

Activities/ Resources for Outcomes

Outcomes #1, 2 and 3, Activity 1

Self-Directed Learning: Goal Setting Lesson Plan

GED Skill Sets (Language Arts, Reading and Science):

- Knowledge: Acquire basic concepts and be able to recall information
- Comprehension: Explain and interpret by restating in own words
- Application: Transfer understanding of concepts from one context to another
- Analysis: Examine content to clarify relationships among ideas
- Synthesis: Combine learned elements to form something new

ESL Content Standards:

- LI.L3 Follow simple oral directions and instructions
- AE.S4 Use collaborative skills in a group (e.g., agree, disagree, compromise)
- AE.R3 Interpret charts, tables, graphs and other non-prose information
- AE.W8 Organize key details in a variety of contexts (e.g., by note-taking, listing, or outlining)

Self-Directed Learning; Goal Setting

Overall Goal: Exploring brain hemisphericity and self-directed learning to help students identify analytical versus innovative tendencies, as well as self-directed learning patterns and subsequent goal setting strategies to enhance studying and learning.

Objective: Students will:

- Differentiate between left-brain and right-brain
- Survey self-directed learning tendencies
- Incorporate goal setting in studying and learning process

Major Skill Focus: Students will:

- Recognize left-brain determinants and right brain determinants
- Interpret Self-Directed Learning Survey
- Plan learning goals

Minor skill focus: Students will:

- Complete Left-Brain/Right-Brain Survey
- Identify preferred style
- Solve brain hemisphericity problem and examine brain shift exercise
- Complete Self-Directed Learning Survey
- Complete *Goals for Today* handout and subsequent *Self Assessment*

General new vocabulary:

- ✓ Brain Hemisphericity
- ✓ Objective
- ✓ Subjective
- ✓ Constructive Criticism
- ✓ Initiative
- ✓ Perseverance

Materials needed:

- ✓ Markers
- ✓ Wet board
- ✓ Overhead
- ✓ Overhead sheets for brain-shift exercise and self-directed learning survey

Handouts:

- ✓ Right Brain/Left Brain Dominance Quiz
- ✓ Self-Directed Learning Survey
- ✓ Goals for Today and Self Assessment sheets
- ✓ Young Woman / Old Woman Illusion downloaded from <http://www.killsometime.com/Illusions/Illusion.asp?ID=27>
- ✓ Right Brain Left Brain Inventory downloaded from: <http://painting.about.com/library/blpaint/blrightbraintable.htm>

Estimated time for lesson: 3 hour class with one mid-class break

Directions:

Students review new vocabulary. Students complete Brain Hemisphericity survey and determine left brain/right brain dominance. Students discuss outcome and identify make-up of class as a whole in consideration of brain hemisphericity. Students subsequently solve the brain hemisphericity problem and discuss ways to develop both hemispheres of the brain. Additionally students examine the brain shift exercise (old lady/young girl).

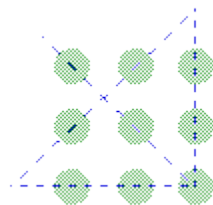
Students are introduced to self-directed learning concepts and complete Self-Directed Learning Survey, encompassing motivation, goal setting, and learning styles or recognition of learning preferences. Results are subsequently discussed as a group using Right Brain-Left Brain Inventory handout.

Lastly, students are introduced to goal setting and planning to achieve their goals; focusing of specific, measurable, action-orientated, realistic, and timely goals in conjunction to incorporating willpower, initiative, stamina, and enthusiasm in assuring attainment of goals.

Activity

Students individually attempt to solve the brain hemisphericity problem (connecting the 9 dots)

