

#3666

STUDENT WORKSHOP: STUDY SKILLS

Grade Levels: 5-10

24 minutes

SUNBURST COMMUNICATIONS 1997

5 Student Activity Sheets

DESCRIPTION

This interactive presentation on study skills emphasizes the need for personal responsibility. Each of the five segments stresses a separate skill as high school students teach younger kids how to effectively study and prepare for tests. Covers Organizational Skills, Time Management, Active Listening, Note Taking, and Test-Taking Skills. Pauses between sections for viewer response.

ACADEMIC STANDARDS

Subject Area: Life Work

- ◆ Standard: Uses various information sources, including those of a technical nature, to accomplish specific tasks

Subject Area: Language Arts

- ◆ Standard: Demonstrates competence in speaking and listening as tools for learning
 - Benchmark: Contributes to group discussions
 - Benchmark: Asks questions in class (e.g., when he or she is confused, to seek others' opinions and comments)
 - Benchmark: Responds to questions and comments (e.g., gives reasons in support of opinions)
 - Benchmark: Listens to classmates and adults (e.g., does not interrupt, faces the speaker, asks questions, paraphrases to confirm understanding, gives feedback)

INSTRUCTIONAL GOALS

1. To recognize and know how to use essential study skills: organizational skills, time management skills, active listening skills, note-taking skills, and test-taking skills.
2. To become more comfortable with the academic demands of middle school.
3. To recognize their own learning style.
4. To use the skills in ways that are consistent with their learning style.



AFTER SHOWING

1. Interview a classmate or an older student and document the organizational methods that work for them. Indicate areas of needed improvement and tips or strategies that would be valuable to you.
2. Develop a list of standard abbreviations and create some of your own. Practice using them while note-taking.
3. Take notes on two TV news stories. Write specific details of each story. Share your stories with your class.
4. Select two stories from the newspaper and take notes. Write down two main ideas. Include a few details for each main idea.
5. Keep a monthly calendar for long-range plans. Include all assignments, test dates and after-school activities. Post your calendar where you can see it for quick reference.
6. Make a list of daily activities. Include chores, eating meals, dressing, studying, extracurricular activities, travel to and from school, etc. Write an estimate of the amount of time required to do each activity. Later, time each activity and write the actual time next to your estimate. Do this for three days to see if you have improved on your ability to estimate time.

SUMMARY



Just before the beginning of the new school year, middle schoolers Jason, Darcy, Darryl, and Tina see Stacey, a high school student, putting up a sign announcing the opening of a Study Skills Workshop that she and two friends will be conducting. Stacey says the workshop is planned for students their age and will not only help them in middle school, but will make high school much less scary. After talking it over, they decide to sign up.

At the first workshop session, Stacey and her friends, Carlos and Greg, stress the importance of good organization as the key to success in school. The trick, they say, is to develop a system that allows you to find what you need, when you need it.

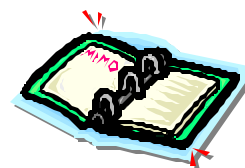
The workshop moves to a stationery store where the high schoolers offer these organizational tips: have a separate notebook or binder for each subject, or a multisubject binder with dividers; get a folder for each subject to hold papers that do not fit into the binders or notebooks; color-code supplies by subject (i.e., red binder and folder for English; blue notebook and folder for Science).

Darcy says she tries to do that but is so rushed at the end of the period she ends up stuffing everything into her backpack. In a flashback, viewers see Darcy wrestling with her dilemma. To remedy this, Greg suggests an all-purpose folder in which you put all of the papers for every class. Then, at the end of the day, you transfer the papers to



separate subject folders they belong in. And while you're doing this, he says, you'll be reviewing the day's schoolwork without even realizing it.

Carlos recommends an essential organizational tool—an assignment pad or student planner where students should write down all activities, not only schoolwork but extracurricular activities as well. Other organizational suggestions include: making sure that you can read the assignment after it's completed; coming to school with sharpened pencils and working pens; and packing up your bag at night to avoid a rush in the morning.



The workshop resumes at a clock store where the middle schoolers discuss some of the many problems they have managing time; having too much to do, not enough time to do it in, and dealing with long-term assignments. Jason says he gets into trouble because nothing takes as long as he expects. He was even late for the workshop this morning because the chores that he thought would take 5 minutes ended up taking 20 minutes. Tina, seen talking on the telephone, says she runs into trouble because she loses track of time.

