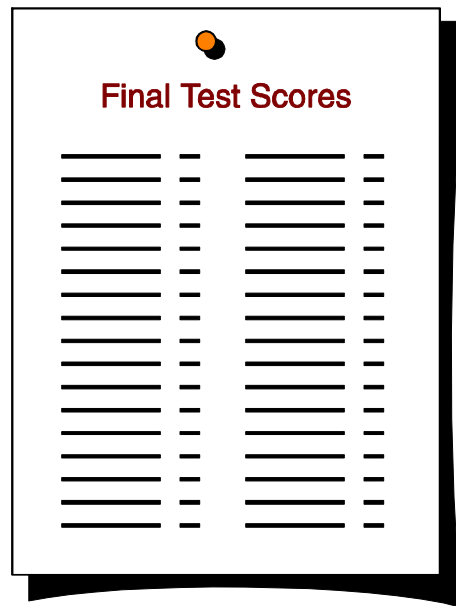


HOW WILL I EVER PASS THIS COURSE?



COMPETENCY

CATEGORY: Life Survival Skills

COMPETENCY

NUMBER: G.42

COMPETENCY: Demonstrate effective study skills.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate effective study skills.



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INTRODUCTION

- State module topic and review module objective.
- Role play the following situation with one of your students:

Specialist: (Fill in the student's name here), I just cannot understand why you are doing so poorly in class. You appear to be interested in what we are doing and you like to participate in the discussions, but you don't turn in your homework assignments and you fail the quizzes and exams every grading period. Are you doing your homework?

Student: No.

Specialist: Why not?

Student: I can never seem to find the time and I really just don't like to do the assignments.

Specialist: How about the quizzes and exams, are you reviewing for them?

Student: No, I get so confused; I usually just give up trying.

Specialist: I have a few suggestions that may help you get your homework done and help you get better prepared for your quizzes and exams. Are you willing to try?

Student: Sure!

- This module will give you a number of ideas and tips for improving your study skills. Fasten your seat belts and I will show you how you CAN pass this course and all others, as we complete this module entitled- "How Will I Ever Pass This Course?"

Administer Pre-Assessment

OUTLINE

A. Getting off to a good start.

1. Set goals for your study sessions. What is it you would like to accomplish?

Examples: Finish reading Chapter 1 or get my paper outlined.
2. Find a quiet place to study, free from distractions such as the TV, other people, and “things” such as games, magazines, etc.
3. Have a place that you can use only for studying.
4. Stay focused-don't let boredom set in.
5. Seek help with your assignments, perhaps from a friend.
6. Set up a study team with friends. (Remember you can socialize when your studying is done!)
7. Get yourself motivated.
8. Set up a specific time to study each day.
9. Start with 15 minutes, then work yourself up to 30 minutes, 45 minutes, then an hour at a time.
10. Plan breaks. The average attention span is about 15 - 20 minutes.

COMPLETE LEARNING ACTIVITY G.42-1 “HOW DO YOU STUDY?”

COMPLETE LEARNING ACTIVITY G.42-2 “GOOD STUDY PRACTICES”

B. Time management

1. Involves constructing a weekly and daily schedule

2. Record things that you have to do every week.

Examples: Work hours, organization meetings, etc.

3. Write down things that vary from day to day and week to week.

Examples: Quiz on Thursday, read history Chapter 2 for Weds., turn in English paper topic on Friday.

4. Carry your schedule or calendar with you in your shirt pocket, purse, or backpack.

5. Keep it up-to-date each time you are given an additional assignment or task to do.

COMPLETE LEARNING ACTIVITY G.42-3
“DEVELOPING A TIME LOG”

COMPLETE LEARNING ACTIVITY G.42-4
“DEVELOPING A DAILY PLANNER”

C. Establishing a good study environment

1. Set aside a place to study.
2. Remember, this is a place that should be free from distractions.
3. If you find that your mind is beginning to wander, stand up and take a stretch break.

