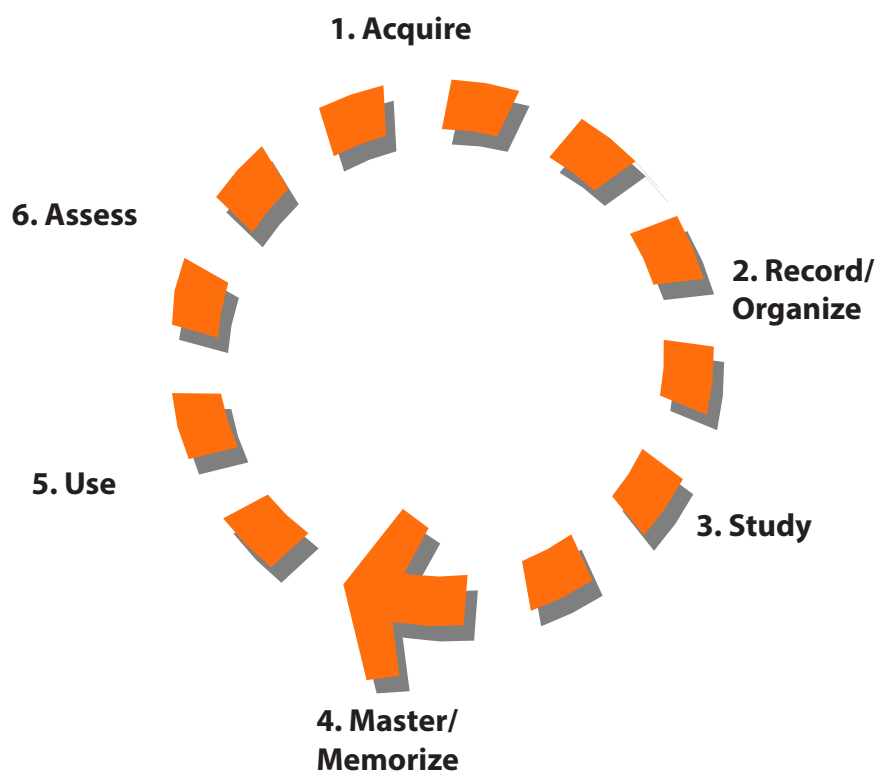
Middle Elementary (3rd & 4th grades): Numbers 3, 5, 9, 13, 14, 15, 16, 20

Upper Elementary (5th & 6th grades): Numbers 1, 2, 4, 5, 6, 7, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20

Middle School (7th & 8th grades): Numbers 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 19, 20

\* These are only identified by grade levels for your convenience. All students should try many different study skills to determine what works best for a lifetime of learning.

## The Learning Cycle



### Additional resources

Abbamont, Gary W. and Brescher; Antoinette; Study Smart

Reeves, Douglas B.; Reason to Write: Help your child succeed in school and life through better reasoning and clear communication (Elementary School Edition)

Vuko, Evelyn Porreca; Teacher Says: 30 Foolproof Ways to Help Kids Thrive in School

<http://www.how-to-study.com>

<http://www.bookrags.com>

<http://www.adi.org/publications.html>

## ■ Activity #1

**DO JUST WHAT I SAY**

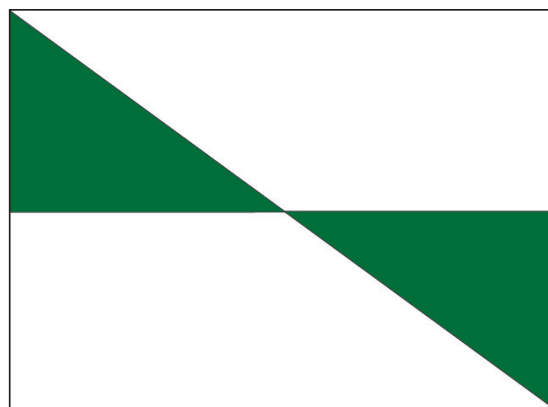
Purpose: Following oral directions

Materials: Directions, diagram, paper, pencil, ruler

**Procedure:**

1. Do this activity with your parent.
2. Parent needs the diagram, and student needs a blank sheet of paper and a pencil.
3. Sit back to back.
4. Parent gives oral directions to student in order to have student reproduce the figure onto the blank paper.
5. At the conclusion of the activity, parent and student should evaluate their giving and following oral directions and make suggestions for improvement.

