

# TEACHER guide



## Unit 7 core study skills



# Teacher Guide

## Unit 7: Core Study Skills

### Teaching Strategies

Lecture

Large Group Discussion

When students combine good time management with good study skills, they can plan efficient and effective study sessions. The goal of this unit is to teach core study skills such as note taking, textbook reading, homework tracking, and grade tracking.

### Time Frame

The implementation time for this material is approximately 90 minutes. This material can be paired with Unit 6 and Unit 8, if desired.

### Instructor Preparation

- ◆ Read *Student Guide*—Unit 7: “Core Study Skills.”
- ◆ Review the PowerPoint slides side by side with the lecture outline for Unit 7.
- ◆ Make sure to have copies ready of these forms found in the *Student Guide*—Unit 7: “Core Study Skills.” Blank forms are found online with this teaching kit:
  - “Active Reading Form” (Worksheet 7-1)
  - “Integrated Notes Form” (Worksheet 7-2)
  - “Homework Tracking Form” (Worksheet 7-4)
  - “Grade Tracking Form” (Worksheet 7-5)

### Resources

Locate and read any of the following resources to support an understanding of the topic:

- ◆ *College Study Skills: Becoming a Strategic Learner*, by Dianna L. Van Blerkom. Cengage Learning, 2011.
- ◆ *Integrating College Study Skills: Reasoning in Reading, Listening, and Writing*, by Peter Elias Sotiriou. Wadsworth Publishing, 2001.
- ◆ *SOAR Study Skills*, by Susan Kruger. Grand Lighthouse Publishers, 2007.
- ◆ *Succeeding in College: Study Skills and Strategies*, by Jean Reynolds. Prentice Hall, 2001.

### Supplies & Equipment

- ◆ *Student Guide*—Unit 7: “Core Study Skills” (one per student)
- ◆ Blank study aid forms (found in the *Student Guide*—Unit 7, and online with this *Teacher Guide*)
- ◆ Whiteboard and markers, or chalkboard and chalk
- ◆ LCD/DLP projector, laptop, and PowerPoint presentation, or printed overheads and an overhead projector

## Learning Objectives

After reading Unit 7: “Core Study Skills,” and completing the worksheets associated with this topic, each student will be able to:

1. Understand two procedures for taking notes.
2. Recognize different textbook features and understand the value of each feature.
3. List the components of a reading system.
4. Find the main idea in textbook paragraphs.
5. Use active listening skills while taking notes during lectures.
6. Value the use of graphic organizers to arrange notes from reading and lectures.
7. Describe the benefits of editing and rewriting notes from reading and lectures.
8. Use a homework tracking system to keep up with due dates.
9. Use a grade tracking system to understand the impact of missed points on grades.

## Lecture Outline

This lecture outline is designed to be used in combination with the *Student Guide*—Unit 7: “Core Study Skills,” and the PowerPoint slides included with this teaching kit. Instructors are encouraged to add or delete slides and information as they deem appropriate to meet the particular needs of their student groups. The PowerPoint slides can be shown with an LCD projector, or printed onto transparencies for overheads. The page numbers noted next to the slides below are where you can find this material in the *Student Guide*.

### **Slide 1: Title Slide**

Introduce the topic and ask students to turn to page 1 in their *Student Guide*—Unit 7: “Core Study Skills.”

### **Slide 2: Goals of this Unit**

The goal of this unit is to teach students core study skills to improve the efficiency and effectiveness of study sessions.

### **Slide 3: Benefits of Good Study Skills (pg. 1)**

Review the benefits of good study skills and ask students to describe what they define as study skills. Encourage students to talk about their level of skill and where they feel they need better study skills.

### **Slide 4: Note Taking (pgs. 1–2)**

Discuss the basics of note taking and talk about when to take notes (lectures, reading assignments, demonstrations).

### **Slide 5: Reading System Defined (pg. 3)**

Define the term *reading system* and ask students to share the systems they currently use to complete textbook reading assignments.

### **Slide 6: Textbook Features (pg. 2)**

Textbooks have a number of features to support students’ efforts to understand the material. Ask students to open one of their textbooks and identify the features listed on the slide. Discuss the purpose of each feature.

### **Slide 7: A Functional Reading System (pg. 3)**

Preview the components of a functional reading system shown on the slide. Each component is described in greater depth in the following slides.

### **Slide 8: Preview (pg. 3)**

Describe methods for previewing a reading assignment. When students preview their reading assignments, they create a framework from which to view the material and construct their understanding.

### **Slide 9: Active Reading (pg. 3)**

Compare and contrast active reading with passive reading and discuss the role of questioning in reading. The use of active reading forms is discussed in slide 11.

**Tip:**

Find appropriate graphic organizers for particular lectures and hand them out before the lecture.

**Slide 10: Review (pg. 3)**

To review, students must test their comprehension of a section and reread it if they are missing information or don't understand the content. Students often resist review because they just want to finish a section and move on. Review is the most important part of sending the information to long-term memory so it is available for recall during an exam. Discuss methods for review.

