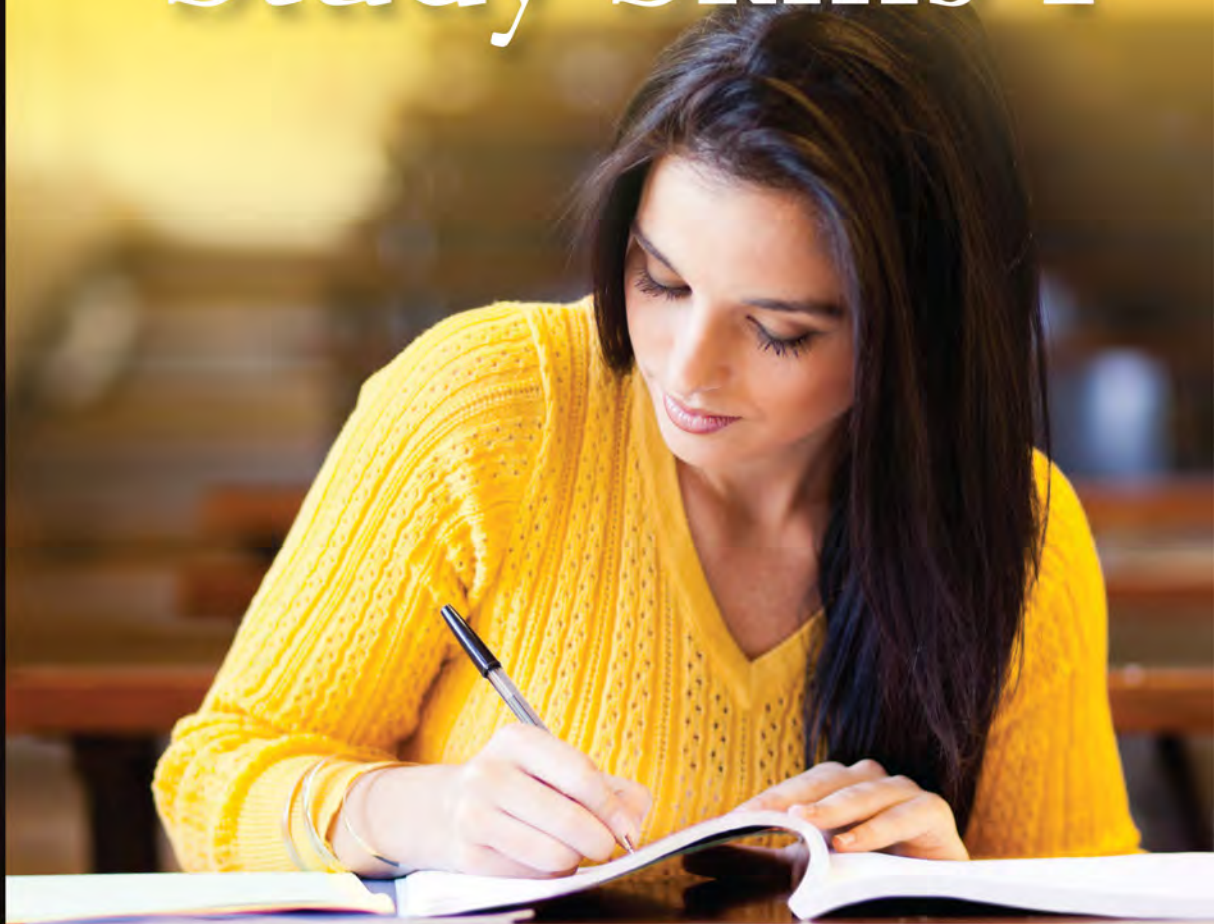


# Study Skills 1



## **Topics Include:**

Organizing for Study, Improving Memory,  
Anatomy of a Textbook, Taking Notes in Class,  
The Vocabulary of Tests, and More

