



Study Skills Anticipation Guide



Agree	Disagree	Idea	Agree	Disagree
		My handwriting is an indication of the way I learn.		
		“Studying” is sitting down and looking over my notes.		
		When completing homework, I should do my hardest subject first.		
		It is important for all students in a class to be doing the same thing at the same time.		
		I should study two to three hours for a major test.		
		I should do all of my homework in one sitting as soon as I get home from school.		
		My in-class notes should include only information the teacher gives.		
		“Cramming” for a test the night before will help me retain the information in long-term memory.		
		I can comprehend what I read and watch television at the same time.		
		Everyone should study the same way to get the same grades.		
		I am more likely to achieve a goal if I write it down.		

		I must have a three-ring binder for each class.		
		<i>How long</i> I study is more important than <i>how</i> I study.		
		An auditory learner should not sit by the windows or door of a classroom.		
		Extra effort can make up for any learning disability or social disadvantage.		

Learning Style Inventory Directions: Place the numerical value beside each statement under the corresponding frequency.



Statement	Frequency	Never-1	Rarely-2	Sometimes-3	Often-4	Always-5
If I see someone walk by the classroom door or window, I am distracted.						
If I see something out of the corner of my eye, I have to turn and look at it.						
I remember where on a page a particular sentence is (e.g., I can visualize that the information is on a right-hand page in the lower left corner).						
I'm good with faces but forget names.						
After being in a grocery store one time, I can remember where certain items are.						
I would rather watch a game than play it.						
Visual Total:						
I like to memorize poems, verses, etc.						
I can remember the lyrics to a song after hearing it only a few times.						
I can remember what a teacher said without having to take notes (e.g., lectures or assignments).						
If I can hear someone mowing the lawn outside the classroom, I am distracted.						
I like to <i>listen</i> to books (on MP3 file, online, etc.).						
Auditory Total:						
I doodle on my papers at school.						
I enjoy painting, sculpture, pottery, or handicrafts.						
I practice different ways of writing my name.						
I like to draw.						
I pay careful attention to my handwriting.						
If I don't write down an assignment or an appointment, I forget it.						
Tactile Total:						
If I sit for more than 15 minutes, I am uncomfortable.						
I tap my pencil on my desk or click a ball-point pen repeatedly.						
I can walk on a treadmill and read at the same time.						
I would rather play a game than watch it.						

In class (or church, etc.) I tap my feet or move my legs.					
I ask to go to the bathroom or sharpen my pencil even when I really don't need to.					
Kinesthetic Total:					

Learning Approach Inventory Directions: Place a check beside each statement under the corresponding frequency.



Statement	Frequency	Never-1	Rarely-2	Sometimes-3	Often-4	Always-5
The Practical Approach						
I ask teachers why we have to learn things.						
If I know an assignment is given just to keep me busy, I don't do it.						
I like applying what I have learned (e.g., learning a formula and being able to use it at the grocery store).						
If I already know how to do something, I do not waste my time doing the work.						
I get frustrated when a student or teacher is inefficient.						
I like to know the reason for every thing done in class.						
Total:						
The Planned Approach						
I like for a teacher to have an agenda posted when I walk into a classroom.						
I write down my assignments.						
I read syllabi at the beginning of a course.						
Before I begin reading anything, I look ahead at chapter headings or even the last page.						
I ask for what the teacher expects before doing an assignment (e.g., length, format).						
I am uncomfortable—even angry—when I see a topic on a test that I know was not covered in class.						
Total:						
The Social Approach						
I ask teachers if we can work in pairs.						
I would rather work in a group than work alone.						
I get more accomplished when I work in small groups.						
I do my share of the work in groups.						
I am easily distracted when I work alone.						
I am more creative when I work with others.						
Total:						
The Independent Approach						
If given a choice between working in a group or working alone, I choose to work alone.						
When I work with others, I ask for tasks that require little collaboration (e.g., art work).						