Extension: Student draws an original figure. Repeat the above activity with student giving oral directions so parent can try to duplicate the original figure.



## ■ Activity #2

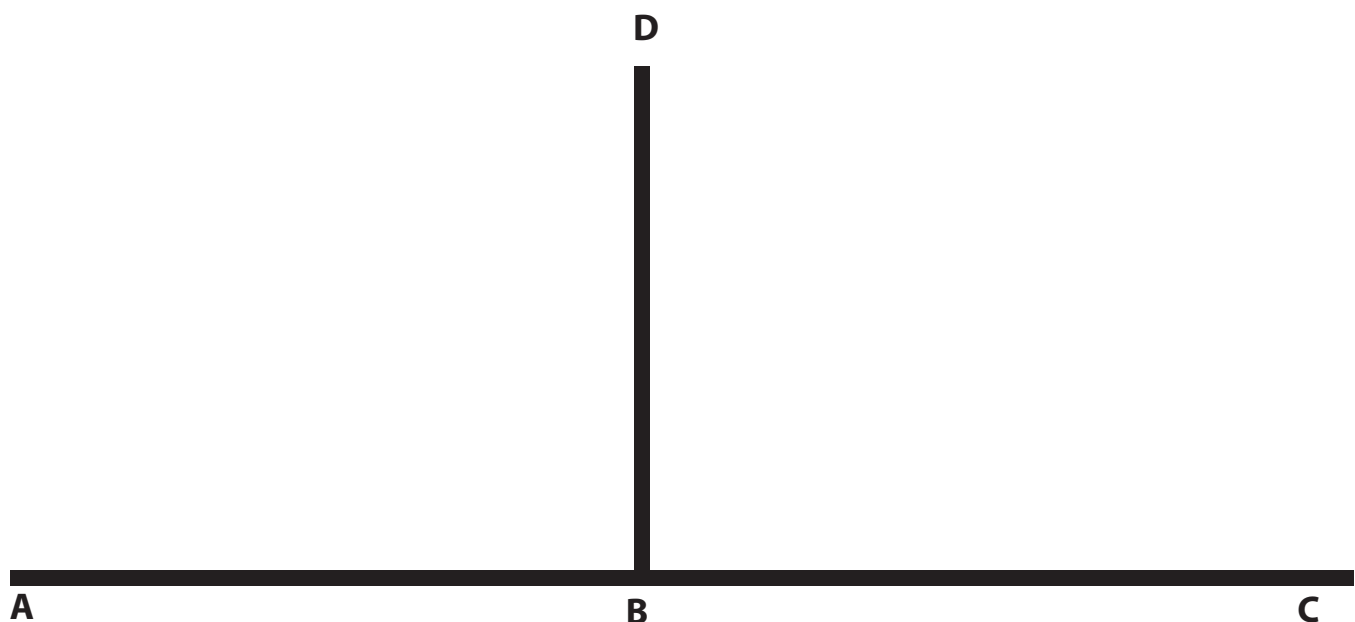
**DRAW ME**

Purpose: Drawing a figure from oral directions

Materials: Pencil, a ruler, and following pattern

**Procedure:**

1. Listen carefully, and then follow each direction read to you.
  - ◆ Draw a straight line from D to A.
  - ◆ Draw a straight line from D to C.
  - ◆ Extend the line from B downward  $\frac{1}{2}$  inch.
  - ◆ Draw a line parallel to ABC so that touches the bottom of the line you just drew. Make the new line one inch longer on each end than line ABC.
  - ◆ Label one end of this new line E and the other F.
  - ◆ Draw another line once inch below and parallel to line EF. Make this line the same length as line AC.
  - ◆ Connect E to the closer end of the last line you drew and connect F to the other end.
  - ◆ Check with drawing sample below to see how well you listened.