4. Select a "study symbol". This will help you get in the right "frame of mind" to study.

Examples: A hat or favorite baseball cap, your special study shirt or sweatshirt, or your old pair of socks.

5. Your special "study symbol" is a signal that you are ready to study.

6. When reading, stop at the end of every other page and think

back about what you have just read.

7. Have a set study time each night, Sunday through Thursday.
8. Take 20 - 30 minutes out of your Saturday or Sunday to get a “jump” on those projects that require additional time.
9. Set short range goals for yourself.
10. Break large projects into smaller ones and take a short break when you reach your goal.
11. Keep a note pad or your list of “things to do” handy so that you can jot down your thoughts when your mind begins to wander to other things that you need to do. This will help you to stay focused.
12. Relax before you start to study.
13. Look at your study time as an opportunity for YOU to do something for YOU so that YOU can get a better job, a college degree, more money, a new car, etc...

COMPLETE LEARNING ACTIVITY G.42-5 “MY STUDY PLACE”

D. Getting the most out of class

Note to Specialist: Ask your students to take notes on the information you are about to present. When you have finished, complete Learning Activity G.42-6.

Note to Specialist: Emphasize key points as part of your presentation on this content. Check how well your students do at picking up on your key points (the bold words or statements) as you cover this material. It is also suggested that you put at least some of these points on the writing board as you cover the material.

COMPLETE LEARNING ACTIVITY G.42-6
“HOW WELL DID YOU DO?”

1. **Listen carefully.**
2. **Pay attention and avoid distractions** from other students, the door, windows, etc.
3. **Pay attention to the things that your teacher emphasizes.**
4. Not all teachers say, “This information is important. You will need to know it for the test.”
5. Listen for things such as **“There are three steps.” Or “In summary...” Also listen for dates, names, and places.**
6. **Ask questions** if you do not understand the assignment or directions.
7. **Use a tape recorder** if you have difficulty taking notes.
8. **Take notes.** (Be sure to **write down everything that is put on the writing board.**)

Note to Specialist: Go back to Learning Activity G.42-6 and complete activities.

E. Improving your listening skills

Note to Specialist: Emphasize the key points in this section for Learning Activity G.42-6.

1. Hearing and listening are two very different things.
2. Hearing is what your ears do.
3. Listening involves your mind!
4. Good listeners tend to get better grades.

5. People are not born with good listening skills. These skills are learned.
6. When you are in class, listen for the main ideas. What is the purpose? What is the message?
7. Be an active listener and ask questions.
8. Approach class with an open mind.

F. Taking notes

1. Print or write legibly on one side of the page. (This way you can keep the back open for additional information.)
2. Don't write every word the teacher says.
3. Copy **all** terms and definitions.
4. Underline key points that the teacher says are important or that are stressed in class.
5. Learn to use abbreviations and symbols.

Examples: & (and), \$ (money), w/o (without), impt (important), dev (develop) etc.

6. Develop your own abbreviations and symbols.
7. Review your notes as soon after class as possible.
8. Fill in any missing information that you remember. Talk with others in the class after the instruction has been presented and add missing information to your notes.
9. Call a friend to review the information presented and assignments.

Example: Homework assignment or test.

10. Keep your notes in a notebook.
11. Record information in your notebook each day.
12. Read your notes out loud when you are reviewing.
13. DO NOT wait until you have a test scheduled to review your notes. DO NOT wait until the night before the test to review your notes.

G. Reading assignments

1. Read the assigned chapters or materials when they are assigned.
2. Even though you are not having a test or quiz that day, it will help you understand the presentation.
3. Underline or highlight key words, characters, and important points as you read.
4. Copy down the important points in your notebook.
5. Go over the questions or review points at the end of the chapter.
6. Divide your assignments into manageable parts.

Examples: Do the assignments that are due first, first. Prioritize your assignments according to what is due first or what is most important.

7. Look at the chapter headings.
8. If there is a chapter summary, read it first. This will help you to get a "feel" for the content of the chapter. (This idea will not work as a substitute for reading the whole chapter.)
9. Think about the material as you are reading it. Ask yourself questions about the content.