Working with others slows me down.					
I am more creative when I work alone.					
When I work in groups, I end up doing most of the assignment.					
I have a few close friends.					
Total:					

SCHOOL

VISUAL

- Sit close to the white board or projector screen.
- When learning terminology, sketch an image associated with the term.

HOME

- Use clear wall pockets to keep up with important paperwork. Use clear hanging shoe holders to store easily accessible office supplies for use while you're doing homework.
- Avoid the temptation to watch television while doing homework; your brain cannot multitask the way you think.

SCHOOL

AUDITORY

- Sit away from windows, doors, and the pencil sharpener.
- Sit close to the teacher but away from talkative classmates.

HOME

- You must hear it to retain it, so study aloud with a partner. Call out important terms, read to each other, and talk about what you're studying.
- Record yourself saying a poem you have to memorize, a list of causes you have to learn, or the process for doing a math problem. Listen to the recording as you go to sleep, brush your teeth, eat breakfast, or walk to class.
- If you find that you're losing your place while reading a challenging novel, try to find that book in a recorded format. You might find that listening while reading at the



same time is much less frustrating. Librivox.org and openculture.com are free services offering books in the public domain.

TACTILE

SCHOOL

- Be prepared as soon as each bell rings to start taking notes.
- Take notes during group discussions, even if the teacher does not require any.

HOME

- You must write it to retain it, so review at home must include writing. Try copying your notes. To memorize, write the words or formulas over and over.
- Make flash cards or flip cards (with a shower curtain ring and hole-punched index cards).
- Improve your spelling by tracing difficult words on sand paper.

KINESTHETIC

SCHOOL

- When the teacher asks for papers or books to be handed out, volunteer.
- If given the choice to move in any way (e.g., get into a group or perform a skit), choose to move.

HOME

- You must move to retain information, so you need to build movement into your study sessions. Create flashcards, foldables, and flipbooks for review. Some people can read while walking on a treadmill.
- Take frequent breaks. Instead of 45-minute sessions, build your homework time into 20-minute chunks. During your breaks, move your body; take a short walk, stretch, bike around the block one time, or simply do a



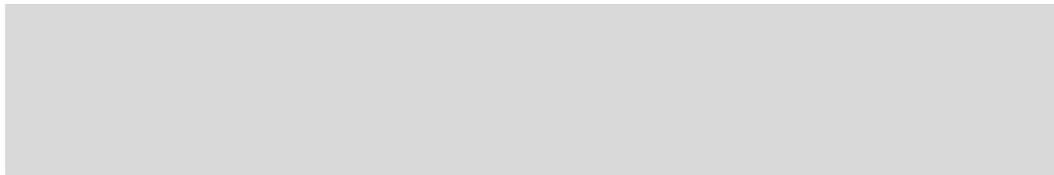
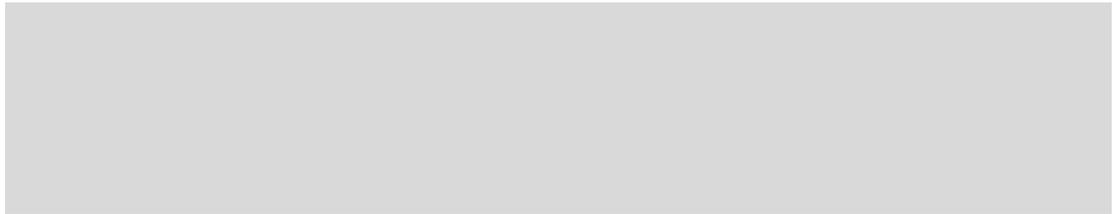
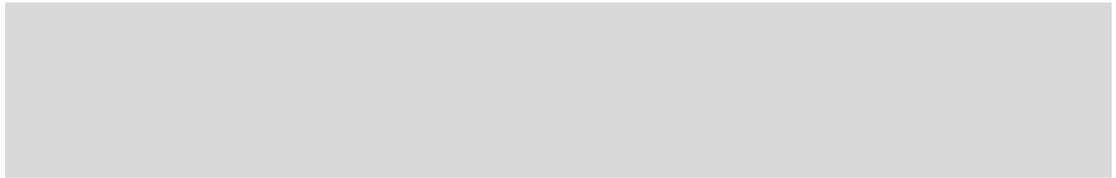
few jumping jacks.