## ■ Activity #3

**RECALL THE FACTS**

Purpose: Listening to recall information

Materials: Pencil and paper

**Procedure:**

- Listen as your parent or partner reads a short passage
- Then answer as many of the questions below as you can. Be as accurate as possible.
- Listen as your parent or partners rereads the passage, and correct your answers as you listen.
- Discuss your results.
  1. How many vehicles were involved in the accident?
  2. Why was the person telling the story going to work earlier than usual?
  3. At the intersection of which two roads did the accident occur?
  4. What was the name of the driver of the pick-up truck?
  5. What was the number of the patrol car that came to the scene of the accident?
  6. What two items did the drivers exchange at the scene?
  7. In what direction was the pick-up truck going when it struck the car?
  8. What time did the teller of the story arrive at work?
  9. What was the name of the person telling the story?

**STORY**

It was about 7:15 a.m. when I was traveling north on Main Street. Since I had an early appointment with a customer, I decided I had better get to work early and organize my desk.

As I was nearing the intersection of the Main Street and Lane Avenue, I heard a screeching sound from behind. Upon looking in my rear view mirror, I saw a horrified look on the young driver's face in the front seat. Before I knew it, my three-year-old car was jolted forward. A pick-up truck that was coming from the east then hit me.

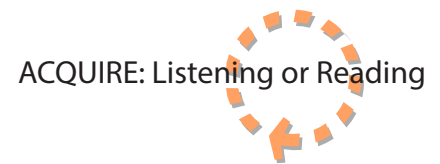
Chris Matthews, the driver of the car that hit me in the rear, Gerry Anderson, the driver of the pick-up, and I exchanged licenses and insurance information.

During the exchange of licenses, Officer Thomas arrived on the scene in patrol car number 47.

By the time I arrived at work, I had missed my 8:30 a.m. appointment.

**EXTENSION:** After answering the questions, discuss what else the person telling the story would need to do after the accident. (i.e., Who else should he/she contact? What should he/she do about the missed appointment?)

## ■ Activity #4

**GET THE FACTS**

Purpose: Listening for key information in a news article

Materials: News article, pencil, paper

**Procedure:**

- Pretend you are a private detective.
- Select a newspaper article that will become your case to solve.
- Parent or partner reads the article out loud.
- Answer the following questions on a piece of paper or orally.
- Discuss and verify the answers with the news article.

1. Who or what is the article about?
2. What happened?
3. Where did it happen?
4. When?
5. Why did it happen?
6. How did it happen?

Listening is a valuable skill in school, but too often assumed and not practiced. Helping students learn to recall and record information from an oral presentation (of any kind) will help them attend to the speaker and tune out distractions.

**EXTENSION:** Do this same activity except have student read a different article (independently or to parent/partner). Answer the same questions.

## ■ Activity #5



### WHAT'S IN THE CHAPTER?

Purpose: Reading pictures and captions to get an overview of a textbook chapter

Materials: Textbook, pencil, paper

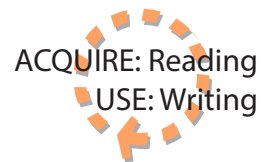
**Procedure:**

Turn to the next chapter you will study in your textbook. At the top of a piece of paper write the book title and the chapter title, and the page numbers of the chapter.

Use only the pictures and their captions to answer the following questions on a piece of paper.

1. What things will you study in this chapter?
2. What are some facts contained in the pictures and the captions?
3. What are some questions you believe will be answered in the chapter?
4. What are some vocabulary terms significant to the topic of this chapter?

## ■ Activity #6



### GETTING THE IDEA

Purpose: Skimming a chapter for an overview.

Materials: Pencil, paper, textbook chapter

**Procedure:**

1. Open your textbook to the chapter assigned to you by your teacher.
2. For five minutes, skim the chapter in order to learn the subject of the chapter and to get an idea of the points made by the author. Focus on headings and subheadings to get a general idea of each section. Read quickly through the text without reading every single word.
3. Once your five minutes are up, close the textbook.
4. On a piece of paper, write an opening sentence to a paragraph in which you state the subject/topic of the chapter. Then write some supporting sentences that suggest what other information the author presents on this topic.
5. Below the paragraph you wrote, write some questions you predict will be answered in the chapter.