**Slide 11: Active Reading Form (pgs. 5–7)**

Pass out blank “Active Reading Forms” and ask students to turn to pages 6–7 in their *Student Guide*: Unit 7. Describe each section of the active reading form.

**Slide 12: Integrated Note Form (pgs. 5–8)**

Pass out blank “Integrated Note Forms” from page 8 and review the form with the student.

**Slide 13: Overcome Reading Obstacles (pg. 4)**

Discuss common reading obstacles and their solutions. Ask students to share their feelings about textbook reading and reading difficulties.

**Slide 14: How Do I Find the Main Idea? (pg. 11)**

Discuss methods for finding the main idea in a paragraph and ask students to open their textbooks to a pre-determined spot. Ask them to read a paragraph and share the main idea of the paragraph. If students have trouble, coach them to help them find the main idea.

**Slide 15: Reading Graphics (pg. 11)**

Students sometimes need help understanding how to best read graphics. Walk them through the process of reading a graphic from their textbook. Ask students to turn to a pre-determined spot in their textbooks and have them interpret the graphic. Students should be able to summarize the graphic in one or two sentences. If students have trouble, coach them to help them learn how to read graphics.

**Slide 16: Lectures and Note Taking (pg. 11)**

Discuss methods for taking notes during lectures. Also reiterate the idea that notes should be rewritten within 24 hours of the class. This helps the students organize and process the information in working memory, and move it into long-term memory for recall later.

**Slide 17: Note Format (pgs. 12–13)**

Preview the two main forms of note taking: informal outline and the block system. The outline method works better if the student is using either the “Active Reading Form” or the “Integrated Notes Form.” The block method works better if the instructor is a rapid speaker.

**Slide 18: Graphic Organizers (pg. 13)**

Students have already been introduced to graphic organizers. The samples on the following slides help students see how they might organize specific types of information. All of these forms are available to students on [www.abmp.com](http://www.abmp.com). The instructor can plan to flip through these organizers fairly quickly as they are meant to provide an example and need little explanation.

**Tip:**

Use an occasional pop quiz to determine which students are completing reading assignments.

**Tip:**

It works well to demonstrate how to track grades and tabulate grade point average. Provide the breakdown of letter grades, if appropriate. The instructor can also take out the syllabus and have students fill in assignments, quizzes, exams, competency checks, and their point values on the spot. Instructors will find that if they teach students how to track their own grades, they will have fewer grade inquiries during the term.

**Slide 19: Sun Map, Cluster Map, Spider Map (pg. 14)**

Each of these graphic organizers is a lot like a mind map. The topic is placed in the center and all of the details and related information radiate outward.

**Slide 20: Four Columns (pg. 15)**

This organizer, and the three that follow, are designed like tables. They ensure students record specific data in each area so that pieces of information don't get lost.

**Slide 21: Compare and Contrast Attributes Chart (pg. 15)**

**Slide 22: Separate Facts from Opinions Chart (pg. 16)**

**Slide 23: Who, What, When, Where, Why Chart (pg. 16)**

**Slide 24: Sequence Organizers Type 1 (pg. 17)**

These types of organizers are used to take notes about a process, sequence, or series of steps or events.

**Slide 25: Sequence Type 2 (pg. 17)**

**Slide 26: Sequence Type 3 (pg. 18)**

**Slide 27: The Quadrant (pg. 18)**

This type of diagram helps students to compare and contrast, while still finding commonalities.

**Slide 28: Common Details (pg. 19)**

This type of diagram allows the student to compare and contrast subjects. Differences go in the outer sections, while commonalities go in the center.

**Slide 29: Muscle Organizer (pgs. 20–21)**

This form provides an ideal note-taking system for learning muscles. Discuss the sections of this diagram and explain the types of information students need to learn about muscles

**Slide 30: Edit and Rewrite**

Discuss the benefits of editing and rewriting notes and encourage students to review their notes daily. Even 10 minutes of review each day helps to move the information into long-term memory.

**Slide 31: Homework Completion (pgs. 22–24)**

Discuss the importance of homework completion and review the "Assignment Calendar" in our time management planning forms. Students have already been introduced to the "Assignment Calendar," but this is a good time to reinforce its use. Pass out copies of the "Homework Tracker" (Worksheet 7-4) and explain how the form is used.

**Slide 32: "Grade Tracking" Worksheet (pgs. 25–26)**

Pass out a blank Worksheet 7-5 ("Grade Tracking") and explain the importance of grade tracking.

**Slide 33: Recap of Skills Learned**

Use this slide to recap the lessons learned in this unit and to gauge the student's reaction to the material.

## Core Study Skills Milestones Checklist

Name: \_\_\_\_\_

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

0 = The student does not have this skill.

1 = The student sometimes demonstrates this skill.

2 = The student almost always demonstrates this skill.

0	1	2	
			Listens actively in class and takes notes on lectures, reading assignments, and demonstrations.
			Enjoys using a textbook reading system to complete textbook reading assignments.
			Values graphic organizers as a good way to arrange notes from reading and lectures.
			Edits, adds to, and rewrites notes to improve note organization.
			Tracks homework assignments on a daily basis.
			Tracks grades on a daily basis.