

**Ecole River Heights School
presents:**

**Study Strategies that Make a
Difference!**

**October 20,2009
7-9 P.M.**

Ecole River Heights School Theatre

Winnipeg School Division

Investing in the Future!

Study Strategies that Make a Difference!

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**A Winner of the 2007
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Study Strategies that Make a Difference!

Tonight's Agenda

- 1. What are Study Skills/Strategies?
- 2. How Do We Process Information?
- 3. Ways to Improve Concentration and Motivation
- 4. Listening skills-SLANT
- 5. Eight Basic Principles of Learning
- 6. Memory Test and Memory Strategies
- 7. Introduction to Reading Strategies
- 8. Why Read Aloud?

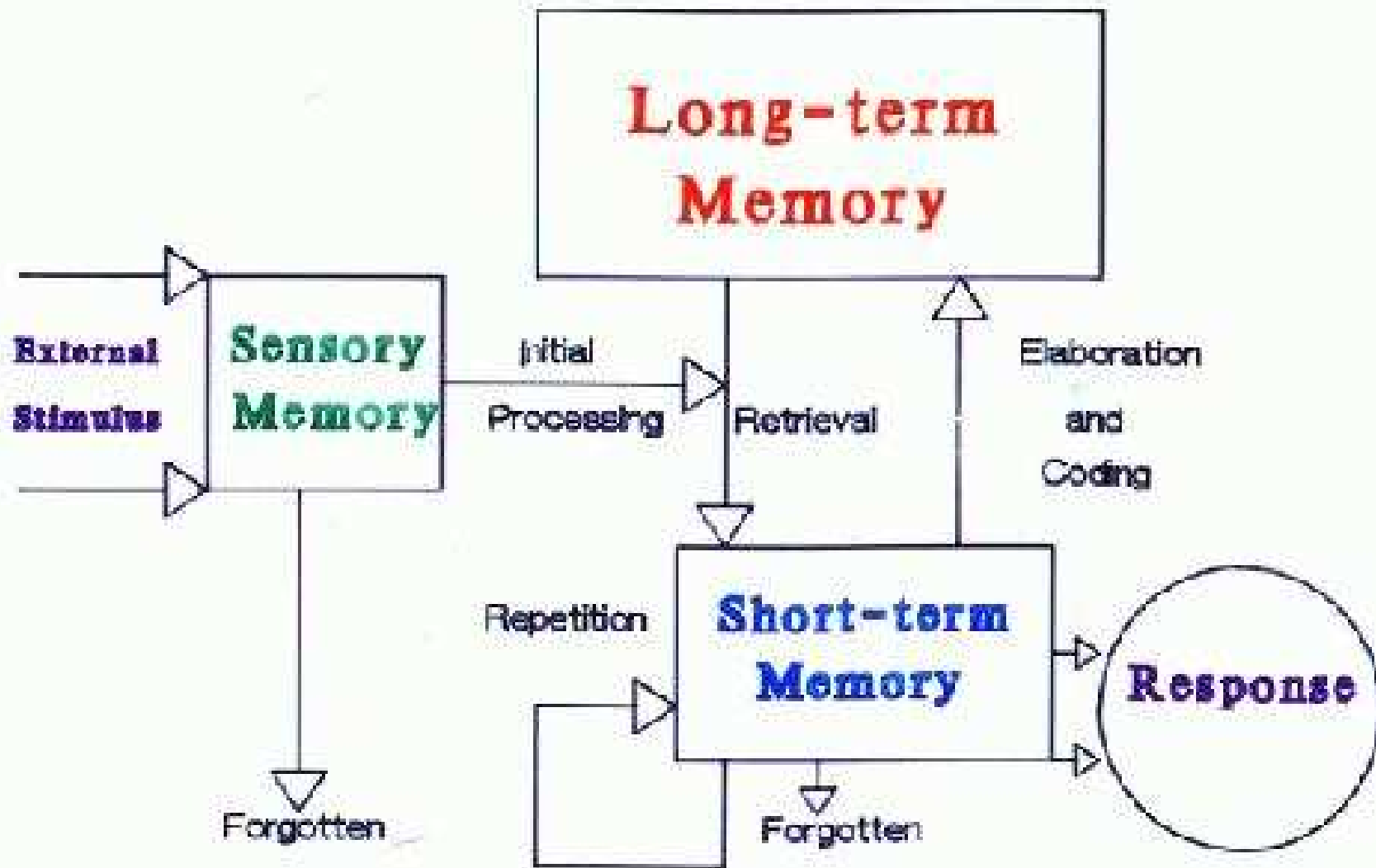
Study Skills/Strategies are Keys to Success