## ■ Activity #7



## SQ3R

Purpose: To get the most out of reading (especially textbooks)

Materials: Reading material

Procedure:

1. **SURVEY** Preview the text by reading the title, headings, illustrations, and captions. Based on your survey, make predictions about the contents. Then skim the passage to get overall meaning.
2. **QUESTION** As you survey and skim, ask questions about the material and what you find. Start by turning the title into a question (i.e., Greatest National Sports Heroes = Who are the greatest national sports heroes?). As you read, look for the answer to the question.
3. **READ** Read the passage and continue making and revising predictions. Try to find the main idea by looking at the topic sentence and details in each paragraph.
4. **RECITE** After you finish reading, look back over the passage. Focus on the title, headings, and topic sentences. Summarize the material in your head, reducing what you read to a few sentences. Then recite or say your summary aloud (to yourself, your parent, a study partner).
5. **REVIEW** Review by looking back at your predictions. Were they on target? If so, analyze the details you used to make them. If not, analyze where and why you guessed incorrectly.

Prediction, Summarization, and Analysis form the basis for reading comprehension. With them, students can master difficult text in any subject. Without them, students are decoding syllables without understanding.

**Prediction:** Allows students to demonstrate their ability to apply reasoning to the question and their understanding of the text.

**Summarization:** Most closely related to the improvement of reading skills.

**Analysis:** Requires students to compare and contrast and move from summarizing to analyzing (i.e., How is this chapter similar to the one we read yesterday? How is it different?)

**Hint:** Main Idea = the most important or specific focus

Types of Questions = Who? What? How? When? Why?

## ■ Activity #8

**SQRW**

Purpose: Reading and taking notes to understand what is read, and prepare a written record of what is learned

Materials: Reading material, paper (Learning Notebook), pencil

**Procedure:**

1. **SURVEY** Survey a chapter, read a title, introduction, headings, and the summary or conclusion. Examine all visuals such as pictures, tables, maps, and/or graphs and read the caption to each.
  
2. **QUESTION** Have questions in your mind as you read. Questions give you a purpose for reading and help you stay focused on the assignment. Form questions by changing each chapter heading into a question. Use the words who, what, when, where, why, or how to form questions (i.e., Uses of Electricity to What are some uses of electricity?). If a heading is stated as a question, use that question. When a heading contains more than one idea, form a question for each idea. Do not form questions for the Introduction, Summary, or Conclusion.
  
3. **READ** Read the information that follows each heading to find the answer to each question you formed. As you do this, you may decide to change a question or turn it into several questions to be answered. Stay focused and flexible so you can gather as much information as you need to answer each question.
  
4. **WRITE** Write each question and its answer in your notebook. Reread each of your written answers to be sure each answer is legible and contains all the important information needed to answer the question.

Practice using SQRW will help you learn more and have good study notes to use to prepare for class participation and tests.

*Writing* improves engagement with reading the text.

## ■ Activity #9

**HAND MAPS**

Purpose: To organize plans for writing compositions, homework projects, and long assignments

Materials: Pencil, paper

**Procedure:**

Hand maps provide a visual tool to reinforce logical, orderly thinking

1. Using paper and pencil, student traces outline of his/her own hand with fingers spread.
2. In the space made by the palm, student writes title of the project or activity.
3. Using finger spaces, student writes five things needed to complete the project.
4. Prioritize the work by numbering the five fingers.

EXTENSION: Use two hand maps for large projects.

## ■ Activity #10

**PLEASE TAKE NOTES!**

Purpose: Taking notes helps you to focus and learn during class time

Materials: For class: spiral notebook for each subject or dividers for loose-leaf notebook and paper

**Procedure:**

1. Keep your notes organized. Use a separate notebook for each subject, or use dividers in your loose-leaf notebook to make sections for each subject.
2. Begin each note-taking session at the top of a fresh page. Start by writing the date.
3. Do not try to write everything the teacher says. Try to record as many facts and ideas as you can. Underline important facts or main ideas.
4. Use short sentences and easy-to-remember abbreviations and symbols.
5. Read over your notes after class. If there is anything you don't understand, ask the teacher at the next class.