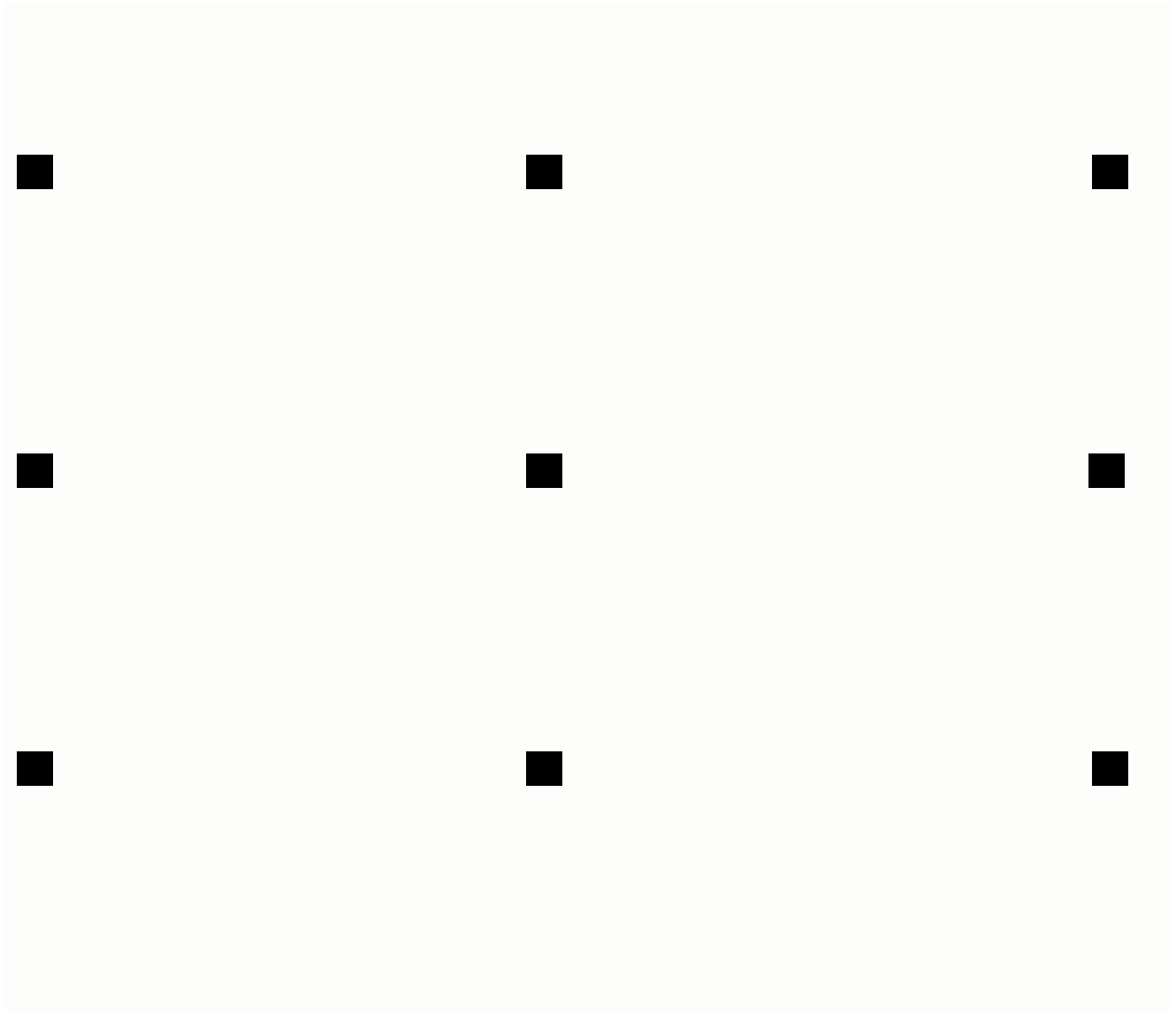
Solution to connecting the 9 dots: (The right brained person will feel more comfortable “thinking outside the box” and leave the confines of the original square. The left brained person tends to stay within the confines of the box. The lines can extend past the dots.



Students subsequently view overhead of brain shift exercise (old lady/young girl) to observe the importance of perspective in viewing not only pictures but also situations in life.

Assessment: Students successfully complete and evaluate outcomes of Left-Brain/Right Brain exercise. Students successfully complete Self-Directed Learning Survey and apply results relative to self-directed learning, encompassing motivation, goal setting, and learning styles or recognition of learning preferences. Students outline schedules, identify goals, and assess accomplishments.

Connect the nine dots by drawing only 4 straight lines, without raising your pen from the paper.





Young Woman / Old Woman Illusion Downloaded from <http://www.killsometime.com/illusions/illusion.asp?ID=27>

Goals For Today

Date: _____

Name: _____

Things I need to accomplish for today:

1. _____

2. _____

3. _____

4. _____

My schedule for today:

8:00 AM _____

9:00 AM _____

10:00 AM _____

11:00 AM _____

12:00 PM _____

1:00 PM _____

2:00 PM _____

3:00 PM _____

4:00 PM _____

5:00 PM _____

Evening Hours: _____

Self Assessment

What I Accomplished Today:

Date: _____ Name: _____

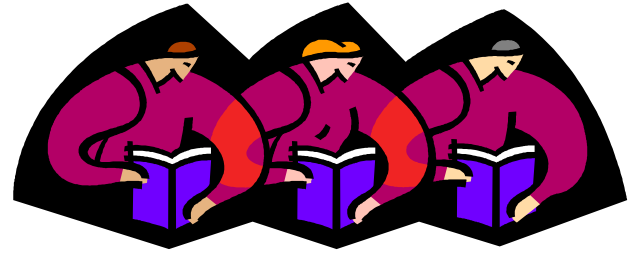
What were my specific goals for today? _____

What did I accomplish? _____

What do I need to accomplish tomorrow? _____

Name _____

SELF-DIRECTED LEARNING SURVEY



Please circle YES or NO.

1. I know my strengths and use them.
Yes No
2. I set goals.
Yes No
3. I plan and get my work done.
Yes No
4. I am motivated.
Yes No
5. I work through problems to get my work done.
Yes No
6. I want to learn
Yes No
7. I have the attitude of success.
Yes No
8. I want to know my own special ways of learning well.
Yes No
9. I find new skills I want to learn.
Yes No
10. I want to find out about new things.
Yes No

- | | | | |
|-----|---------------------|----|--|
| 11. | I do not give up. | | |
| | Yes | No | |
| 12. | I challenge myself. | | |
| | Yes | No | |
| 13. | I ask questions. | | |
| | Yes | No | |
| 14. | I organize my time. | | |
| | Yes | No | |
| 15. | I can make changes. | | |
| | Yes | No | |