Examples: Who, what, when, where, how, and why.

10. Read the material carefully.
11. Recite out loud what you have read. The main ideas, characters, etc.
12. Quickly review the material after you have read it.
13. Summarize key points and be sure to put these summary points in your notebook.

H. Reports, project papers, or research papers

1. Don't rush, but don't wait until the last minute either.
2. Begin to think about your topic.
3. Jot down your ideas as you think of them.
4. Talk with others about your project.
5. If it's a team project get with your partner(s) right away. Don't wait until they call. You call them.
6. Be sure you collect all the materials you need for your project.
7. Find a good work place where you can leave your materials out until you finish.
8. This will make certain that you can always see that you still have work to do.
9. If you have to come up with project ideas, try techniques like mind-mapping.
 - a. Take a piece of paper and write your project name in the middle (See Figure 1).

Note to Specialist: Draw Figure 1 on the writing board or flip chart as you cover the material to follow.

- b. Circle the project topic and begin to write down any ideas you have that relate to the topic.
- c. Don't worry about order or placement of items. Just get them on your paper.
- d. Use lines to connect your ideas.

Figure 1.



Figure 1.

- f. This technique records your thoughts as your mind generates ideas.
- g. When you are finished, go back and number your ideas (e.g., place ideas in sequential order, place ideas in priority order).

Note to Specialist: Go back to Figure 1 and number the ideas or points.

- h. Use these ideas as your outline.

- i. Begin to write your paper from your outline using the numbers as a guide for what idea should be developed first, second, etc..

COMPLETE LEARNING ACTIVITY G.42-7
“MIND-MAPPING GAME”

- I. Procrastination- some suggestions for dealing with it!
 1. (Maybe I'll cover this material at a later time?)
 2. Procrastination is putting off until later what it is you should be doing NOW!
 3. It wastes time.
 4. It causes stress.
 5. It will get the best of you unless you get the best of it!
 6. Examples of excuses used to procrastinate:
 - a. I have too many things to do.
 - b. I'll start tomorrow.
 - c. I'll never get this done, so why should I start?
 - d. There is plenty of time to get this done.
 - e. I'll work on it all weekend.
 - f. I work better under pressure.
 7. Procrastination is a BAD habit.
 8. To break this bad habit- think positively.

Examples:

- a. There is no better time than now to get started.
 - b. This is my chance to do a good job.
 - c. The sooner I get started, the sooner I will be finished!
 - d. I have to do this anyway, so I might as well get it done now.
9. Set goals.
 10. Break the task down into smaller steps and get started.
 11. Get organized.
 12. Reward yourself when you accomplish one of your goals.
 13. Do not celebrate too long. Get back to the task and get it finished.
 14. You will feel so much better when it's done!
- J. Preparing for a test
1. Start to review well ahead of the test date.
 2. Go over your notes, review highlighted or underlined material.
 3. Reread the chapters in the text.
 4. Review a little each night.
 5. Do not plan to “cram” for the test the night before.
 6. Set up study times with your friends (and be sure to study.)
 7. Ask each other questions from your notes and readings.
 8. Get plenty of rest the night before.
 9. Be sure you have all the materials and supplies you need for

your test (pencils, pens, calculator, etc.).

10. Go into the test with a positive attitude!

K. Strategies for taking tests

1. If you have followed the suggestions given already in this module, the test-taking process will not be nearly as difficult as in the past.
2. Step #1- Preview the entire test before you begin. Which parts are worth the most points? This will help you to spend your time in the important areas.

Example: Don't spend 15 minutes on an essay question if it is worth only 5 points.

3. Step #2- Read the directions carefully.
4. Step #3- Answer the easy questions first. If a question is too difficult, skip it and return to it later.
5. Step #4- Answer all questions.
6. Step #5- Ask your teacher for a clarification if you do not understand the question.
7. Step #6- Go with your first impulse as to the correct answer.