## ■ Activity #11

**OUTLINING – Partially Completed**

Purpose: Completing a partially completed outline (after reading or listening)

Materials: Pencil, partially completed outline

**Procedure:**

1. Read or listen to the passage called, "Fish". After reading, think about the main ideas of the passage. Discuss them with your parent (a partner).
2. What are some of the supporting details for each main idea?
3. Take the partially completed outline (Fish). See if your ideas match.
4. Complete the outline.

Alternative: Use the "Fish" passage to make an outline after listening to it as an oral presentation. Parent or partner reads the passage aloud. As it is being read, student listens for the main ideas presented and the supporting details for each main idea. Student completes the partially completed outline.

**FISH**

What animal has no eyelids and sleeps with its eyes open? Some kinds are less than one half inch long and others are over sixty feet long. They come in colors such as red, blue, yellow, purple, and green, and they may be spotted or striped. Some have lumps, some have spines, some look like rocks, some are flat, and some inflate like balloons. Were you able to guess the animal is a fish? Although you may notice many differences, there are three characteristics common to all fish. First, all fish have a backbone. For this reason fish are called vertebrates. Second, fish breathe through organs called gills. Third, fish cannot control their own body temperature. Because of this, they are called cold-blooded animals. Cold-blooded means that the fish's body temperature will change with the temperature of the environment.

Although fish have these three characteristics in common, the fish of the world can be divided into two main categories. Some fish are jawless, while others have a jaw. The hagfish and the lamprey are the only two fish known to belong to the jawless group. Most of the fish we know have jaws. Trout, catfish, and sharks are some of the fish with jaws.

If you were to examine the body of a fish, you could divide the body into three main sections. The first part would be the head. The head contains the mouth, eyes, nostrils, gills, and scales. The second part of the fish is the trunk. The trunk has the dorsal fins, the pelvic fins, and the pectoral fins. Finally, there is the tail section. The tail consists of fins, which help the fish to move.

---

Complete the outline:

## Fish

### I. Characteristics of fish

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

### II. Categories of fish

#### A. Jawless fish

1. Example: \_\_\_\_\_

2. Example: \_\_\_\_\_

#### B. Fish with jaws:

1. Example: \_\_\_\_\_

2. Example: \_\_\_\_\_

### II. Physical features of fish

#### A. Head

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

#### B. Trunk

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

#### C. Tail

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## ■ Activity #12



## OUTLINING

**Purpose:** Developing an outline using the headings, subheadings, and main ideas from a section of a textbook.

**Materials:** Pencil, paper, textbook lesson

**Procedure:**

1. Open your textbook to the reading selection your teacher has assigned to you. Skim the pages to get an idea of what the reading passage is about. This idea is the subject or topic of the reading.
2. Next, pay attention to the use of headings and subheadings. These are important clues to the main points that the author is making about the subject. Some headings will appear in larger or darker type than others. These are headings, whereas ideas in smaller or lighter type are subheadings.
3. Now, look under one of the subheadings. There will be a series of paragraphs that explain or discuss the subheading. Each paragraph usually will give information about a separate idea within the subheading.
4. You can see, then, that the author has a way of organizing information for the reader. You can use this arrangement of information to outline the main points of the reading:
  - ◆ The subject of the reading can become the title of your outline.
  - ◆ The headings can become the Roman numerals of your outline.
  - ◆ The subheadings can become the supporting details of your Roman numerals.
  - ◆ The main ideas of the paragraphs can become the supporting details of your subheadings.
5. Using this method, develop an outline for the reading passage assigned to you by your teacher. This outline can then be used as a study tool when reviewing for quizzes and tests.
6. Select another section of your textbook and outline it as described in the procedure.

The result in an outline looking something like this:

**Title**

- III. \_\_\_\_\_
- A. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
- B. \_\_\_\_\_
- IV. \_\_\_\_\_
- A. \_\_\_\_\_

## ■ Activity #13

**GET ORGANIZED**

Purpose: Check to see if the correct supplies are with you each day

Materials: Supplies list (on the back)

**Procedure:**

1. Review the supplies list on the back of this card
2. Gather all of the supplies to either have at Home at a study center, and where you can always find them; or, to take to School, and have at school with you each day.
3. Keep this list in a place where you can refer to it as needed (i.e., when you organize your school supplies each night before a school day).