Five Tips: Organizing

Why be organized? Knowing where your stuff is simply makes life easier. Just like knowing where your phone, house key, and locker are, knowing where that homework assignment is can be really, really important.



Tip 1 Keep it Inside



TIP 2 Avoid Layers

Disorganized students need one-layer systems. For example, if you need to

open a drawer *and* open a file folder to get to an item, you have two layers. Use bulletin boards and clear wall pockets, page protectors, and binder dividers.

Tip 3 Eliminate Paper

Bring school into the twenty-first century by keeping up with assignments on your phone, tablet, or laptop. Cut down on paper by only printing *what* you must *when* you must.

Tip 4 Check It Off

Each time you turn in an assignment, check it off your assignments list, calendar, or planner. At the end of the day, you'll know if you forgot to hand something in.

Tip 5 Purge

The less stuff you have, the less stuff you have to organize. Pare down the pile by cleaning out your locker and binders once a week.

Monday	Tuesday	Wednesday	Thursday	Friday
Test/Quiz/Essay / Project DUE				
Assigned HW				
Reading/Review/ Projects	Reading/Review/ Projects	Reading/Review/ Projects	Reading/Review/ Projects	Reading/Review/ Projects
Appointments/ Meetings/Practice	Appointments/ Meetings/Practice	Appointments/ Meetings/Practice	Appointments/ Meetings/Practice	Appointments/ Meetings/Practice

Famous Struggles Scavenger Hunt

Using any search engine, research famous people who struggled in school but succeeded nevertheless. Write the names of one or two people in each box.

Dyslexia	AD/HD	Homeless
Orphaned	Illiterate Parent(s)	Poor
Dropout	Speech Impediment	Other

Choose one of the people you researched and spend ten minutes in deeper reading about this person. What about this person's success motivates or inspires you? Write one to three full paragraphs using specific details from the person's life. Be sure to give credit to your source(s).

Famous Struggles Scavenger Hunt **TEACHER NOTES**

Using any search engine, research famous people who struggled but succeeded nonetheless. Write the names of one or two people in each box.

Dyslexia Tom Cruise Kiera Knightley Pablo Picasso	AD/HD Justin Timberlake Karina Smirnoff Ryan Gosling Adam Levine	Homeless Jim Carrey Daniel Craig Suze Orman Tyler Perry
Orphaned Aristotle Muhammad Nelson Mandela	Illiterate Parent(s) Dr. Ben Carson William Shakespeare Abraham Lincoln	Poor Oprah Winfrey Justin Bieber Ralph Lauren
Dropout Albert Einstein Walt Disney Francois Pinault	Speech Impediment Bruce Willis Joe Biden Charles Darwin	Other

Choose one of the people you researched and spend ten minutes in deeper reading about this person. What about this person's success motivates or inspires you? Write one to two full paragraphs using specific details from the person's life.

Be sure to give credit to your source(s).

Famous Struggles Scavenger Hunt Writing Rubric

Student: _____ Subject: _____

_____ A debatable thesis statement introduces the essay. (10 points)

_____ The student uses concrete details from the life of an historical figure or celebrity who struggled. (20 points)

_____ The concrete details support the thesis statement. (10 points)

_____ The student elaborates on details through his or her own analysis/commentary. (10 points)

_____ The analysis/commentary supports the thesis statement. (10 points)

_____ The student clearly communicates why this person's success is motivating or inspiring. (20 points)

_____ The student ends with a concluding sentence or paragraph that synthesizes the ideas presented and leaves the reader with a thought to consider. (10 points)

_____ There is evidence of careful proofreading for errors in sentence formation, usage, and mechanics. (10 points)

_____ **Total Points**

Ways to Study

1. Flashcards

Flashcards are a great study skill that you can practice on your own or with partners. Making flashcards helps you remember material in more than one way. First, when you write down the information, you are processing and thinking about the material, which will help you remember it. Also, flashcards become a more permanent tool that you can use again and again to study with yourself or a partner until you know the material.