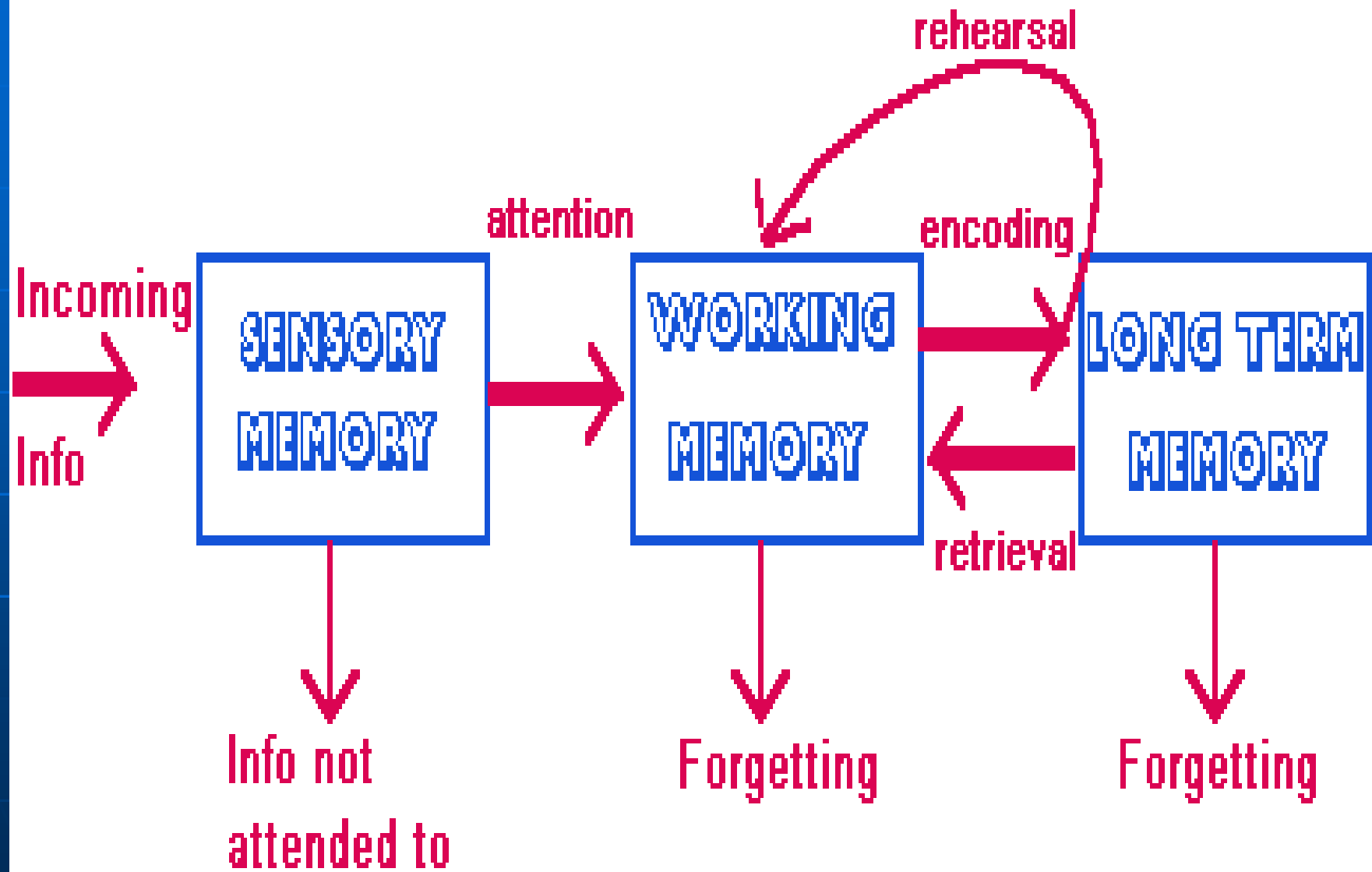
They enable students to:

- Find important information quickly
- Read effectively and efficiently
- Organize information in a systematic way
- Retrieve the information when required
- Become strategic life long learners

Model of Information Processing

- Atkinson and Schiffrin, 1968 developed a model of information processing which became popular
- Many variations of this model exist in the literature and online.
- Cognitive Psychologists use models to help us understand how the brain works. See the models in the next two slides.





Learning is Social

- **“Together is better”.**
- **We create communities of learners in our classroom/school/family.**
- **Learning is fostered in supportive communities.**
- **Families/Caregivers have a strong role to play in fostering learning.**
- **We try to create strong learning communities in our homes.**
- **One of our curriculum outcomes is to build a community of learners.**
- **We have a wonderful neighbourhood community that honours learning: schools, libraries, bookstores.**

Ways to Improve Concentration and Motivation

- 1. Get enough sleep and rest.
- 2. Eat healthy food for meals and snacks. Avoid junk food when studying. Snack on fruits and veggies.
- 3. Set regular times to study. Get into new habits. No T.V. video games or texting during study time.
- 4.a) Take breaks after studying for a period of time: MY 30/10 min.; SY 45/15 min.

Concentrate and Motivate

- 4. b) Breaks should not exceed study time. Get fresh air and exercise in breaks.
- 5. Design a well lit, comfortable study space.
- 6. Organize the space to work for you.
- 7. Study in regular places. Try libraries.
- 8. Have all your study equipment handy.

Concentrate and Motivate

- 9. Break up your job into manageable chunks with deadlines.
- 10. Put major deadlines on the family calendar. Parents need to know about major tests/exams.
- 11. Keep sticky notes handy. Jot down distractions or reminders. Attach to your agenda book. Follow up later.

Concentrate and Motivate

- 12. Develop relaxation strategies for long periods of sitting and for stressful times. Relax tense muscles. Exercise when sitting/studying. Deep Breathe.
- 13. Hydrate.
- 14. Think of a motto to inspire you.
- 15. Be positive and get excited about your topics.

“Love what you learn. Learn what you love.”

Concentrate and Motivate

- Be enthusiastic. It is easier to learn and remember.
- Who controls your attitude?
- YOU DO!
- What do you need to do? Be Positive.
- Choose one area to concentrate on for the next month.

Attitudes are Key

- Remember: “Attitude determines altitude”.
- How far will you go?
- We can do great things when we put our mind to it.
- “Yes, We Can!”.

Active Listening-SLANT

- Sit up
- Lean forward toward the speaker
- Activate your mind. Act interested.
- Note what the speaker is saying.
Nod. Take good notes.
- Track the speaker with your eyes.
- **SLANT**

Eight Principles of Learning

Let's Focus on the Super 8 Principles:

- Selectivity
- Intent to remember
- Meaningful organization
- Recitation
- Consolidation
- Review
- Association
- Overlearning or
- Superlearning

Sources:

- Walter Pauk
- Kathleen McWhorter

Selectivity

- Students cannot learn it all.
- **Select** important key ideas and supporting details.
- How do authors in textbooks signal what is important?
- Pay attention to bold print, italics, headings, subheadings, summaries
- How do teachers signal key ideas?
- Volume, repetition, cues, and clues.

Intent to Remember

- Decide you can and will remember.
- Remember to remember.
- Determine importance of material.
- Decide how to remember/ retrieve.
- Care about what you are learning.
- Make an effort to recall and share.
- Make information memorable.

Meaningful Organization

- Make information meaningful.
- Make it matter to your life.
- Organize information. Look for different patterns.
- Cluster/chunk information into meaningful categories.
- Create headings/subheadings.
- Use the List, Group, Label strategy. e.g. Grocery lists.