EXTENSION: Copy and laminate this card. Keep it in a visual spot that you can check each day. Use it as a supply list at the beginning of each school year, and whenever a supply check needs to be made with your parent.

**HOME SUPPLIES**

- \_\_\_\_\_assignment book
- \_\_\_\_\_binders or notebooks
- \_\_\_\_\_calculator
- \_\_\_\_\_dictionary
- \_\_\_\_\_paper
- \_\_\_\_\_pens, pencils
- \_\_\_\_\_pencil sharpener
- \_\_\_\_\_ruler
- \_\_\_\_\_school books
- \_\_\_\_\_telephone numbers and
- \_\_\_\_\_e-mail addresses of homework buddies
- \_\_\_\_\_watch or clock

**SCHOOL SUPPLIES**

- \_\_\_\_\_assignment book
- \_\_\_\_\_binders or notebooks
- \_\_\_\_\_calculator
- \_\_\_\_\_dictionary
- \_\_\_\_\_gym clothes
- \_\_\_\_\_homework (completed)
- \_\_\_\_\_paper
- \_\_\_\_\_pens, pencils
- \_\_\_\_\_school books
- \_\_\_\_\_watch or clock

## ■ Activity #14



## WHERE DOES THE TIME GO?

Purpose: Maintaining a log of homework assignment completion and time spent

Materials: Pencil, and “Homework Log Sheet”

### Procedure:

1. Take time to maintain a homework log for a specified period of time. This log will keep track of the time spent at home after school: homework time, watching television, eating, playing with friends, talking on the phone, etc.
2. Each day, enter the day’s date. Then keep track of what is done from the time student gets home from school until bedtime. A sample log for a day is shown on the next page:
3. On the final day of the log, student should discuss it with parent. Talk to friends about how they use their time. Student should consider whether use of time was efficient. Make changes in schedule as needed.

### Monday

3:30-4	Math homework, page 8, problems 3-24
4-5:30	Played basketball with some friends
6-7:00	Ate dinner
7-8:00	Watched television
9-10:00	Read a book, Chapters 1 and 2
10:00	Lights out, went to bed

## HOMEWORK LOG SHEET

Student: \_\_\_\_\_

From: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30-4					
4-4:30					
4:30-5					
5-5:30					
5:30-6					
6-6:30					
6:30-7					
7-7:30					
7:30-8					
8-8:30					
8:30-9					
9-9:30					
9:30-10					
10-10:30					
10:30-11					

### GREAT STUDY AREAS

In your room at a desk  
 In a calm corner of the house  
 In a quiet part of the school or public library

### POOR STUDY AREAS

In front of the television or computer  
 In your room on the bed while on your phone  
 On the school bus

## ■ Activity #15



### How to Memorize Using Note Cards

Note cards are devices used in studying to memorize facts and figures. They are perfect because they allow students to study alone, without distractions. They are quick and convenient, easy, and accessible in almost any and every setting. Note cards (or flash cards) give students the ability to test themselves. Follow these steps to learn how to memorize using note cards.

1. Purchase index cards (or thick typing paper). Do not use thin ruled paper, because you will be able to see through the paper.
2. Cut the paper into squares or rectangles. Make sure they are the exact same size. (If you purchased index cards, skip this step, and go on to Step #3).
3. Pick a pen and write one word or object in all capital letters on one side of the paper/card.
4. Pick a different colored pen and write the definition or description of the word or object or idea on the backside of the paper in lower case letters.
5. Repeat steps 3-4 until you have created note cards of everything you need to memorize.
6. Mix the cards so they have no specific order.
7. Find a quiet place and test yourself with the note cards. Read the side with the word or object in capital letters and say the definition answer aloud.
8. Look on the other side of the card to see if you got the answer correct.
9. If you answered it correctly, put the note card into one pile. If you did not answer it correctly, put it into a second pile. If you “sort-of” answered part of the questions correctly, put it into a third pile.
10. Repeat Step 9 for all cards you have made.
11. Pick up the stack of “wrong” answers and go through them until you have answered them all correctly.
12. Pick up the stack “maybe” cards and go through them until you have answered them all correctly.
13. Mix up all three piles of cards again.
14. Repeat the testing from the beginning.