# CONTENTS

- 1 A LEARNING SKILLS INVENTORY
- 2 STUDY SKILLS VOCABULARY
- 3 A GOOD STUDY ENVIRONMENT
- 4 TIME MANAGEMENT: TRACKING YOUR TIME
- 5 TIME MANAGEMENT: PLANNING YOUR TIME
- 6 THINKING ABOUT LEARNING STYLE
- 7 IDENTIFYING YOUR LEARNING STYLE
- 8 KNOW YOUR INSTRUCTOR
- 9 SETTING GOALS
- 10 IMPROVING MEMORY
- 11 TWO WAYS TO IMPROVE MEMORY
- 12 MNEMONICS: MEMORY BOOSTERS
- 13 TEXTBOOKS: SPECIAL FEATURES
- 14 TEXTBOOKS: THE FIRST FEW PAGES
- 15 TEXTBOOKS: USING THE TABLE OF CONTENTS
- 16 TEXTBOOKS: USING THE INDEX
- 17 TEXTBOOKS: USING CHAPTER CLUES
- 18 TEXTBOOKS: THE GLOSSARY
- 19 UNDERSTANDING YOUR TEXTBOOK:  
A PUZZLE
- 20 SKIMMING AND SCANNING
- 21 MORE SKIMMING PRACTICE
- 22 SCANNING PRACTICE
- 23 THE LIBRARY: WORDS TO KNOW
- 24 THE LIBRARY: FICTION AND NONFICTION
- 25 THE LIBRARY: THE DEWEY DECIMAL SYSTEM
- 26 THE LIBRARY: CALL NUMBERS
- 27 THE LIBRARY: USING THE CARD CATALOG
- 28 THE COMPUTERIZED CATALOG
- 29 THE LIBRARY: SKILLS REVIEW
- 30 REFERENCE: INFORMATION RESOURCES
- 31 REFERENCE: ALPHABETICAL ORDER
- 32 MORE ALPHABETIZING PRACTICE
- 33 REFERENCE: DICTIONARY GUIDE WORDS
- 34 REFERENCE: DICTIONARY DEFINITIONS
- 35 REFERENCE: A DICTIONARY TELLS  
PARTS OF SPEECH
- 36 REFERENCE: MORE DICTIONARY INFORMATION
- 37 DICTIONARY REVIEW
- 38 REFERENCE: THE ENCYCLOPEDIA
- 39 REFERENCE: THE WORLD ATLAS
- 40 REFERENCE: THE THESAURUS
- 41 REFERENCE: THE READERS' GUIDE TO  
PERIODICAL LITERATURE
- 42 REFERENCE: ALMANACS
- 43 REFERENCE: BIOGRAPHICAL DICTIONARIES
- 44 REFERENCE REVIEW: A SCAVENGER HUNT
- 45 REFERENCE: THE BIBLIOGRAPHY
- 46 FOLLOWING WRITTEN DIRECTIONS
- 47 FOLLOWING SPOKEN DIRECTIONS
- 48 TAKING NOTES FROM READING: MAPPING
- 49 TAKING NOTES FROM READING: MORE  
MAPPING PRACTICE
- 50 TAKING NOTES FROM READING:  
OUTLINING
- 51 TAKING NOTES FROM READING: MORE  
OUTLINING PRACTICE
- 52 STREAMLINING YOUR NOTES