Memory is Limited

- Experts tell us adults can only remember 7 bits of info +/- 2.
- Memory is developmental. It gets better as we grow to adulthood. With age, it changes.
- It can get better with practice.
- Try to recall local phone numbers. They are 7 digits .
- Important numbers are clustered in 3 digits to aid recall. E.g. SIN numbers.

Recall a Phone Number

- How do you help yourself to recall the number?
- Note the patterns that you used.
- What strategy do you use if you cannot write it down?
- Rehearse, chunk, find patterns.
- Jot it down.

Recitation is Key

- **Recitation helps to transfer information from short- term memory to long- term memory. STM --→ LTM**
- **If you cannot recite, you likely cannot write the information.**
- **Use as many senses/images as you can recite.**
- **EX. Recall your grandma's kitchen at holiday time.**
- **See it, hear it, feel it, smell it, taste it.**
- **Recitation helps to increase comprehension and recall.**

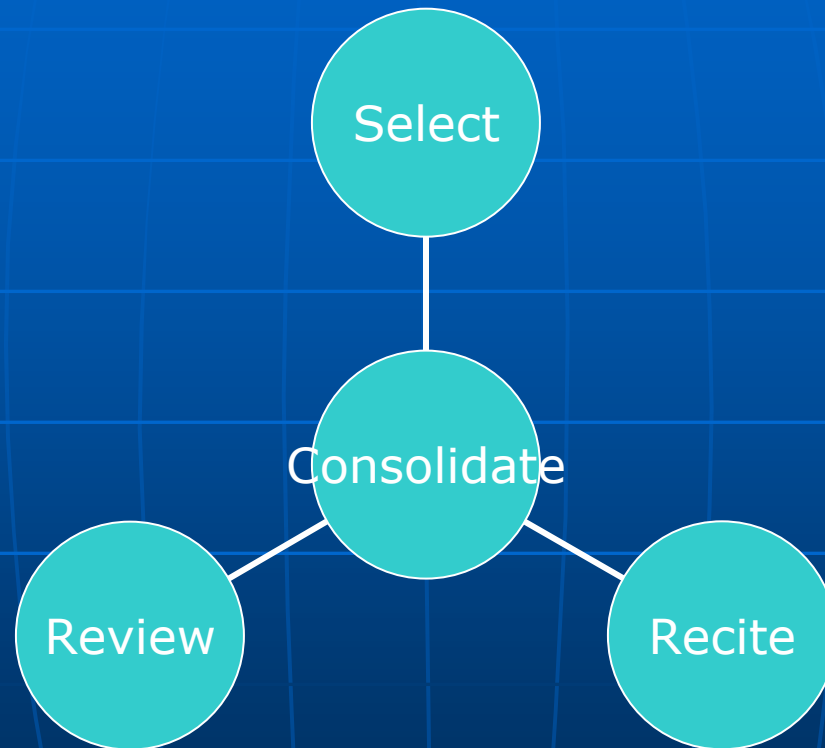
Recitation Aids Memory

- Make sure you really understand ideas.
- Then try to tell someone what you have learned. Think-Pair-Share
- Get information from Short-Term Memory to Long Term.
- Add rhythm and rhyme.

Consolidation

- Ideas need time to jell. Avoid procrastination.
- Humans need time to rehearse and to develop a neural trace or pathway in the brain.
- Think-Pair-Share with a Study Partner.
- Recite your notes. Highlight.
- Write cue words in the margin.
- Write summaries of your notes.
- Map your key ideas.

Principles of Learning



Consolidate Ideas

- Review when material is fresh. Study a little every night.
- Put key ideas on cards. Rehearse often. Make use of 20 min. sessions to review.
- Avoid cramming. Pace your study.
- Remember STM: Fast in. Fast out.
- Where is the information stored?
- Short term memory is very short.

Review, Review, Review

- Review information immediately. Start the process when ideas are fresh.
- Skim your notes. Highlight key ideas.
- Quiz yourself often.
- Review within 3 hours.
- Review within 3 days on the weekend.
- Review in 3 weeks for a test.
- Review in 3 months for the exam.

Review with a Friend- Learning is Social

- Take turns teaching one another.
- Quiz each other. Make tests for each other.
- Simulate exams under exam conditions.
- Use all senses when you study.
- Start a study group.
- Stick to a study agenda/plan.