Take the stack of note cards everywhere you go prior to the test. You never know when you will be able to find a five minute spot of time (waiting in/on line, riding in the car or on the bus) when you can drill yourself and memorize information quickly with the flashcards.

Memorizing using note cards is not fool proof. However, it is a highly successful and useful method of memorization. It is important to mix up the cards. Some people are used to repetition to learn definitions and concepts in the order they arrive in the stack of cards. This memorization will do you no good on a test or exam. Therefore, if you are constantly switching the order and time you use the note cards, you will learn the information tested on them much more comprehensively.

## ■ Activity #16



## How to Memorize Using Mnemonic Devices

A mnemonic device is a tool used by students and teachers to aid in the memorization of facts. It is a method for enhancing memory. When people use the term mnemonic device they are referring to a trick that one uses to help memorize important facts. When people think of mnemonic devices, they typically think of little rhymes popular among youth, such as a jingle or phrase that help you to remember the planets in our solar system:

1. My (Mercury)
2. Very (Venus)
3. Educated (Earth)
4. Mother (Mars)
5. Just (Jupiter)
6. Served (Saturn)
7. Us (Uranus)
8. Nine (Neptune)
9. Pizzas (Pluto)

Using this mnemonic device helps to memorize the order of the planets from the sun out.

The only thing to remember here is that every 248 years, Neptune becomes the furthest planet for 20 years (and scientists keep arguing whether or not Pluto is a planet--maybe mother served nachos).

Here are some additional examples of favorite mnemonic devices:

◆ PLEASE EXCUSE MY DEAR AUNT SALLY

Parentheses, Exponents, Multiplication, Division, Addition, Subtraction

This mnemonic allows us to memorize the Order of Operations in math.

◆ HOMES

Huron, Ontario, Michigan, Erie, Superior

Here's an easy way to remember the five Great Lakes.

◆ Thirty days hath September... April, June and November;

All the rest have thirty-one...Excepting February alone: Which hath but twenty-eight, in fine...Till leap year gives it twenty-nine.

This is a great rhyme to help remember the number of days of each month.

There are many facts that can be learned, and remembered easily, by using a mnemonic device. It is also fun to make up a device by yourself, with a friend, or your parent. The next time you need to learn something for a test, try it! Most likely you will find that it is something you will NEVER forget, even long after you have Aced that test.

## ■ Activity #17



## A STUDY GUIDE STRATEGY

Purpose: Reading for studying

Materials: Pencil, textbook pages or notebook pages for studying, and the “Study Guide Chart”

### Procedure:

1. For this activity, you should have in front of you the textbook pages or notebook pages relating to your current area of study. If you use notebook pages (class notes), number them in order before beginning this activity
2. Starting with the first page, enter the page number in the first column. Then ask a question that you could answer from reading material on this page. This should also be a question that you anticipate could be on a quiz or test. Record this question in column two. Then record your answer to the question in column three. Continue asking questions about this page until you exhaust the possibilities. Then go on to the next page. Here is a sample study guide entry:

Page Number	Question	Answer
1	Who were the two opponents in the U.S. Civil War?	The North and the South
14	Who won the war?	The North

3. When you have completed your study guide questions, ask your parent or a partner to ask you the questions you have written down. If your partner is studying for the same test, switch your questions with one another. This will help you and your partner to learn this material.

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**STUDY GUIDE CHART**

<b>Page Number</b>	<b>Question</b>	<b>Answer</b>



## ■ Activity #18

**STUDY GUIDE**

Purpose: Reviewing a unit of study in preparation for a test

Materials: Pencil, “Study Guide” form, and books, notes, quizzes, assignments, and any other materials from a completed unit of study

**Procedure:**

1. Look through the books, notes, quizzes, assignments, and any other materials used during the unit of study.
2. Fill in the important information in each of the categories on the “Study Guide” form.
3. Use the information on the “Study Guide” handout to make up some questions you think might be asked on the test.

EXTENSION: After the test, compare the “Study Guide” with the test. Determine the types of questions asked and the kinds of information covered. How well did you anticipate the questions and kinds of information covered on your test? How might you improve your study guide on the next test?