- 53 TAKING NOTES WHILE LISTENING
- 54 ACTIVE LISTENING
- 55 MORE HINTS FOR ACTIVE LISTENING
- 56 NOTE TAKING: PARAPHRASING INFORMATION
- 57 NOTE TAKING: RECOGNIZING RELEVANT AND IRRELEVANT INFORMATION
- 58 NOTE TAKING REVIEW
- 59 USING CONTEXT TO CLUE MEANING
- 60 CONTEXT CLUES: DEFINITION
- 61 CONTEXT CLUES: EXAMPLES
- 62 CONTEXT CLUES: COMPARISON OR CONTRAST
- 63 USING CONTEXT TO CLUE MEANING: A REVIEW
- 64 A MATTER OF CONTEXT
- 65 UNLOCKING WORD MEANING: PREFIXES, SUFFIXES, AND ROOTS
- 66 UNLOCKING WORD MEANING: PREFIXES
- 67 UNLOCKING WORD MEANING: SUFFIXES
- 68 WORD PARTS: CHECK YOUR UNDERSTANDING
- 69 BETTER COMPREHENSION: KEY WORDS AND IDEAS
- 70 IMPROVING UNDERSTANDING: RECOGNIZING SEQUENCE
- 71 PREPARING FOR TESTS
- 72 THE TERMINOLOGY OF TESTS
- 73 TEST-TAKING TIPS
- 74 TAKING A TRUE/FALSE TEST
- 75 TAKING A TRUE/FALSE TEST: MORE PRACTICE
- 76 TAKING A MULTIPLE CHOICE TEST
- 77 TAKING A MULTIPLE CHOICE TEST: MORE PRACTICE
- 78 TAKING A COMPLETION TEST
- 79 TAKING A COMPLETION TEST: MORE PRACTICE
- 80 TAKING A MATCHING TEST
- 81 TAKING OBJECTIVE TESTS: A REVIEW
- 82 THE VOCABULARY OF ESSAY TESTS
- 83 THE VOCABULARY OF ESSAY TESTS: MORE PRACTICE
- 84 TAKING AN ESSAY TEST
- 85 TAKING AN ESSAY TEST: FURTHER HINTS
- 86 REVIEWING YOUR TEST
- 87 THREE STEPS TO SOLVING PROBLEMS
- 88 PROBLEM-SOLVING PRACTICE
- 89 LEARNING FROM GRAPHICS: THE DIAGRAM
- 90 LEARNING FROM GRAPHICS: MORE PRACTICE USING A DIAGRAM
- 91 LEARNING FROM GRAPHICS: USING TABLES
- 92 LEARNING FROM GRAPHICS: PREVIEWING AND READING TABLES
- 93 LEARNING FROM GRAPHICS: USING A BAR GRAPH
- 94 LEARNING FROM GRAPHICS: USING A LINE GRAPH
- 95 LEARNING FROM GRAPHICS: USING A CIRCLE GRAPH
- 96 LEARNING FROM GRAPHICS: USING A PICTURE GRAPH
- 97 THE VOCABULARY OF MAPS
- 98 USING A MAP
- 99 TWO TYPES OF MAPS
- 100 USING GRAPHIC AIDS: A REVIEW
- 101 ANSWER KEY

## A LEARNING SKILLS INVENTORY

You probably have some good study skills already. Are you aware of which skills need improvement?

- A.** Think about your current skill levels. Check one box after each skill area. Be honest! Identifying your strengths and weaknesses is the first step toward becoming a better student.

	EXCELLENT	GOOD	FAIR	POOR
1. Reading speed				
2. Reading comprehension				
3. Listening				
4. Memory				
5. Following directions				
6. Time management				
7. Textbook note-taking				
8. Classroom note-taking				
9. Class discussion participation				
10. Relations with instructors				
11. Basic library skills				
12. Writing papers				
13. Test preparation				
14. Test taking				

- B.** Use information from your checklist to answer each question.

1. Name the study skills area that you now feel most confident about.

\_\_\_\_\_

2. Name the study skills area in which you most need improvement.

\_\_\_\_\_



- C.** On the back of this sheet, list your classes. Write the instructor's name after each class. How hard do you find each class? Rate the levels of difficulty from 1 (least difficult) to 5 (most difficult).

## STUDY SKILLS VOCABULARY

Certain ways of doing things make learning easier. These ways are called *learning methods* or *study skills*. Strong study skills can be a big help at school. In fact, they can make you a better learner at any time or place in your life.