Right Brain-Left Brain Dominance Quiz

Downloaded from

http://www.educationworld.com/a_lesson/TM/WS_brainetest.shtml

Right Brain/Left Brain Dominance Quiz

1. Are you better at recognizing and remembering names or faces?

Circle one: Names Faces

2. Are you an organized individual or a spontaneous individual?

Circle one: Organized Spontaneous

3. Do you like realistic stories or stories that deal in fantasy?

Circle one: Realistic Fantasy

4. Do you problem-solve using logic or intuition?

Circle one: Logic Intuition

5. Do you like well-structured assignments or open-ended assignments?

Circle one: Well-structured Open-ended

6. Do you remember things easily through language or through pictures?

Circle one: Language Pictures

7. Do you consider yourself to be very creative or not creative?

Circle one: Creative Not creative

8. Do you often produce humorous thoughts and ideas or serious thoughts and ideas?

Circle one: Humorous Serious

9. Do you read for details and facts or for main ideas and overviews?

Circle one: Details/facts Main
idea/overview

10. Do you learn through systematic plans or through exploration?

Circle one: Systematic
plans Exploration

11. Now use the key to help you understand whether you are right-brain dominant or left-brain dominant.

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Right Brain-Left Brain Dominance Answer Key

http://www.educationworld.com/a_lesson/TM/WS_brainrest.shtm

Answers:

1. Faces=right-brain behavior; Names=left-brain behavior
2. Spontaneous=right-brain behavior; Organized=left-brain behavior
3. Fantasy=right-brain behavior; Realistic=left-brain behavior
4. Intuition=right-brain behavior; Logic=left-brain behavior
5. Open-ended=right-brain behavior; Well-structured=left-brain behavior
6. Pictures=right-brain behavior; Language=left-brain behavior
7. Creative=right-brain behavior; Not creative=left-brain behavior
8. Humorous=right-brain behavior; Serious=left-brain behavior
9. Main idea and overview=right-brain behavior; Details and facts=left-brain behavior
10. Exploration=right-brain behavior; Systematic plans=left-brain behavior.

Total Score: _____ Right-Brain Responses; _____ Left-Brain Responses

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Right Brain and Left Brain Inventory

An inventory of the different ways the right brain and left brain process information.

Downloaded from: <http://painting.about.com/library/blpaint/blrightbraintable.htm>

While we have a natural tendency towards one way of thinking, the two sides of our brain work together in our everyday lives. The **right brain** of the brain focuses on the visual and processes information in an intuitive and simultaneous way, looking first at the whole picture, and then the details. The focus of the **left brain** is verbal, processing information in an analytical and sequential way, looking first at the pieces and then putting them together to get the whole.

Right Brain Inventory	Left Brain Inventory
• Visual, focusing on images, patterns	• Verbal, focusing on words, symbols, numbers
• Intuitive, led by feelings	• Analytical, led by logic
• Process ideas simultaneously	• Process ideas sequentially, step by step
• 'Mind photos' used to remember things, writing things down or illustrating them helps you remember	• Words used to remember things, remember names rather than faces
• Make lateral connections from information	• Make logical deductions from information
• See the whole first, then the details	• Work up to the whole step by step, focusing on details, information organized
• Organization tends to be lacking	• Highly organized
• Free association	• Like making lists and planning
• Like to know why you're doing something or why rules exist (reasons)	• Likely to follow rules without questioning them
• No sense of time	• Good at keeping track of time
• May have trouble with spelling and finding words to express yourself	• Spelling and mathematical formulas easily memorized
• Enjoy touching and feeling actual objects (sensory input)	• Enjoy observing

Trouble prioritizing, so often late, impulsive	• Plan ahead
• Unlikely to read instruction manual before trying	• Likely to read an instruction manual before trying
• Listen to how something is being said	• Listen to what is being said
• Talk with your hands	• Rarely use gestures when talking
• Likely to think you're naturally creative, but need to apply yourself to develop your potential	• Likely to believe you're not creative, need to be willing to try and take risks to develop your potential

Outcomes 4-5, Activity 2

Learning Styles Lesson Plan

GED Skill Sets (Language Arts, Reading and Science):

- Knowledge: Acquire basic concepts and be able to recall information
- Comprehension: Explain and interpret by restating in own words
- Application: Transfer understanding of concepts from one context to another
- Analysis: Examine content to clarify relationships among ideas
- Synthesis: Combine learned elements to form something new

ESL Content Standards:

- LI.L3 Follow simple oral directions and instructions
- HI.S1 Participate in face-to-face and phone conversations in familiar contexts
- HI.R4 Read passages or articles on familiar and new topics (e.g. work or current events)
- LI.W3 Complete authentic forms (e.g., change of address, job application, library card application)

Overall Goal: Exploring learning styles to help students identify personal learning styles to enhance studying and learning.

Objective: Students will

- Differentiate different ways of learning
- Identify their own learning styles
- Employ learning strategies applicable to their learning specific styles

Major Skill Focus: Students will

- Recognize the different learning styles
- Interpret results of Learning Styles Inventory

Minor skill focus: Students will accomplish:

- Completion of Multiple Intelligences Diagnostic Evaluation
OR Barsch Learning Styles Inventory OR STARLINK
Personality Spectrum inventory
- Tallying of Points
- Totaling of Points to obtain Preference Scores

General new vocabulary:

- ✓ Tactile Learner
- ✓ Kinesthetic Learner
- ✓ Indigenous
- ✓ Abstract
- ✓ Deciphering Codes
- ✓ Syllogisms
- ✓ Intuiting
- ✓ Cooperative Learning
- ✓ Empathy
- ✓ Metacognition

Medical terminology in the lesson:

- ✓ Olfactory Sense
- ✓ Diagnostic

Materials needed:

- ✓ Markers
- ✓ Wet board
- ✓ Objects (12 on a tray)
- ✓ List of objects

**Handouts: (all available from the KQUED website,
<http://uw.kqed.org/edresources/plan.php?id=111>)**

- ✓ Learning Styles Explained Tips for Better Learning
- ✓ Multiple Intelligences Inventory
- ✓ Multiple Intelligences Palette

or

- ✓ Optional Barsch Learning Styles Inventory available for purchase from Ganderpublishing.com
- or
- ✓ STARLINK Personality Spectrum materials and preference inventory available on www.starlinktraining.org

Estimated time for lesson: 3 hour class with one mid-class break

Directions:

Students review new vocabulary. To introduce the lesson, the activity is done initially. Students are given an opportunity to discuss the outcome as a group. Students then discuss the *Learning Styles Explained* handout to introduce the idea that we not only learn differently, but respond to different learning styles. Discussion includes students recalling a skill they recently learned and deducing how they learned it, focusing on which learning style they used, if it was successful, and which of the learning styles is their individual learning style. This can be done in pairs or small groups initially and then shared and illustrated as a class.

Subsequently, instructor presents multiple intelligences and learning styles; **Verbal/Linguistic, Bodily Kinesthetic, Musical/Rhythmic, Logical/Mathematical, Visual/Spatial, Interpersonal, and Intrapersonal**. Students review *Tips for Better Learning* and reflect upon their own specific learning style(s), comparing them to other ways of learning.

Lastly, students complete the *Multiple Intelligences Diagnostic Evaluation* OR the *Barsch Learning Style Inventory*; totaling their scores upon completion and reviewing the *Multiple Intelligences Palette* OR the *Barsch Learning Style Inventory Effective Study Tips*, recognizing the competencies associated with each intelligence or talent.

Activity

Class is divided into three groups. The first group looks at and attempts to memorize 12 objects placed on a tray, not visible to the other two groups. They have one minute to view the objects and are then asked to write down all the objects recalled.

The second group is given a list of the objects to look over for one minute and is then asked to write down all the objects recalled.

The third group is in another area listening to the teacher read aloud the list of objects over a one-minute period, and they, too, are then asked to write down all the objects recalled.

The groups come together as a whole to review their lists and discuss how they remember best, which method they would have chosen, and if it makes a difference as to their recall abilities.

Assessment: Students successfully complete and evaluate *Multiple Intelligences Diagnostic Evaluation* or other inventories available online or through purchase. Students differentiate the different learning styles and apply the study tips correlated to their specific learning styles.

Supplemental materials: www.chariho.k12.ri.us/curriculum/MISmart/MImapDef.HTM
<http://uw.kqed.org/edresources/results.php?topic=5>

Learning Styles Explained

(downloaded from <http://uw.kqed.org/edresources/plan.php?id=111>)

What Is a Learning Style?

Have you ever been in a classroom or work situation where very little makes sense, you struggle to do the work, and just making yourself be there is a huge effort? The reason could have much to do with how you take in information and how you learn. Learning is a complicated process, and there are many different theories about how we take in information. It is generally accepted that everybody learns and processes information in different ways. These different ways of learning are “learning styles”.

We usually talk about three different ways to learn: sight, sound and movement. These are generally referred to as visual, auditory and kinesthetic. However, more current research suggests that there are many more learning styles that need to be considered, such as verbal, musical, logical, interpersonal and intrapersonal. (These are the widely accepted styles.)

What Is Your Learning Style?

Usually people have some idea of how they like to learn. And usually we are correct in that guess. But sometimes we are accustomed to learning in one way, so we think that this way is our learning style. In any case, there are many different questionnaires that can help you determine what your learning style is. The results are almost always weighted in one category over the others. However, as you learn more about your style, you will realize that you probably can learn well in other styles and even that you have already been using the skills of other styles to learn.

Why Is It Important to Know Your Learning Style?

Once you discover your learning style, you can learn and study more effectively. You will be able to do this by practicing “tricks,” tools that can help you focus better and process information easier.

Tips for Better Learning

(downloaded from <http://uw.kqed.org/edresources/plan.php?id=111>)

Visual Learners

Visual learners remember what they see, for example, colors, charts, words, pictures, demonstrations and film/television. Therefore, if you are a visual learner, you should try to find movies, CD ROM information, pictures and charts that relate to the topic at hand. and turn your class notes into a visual guide: Color code them by topic using highlighter pens or different colors of notebook paper. Circle main ideas, draw arrows between ideas to show connections, draw pictures in your notes -- go all out. And above all, make flash cards.

Kinesthetic Learners

Kinesthetic learners retain information by doing something physical or active with it. If you are this type of learner, to stay focused in class, sit in front. When studying, walk around with book in hand. The best thing you can do is become physically involved with the class work. It is important for you to take notes. If you think of it, bring a small ball or toy to squeeze during long discussions. Become involved in role-playing activities in class. Be active in study groups -- you can speak about your understanding and try to figure out what will be on the test and how you will answer the questions. Record important information, then listen to it on a Walkman® while you exercise. And if you can find a way to apply what you learn, you will retain the information easier.

Intrapersonal Learners

You are a reflective thinker. So thinking things through is important to your understanding the material. Take the time after class to think about what was discussed and rewrite your notes in your own words. Study alone in a quiet place. Let your teacher know that you prefer to work alone and will get more out of learning if you are doing things in your own way. Taking tests with earplugs can help you.

Verbal/Linguistic Learners

You need to talk it out! When you are reading, read aloud. Summarize what you heard your teacher say into a tape recorder, then play it back and listen. Get into a study group where you can explain your ideas and hear other people talk about their ideas.