Association-Make Them

- Make an association to your own life.
- Think. How does this connect to my life now? in my future?
 - -To something I have read in a book?
 - -To something I have viewed in a movie?
 - -To something I have heard in a talk?

Connections (Harvey and Goudvis)

- Text to self T-S
- Text to text T-T
- Text to world T-W

-This reminds me of the time...

-This is like a movie I saw

-Events like this happen everywhere in the world.

-I remember Marshall Mc Luhan said the world would become like a **global village**.

Overlearning/Superlearning

- Learn the information so well that you can teach it to someone. Explain work to another person. Tutors and tutees both benefit.
- Take turns sharing information.
- Know it to 100% accuracy.
- Review some more to build speed/fluency.
- Be confident that you can and will remember.
- Imagine and visualize success.

Practice Tests/Quizzes

- Practise, practise, practise to overlearn.
- Prepare for exams under exam conditions.
- With practice, over time we learn to deal with some types of stress.
- We develop a schema for the test.
- We are not so stressed out.

How you apply the 8 principles of learning when you study?

- **Selectivity**

- How do you select what is important when you read?

- **Intent to remember**

- How do you decide what you need and want to remember?

- **Meaningful Organization**

- How do you organize information in meaningful ways?

Recitation

- How do you recite to ensure information gets from short-term to long-term memory?
- How could you build this into your study routines?
- How can parents/caregivers help?

Consolidation

- How do you give times for ideas to jell in your mind?
- How do you slow down the input?
- How do you space the practice?
- How do you avoid procrastination?
- How can you build daily study time into your routines?

Review

- When do you review?
- When should you review?
- How can you pace yourself?
- How do you make sure you have enough time to review?
- How can you review with a friend?
- Do you have a study partner?
- Consider study groups together.

Association

- How do you make associations?
- How can you make more learning links or connections?
- How do you link information in ways that are meaningful?
- How do you make meaningful connections to self, text and world?

Goal for This Month

- Choose a principle of learning.
- Decide how you can apply the principle. Try to improve learning at school and home.
- Turn and talk. Share your goal.
- Good luck.
- Encourage each other.

Try to Memorize This List

- Apples
- Hamburger meat
- Garlic sausage
- Buns
- Milk
- Orange juice
- Whole wheat bread
- Steak
- Oranges
- Ice-cream
- White bread
- Chocolate milk
- Cereal
- Tomatoes
- Bananas
- Potatoes
- Yogurt
- Lettuce
- Apple Juice
- Strawberries

How did you do?

- Did you look for a pattern?
- Did you memorize the columns?
- How did you make associations or connections?
- Did you visualize?
- What did you see?
- Did you use Canada's Food Guide?
- How can you improve your memory?

Ten Memory Strategies

- 1. Count the items.
- 2. Look for patterns and relationships
- 3. Group or categorize information
- 4. Visualize the information. Use all 5 senses. Make a mental picture or movie.
- 5. Recite or rehearse information to yourself. Use index cards to rehearse.
- 6. Chant, rhyme, make a jingle or set to familiar music.

Ten Strategies for Memory

- 7. Make associations. It is like....
- 8. Use acronyms, names or nouns.
HOMES for Great Lakes.
- 9. Develop acrostics, sentences to cue recall. "Every good boy deserves fudge".
- 10. Teach someone and apply what you have learned.
- What strategies work for you?

Emotions Impact Learning

Care about Learning

- **Be positive. Love what you learn.**
- **Learn what you love.**
- **Explore your interests in inquiry and research.**
- **Get excited about your material.**
- **It will be easier to remember.**
- **If it seems boring, make it relevant/exciting.**
- **Apply learning to your life.**
- **Decide you can and will remember. Relax and have fun. Make it a game.**
- **Make it come alive!**
- **Help a friend to learn.**

Create a Culture for Learning

**Teachers/Parents,
Families/Librarians/Clinicians
Cultivate Key Attitudes and Create a Culture
for Learning at school and at home:**

Be persistent. Keep your vision.