**A.** The 10 words below are important to learn. Write a letter to match each word on the left with its definition on the right.

- |                    |  |
|--------------------|--|
| 1. ____ directions | a. to go back and look over material <i>after</i> an earlier reading |
| 2. ____ notes      | b. to look over information <i>before</i> a more careful reading     |
| 3. ____ organize   | c. to study only the night before a test or at the last minute       |
| 4. ____ preview    | d. to fix in your mind or learn by heart                             |
| 5. ____ review     | e. a book used to teach a school subject                             |
| 6. ____ memorize   | f. to do something over and over again                               |
| 7. ____ practice   | g. to fully understand something                                     |
| 8. ____ comprehend | h. instructions on how to do something                               |
| 9. ____ textbook   | i. to put things in order, according to a system                     |
| 10. ____ cram      | j. something you write to help you remember or keep track            |

**B.** Circle ten hidden words in the puzzle. They may go up, down, across, backward, or diagonally. Check off each word as you find it in the puzzle.

- |                 |               |
|-----------------|---------------|
| ____ DIRECTIONS | ____ ORGANIZE |
| ____ PREVIEW    | ____ REVIEW   |
| ____ MEMORIZE   | ____ PRACTICE |
| ____ COMPREHEND | ____ CRAM     |
| ____ NOTES      | ____ TEXTBOOK |

P	C	O	M	P	R	E	H	E	N	D	X	N
G	R	T	B	O	R	G	A	N	I	Z	E	O
L	A	E	R	T	U	A	P	E	R	W	R	T
T	M	K	V	A	G	O	C	O	R	I	A	E
W	N	A	D	I	R	E	C	T	I	O	N	S
O	R	E	V	I	E	W	O	G	I	A	W	Y
M	T	R	M	B	C	W	F	L	A	C	M	C
Q	Y	H	N	M	E	M	O	R	I	Z	E	S
K	O	O	B	T	X	E	T	Y	A	L	Z	B



## A GOOD STUDY ENVIRONMENT

Do you have a good place to study? The things that surround you when you learn make up your *study environment*. Where and how you set up a place to study can affect the quality of your learning.

- A.** Circle a letter to identify the best learning environment. Then list some features of the better environment that would aid learning.

- a. Jason is ready to study. He sits in a soft chair in the living room. The glow of the TV lights his history book. His sister is watching a science fiction movie. Jason puts on stereo headphones to block the TV noise. When it's time to answer questions, Jason looks around for a pen and paper.



- b. Lynn is ready to study. She carries a glass of water to her room. She closes her door and turns on the light over the table. She takes a dictionary, a pen, and some paper from a shelf. Today, Lynn will read a history chapter and answer questions. She checks her watch. It is 4:30 P.M., an hour before dinner.

**FEATURES OF THE BETTER ENVIRONMENT:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- B.** Evaluate your usual study area. Write **yes** or **no** for each question.

1. \_\_\_\_ Do you have one or two places reserved just for studying?
2. \_\_\_\_ Is your study area where others will not pass through?
3. \_\_\_\_ Is your whole desk or table well lit?
4. \_\_\_\_ Can you avoid outside noise by closing the door?
5. \_\_\_\_ Do you usually study before you are tired?
6. \_\_\_\_ Are your study materials near the work area?
7. \_\_\_\_ Is your work area cool (but not cold)—between 65° and 70°?
8. \_\_\_\_ Do you sit upright when you study?

- C.** Review your answers to the questions in *Part B*. On the back of this sheet, list ways you could improve your own study environment.

## TIME MANAGEMENT: TRACKING YOUR TIME

Are you a good time manager? Or do you scramble to get schoolwork done at the last minute? You may need to take better control of your time!