Musical/Rhythmic Learners

You probably find yourself singing, humming and whistling during the day. Do not stop. While studying at home, play music. Try to make rhymes to remember important information. Sing a song about the story you just read. In class, quietly snap or tap your fingers to the beat of a favorite song. Wear your Walkman, volume low, in the library. Essentially, fill your study time with music. Replay the same music right before you take a test to help jog your memory.

Logical/Mathematical Learners

You tend to think in logical numeric patterns. You gain understanding step by step. Usually, classes are taught in a kind of order, but if you have a teacher that seems to jump around, ask the teacher to put things into some kind of order for you. When you study at home, make an outline of what was covered in class. Make flow charts and line graphs to illustrate the step-by step process introduced to you in class. For a history class, make a timeline of events, putting things into a sequential order to clarify what you have been taught.

MULTIPLE INTELLIGENCES TEACHER

<http://uw.kqed.org/edresources/plan>

(Adapted from the works of Howard Gardner, David Lazeer and Jim Mundell)

Place a check in all boxes that best describe you.

LINGUISTIC

- I really enjoy books.
- I hear words in my head before I write, read or speak them.
- I remember more when I listen to the radio or an audiocassette than when I watch television or films.
- I enjoy word games such as crossword puzzles, Scrabble™, anagrams or Password™,.
- I like puns, tongue twisters, nonsense rhymes and double meanings.
- English, social studies and history were easier subjects for me than science and math.
- When I am driving I like to read the billboards and signs, and I notice them more than the scenery along the road.
- I often refer to things I have read or heard in conversations.
- People often ask me the meaning of words.
- I have written something recently that I was proud of or that was published or otherwise recognized.

- Total Linguistic boxes checked

LOGICAL

- I can quickly and easily compute numbers in my head (example: double or triple a cooking recipe or carpentry measurement without having to write it on paper).
- I enjoy math and science in school.
- I like solving brainteasers, logical games and other strategy games such as chess and checkers.
- I like to set up "what if" experiments (example: "What if I fertilized my plants twice as often?").
- I look for structure, patterns, sequences and other logical order.
- I wonder about how some things work and keep up-to-date on new scientific developments and discoveries.
- I believe that there is a rational explanation for almost everything.
- I can think in abstract, clear, imageless concepts.
- I can find logical flows in things people say and do at work and home.
- I feel more comfortable when things have been quantified, measured, categorized or analyzed in some way.

- Total Logical boxes checked

SPATIAL

- _____ When I close my eyes, I can see clear visual images.
- _____ I respond to color.
- _____ I often use a camcorder or camera to record my surroundings.
- _____ I enjoy visual puzzles such as mazes and jigsaw puzzles, and 3-D images.
- _____ I have vivid dreams at night.
- _____ I navigate well in unfamiliar places.
- _____ I often draw or doodle.
- _____ Geometry is easier than algebra.
- _____ I can imagine what something would look like from a bird's eye view.
- _____ I prefer reading publications that have many illustrations.

_____ Total Spatial boxes checked

BODILY-KINESTHETIC

- _____ I take part in at least one sport or physical activity regularly.
- _____ I find it difficult to sit still for long periods of time.
- _____ I like working with my hands (for example, sewing, weaving, carving, carpentry, model building).
- _____ I frequently get insights or ideas when I am involved in physical activities, such as walking, swimming or jogging.
- _____ I enjoy spending my free time outside.
- _____ I tend to use gestures and other body language when engaged in conversations.
- _____ I need to touch or hold objects to learn more about them.
- _____ I enjoy daredevil activities such as parachuting, bungee jumping and thrilling amusement rides.
- _____ I am well coordinated.
- _____ To learn new skills, I need to practice them rather than simply read about them or watch them being performed.

_____ Total Bodily-Kinesthetic boxes checked

MUSICAL

- _____ I have a nice singing voice.
- _____ I know when musical notes are off-key.
- _____ I often listen to music in a variety of formats -- radio, records, tapes, CD and so on.
- _____ I play an instrument.
- _____ My life would be less dynamic without music.
- _____ I often have a tune running through my mind during the day.
- _____ I can keep time to a piece of music.
- _____ I know the melodies of many songs or musical pieces.
- _____ If I hear musical piece once or twice, I can easily repeat it.
- _____ I often tap, whistle, hum or sing when engaged in a task.

_____ Total Musical boxes checked

INTERPERSONAL

- People often come to me to seek advice or counsel.
 - I prefer team and group sports to individual sports.
 - When I have problems, I prefer to seek help from other people rather than work it out alone.
 - I have at least three close friends.
 - I enjoy social pastimes like board games and charades more than individual pastimes such as video games and solitaire.
 - I like the challenge of teaching other people what I know how to do.
 - I have been called a leader and consider myself one.
 - I am comfortable in a crowd of people.
 - I am involved in local school, neighborhood, church and community activities.
 - I would rather spend a Saturday night at a party than spend it at home alone.
- Total Interpersonal boxes checked

INTRAPERSONAL

- I regularly spend time reflecting, meditating or thinking about important life questions.
 - I have attended classes, seminars and workshops to gain insight about myself and experience personal growth.
 - My opinions and views distinguish me from others.
 - I have a hobby, pastime or special activity that I do alone.
 - I have specific goals in life that I think about regularly.
 - I have a realistic view of my own strengths and weaknesses backed up by accurate feedback from others.
 - I would rather spend a weekend in a cabin or some other hideaway than at a large resort with lots of people.
 - I am independent-minded and -willed.
 - I keep a journal or diary to record the events of my inner life.
 - I am self-employed or have seriously considered starting my own business.
- Total Intrapersonal boxes checked

