

Study Skills Workshop Day #1, August 7, 2017

Organization & Planning

*Expectations of Central High School vs. Timberlane Middle School

- Students are expected to keep track of more (not parents or teachers)
- Locker as "home base"; visit before school, at lunch, and after school
- Don't carry all of your belongings with you all day
- 4 minutes in between classes
- Rotating Period/Drop Day schedule
- Expectations for homework; break down large assignments into 2 nights in planner
- Best use of study hall period (do homework due NEXT day, not day of)
- Unexpectedly being pulled out of Study Hall for various reasons day of
- Sign up for Computer Lab/Media Center fill up fast

*Organization

- Use school planner to write down homework each night
- Once a week, write down all subjects, abbreviated in planner
- Write "none" or "T" for Textbook Needed or "N" Notebook Needed
- Use check system or highlight as assignments are completed
- One folder for each class, left "to do", right "completed and turn in"
- One notebook per class, color code with folders
- Write "homework buddy" contact info. in front of planner
- Bell Schedule/Calendar is on back of school planner
- Use your own planner (electronic, bigger planner, etc.)

*Planning/Managing Time Better

- Set alarms on phone to begin homework (ex: 5:00 pm alarm)
- Plan how long each assignment will take to complete
- Tackle most difficult subject *first*
- Give yourself a break after school (snack, YouTube, etc.)
- Routine is key! Study at same time each day in same place
- Studies show that teenagers should get 9 to 9 and ½ hours of sleep each night!
- Take a break from studying at least every 50 minutes!
- If needed, set phone alarms for your breaks as well to return to your work
- We came up with and sketched our ideal space to do homework
- Consider comfort, sound, interruptions, materials needed, etc.
- Activity: Helping "Roberto" prioritize and plan his night (3:30 pm to 10:30 pm)
- Scheduled events vs. most important things on list vs. free time vs. everything else

*Exit Slip: What did you take away from today's workshop? Suggestions/comments?

*Homework: Discuss your ideal study space with your parents. Prepare for the new school year with them.

Study Skills Workshop Day #2, August 8, 2017

Taking Notes & How to Study

*Note-Taking

- Activity: Memorizing two grocery lists to prove the importance of taking notes
- Importance of good note-taking:
 - *encourages students to make connections and elaborate on classroom topics
 - *to prepare for large tests (ex: final exams for the first time in high school)
- Many different methods of taking notes. Three popular methods:
 - *Outlining
 - *Mapping
 - *Cornell
- New York Times Article, "Better Ways to Learn" group activity
(Practice each of the 3 popular methods by using article)
- Always keep notes neat
- Use your own words, abbreviations, and shorthand
- Listen 80% of the time, write 20% of the time
- Skip a line to show the end of a topic
- Star, asterisk, underline, or highlight points the teacher emphasizes
- Always copy everything the teacher writes on the board

*Motivation to Learn? Periodically reflect on reasons *why* you want better grades!

- Grades?
- Internal? (Get into good college, good job, etc.)
- Parental Approval?
- Teacher Approval?
- Competitive?

*How to Get Better Grades/Studying Skills

- Review notes regularly, not just before a test
 - *15 minutes increments, maybe during Study Hall?
 - *Study information by topic, avoid memorizing random lists in no order
 - *Add "?" where info. Is missing or you were confused
- Use Memory Aids
 - *Flashcards
 - *Acronyms (ex: R.O.Y.G.B.I.V.)
 - *Create sentences with acronyms
 - *Create poems/songs
 - *Recite notes aloud
- Have materials ready in your study space established on Day #1
- Importance of good health, sleep, water
- Importance of study breaks
- Study with a friend/group or teach another person to best process information

Name: _____

Study Skills Checklist—How are your study habits? Read the list below, and check each item that applies to you most of the time.

- ☐ I have one place to write down my homework assignments and any books that need to go home every day.
- ☐ I check this list every day when I'm packing my book bag to go home.
- ☐ I have a special place to study that's comfortable and quiet.
- ☐ I have all my study materials in one place—including paper, pencil, calculator, etc.
- ☐ I have a place to use a computer if I need it.
- ☐ I study at about the same time every day, and know that this is the best time for me.
- ☐ When I sit down to study, I have a clear goal of what I want to accomplish in each subject.
- ☐ I usually have enough time to finish my homework.
- ☐ I have the phone number of at least one person in each class that I could text/call with a question about an assignment.
- ☐ Every night, I put all the things I need to take to school the next day in the same place.

Roberto's After-School Plans

Use the chart on the next page to help Roberto plan his day. Write each thing next to the time when he will do it.

- Roberto has a basketball game right after school today. He will probably be home by 5:30.
- Roberto's dad is working out of town this week and his mom will be picking up his sister from ballet, so Roberto needs to start dinner and set the table. They will all eat together at 6:30.
- Roberto promised his younger sister he would play a computer game with her. This will probably take an hour. His sister's bedtime is 9:00 p.m.
- Roberto has about 1 hour of math homework.
- Roberto would like to relax and have time to read the latest Sports Illustrated.
- Roberto needs to study about 1/2 hour for his science test tomorrow.
- Roberto would like to get on the Internet to check his email and to send a message to a friend who lives across the country.
- Roberto goes to bed at 10:30 p.m.

Roberto's After-School Plans adapted from www.dayrunner.com

Roberto's Plan

Time	Activity
3:00–3:30 p.m.	
3:30–4:00 p.m.	
4:00–4:30 p.m.	
4:30–5:00 p.m.	
5:00–5:30 p.m.	
5:30–6:00 p.m.	
6:00–6:30 p.m.	
6:30–7:00 p.m.	
7:00–7:30 p.m.	
7:30–8:00 p.m.	
8:00–8:30 p.m.	
8:30–9:00p.m.	
9:00–9:30 p.m.	
9:30–10:00 p.m.	
10:00–10:30 p.m.	

Roberto's After-School Plan adapted from www.dayrunner.com

Daily Plan-It Activity: (_____ 's Plan)

Time	Activity
3:00–3:30 p.m.	
3:30–4:00 p.m.	
4:00–4:30 p.m.	
4:30–5:00 p.m.	
5:00–5:30 p.m.	
5:30–6:00 p.m.	
6:00–6:30 p.m.	
6:30–7:00 p.m.	
7:00–7:30 p.m.	
7:30–8:00 p.m.	
8:00–8:30 p.m.	
8:30–9:00p.m.	
9:00–9:30 p.m.	
9:30–10:00 p.m.	
10:00–10:30 p.m.	

Roberto's After-School Plan adapted from www.dayrunner.com

My Time, My Place

My Time

The best time of day for me to study is _____

because _____

My Place

The best place for me to study is _____.

Draw a picture of this special study spot below. Include a caption or labels to point out why it's the best place for you to study.