Carlos explains that their problem is not having a realistic understanding of how long it takes to do things. To deal with this, Stacey advises keeping a record of how much time you spend on various activities, such as getting dressed and doing homework. Once you have realistic estimates, she says, you will be better able to plan your time.

This leads to the second time management skill—making a schedule. The middle schoolers are advised to budget time for all their activities, including leisure pastimes, such as reading for pleasure, watching TV, or talking on the telephone. But, they are told: they must act responsibly and keep an eye on the clock.

To deal with long-term planning, Stacey recommends using a monthly calendar on which you write everything—from school assignments, to extracurricular activities, to family obligations. But again Greg warns, you have to be responsible. The calendar, like the schedule, only works if you look at it.

The workshop resumes at a 19th-century schoolhouse, where two basic study skills, listening and note-taking, are discussed. When Tina says that listening isn't a skill—"all you do is listen"—Carlos explains the difference between hearing, which is passive; and listening, which is active. Active listening means you have to pay attention.

Darryl asks what you can do if you get distracted and your mind wanders. In a flashback, viewers see Darryl at his father's grocery store. As his father gives him instructions, a magazine cover catches his eye and he stops paying attention to his father. Darryl says he couldn't help getting distracted. But Stacey says if he had been focusing his attention on his father and really concentrating on what he said, Darryl probably wouldn't have even seen the magazine.



Carlos and Greg point out other active listening skills: asking questions to be sure you understand what's being said; repeating what the speaker says; and not interrupting.

The workshop deals next with note-taking skills. Stacey says the students know more about note-taking than they realize. Tina disagrees but Stacey makes her point

by giving Tina complicated directions to her house. When Tina says she has to write down the directions, Stacey tells her, "that's note-taking."

To solve Jason's major note-taking problem--knowing what to write down--the high schoolers recommend: writing down anything the teacher writes on the board; listening for words that signal important information (i.e., "pay attention," "I want to emphasize this..."); and listening for clues that tell you how many details will be listed (i.e., "there are three major themes in this story...").

They offer these tips to make note-taking less complicated: develop a personal style that works for you; put a question mark in the margin next to anything you don't understand so you will remember to ask the teacher for help; and use abbreviations so you can write faster.

Also, only write on one side of the paper; put the date and subject at the top of the page; and number the page to make your notes better study tools. And, Carlos advises, look over your notes as soon as you can to be sure they make sense to you.

Before dealing with test-taking, the last study skills topic, the workshop concentrates on the students' study places. Stacey says a good study environment is one where you are comfortable and as free from distractions as possible. It could be a bedroom (with or without music), the kitchen, or perhaps the library. "It's a matter of personal style," she explains. "There is no right or wrong."

Good test-taking skills, Carlos says, begin with a feeling of confidence. "Don't tell yourself you can't do it. You can!" And Greg says if you practice the study skills already covered in the workshop, you will have a good foundation on which to build and will be a lot more prepared for tests than you realize.

For example, you will be able to locate all your papers and notes; you will be reviewing classwork and notes on a regular basis; you will have the test date written in your assignment pad and on your monthly calendar; and you will have worked study time into your daily schedule.

In addition, Stacey, Carlos, and Greg offer these test-taking skills: listen carefully to the teacher's instructions when a test is announced so you know what will be expected of you; ask the teacher for help if you are not sure what the test will cover or if you don't understand any of the material; write up a study sheet to identify the areas where you should concentrate your study time; and study with a friend.



RELATED RESOURCES

Captioned Media Program

- Interactive Honor Roll: Developing Your Study Skills (CD-ROM) #9005
- Student Workshop: You Can Say No #3667
- Your College Experience: Strategies for Success #3327



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **HOW TO STUDY**

www.how-to-study.com

Detailed notes and pictures, which relate directly to this video.

- **HOMEWORK HELPER**

<http://www.jiskha.com/>

Post questions, browse the topics, or use the internal search engine to get the help you need.

- **LEARNING PLANET**

<http://www.learningplanet.com/kids0.htm>

Features a host of interactive games for a variety of subjects. Navigate by grade level and/or teacher and parent options. For preschool through upper elementary learners and their families.