MULTIPLE INTELLIGENCES PALETTE

This is the array of competencies found in each intelligence. Place your totals for each on the line provided. (downloaded from <http://uw.kqed.org/edresources/plan>)

Verbal/Linguistic _____

Reading
Vocabulary
Formal Speech
Journal/Diary Keeping
Creative Writing
Poetry
Verbal Debate
Impromptu Speaking
Storytelling

Bodily/Kinesthetic _____

Folk/Creative Dance
Role Playing
Physical Gestures
Drama; Martial Arts
Body Language
Physical Exercise
Mime; Inventing
Sports Games

Musical/Rhythmic _____

Rhythmic Patterns
Vocal Sounds/Tones
Music Composition/Creation
Percussion Vibrations
Humming; Environmental Sounds
Instrumental Sounds
Singing
Tonal Patterns
Music Performance

Logical/Mathematical _____

Abstract Symbols/Formulas
Outlining; Graphic Organizers
Number Sequences
Calculation
Deciphering Codes
Forcing Relationships
Syllogisms
Problem Solving
Pattern Games

Visual/Spatial _____

Guided Imagery
Active Imagination
Color Schemes
Patterns/Designs
Painting
Drawing
Mind-Mapping
Pretending
Sculpture
Pictures

Interpersonal _____

Giving Feedback
Intuiting Others Feelings
Cooperative Learning Strategies
Person-to-Person Communication
Empathy Practices
Division of Labor
Collaborative Skills
Receiving Feedback
Sensing Others' Motives
Group Projects

Intrapersonal _____

Silent Reflection Methods
Metacognition Techniques
Thinking Strategies
Emotional Processing
"Know Thyself" Procedures
Mindfulness Practices
Focusing/Concentration Skills
Higher-Order Reasoning
Complex Guided Imagery
"Centering" Practices

Outcome 6, Activity 3

Additional reading note-taking resource to use and teach in addition to or instead of *Effective Note-Taking* consumable pamphlet.

http://www.fastol.com/~renkwitz/sq4r_study_method.htm

Study Skills

The SQ4R Method of Study

What is SQ4R?

- **SQ4R** is a versatile study strategy because it engages the reader during each phase of the reading process.
- Readers preview/**SURVEY (S)** the text material to develop predictions and set the purpose for the reading by generating **QUESTIONS (Q)** about the topic.
- They **READ (1R)** actively, searching for answers to those questions.
- They monitor their comprehension as they summarize **wRite (2R) & RECITE (3R)**. ...
- They evaluate their comprehension through **REVIEW (4R)** activities.

What is READING?

- There are many meanings for reading, but the simplest is to **CONSTRUCT MEANING FROM TEXT**.
- First and foremost you read for **MEANING** and **UNDERSTANDING**.
- The correct **READING SPEED** is the one that results in meaning and understanding.
- Reading is an art form. Good readers do certain things that result in the meaning that the process is designed to extract.
- Learning anything involves putting yourself in the proper mode to help ensure that meaning can be understood from the text.

What you need to know to enhance your comprehension:

1. I begin with what I already know (**activating prior knowledge**).
2. I always try to make sense of what I am reading (**context**).
3. I ask myself questions; before, during and after reading.
4. I predict and think about what will happen next in the text, or how my questions will be answered.
5. I read with purpose. I know why I am reading and what I am reading to find out.
6. I know that as a good reader I often **REREAD** parts (or all) of the text two or more times in order to make sense of what I am reading.

Two general learning components must be addressed as you begin the reading process, and the SQ4R method can activate them.

- First, place the reading in **CONTEXT**. What is the reading about and do I have any **prior knowledge** about this subject to help me extract the meaning that I'm after ?
- The **SURVEY** and **SYSTEMATIC** reading puts this process into motion. You get an overview that will "jog your memory" as you search for prior knowledge on the subject.
- Ask questions about what you don't know.
- Make the questions simple and general if you don't have much prior knowledge and more specific if this is an area of study that is familiar to you.
- Using these questions will **GUIDE YOUR SPEED AND COMPREHENSION** as you attempt to answer them.
- **THE STUDENT WHO IS ENGAGED IN READING IS MOTIVATED, STRATEGIC, KNOWLEDGEABLE, AND SOCIALLY INTERACTIVE.**

READING IS A PROCESS THAT MUST INCLUDE THINKING BEFORE, DURING, AND AFTER READING.

How to Use It

1. Survey what you are about to read: Systematic Reading

- Think about the title: What do you know about this subject?
- What do I want to know?
- Glance over headings and/skim the first sentences of paragraphs.
- Look at illustrations and graphic aids.
- Read the first paragraph.
- Read the last paragraph or summary.

2. Question

- Turn the title into a question. This becomes the major purpose for your reading.
- Write down any questions that come to mind during the survey.
- Turn headings into questions.
- Turn subheadings, illustrations, and graphic aids into questions.
- Write down unfamiliar vocabulary and determine the meaning.

3. Read Actively

- Read to search for answers to questions.
- Respond to questions and use context clues for unfamiliar words.
- React to unclear passages, confusing terms, and questionable statements by generating additional questions.