COMPLETE READING ACTIVITY G.42
"A LITTLE HELP FROM OUR FRIENDS"

COMPLETE MATH ACTIVITY G.42
"MENTAL MATH"

Administer Post-Assessment

LEARNING ACTIVITY G.42-1
“How Do You Study?”

OBJECTIVE: To conduct a self-assessment of student study practices

RESOURCES: Work Sheet—Learning Activity G.42-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Ask each student to complete the work sheet for Learning Activity G.42-1.
2. Once students have completed the work sheet, review each of the items and record student scores on the writing board or flipchart.
3. Try not to make any judgments about the student’s responses.
4. Point out the fact that this module will assist students in developing better study skills.

DISCUSSION QUESTIONS:

1. Which items had “almost never,” “rarely,” or “sometimes” marked?

2. Which items had “frequently” or “almost always” marked?

Note to Specialist: The items marked “almost never,” “rarely,” or “sometimes” are the items to stress throughout this module.

FOLLOW-UP ACTIVITY:

1. Have students keep a record of their grades on quizzes, projects, papers, etc. to see if there is an improvement in their grades as a result of following the points in this module.

LEARNING ACTIVITY G.42-1
“HOW DO YOU STUDY?”
WORK SHEET

DIRECTIONS: This is NOT a test. The purpose of this work sheet is to help you assess your study skills. Circle one of the choices that best applies to you. Choose from the following scale: 1- Almost Never; 2- Rarely; 3- Sometimes; 4- Frequently; and 5- Almost Always.

- | | | | | | | |
|---|---|---|---|---|------------|--|
| 1 | 2 | 3 | 4 | 5 | 1. | I set study goals for myself. |
| 1 | 2 | 3 | 4 | 5 | 2. | I have a quiet place to study. |
| 1 | 2 | 3 | 4 | 5 | 3. | I set-up study teams, when needed. |
| 1 | 2 | 3 | 4 | 5 | 4. | I keep a daily planner. |
| 1 | 2 | 3 | 4 | 5 | 5. | I have a special study symbol. |
| 1 | 2 | 3 | 4 | 5 | 6. | When reading, I stop at the end of every other page to think about what I have read. |
| 1 | 2 | 3 | 4 | 5 | 7. | When in class, I listen carefully. |
| 1 | 2 | 3 | 4 | 5 | 8. | I ask questions if I do not understand the material. |
| 1 | 2 | 3 | 4 | 5 | 9. | I take notes in class. |
| 1 | 2 | 3 | 4 | 5 | 10. | I copy all terms and definitions in my notes. |
| 1 | 2 | 3 | 4 | 5 | 11. | I use abbreviations and symbols in my notes. |
| 1 | 2 | 3 | 4 | 5 | 12. | I keep my notes in a notebook. |

- | | | | | | | |
|---|---|---|---|---|------------|---|
| 1 | 2 | 3 | 4 | 5 | 13. | I read all assignments when they are made. |
| 1 | 2 | 3 | 4 | 5 | 14. | I underline key words, characters and other important points. |
| 1 | 2 | 3 | 4 | 5 | 15. | I use the mind-mapping technique for projects, reports, and papers. |
| 1 | 2 | 3 | 4 | 5 | 16. | I do not procrastinate about doing my homework. |
| 1 | 2 | 3 | 4 | 5 | 17. | I start to review well ahead of my test. |
| 1 | 2 | 3 | 4 | 5 | 18. | I reread my notes for a test. |
| 1 | 2 | 3 | 4 | 5 | 19. | I preview the test before I start. |
| 1 | 2 | 3 | 4 | 5 | 20. | I answer the easy test questions first. |

LEARNING ACTIVITY G.42-2
“GOOD STUDY PRACTICES”

OBJECTIVE: To conduct an Internet search of basic study skill suggestions

RESOURCES: Micro-computers with Internet access software

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign students to groups of two.
2. Ask students to search the Internet for good study practices.
Examples: Goal setting, environment, elimination of distractions, study groups, etc.
3. Have students print out a copy of their research findings.
4. As a group, ask students to highlight some of their key findings with the class.