Find material that you need to study – from your notes, notebook pages, textbook, google classroom, etc. On one side of the flashcard, write a question. Try to think of questions that the teacher might ask on the test or quiz. On the other side of the flashcard, write the answer. Continue until all the material for the assessment has been covered. You can use regular paper, recipe cards, sticky notes, or online sites such as cram.com to make flash cards

2. Have Someone Quiz You

Having someone quiz you may be a helpful study strategy if you learn better through conversation and interactions with others.

Ask a friend, sibling or adult to quiz you (don't ask a person who you know will get you off topic!). Give that person a set of questions, flashcards, or a study guide so that they know what to ask you.

3. Make Your Own Study Guide

Making your own study guide will help you learn the content as you write the questions and answers down on paper. Additionally, a study guide is something you can review again and again on your own (or with another helper) to help you prepare for a test or quiz.

There are many different ways to make a study guide. You could have all of the outcomes and then descriptions with it. You could incorporate graphs, charts, concept maps, etc.

4. Repetition/Recopying

A great way to memorize work is repetition. Repeat the word or phrase out loud or write it down multiple times to improve your memory. Put those third-grade penmanship lessons to good use. Research suggests we store information more securely when we write it out by hand than when we type it. Start by recopying the most important notes from the semester onto a new sheet of paper.

5. Tell a tale.

Turning the details you need to remember into a crazy story helps make the information more meaningful. For example, remember the order of mathematic operations PEMDAS this way: Philip (P) wanted to eat (E) his friend Mary (M) but he died (D) from arsenic (AS) poisoning.

6. Sing a Song

There are lots of different songs out there – parodies and original songs – that have been written to help memorize facts. How many lyrics to songs do you remember? How did you come to remember them? The same method you used to recall song lyrics also can work just as well in academics. Music can be used to help students recall important details to main ideas and many learners have made songs out of information when a list of items must be learned. Get on Youtube and find songs you can work with and memorize. Some examples are “Brain Song” – Mr. Parr – a parody of Fall Out Boy’s Centuries and The French Revolution Song – a parody of Lady Gaga’s Bad Romance.

7. Tutorials

Just as there are many songs out there, there are numerous people who have developed tutorials on many different topics. Find a “Crash Course” or other tutorial to help you understand material better. Be careful not to spend too much time on your computer, though, and don’t be distracted by other websites! Some examples are khanacademy.org, usinggo.com, virtualnerd.com, ed.ted.com, and youtube.com where you can watch tutorials such as ones put out by Crash Course.

8. Name Mnemonics

In a **Name Mnemonic**, the 1st letter of each word in a list of items is used to make a name of a person or thing. Sometimes, the items can be rearranged to form a more recollectable name mnemonic. Examples:

ROY G. BIV = colors of the spectrum

(**R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, Indigo, **V**iolet.)

Pvt. Tim Hall = Essential amino acids

(**P**henylalanine, **V**aline, **T**hreonine, **T**ryptophan, **I**solucine, **H**istidine, **A**rginine, **L**ucine, Lysine.

9. Expression or Word Mnemonic

This is by far the most popularly used mnemonic. To make an **Expression or Word** mnemonic, the first letter of each item in a list is arranged to form a phrase or word. Examples:

For physical laws dealing with gasses, try these:

Charles' Law: For a constant volume, pressure is directly proportional to temperature. **The simple way to remember Chuck is if the tank's too hot, you're blown into muck.**

Henry's Law: The solubility of a gas increases with pressure.