4. Recite

- Look away from the answers and the book to recall what was read.
- Recite answers to questions aloud or in writing.
- Reread text for unanswered questions.

5. wRite

- Make "maps" for yourself.
- Reduce the information
- Reread or skim to locate and prove your points.
- Write down the key terms and ideas in outline form or use a note-taking system.
- Always read/question/recite before marking or taking down notes.
- Check yourself against the text. Correct and add to your answer.

6. Review

- Answer the major purpose questions.
- Look over answers and all parts of the chapter to organize the information.
- Summarize the information learned by creating a graphic organizer (concept map) that depicts the main ideas, by drawing a flow chart, by writing a summary, by participating in a group discussion, or by writing an explanation of how this material has changed your perceptions or applies to your life.

Study Strategies -- SQ4R

1. Survey : Psych yourself up..

- Intend to remember.
- Anticipate test questions.

2. Question: Use previous knowledge.

- Intend to remember.
- Anticipate test questions.

3. **Read: Be selective.**

- Create meaningful organization.

4. **Recite: Put ideas in your own words.**

5. **wRite: Make "maps" for yourself.**

- Reduce the information

6. **Review: Further reduce the information.**

- Find personal applications.

Survey: Systematic Reading Technique

1. **First Steps**

- a. Read title, topic sentence in each paragraph, and introductory paragraph(s).
- b. Read headings, subheadings, and italicized words.
- c. Read Summary at the end of the chapter.

2. **Question: Use previous knowledge.**

- a. Intend to remember.
- b. Anticipate test questions.
- c. Turn each heading and subtitle into a question.
- d. Who? What? When? Where? Why? How?
- e. Restate the questions from headings to help fix them in your mind.

4Rs Techniques (Read, Recite wRite, Review)

3. **Read: Elementary and In-depth-Be selective.**

- a. Create meaningful organization.
- b. Read only the material covered under one heading or subheading at a time.
- c. Read ideas, not just words.
- d. Read aggressively, with the intent of getting answers, of noting supporting details, and of remembering.

4. Recite: Put ideas in your own words.

- a. Look away from the book and then "recite" (out loud) the major concepts of the section.
- b. Check your answers, referring to the book.
- c. Answer the questions that you raised before you began to read.
- d. Answer fully, and be sure to include the reasons the author believes the answer is true.
- e. Recall the answer and do not refer to the book.

5. wRite: Make "maps" for yourself.

- a. Reduce the information
- b. Reread or skim to locate and prove your points.
- c. Write down the key terms and ideas in outline form or use a note-taking system.
- d. Always read/question/recite before marking or taking down notes.
- e. Check yourself against the text. Correct and add to your answer.

6. Review: Further reduce the information.

- a. Find personal applications.
- b. Look over your notes and headings and subheadings in the text. Get an overall view of the main points.
- c. Recall sub-points under each main point.
- d. Aim to do an immediate review and later review. Studies show that with immediate review you can retain 80% of what you covered.
- e. Go back periodically and test yourself to see how much you remember. Don't put off review until the night before the test.

Summary of SQ4R Method of Study

1. Survey : Psych yourself up

2. Question: Use previous knowledge

- Intend to remember.
- Anticipate test questions.

3. Read: Be selective

- Create meaningful organization.

4. Recite: Put ideas in your own words

5. wRite: Make "maps" for yourself

- Reduce the information

6. Review: Further reduce the information

- Find personal applications.

Outcome 8, Activity 4

<http://www.betterhealth.vic.gov.au/> Excellent source on healthy living by the Government of Victoria, British Columbia

Facilitate class discussion to elicit knowledge and opinions on time management. Create class list of problems and solutions. Go to online health quiz (see below link and copy) and complete.

http://www.betterhealth.vic.gov.au/Bhcv2/bhcarticles.nsf/pages/quiz_time_management?open&s=nm&pn=quiz_time This quiz can be taken on line or with pen and paper.

See how well you manage time with this quick health quiz. Good time management skills can help you feel less stressed and more in control.

1. You answer emails:

- A. If they're from friends.
- B. At a set time each day.
- C. Whenever they arrive.

2. When people drop into your workspace and interrupt, you:

- A. Answer their queries but feel resentful.
- B. Are always glad for the distraction.
- C. Have strategies for keeping the visit short.

3. You get out of the office for lunch:

- A. Every day
- B. You can't remember the last time.
- C. Twice a week.

4. How many times do you handle a piece of paper before you deal with it?

- A. 5-6 times
- B. 2-3 times
- C. Once

5. You use a 'to do' list:

- A. Never
- B. Every day
- C. When you need to be reminded of something.

6. When your boss asks you to do something that competes with another of your work priorities, you:

- A. Do it, but take your time.
- B. Grin and bear it.
- C. Point out that there's something else that conflicts with it.

7. How many hours do you spend a week on cultural activities, hobbies, leisure and socializing with friends?

- A. 10 or more hours.
- B. 3 hours or less.
- C. 4-6 hours.

8. You set aside thinking or planning time each day:

- A. Never
- B. Always
- C. When I remember.

9. You decide what to do each day according to:

- A. The work plan that you've developed for the week.
- B. Whatever arrives in your in tray.
- C. Who is complaining loudest.

10. You work best:

- A. When the deadline is nearly on you.
- B. Just before knock off time.
- C. During the hours of the day that you know are your most productive.

Your score is:

Score 10 to 15:

Your time management style is best described as managing chaos. You feel constantly under pressure and that there aren't enough hours in the day. Start by prioritizing tasks and allocating regular time to work on longer term projects instead of leaving things to the last minute and selling yourself short. This will not only help you to be more effective and efficient but will help you take control and feel better about yourself.