- **THE LEARNING KINGDOM**

<http://www.learningkingdom.com/>

Check out "Cool Fact of the Day," "Cool Word of the Day," and math sections. Learn to classify animals and more! Interactive math challenges in the "Playground" area.

- **BRAIN POP SCIENCE**

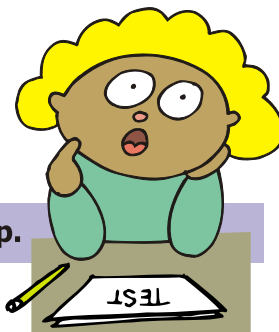
<http://www.brainpop.com/science/ecology/watercycle/index.weml>

An award-winning site designed to give kids' brains a workout full of fun. Many animated health, science, and technology movies to choose from. Long movie load time but well worth the wait! Play the content-based quiz while you wait.

STUDENT ACTIVITY SHEET

- Wrap-up
- Organization and Time Management
- Note-taking and Listening
- Test-taking Approach
- Rating My Test-taking Skills

WRAP-UP



Here is a handy reference guide to the skills covered in the workshop.

Organizational Skills:

- ♦ Have the supplies you need, including notebooks, binders, folders, paper, and pencils.
- ♦ Get an all-purpose folder. Use it at school and sort it out at the end of the day.
- ♦ Color-code notebooks and folders by subject.
- ♦ Use an assignment pad or student planner. Write down everything you have to do.

Time Management Skills:

- ♦ Figure out realistic times for how long things take you.
- ♦ Make a schedule that works for you, including free-time activities.
- ♦ Keep a monthly calendar so you can make long-range plans.

Active Listening Skills:

- ♦ Pay attention.
- ♦ Look at the speaker.
- ♦ Avoid distractions.
- ♦ Don't interrupt.
- ♦ Ask questions.
- ♦ Repeat what the person said.

Note-Taking Skills:

- ♦ Copy information the teacher writes on the board.
- ♦ Listen for clue words that signal important information.
- ♦ Put a question mark in the margin if you don't understand something.
- ♦ Use abbreviations to help you write faster. Make up your own.
- ♦ Review your notes as soon as you can.

Test-Taking Skills:

- ♦ Study in a comfortable place where you won't be distracted.
- ♦ Schedule review time. Don't leave it to the last minute.
- ♦ Write a study sheet using your notes, homework, and class materials.
- ♦ Check off information you know.
- ♦ Circle information you don't understand.
- ♦ Ask the teacher for help.

Be Responsible.

Tell Yourself, "I Can Do It!"



HOW ORGANIZED AM I?

Check the statements in this list that describe you.

- ☐ 1. My backpack is organized and free of crumpled or loose papers.
- ☐ 2. I come to class with sharpened pencils and pens that work.
- ☐ 3. I am prepared for class most of the time.
- ☐ 4. My locker is usually neat.
- ☐ 5. I know what my assignments are because they're written down in my assignment book.
- ☐ 6. I can easily find what I need.
- ☐ 7. I have a notebook, binder, or multisubject binder with dividers for each subject.
- ☐ 8. I rarely lose or forget anything.
- ☐ 9. I know where my papers and notes are for every class.
- ☐ 10. I think of myself as well organized.

Identify by number the organizational skills you want to improve:

Name three steps you could take to help you improve:

Step 1:

Step 2:

Step 3:

MY TIME MANAGEMENT SKILLS

Circle each statement true or false.

- T F 1. I know how long it takes me to do things.
- T F 2. I am usually on time.
- T F 3. I can stick to a schedule.
- T F 4. I finish my homework each night.
- T F 5. I have enough time to do the things I want to do.
- T F 6. I have enough time to do the things I need to do.
- T F 7. It would help if I could organize my time more efficiently.
- T F 8. I get into arguments with my family because they say I waste time.
- T F 9. I have to race around on school mornings so I won't be late.
- T F 10. I plan ahead for long-term projects.
- T F 11. If I say I'll watch television for an hour, I usually stick to it.
- T F 12. I keep an eye on the clock when I have something important to do.

Identify by number the time management skills you want to improve:

Name three steps you could take to help you improve:

Step 1:

Step 2:

Step 3:

MY NOTE-TAKING SKILLS

Circle each statement YES or NO.