DISCUSSION QUESTIONS:

1. Which suggestions do you find most interesting?

2. Which suggestions do you already follow? Do they work for you?

3. Which suggestions do you find the most difficult to follow?

Note to Specialist: These would be good areas to focus on throughout this module.

FOLLOW-UP ACTIVITY:

1. Have students conduct an interview of a business professional about their perception of the importance of good study skills.

**LEARNING ACTIVITY G.42-3
“DEVELOPING A TIME LOG”**

OBJECTIVE: To better understand where your time goes

RESOURCES:

- Work Sheet—Learning Activity G.42-3
- Wristwatch

SUGGESTED TIME: 1 day

DIRECTIONS: Using the work sheet for Learning Activity G.42-3, ask students to keep a time log of their daily activities for just one day.

Note to Specialist: This is a simple but time-consuming activity. Encourage your students to complete the activity as you have discussed, so that you can use the information a little later in the Learning Activity.

DISCUSSION QUESTIONS:

1. In what areas do you spend most of your time?

2. How much time do you spend talking with your friends, watching TV, or just “hanging out”?

3. How much time do you spend studying?

4. Do you think your study time is about right? A little low? Higher than it should be?

5. Do you think there is a relationship between the amount of time you spend studying and good grades?

FOLLOW-UP ACTIVITIES:

1. Have student continue to keep a time log for one whole week.
2. Ask students to prepare a summary of the amount of time in each of the areas on their time logs.
3. Have students report a summary of their time log to the class.

LEARNING ACTIVITY G.42-3
“DEVELOPING A TIME LOG”
WORK SHEET

DIRECTIONS: Keep the time log shown below for one complete day. Do your best to accurately record your activities every 30 minutes.

TIME LOG

Time (AM)	Activity
5:00 - 5:30	_____
5:30 - 6:00	_____
6:00 - 6:30	_____
6:30 - 7:00	_____
7:00 - 7:30	_____
7:30 - 8:00	_____
8:00 - 8:30	_____
8:30 - 9:00	_____
9:00 - 9:30	_____
9:30 - 10:00	_____
10:00 - 10:30	_____
10:30 - 11:00	_____
11:00 - 11:30	_____
11:30 - 12:00	_____
Time (PM)	Activity
12:00 - 12:30	_____
12:30 - 1:00	_____
1:00 - 1:30	_____

Time (PM, continued)

Activity (continued)

1:30 - 2:00

2:00 - 2:30

2:30 - 3:00

3:00 - 3:30

3:30 - 4:00

4:00 - 4:30

4:30 - 5:00

5:00 - 5:30

5:30 - 6:00

6:00 - 6:30

6:30 - 7:00

7:00 - 7:30

7:30 - 8:00

8:00 - 8:30

8:30 - 9:00

9:00 - 9:30

9:30 - 10:00

10:00 - 10:30

10:30 - 11:00

11:00 - 11:30

11:30 - 12:00

LEARNING ACTIVITY G.42-4
“DEVELOPING A DAILY PLANNER”

OBJECTIVE: To keep a daily planner

RESOURCES:

- Samples of daily, weekly and monthly planners
- Work Sheet—Learning Activity G.42-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Show students copies of daily, weekly, and monthly planners.
2. Discuss the costs of purchasing a planner.
3. Show students how to record information on the sample daily planner (work sheet for Learning Activity G.42-4.)
4. Ask students to record the following information on the work sheet:
 - Biology quiz on Thursday
 - Read history chapter 2 for Wed.
 - English paper topic due on Friday
 - JAG meeting on Monday at 5:30 p.m.
 - Pick up Marcel at 7:00 a.m. on Thurs.
 - Etc., etc., etc.

DISCUSSION QUESTIONS:

1. Why is it important to carry your planner to class?

2. Why is it important to keep your planner up-to-date?

Note to Specialist: Show students your daily planner and demonstrate how you use it each day.