- **Set high but achievable goals/standards.**
- **Work to the best of your ability.**
- **Be aware of supports around you-network and ask for help.**
- **Learn from failure and past success.**

Parents Nurture Success

- **Take time to think about children's success.**
- **What went well? Let's do it again.**
- **Help children to learn from failure.**
- **We all learn from our failures.**
- **Failures are temporary setbacks.**
- **We need to help students recover from these setbacks.**
- **Hard work over time pays off.**

ABCD's of Goal-Setting Teacher/Parents/Students Work Together

- Set high but achievable goals. Our curriculum says that goals should be:
 - Achievable
 - Believable
 - Controllable
 - Deadlines and Timelines : record in the agenda book.
- ELA SLO 1.1.5

Read Around the Text

Read a Daily Newspaper Together

- Have students look at picture cues.
- Predict stories based on pictures.
- Pay attention to captions under pictures.
- Read charts/graphs: weather maps, sports pages for scores/team standings.

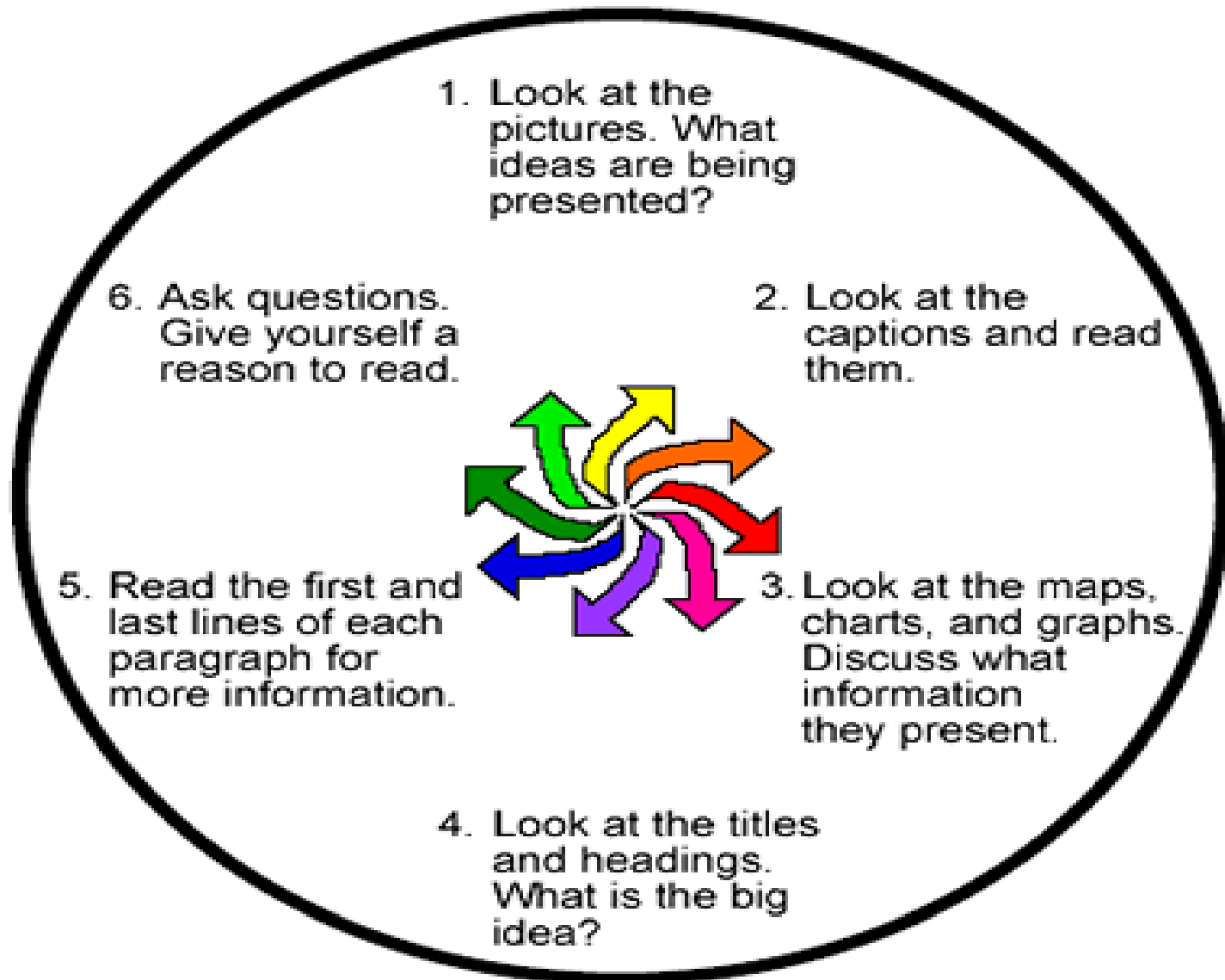
Read the Newspaper Together

- Try to get the big ideas from titles.
- Read the first and last paragraph.
- Summaries tell the big ideas.
- Turn headings into W5+H Questions.
- Use the Who? What? Where? When? Why? How? to retell a story.
- Talk about issues facing our community and the world.

High Five Strategies

- “Read Around the Text”-Today
- KIM-Key word, Info, Memory clue
- Reciprocal Teaching-Take turns teaching
- Two Column Notes/Cornell Notes
- Sum It Up
- Source High Five: Anchorage Alaska Model

Google “Read Around the Text”



SQ4R: Survey, Question, Read Recite, Review, Reflect

(Adapted from F.P. Robinson)

- | <u>Steps</u> | <u>What to do?</u> |
|-----------------------|---|
| ■ Survey areas | Check the title and other text features: |
| ■ | -bold face headings/subheadings |
| ■ | -words in italics/bold/special fonts |
| ■ | - view pictures, maps, graphs, charts |
| ■ | - read captions |
| ■ | - read summaries first |
| ■ | -skim questions at the end |
| ■ | Get the big picture and key ideas. |
| ■ | Set a purpose for reading. |
| ■ | Predict text structure or patterns. |

Q-QUESTION

- **What do I already know about this topic?**
- **What do I want to find out?**
- **What do I need to know?**