- A.** Look at the time log below. List the activities you usually perform during a school day. Write down the approximate time of day you perform each activity and guess how long you spend on each one. Make sure your log shows a 24-hour period. Include hours spent dressing, eating, getting to and from school, watching TV, talking on the phone, and sleeping. If you need more space, use the back of this sheet.

ACTIVITY	TIME OF DAY	TIME SPENT	ACTIVITY	TIME OF DAY	TIME SPENT

- B.** Study the information in your log. Write the amount of time spent on each of the following activities.

- |                            |                                  |
|----------------------------|----------------------------------|
| 1. personal grooming _____ | 7. recreation with friends _____ |
| 2. meals _____             | 8. relaxing alone _____          |
| 3. attending school _____  | 9. sports _____                  |
| 4. jobs _____              | 10. talking on the phone _____   |
| 5. TV _____                | 11. other activities _____       |
| 6. studying _____          | 12. sleeping _____               |

- C.** Answer these questions on the back of this sheet: (1) Do you see any use of time that surprises you? If so, explain. (2) What is one change in your schedule that might help you use your time more wisely?

## TIME MANAGEMENT: PLANNING YOUR TIME

Planning a daily schedule will help you manage time better. How? By making clear what you *must* do so you will have time for things you *want* to do. A schedule is a tool meant to help, not control, you. You can always adjust your schedule if you need to.

**A.** Circle a letter to show which words best complete each sentence.

- I consider my *prime time* (when I'm most awake and alert) to be
  - morning.
  - afternoon.
  - evening.
  - late night.
- I learn better by studying for
  - a few long periods with short breaks.
  - many short periods with long breaks.
- I believe I need to set aside study time
  - every day.
  - most days.
  - only a few days a week.
- On a day when I have no regular homework, I usually
  - skip studying.
  - work on long-term assignments.
  - read.



**B.** On the back of this sheet, list your *obligations*—things you must do—for your next school day. Include classes, job, sports practice, club meetings, etc.

**C.** Plan your next school day on the daily schedule below. See the list from *Part B* for things you **must** do. Then think about things you **want** to do. Consider your prime time for study. Schedule free time to relax.

Date: \_\_\_\_\_  
(Write the date of the next school day here.)

6:00 A.M.	3:00
7:00	4:00
8:00	5:00
9:00	6:00
10:00	7:00
11:00	8:00
12:00	9:00
1:00 P.M.	10:00
2:00	11:00



## THINKING ABOUT LEARNING STYLE

People learn in many different ways. Some people like to read about something before they try it. Others learn best by jumping right in and actually doing the thing. Some people like to be told about a new thing or watch others do it first. Think about your own favorite way to learn. The way you learn best is called your *learning style*.



- A.** On the line below, write an activity you learned to do or a topic you learned about within this past year. (Examples of activities: playing an instrument, snowboarding. Examples of topics: the Grand Canyon, the U.S. Constitution.)
- \_\_\_\_\_

- B.** What methods did you use to learn the topic or activity that you named in *Part A*? Check all the words or phrases that describe your methods.

\_\_\_ reading

\_\_\_ watching others

\_\_\_ memorizing

\_\_\_ learning in a class

\_\_\_ listening to an instructor

\_\_\_ learning with a group of friends

\_\_\_ practicing on my own

\_\_\_ writing or taking notes

\_\_\_ watching movies or videos

\_\_\_ drawing pictures and diagrams

\_\_\_ listening to tapes

\_\_\_ looking at charts and graphs

\_\_\_ following written directions

\_\_\_ following spoken instructions

- C.** Name an activity or subject you would like to learn in this next year. Write it on the line.
- \_\_\_\_\_

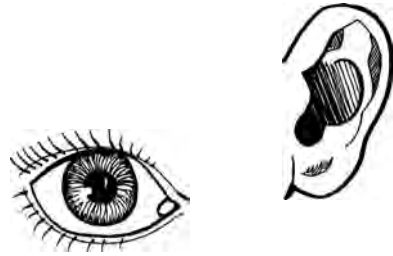
- D.** How will you go about learning your new activity or subject? Write a plan for learning on the back of this sheet. List some of the learning methods from *Part B* as well as any other methods that would work best for you.