To remember good old Hank, remember the bubbles in the shaken Coke you drank.

Boyles' Law: At constant temperature, pressure is inversely proportional to volume. **Boyle's law is best of all because it presses gasses awfully small.**

The order of operations for math is

Parentheses, Exponents, Multiply, Divide, Add, and Subtract = **Please Excuse My Dear Aunt Sally.**

10. Concept Maps

Concept maps are pictures that show how ideas relate to each other. In a concept map, ideas are represented as nodes, and the relationships between them as links with descriptive labels.

Concept maps can be very large and complex—and they can be very small and simple. You can use concept maps to capture, communicate, and simplify very complex ideas.

In fact, there are at least 3 ways concept maps support learning. Concept maps help you: Build better understanding, be realistic about what you know (and what you don't), and they help you figure out what you need to study further.

According to one A+ college grad who barely studied in college, the difference between slow learners and quick studies are the way they study: instead of memorizing, quick learners make connections between ideas. Known as contextual learning, the process entails an individual student putting information into a form that makes sense to him or her. The A+ student recommends cramming all the info into one place (a sheet of paper or chalkboard) to get a full picture and aid the making of connections.

11. Mind Maps

Mind maps engage you in whole brain thinking and allow you to see the big picture (how all the different ideas are connected to one another). They also help to clarify thoughts, simplify complex ideas, memorize information and allow a person to be creative so as not to get as bored as easily. You can do a mind map on paper, or you can use programs such as Prezi.

12. Colors

Use different colors of pens when making your study guides, flash cards, rewriting notes, etc. The different colors can help you organize, stay on track, and just help keep you focused on what you are doing.

13. Tell Me Everything You Know Sheets

On a sheet, write out/brainstorm everything you know about the topic you are working on. Then, write out the questions you still have. Study, and try again – continue this until you have no more questions.

14. Practice Questions

Practice questions can be found in a variety of places – from your teacher, in your text book, workbooks such as “The Key” and online. Do the questions – either on paper or verbally, being sure to note where you are having difficulties. Go over the material again, and try the questions you couldn’t answer. Continue this until you can answer all of the questions.

15. Word Splash

Take the vocabulary words from the unit and organize them into different categories of your choosing. Be sure that you are able to explain why words belong together.

16. Foldables

Foldables study organizers are 3-dimensional, interactive graphic organizers that can help your students to organize, remember, review, and learn many kinds of information. They encourage students to use their creativity in a kinesthetic learning environment while reinforcing important thinking and communication skills.

Use foldables when: introducing new vocabulary words, introducing a new skill, topic, or concept, before a chapter, lesson, story, etc., during the lesson, after completing the chapter, lesson, story, etc., guided instruction or guided reading, writing process or review

Different types of foldables include the taco fold, the burrito fold, the shutter fold, and the mountain fold, vocabulary book, and layered look book, along with many others.

17. Practice Tests

In order to see what you know and what you still need to work on, try doing practice tests. Many textbooks have practice tests, or you could use a website such as Exambank. Another way to use a practice test is to make a practice test up yourself and do it, or switch with a partner.

18. Graphic Organizers

A graphic organizer provides learners with a visual representation of information, concepts, or ideas. Graphic organizers are often used to help people understand what they are reading or to organize information in order to report it, such as through writing or an oral presentation like a speech. Graphic organizers can also be used to take notes while listening to a lecture.

Students who have difficulty with reading comprehension, writing, note taking, or focusing during lectures can use graphic organizers to help keep the information organized, making it more concrete and therefore easier to understand and remember. Also, when a student takes notes using a graphic organizer the notes are represented in such a way that makes them easy to refer to at a later time, for use as a study guide or quick refresher of previously learned information.

Some types of graphic organizers include concept maps, mind maps, venn diagrams, fishbone diagrams, timelines and KWL (what I know, what I want to know and what I learned) charts.