- **Turn headings and subheadings into questions.**
- **Ask W5 questions: Who? What? Where? When? Why?**
- **Predict the possible test questions.**

R-Read

- **Skim, scan and read closely to find answers**
- **Visualize as you read. Make mental pictures.**
- **Use sensory images. Use 5 senses.**
- **Note key ideas and supporting details.**

R-Recite

- **Answer your questions in your own words.**
- **Summarize key points. Recap.**
- **Highlight or underline *only* the key words you need.**
- **Explain key points in your own words.**

R-Review

- **At the end of each reading session, ask yourself:**
 - **What have I learned?**
 - **Is there something I don't understand?**
 - **Can I recall the main points?**
 - **Make learning links, and new associations.**
- **It's like...**

R-Reflect and Record

- **Why is this important to me and to this subject? Reflect and connect**
- **Record key ideas.**
- **Map the ideas.**
- **Record possible test questions.**

Foster a Reading and Learning Culture in Your Home

- Make sure your child has a current library card.
- Visit the library on a regular basis.
- Take out books, DVD's and magazines.
- Magazines count as reading material.
- Adolescents need practice to develop their fluency and rate.
- Students need to read material at their independent level to develop fluency.
- Students need to read for the love of it, for sheer pleasure and enjoyment.
- Give books and magazine as gifts.

Learning Links 3-2-1

- 3 Key Points to Remember
- 2 Things I must continue
- 1 Question that I still have???

Ah Hah! Next Steps!

- Share one of your “aha” moments that you had tonight.
- Choose one item from tonight’s presentation that you will apply at home or at school.

Why Read Aloud? Choral Read Together

- **R-reinforces lifelong reading**
- **E-enlarges vocabulary**
- **A-allows for shared experiences**
- **D-demonstrates connections**

- **A-arouses the imagination**
- **L-leads to knowledge**
- **O-offers opportunities for discussion**
- **U-utilizes time well**
- **D-develops achievement potential**

Study Strategies

Do Make a Difference!

- Learn what you love and love what you learn together!
- Take an interest in the topics your child is studying.
- Follow up on interests at the library.
- Create a culture for learning in your home.
- Your child's future is an open book!