*(Assessing)*

NOTE: For an example of Assessing see Activity #20

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**STUDY GUIDE**

Subject: \_\_\_\_\_

Topic (i.e., Unit, Chapter) \_\_\_\_\_

Important Vocabulary and Definitions:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Main Idea #1: \_\_\_\_\_

Details and Examples

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

Main Idea #2: \_\_\_\_\_

Details and Examples

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

Main Idea #3: \_\_\_\_\_

Details and Examples

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

Relationships within Topic:

Sequence \_\_\_\_\_

\_\_\_\_\_

---

Cause and Effect \_\_\_\_\_

---

Comparison and Contrast \_\_\_\_\_

---

Fact and Opinion \_\_\_\_\_

---

Conclusions:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## ■ Activity #19



## HOW TO GIVE AN ORAL REPORT

Purpose: Ensure success in giving an oral report

### Procedure:

1. Select a topic
2. Research the topic at the library or on the internet
3. Determine the central theme of your topic so that it is not too broad to clearly define orally
4. Create a written outline on paper
5. Write notes to yourself on paper or on index cards on the main points of the report
6. Practice speaking the report to yourself
7. Practice the oral report in front of a mirror
8. Practice the oral report in front of a friend or family member
9. Select the appropriate attire for giving the oral report
10. Give the oral report with your notes in hand

Following are some pointers to remember when it is time to give your report in front of an audience:

- Make eye contact with some people in the audience.
- Do not spend the entire oral report staring at your notes.
- Remove all flashy jewelry or noise-making attire before you speak. You do not want distractions from your presentation.
- Speak slowly and coherently.

It is important to remember that your oral report is not a written report. Do not write the report in your notes, the outline should be enough with practice. If you write too much information in your handheld paperwork, then you may run the risk of simply reading an oral statement instead of presenting an oral report.

**REMEMBER:** Practice, and knowing your subject well is very important to a flawless oral report!

## ■ Activity #20



## ASSESSING YOUR PROGRESS

Purpose: To complete a self-reflection of your study skills

Materials: Checklist/questions, serious consideration of your study skills

### Procedure:

1. How did I do with each step in the learning cycle (Acquire, Record/Organize, Study, Master/Memorize, Use, and Assess)?
2. What did I do well?
3. What did I not do well?
4. How can I learn what I didn't know well for the Test? Report? Presentation?
5. How could I learn more efficiently?
  - ◆ First, give yourself a pat on the back for the things you did well. Feel good about those things you have mastered.
  - ◆ For the things you did not do well, you can figure out your biggest problem by reviewing the test, teacher's comments, or rubric that was used as the assessment tool. Look for a pattern of errors in the product of your work. Look back at the errors and think about what caused them.
  - ◆ Review the suggestions for improving your study skills. Be honest with yourself; take responsibility for your future.
6. Consider the following suggestions:
  - ◆ Check for grading errors: Teachers sometimes make mistakes. Perhaps a teacher misread what you wrote. Don't bother the teacher to get points that you really don't deserve. But do talk with the teacher if your grade is not accurate/wrong.
  - ◆ Talk with your teacher: Teachers really want to help their students succeed. This is most true if you are putting effort into your work. Teachers know that learning depends a great deal on attitude. Ask the teacher to point out the strengths and weaknesses with your work. Be open minded and honest with yourself. If the teacher's suggestions match with your own, you know what you have to do.
  - ◆ Study smarter: Adjust your study skills based on your self-reflection, your score, and your teacher's advice. Look for, and try, different study methods. There are a lot out there. Talk to your friends to see what methods they have found to be successful. Ask your parents the ways they studied as students.
  - ◆ Get some help: Ask your teacher how to get extra help if you feel you need it. Perhaps a friend or older sibling could tutor you. Sometimes schools have special tutors, or tutoring sessions with a group of classmates. Your strengths may be someone else's weakness.
  - ◆ Plan for next time: It takes courage to learn from your mistakes, but it can also be the best way to learn. Continuing to stretch your abilities to learn is not for the weak. Hard work and a positive attitude can pay off!

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