- Y N** 1. I think note-taking is easy.
- Y N** 2. I write down only the important things the teacher says.
- Y N** 3. When I look at my notes they make sense to me.
- Y N** 4. I look over my notes as soon as I can.
- Y N** 5. I write down any information the teacher writes on the board.
- Y N** 6. I listen for words that signal important information.
- Y N** 7. I listen for clues that let me know how many details will be listed.
- Y N** 8. I put a question mark in the margin to remind me of information I am uncertain about. Then I ask the teacher about it later, or look it up myself.
- Y N** 9. I use abbreviations in my notes that I understand.
- Y N** 10. I write on one side of the page.
- Y N** 11. I put the subject and date on the top of the page.
- Y N** 12. I number all the pages.

How many did you mark YES? _____
How many did you mark NO? _____

How do you think you could improve your note-taking skills?

AM I A GOOD LISTENER?

Write the letter that best reflects your listening skills. Remember to be honest.

A = most of the time
B = some of the time
C = hardly ever

- ___ 1. I look at the person who is speaking.
- ___ 2. I miss important information because I daydream.
- ___ 3. I try not to sit next to people who distract me.
- ___ 4. I try not to distract people who sit near me.
- ___ 5. I doodle or draw when the teacher is speaking.
- ___ 6. If I have a question, I can't wait to ask it.
- ___ 7. If I have a question, I write it down and ask it when the person finishes speaking.
- ___ 8. I keep books and other things on my desk that don't apply to the class I'm in.
- ___ 9. I try to concentrate on what the speaker's saying, and not let my mind wander to other things, like lunch.
- ___ 10. To make sure I understood correctly, I repeat what the speaker said.

Identify by number the listening skills you want to improve:

Name three steps you could take to help you improve:

Step 1:

Step 2:

Step 3:

Test-Taking Approach

There are basically two kinds of test questions that you will be asked to answer--objective questions and essay questions.



Preparing for Objective Questions

Objective questions usually test specific information. Most often, there is only one correct answer.

The most frequently used kinds of objective questions are:

- ♦ multiple choice
- ♦ matching
- ♦ short answer
- ♦ true/false

Hints for Answering Objective Questions:

MULTIPLE CHOICE:

1. Read the question.
2. Try to think of the answer before you look at the choices.
3. Read the choices.
4. Cross out the wrong ones.
5. Pick the most logical answer that remains.

MATCHING:

1. Do the ones you know first and cross them off.
2. Do the best you can with whatever is left.

SHORT ANSWER:

If you don't know the exact answer, write down whatever you do know that's related -- you may get partial credit.

TRUE/FALSE:

Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.

Preparing for Essay Questions

In order to answer essay questions easily, it is important to organize your thoughts before you write.

Here are the simple steps to follow:

First, **think** about what you want to say about the question.

Then, **jot down** a brief outline of your answer.

Then, **write** your answer.

Answering Essay Questions

Essay questions usually begin with a key word which guides you and tells you what kind of answer is required. Here are a list of words often used. With a partner, write what each one means and how it would affect the essay you write.

1. discuss
2. explain
3. evaluate
4. describe
5. criticize
6. compare
7. contrast
8. summarize

RATING MY TEST-TAKING SKILLS

Directions: Check the box that applies to you.

- ☐ 1. As soon as a test is announced in class, I write it in my assignment pad and in my monthly planning calendar.
- ☐ 2. I plan time in my daily schedule to study for a test.
- ☐ 3. I don't leave all my studying for the night before the test.
- ☐ 4. I can easily find all my notes, homework assignments, and papers for every class.
- ☐ 5. My notes make sense to me.
- ☐ 6. If I'm not sure what will be covered on the test, I ask my teacher.
- ☐ 7. If I don't understand some of the material, I ask my teacher for help a few days before the test.
- ☐ 8. I have a place to study where I am comfortable and not distracted.
- ☐ 9. I take responsibility for myself.
- ☐ 10. I have confidence in myself.

Test-taking involves all of the skills we have been talking about in this program.

◆ Has learning these strategies improved your test-taking abilities?

- ☐ **Yes** ☐ **No**

◆ How would you rate your test-taking skills before learning these strategies?

- ☐ **Excellent** ☐ **Good** ☐ **Fair** ☐ **Poor**

◆ How would you rate them now?

- ☐ **Excellent** ☐ **Good** ☐ **Fair** ☐ **Poor**