FOLLOW-UP ACTIVITY:

1. Have students keep a daily planner for the grading period. Check every other day for those carrying and using their daily planner.

LEARNING ACTIVITY G.42-4
“DEVELOPING A DAILY PLANNER”
WORK SHEET

DIRECTIONS: Use the sample form below as your daily planner. Enter in the necessary information as provided by the Specialist.

SAMPLE DAILY PLANNER

Monday	Tuesday	Wednesday	Thursday	Friday

Saturday	Sunday

LEARNING ACTIVITY G.42-5
“MY STUDY PLACE”

OBJECTIVE: To establish a place that can be used exclusively for study purposes

RESOURCES:

- Graph paper, rulers, soft lead pencil, and erasers
- Poster board or flip chart paper, flip chart, and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to groups of two.
2. Using the graph paper, have students bring in a sketch of their favorite study place to class.
3. Have students draw or sketch their favorite study place on the poster board or flip chart paper.
4. Have students describe their study place to the class and explain what makes it such a great place to study.

DISCUSSION QUESTIONS:

1. Why is it important to have a special place to study?

2. What is the most common distraction in your study place?

3. How can you eliminate distractions when using your study place?

LEARNING ACTIVITY G.42-6
“HOW WELL DID YOU DO?”

OBJECTIVE: To demonstrate how to get the most out of class

RESOURCES: Work Sheet—Learning Activity G.42-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity G.42-6.
2. Have students take notes using the work sheet.
3. Check to see if the correct word(s) were filled in on the work sheet using the answer key.
4. Discuss the use of a simple outline format and abbreviations.
5. Repeat the activity with the next section of the module- “Improving Your Listening Skills.”

DISCUSSION QUESTIONS:

1. Which suggestions for “Getting the most out of class” do you think will be the most helpful?

2. Was it easy or difficult to pick out the important points of the presentation? Why or why not?

FOLLOW-UP ACTIVITIES:

1. Have student take notes in each of your classes over a one week period of time. Check a copy of their notes and provide feed back.
2. Give students a chance to review their notes and then conduct a review of the materials. Check for understanding.

LEARNING ACTIVITY G.42-6
"HOW WELL DID YOU DO?"
WORK SHEET

SAMPLE NOTE PAGE

Subject: _____

Mr./Mrs/Ms: _____

Date: _____

Topic: _____

1. Listen _____

2. Pay _____ and avoid _____

Ex: Other students, the _____, _____, etc

3. Pay _____ to the things _____

Ex: There are ___ steps

In _____

Listen for _____, _____, and _____

4. _____ if you don't _____

5. Use a _____

6. Take _____ and write down everything _____

LEARNING ACTIVITY G.42-7
“MIND-MAPPING GAME”

OBJECTIVE: To demonstrate the mind-mapping technique for developing a project idea

RESOURCES: Work Sheet—Learning Activity G.42-7

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to groups of two.
2. Brainstorm with the class a sample project idea. For example, a term paper topic or class project for science.
3. Work through the example with your class using the mind-mapping technique.
4. Assign each group a topic and have them work through the development of the topic using the mind-mapping technique and the work sheet Learning Activity G.42-7.
5. Have students present the results of their mind-mapping activity to the class.

DISCUSSION QUESTIONS:

1. Did you find the mind-mapping technique to be of help in developing your ideas?

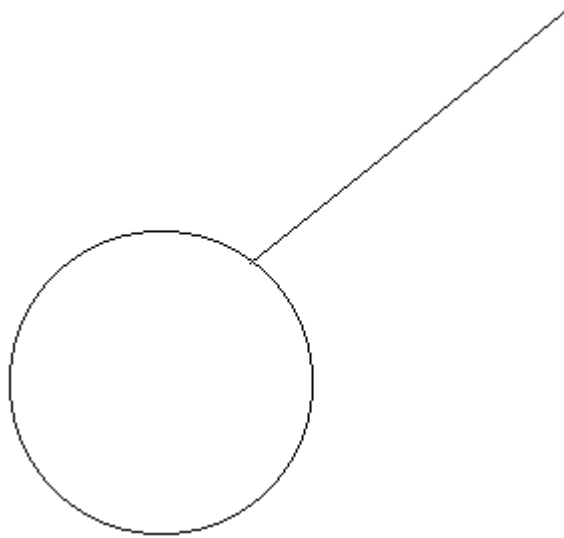
2. Do you have specific suggestions to make the technique work well for you?