## IDENTIFYING YOUR LEARNING STYLE

If you are an *auditory* learner, you learn best and remember information longer if you hear it. If you are a *visual* learner, you learn best if you see the information or picture it in your head. If you are a *kinesthetic* learner, you learn best by handling materials and *doing* something.

**A.** Which type of learner would probably prefer each learning method? Write **A** for **auditory**, **V** for **visual**, or **K** for **kinesthetic**.

1. \_\_\_\_ looking at chalkboard diagrams
2. \_\_\_\_ putting on a demonstration
3. \_\_\_\_ studying a map
4. \_\_\_\_ building a model
5. \_\_\_\_ doing an experiment
6. \_\_\_\_ imagining a story character
7. \_\_\_\_ recording information and listening to it
8. \_\_\_\_ going to a lecture
9. \_\_\_\_ repeating information aloud
10. \_\_\_\_ reviewing written notes



**B.** Most people use more than just one learning style. However, one style is usually stronger than the others. Read the following description. Decide if the student, Carla, is mainly an *auditory*, *visual*, or *kinesthetic* learner. Write your answer on the line after the paragraph.

Carla had a hard time in some of her classes. She had trouble finishing the books assigned in English class. She could not concentrate on her history teacher's lectures. But Carla did well at drama and industrial arts. And she liked doing science experiments. One day, the English teacher had students act out scenes from a novel. The story came alive for Carla! Acting out the scenes made the story much more interesting and helped Carla remember details.

Carla's strongest learning style is \_\_\_\_\_

**C.** Are you an auditory, visual, or kinesthetic learner? On the back of this sheet, write a paragraph describing your own learning style. Use Carla's story as a model.

## KNOW YOUR INSTRUCTOR

Like all people, instructors are different from one another. They have their own teaching styles just as students have their own learning styles. If you “study your teachers,” you can meet their expectations more easily and use your study time more wisely.

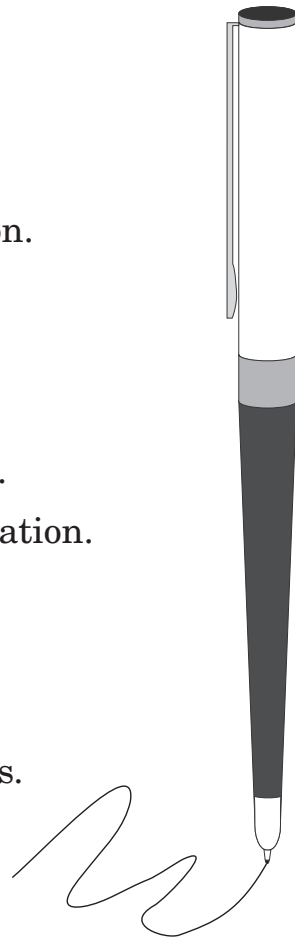
**A.** Name the instructor whose class you find most difficult.

**INSTRUCTOR:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

Write **T** or **F** to show whether each statement is, in your opinion, a **true** or **false** description of your teacher’s expectations.

This teacher:

1. \_\_\_\_ accepts late homework without penalty.
2. \_\_\_\_ instructs mostly with lectures.
3. \_\_\_\_ expects students to participate in discussion.
4. \_\_\_\_ encourages questions.
5. \_\_\_\_ has penalties for tardiness.
6. \_\_\_\_ expects quiet and orderly conduct.
7. \_\_\_\_ puts up with some disorder and disruption.
8. \_\_\_\_ expects students to memorize exact information.
9. \_\_\_\_ accepts and encourages student opinion.
10. \_\_\_\_ expects students to take notes.
11. \_\_\_\_ bases grades mainly on test scores.
12. \_\_\_\_ considers student effort when giving grades.
13. \_\_\_\_ usually spots unprepared students.
14. \_\_\_\_ often gives surprise quizzes.
15. \_\_\_\_ often assigns long-term projects or papers.
16. \_\_\_\_ assigns homework nearly every night.
17. \_\_\_\_ is willing to help outside of class time.