Score 16 to 23:

Taking steps to protect your time will help you to feel more motivated and in control of your work. Be more assertive when people around you make extra demands on you and use your leisure hours to refresh and relax.

Score 24 to 30:

You get the most out of your time. You are skilful at managing short and longer term projects, you prioritize well, and you enjoy a healthy mix of work and play. See if there's anyone out there in your work team who could benefit from your time management skills.

Share website with students and allow some time to navigate and discuss health and time management,

Then to relate it more specifically to study skills, take survey on page 3 of consumable pamphlet, *Time for everything*.

Outcome 10, Activity 5

Discuss organizational skills and develop a list of possibilities as a class. Give handout, Study Skills: Notebook Organization and discuss ideas. Are there some the class missed? Are there some the class thought of that the handout is missing?

Each student will come up with a plan for organizing their materials optimally for their lifestyle, situation and learning style. The plan will be written and signed. The program will assist as possible with needed supplies. Students will bring their binders or other organizational tool along with a plan by the following week and use it in all classes.

Study Skills: Notebook Organization

How should you organize your notebook?

A three-ring binder is the best type of notebook to use. Pages can easily be added or taken out. All class notes—lectures, discussions, labs, print materials, films, videos, etc. can be put in the same place. Having the information you need to learn in one place allows you easy access for reviewing for tests. An organized and accurate notebook can be set up using:

DIVIDERS:

Use dividers for each subject. This helps you turn quickly to the area you are looking for.

CLASS NOTES:

By recording all class notes in your notebook you will always have them for later reference. Record only the important information you need to learn. Six different things should be included on each page of notes.

- a. The unit topic
- b. The main idea for that page of notes
- c. The details that you need to learn
- d. Key vocabulary words
- e. Study questions
- f. Summary of the main idea

HANDOUTS:

Keep all assignments, readings, etc., that your teacher gives you in your notebook. This assures you will not lose them. If the teacher gives something to you, it is important to keep it.

HOMEWORK AND ASSIGNMENTS:

Record your homework assignments as the teacher gives them. Never leave class unless you have written all the information about the assignments in this notebook.

TESTS:

Keep quizzes and tests. They can be useful to you later. They will help you predict the types of questions that teacher asks. They can also be used to prepare for unit or semester exams.

Top 40 Study Strategies from University of Guelph students

Time Management

1. Start to manage your time at the beginning of the semester.
2. Organize your semester by plotting the following on a large calendar: due dates for assignments, midterm exams, and other important dates.
3. Set some goals for yourself, such as the grades you would like to receive in your courses and what you expect to learn from each course. Think about how much time it will take to accomplish these goals.
4. Break tasks into smaller, more manageable jobs (Example: Week 1 = Essay outline, Week 2 = Research, Week 3 = Rough Draft, Week 4 = Final Draft)
5. Make a weekly schedule to indicate lectures, labs, seminars, study time, etc.
6. Plan time for leisure/recreation.
7. Use "To do" lists when you have a lot to do in a day.
8. Set priorities.
9. Be flexible.
10. Keep at it!

Listening and Note taking

1. Go to class — there's no substitute for the real thing.
2. Have assigned readings done before each lecture.
3. Listen actively by anticipating what the lecturer will say.
4. Screen and evaluate information by comparing with your text and your own knowledge.
5. Concentrate.
6. Take notes. Note topics and subtopics. Use brief point form, putting things in your own words.
7. Use the margin or draw a column to note key terms or questions you have.
8. Use diagrams where possible, especially to illustrate relationships.
9. Review your notes before each class, and plan a weekly review that integrates lecture and text notes.
10. Ask your professor to clarify points you don't understand.

Textbook Reading

1. Do required reading on a regular basis. Keep a weekly schedule.
2. Preview material to get an overview. See how the chapter is organized.
3. Consider the author's writing style and potential biases.
4. Use different reading speeds. Pay attention to your attention.
5. Think of questions to answer as you read through the material.
6. Reflect on the material as you read. How is it valuable?
7. Summarize what you have read. Note important points. Integrate with lecture notes or in text margins.
8. Take breaks. Set targets to work towards and break in-between.
9. Find a quiet, comfortable place to read. Your bed may not be the best place!
10. Review your readings on a regular basis.
11. Review course material weekly to keep material fresh in your memory.

Exam Preparation

1. Study in a quiet, comfortable (but not too comfortable!) location where distractions and interruptions are minimal.
2. Be organized. Make a study schedule by breaking down what you have to do. Have all your materials with you.
3. Study in small chunks of time. Two-hour blocks, then a 15-minute break work well for many people.
4. Keep a normal schedule. Be sure to eat right, get enough sleep, and take time to exercise and relax.
5. Gather information about the test from the professor and teaching assistant (e.g., Will the test be multiple choice, short answer, or essay? How many questions will be on the test? What material will be covered?)
6. Anticipate exam questions. Do practice questions, including questions from old tests which can be found on reserve in the library, at the department office, or from students who have taken the course already. Make up sample questions and answer them.
7. During the test, read the instructions and questions carefully. Budget your time. Organize your answer. Make up an outline for essay questions if possible.
8. Relax. Be aware of tension build-up. Don't forget to breathe!

9. Follow-up. See the professor or the teaching assistant to discuss where you went wrong so that you can improve next time