FOLLOW-UP ACTIVITY:

1. Have students use the mind-mapping technique in other classes. Have them share how well the activity works in those classes.

LEARNING ACTIVITY G.42-7
“MIND-MAPPING GAME”
WORK SHEET

Directions: Use the mind-mapping technique to assist you with the development of an idea.



READING ACTIVITY G.42
"A LITTLE HELP FROM OUR FRIENDS"

OBJECTIVE: To read with comprehension and recall and identify supporting statements and evidence

RESOURCES: Reading Activity G.42

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of all of the work sheets for this activity and distribute them to each student.
2. Have the students read "A Little Help from My Friends."
3. Have the students complete "A Little Help" Recall Questions without the use of the story and review the answers for accuracy.
4. Have the students work in pairs and complete "Finding Support and Evidence." Have the students share their results.
5. Have the students work in groups of three to complete "Study Skills Brainstorm." Then have groups share their results with the class.

“A LITTLE HELP FROM OUR FRIENDS”

“So, we’ll draw names to match everyone up in groups and begin working on our final project,” Miss Tallus explained, as she began drawing names from a shoe box. The project was a research project in American History and counted as half of the test grade for that grading period. Miss Tallus continued to draw names and assign students to groups until the last four.

“And finally,” Miss Tallus said, “The last group will be Miriam, Gunter, Hector and Brie.”

There were some snickers in class. Everyone knew that those four students were the least likely to even think about a school project, much less complete one. It was as if those four prided themselves in never doing homework outside of class. In fact, the other students in class were mostly relieved that none of the four ended up in *their* group. How they ended up together was some kind of luck.

The groups were given time in class to meet together and organize.

“Listen,” began Hector, “The truth is... well, I kinda need a good grade on this project or I don’t play soccer in the play-offs. They’re coming up in a couple weeks.”

“Well, what are you gonna do about it?” asked Brie, “You knew this project was coming up.”

“Yeah,” explained Hector, “I was thinking I would get in a group with some ‘do-rights’ and I was gonna...”

“You were going to let them do the work and then take credit for it, is what you were going to do. Right?” accused Miriam.

“Yeah, you’ve got me figured out.” confessed Hector.

“And now you’re stuck with us,” laughed Gunter, “This is just too good!”

“Hey, you know,” said Hector, beginning to appeal to the group, “Nobody

thinks we can do this project, but you all know that we can... We could show them up!"

"Yeah, you're just worried about soccer, man," said Miriam.

"Maybe so, but some good grades wouldn't hurt you guys either." Hector said defending himself.

Miriam, Gunter and Brie knew what Hector said was true, so finally, Gunter said, "All right, all right, we'll meet at your house Saturday morning and we'll do a project."

Hector felt a little better.

When Saturday came, Hector was up early and getting the living room ready for the group work time. Hector waited, but he was still waiting at 10:30 am and no sign of the rest of the group. Hector called Gunter.

"Oh, man," Gunter groaned, "I forgot all about that stuff! I was out last night...didn't even think about it. Hey, I've gotta work today. We'll see you Monday."

Hector's heart sank. He knew it was going to be a similar story with the rest of the group. The only other person Hector could think of talking to was Coach Garrett, his soccer coach.

"Coach, I was really serious about doing my work, but it all fell through," Hector began. "Maybe you could talk to Miss Tallus and get her to change my assignment."

"Sorry, Hector," Coach Garrett answered, "No can do. You've got to see this through. Let me ask you, did anyone call the group members to make sure everyone was going to be there?"