19. Phone/Tablet Aps

1. Thwart the “curve of forgetting”:

Scientists have known about this brain event since 1885, yet somehow students never seem to pay it any mind. The first time you hear a lecture or study something new, if you review the material that same day within 24 hours, you prevent yourself from forgetting up to 80% of what you learned. After a week it takes only 5 minutes to retain 100% of the info.

2. Ditch cramming:

So now you know interval studying is best, but what if you don't have time to study every day? UCâ€“San Diego psychologists found that it's still better to study closer to the day you learned the material than to the day of the test. They put the optimal time at 10% of the time between learning and testing. So if you learn something on Monday and the quiz is the following Monday, study no later than Wednesday.

3. Use active recall:

In 2009, a professor of psychology at Washington University in St. Louis published an article in Psychological Science advising students against studying by reading and rereading textbooks, which leads people to think they know material better than they do because everything is right in front of them. He advised instead that students use active recall: closing the book and reciting everything they can remember to cement long-term memorization.

4. Stick to print:

Tablets and other mediums of e-learning are great, but the current research findings still give the upper hand to traditional print materials when it comes to studying. The iPad causes 6.2% slower reading times than a printed book, while the Kindle is 10.7% slower. Furthermore, a psychology lecturer at the University of Leicester in England found students required more repetition to learn new material reading on a computer screen than a print book.

5. Listen to music:

No, we don't mean Kanye. According to researchers at Stanford's School of

Medicine, if you will set Pandora to play “obscure 18th century composers,” you’ll engage the parts of your brain that help you pay attention and make predictions. Listening to music can also put you in a better mood about studying and could even change your perception of studying (and the world in general).

6. Stop multitasking:

You may think you’re killing two birds with one stone by texting or instant messaging while studying, but really you’re just killing your studying efficiency. An Indiana University study recently showed multitasking inhibits studying by interrupting the absorption and processing of information. Similar studies by Ohio State University, research firm Kaiser Family Foundation, and others confirm that multitasking is a studying no-no.

7. Relax:

Here is another reason not to wait until the last minute to study: stress hinders learning. UC Irvine researchers found that even stress that lasts as briefly as a couple hours can engage corticotropin-releasing hormones that disrupt the process of creating and storing memories. So taking study breaks to exercise or draw a few deep breaths will help your studying if they lower your stress level.

8. Get some rest:

All-nighters have long ago been debunked as effective study techniques. Now research out of the University of Notre Dame has shown the best way to recall information is to sleep after learning it. Students were split into two groups: those who studied at 9 a.m. and then went about their day, and those who studied at 9 p.m. then went to sleep. Both at 12 hours and 24 hours later, when both groups had had a full night’s sleep, the ones who slept shortly after studying scored higher.

9. Change your scenery:

As UCLA psychologist Robert Bjork says, there are a number of scientifically

proven study techniques we've known for a while that are often simply ignored. One of these is that moving to a different room to study improves retention, a big supporting factor for outdoor education.

10.Exercise first:

The benefits of exercise on the brain are many and well-documented. You can also give your studying a boost by breaking a sweat shortly before you study. According to Dr. Douglas B. McKeag of the Indiana University Medical Center, exercise gets blood flowing to your brain more evenly and make you more alert and more able to learn.

11.Vary the material:

Just like changing the scenery, scientists also have proven it's better to focus on several distinct but related topics rather than zeroing in on just one area. For example, instead of just memorizing vocabulary, mix in reading as well. If doing math, tackle several concepts instead of just one.

12.Plan when you're going to study.

Successful students schedule specific times throughout the week when they are going to study -- and then they stick with their schedule. Students who study sporadically and whimsically typically do not perform as well as students who have a set study schedule. Even if you're all caught up with your studies, creating a weekly routine, where you set aside a period of time a few days a week, to review your courses will ensure you develop habits that will enable you to succeed in your education long term.