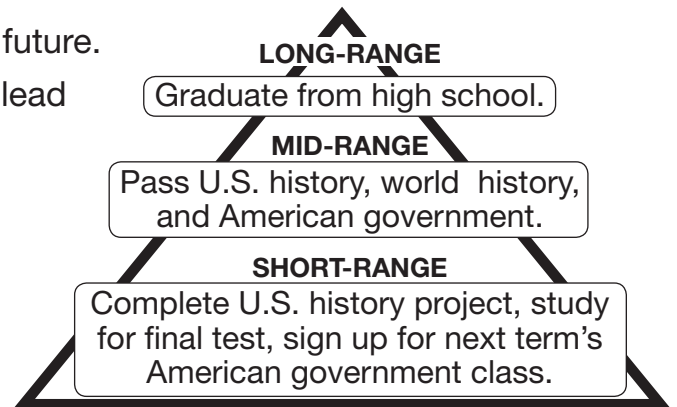
**B.** On the back of this sheet, write two statements that further describe this person’s teaching style. What are his or her expectations for attendance, behavior, homework, and participation? What are his or her methods of grading and testing?

## SETTING GOALS

Your goals are aims you hope to achieve.

- *Long-range goals* are aims for the future.
- *Mid-range goals* are aims that will lead to the target—the long-range goal.
- *Short-range goals* are small steps that you can complete in a fairly short period of time.

A *Goal Pyramid* can help you picture these goals.



**A.** Make your own goal pyramid. Write the answer to each question on the line that matches the number.

1. What is one thing you would like to accomplish in the next 10 years? (*long-range*)
2. What are some things you must accomplish in the next 2 years to reach your 10-year goal? (*mid-range*)
3. What are some things you must accomplish in the next six months to reach your 2-year goal? (*short-range*)

1. \_\_\_\_\_

2. \_\_\_\_\_

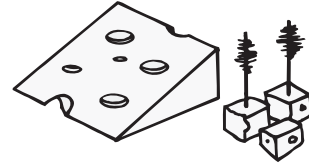
3. \_\_\_\_\_

**B.** Think of a goal you would like to reach in one month. On the back of this sheet, make a pyramid. Show the long-range goal (one month) plus mid-range (two week) and short-range (daily) steps toward the goal. For example, your pyramid might list steps that would lead to passing a big math test, improving physical fitness, or writing your own blog.

## IMPROVING MEMORY

Like any skill, the ability to remember improves with practice. Test your memory skills with this game.

- A.** Read the list of items in the box. Then cover the list with your hand or a piece of paper. Write all the items you can remember on the lines.

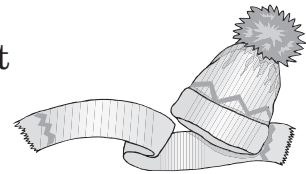


### LIST A

window	toothbrush
blanket	crow
nail	radio
laptop	calendar
cheese	train

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- B.** Now read this second list of items. Again, cover the list and write the items you remember on the lines.



### LIST B

coat	umbrella
hat	ear muffs
boots	sweater
scarf	hood
gloves	mittens

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- C.**
- How many items did you correctly recall from *List A*? \_\_\_\_\_
  - How many items did you correctly recall from *List B*? \_\_\_\_\_
  - Which list could you most accurately remember? \_\_\_\_\_
  - Most people will recall more items from *List B*. Why do you think this is? Circle a letter to show the reason.
    - Items in *List B* are more interesting.
    - Words in *List B* are shorter.
    - Items in *List B* all belong to a group or category.