13.Study at the same time.

Not only is it important that you plan when you're going to study, it's important you create a consistent, daily study routine. When you study at the same time each day and each week, you're studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive. If you have to change your schedule from time to time due to unexpected events, that's okay, but get back on your routine as soon as the event has passed.

14.Each study time should have a specific goal.

Simply studying without direction is not effective. You need to know exactly

what you need to accomplish during each study session. Before you start studying, set a study session goal that supports your overall academic goal (i.e. memorize 30 vocabulary words in order to ace the vocabulary section on an upcoming Spanish test.)

15. Never procrastinate your planned study session.

It's very easy, and common, to put off your study session because of lack of interest in the subject, because you have other things you need to get done, or just because the assignment is hard. Successful students DO NOT procrastinate studying. If you procrastinate your study session, your studying will become much less effective and you may not get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.

16. Start with the most difficult subject first.

As your most difficult assignment or subject will require the most effort and mental energy, you should start with it first. Once you've completed the most difficult work, it will be much easier to complete the rest of your work. Believe it or not, starting with the most difficult subject will greatly improve the effectiveness of your study sessions, and your academic performance.

17. Always review your notes before starting an assignment.

Obviously, before you can review your notes you must first have notes to review. Always make sure to take good notes in class. Before you start each study session, and before you start a particular assignment, review your notes thoroughly to make sure you know how to complete the assignment correctly. Reviewing your notes before each study session will help you remember important subject matter learned during the day, and make sure studying targeted and effective.

18. Make sure you're not distracted while you're studying.

Everyone gets distracted by something. Maybe it's the TV. Or your family. Or maybe it's too quiet. Some people actually study better with a little

background noise. When you're distracted while you're studying you (1) lose your train of thought and (2) you're unable to focus -- both of which will lead to very ineffective studying. Before you start studying find a place where you won't be disturbed or distracted. Some people this is a quiet cubical in the recesses of the library.

19. Assign Yourself Homework

Even if a teacher has not given you homework, you have work to do. Review your notes from lectures, proofread an essay one more time, chip away at a large project, or read ahead.

Five Tips: Taking Notes in Class

Tip 1 Pick a Strategy

A page of notes has a purpose and a look. The purpose is to help the writer remember and connect with material. The look is up to you. Find a system that will work for you and your learning style.

Recommendation: The Cornell Notes System provides a three-part format for writing down information, creating cues for questioning and organizing that information, and summarizing the lecture. Free templates are available online.

TIP 2 Date and Label

Because you need to go back to your notes quickly and often, date and label each page. It's not a bad idea to put your name or initials on each page as well; if you leave or loan your notes, you can get them back.

Tip 3 Download

Whatever system you choose for note taking, carve out time to process what you're hearing. It's like clicking Save so you don't lose your work. Stop and summarize every once in a while—every half page or full page of notes. If you can't summarize because you don't quite get the material, write down a question or two. Come back later and answer the question(s) for yourself or ask the teacher.

Tip 4 Be Selective

Do not write down every word spoken. Here's a quick guide to the information that needs to make it into your notes:

It is highlighted by the teacher. Listen for "This is important..." "Why does this matter?" and "Write this down... ."

It is a cause or effect. You probably don't need to know how to spell Gavrilo Princip's name, but you will certainly need to know that his assassination of Archduke Franz Ferdinand was one of the causes of

World War I.

It is unfamiliar terminology. Do not just write down a long, complicated, and confusing definition. Quick definitions will be more helpful for you when you review, so be sure to ask for clarification if you need it.

It is a conclusion reached during class discussion. It may not be important to write down the conversation, but the conclusion reached should be noted.

Tip 5 Bullet and Abbreviate

These are your notes, and you must find a balance between writing down everything the teacher says and abbreviating so much that you have no idea what you wrote. When the teacher changes topics, be sure to indicate that switch with spacing and bullets.