"No." said Hector. "I figured they'd show like they said they would."

"Try it again!" Coach Garrett insisted, "Keep calling! Don't give up and don't give in!"

Hector became a little more determined and by calling that evening and

talking to everyone again on Monday and Tuesday, he was able to get the entire group at his house Tuesday evening.

“Boy, this is a first!” said Miriam with a little astonishment in her voice.

“Yeah,” said Hector, so let’s get started. So,...where do we start?”

The group gathered around the card table Hector had set up and looked at each other a long time.

“Boy, are we sad?” said Brie, “We don’t know how to do school work. I mean, how do you *study*?”

“You look at the assignment directions from the teacher.” a small voice chimed in. It was Hector’s 11 year old brother, Julian. Our teacher is showing us how to get organized for *our* assignments. The first step is understanding what you have to do. That’s like a goal.”

“OK!” said Gunter, beginning to get a plan, “So how would *you* do *this* project?” Gunter quickly snatched a wrinkled assignment sheet out of a notebook.

“Oh, this would be *easy*,” Julian said, “Look, there’s four parts to this presentation and four of you. So, each one of you should start by gathering information on your part.”

Brie rolled her eyes. “Easy for ‘the squirt,’” she thought.

“Now,” Julian continued, “you have to get sources for everything. We’ve got everything you need in the den... Dad’s books on the Civil War, the encyclopedia CD, and even some special books on American History... all right there!”

“That’s MY brother!” exclaimed Hector, once again feeling like he might get to play in the soccer play-offs.

Julian continued explaining how to find main points and develop an outline. Before long, Miriam said, “Hey, we’re almost finished with this project! How long have we been working on it?”

“Four hours,” said Brie, sounding surprised, “Boy, time really went fast on this.” Everyone agreed that doing the project this way was actually...well, kind of fun.

The time for the project presentations came and Miriam, Brie, Gunter and Hector found themselves in front of the class receiving a round of applause.

“I am so impressed with this group,” Miss Tallus said, “That was an excellent job!”

“It was easy,” said Gunter, “with a little help from our friends.”

“With some help from a little friend is more like it.” said Brie.

Epilogue:

State Soccer Champions, MVP: Hector Lopez

RECALL QUESTIONS

DIRECTIONS: Without referring to the story, answer the following questions to check comprehension and recall:

1. Who was Brie's American History teacher?

2. Hector was assigned to a group with Miriam, Gunter and _____.

3. The groups were given time in class to meet and _____.

4. What would happen to Hector if he didn't get a good grade on the history project?

5. What was Hector's original plan for getting a good grade on the project?

6. When was the group going to meet with Hector originally?

7. Why didn't Gunter show up the first time?

8. After the group didn't show up the first time, who did Hector call?

9. When was Hector finally able to get the group together?

10. What was set up in Hector's living room for the group to gather around?

11. What was the name of Hector's younger brother?

12. How old was Hector's younger brother?

13. Why did Hector's brother know how to study?

14. Where were the sources for the project located?

15. How long had the group been working on the project before Miriam discovered they were almost finished?

16. What was Hector's last name?

FINDING SUPPORT AND EVIDENCE

DIRECTIONS: The following statements are either inferred (implied, not directly stated) or are generalized statements from “A Little Help From Our Friends.” Using the story, find supporting evidence for the following statements:

1. Miriam, Gunter, Hector and Brie were not traditionally good students.

2. Hector had planned on “cheating” on this project.

3. Hector was a good athlete.

4. Coach Garrett was more inspirational than he was helpful.

5. Hector, Gunter, Miriam and Brie did not know how to study.

6. The group got a good grade on their project.

STUDY SKILLS BRAINSTORM

You might find that the way you study for a class will vary according to the subject matter of the class. Get into a group of four and brainstorm different ways that you study or prepare for each of the subjects that seem to work for you. Share your results with the class.

Subject	Strategies
English	
Math	
Science	
Social Studies	
Foreign Language	
Computer Science	

MATH ACTIVITY G.42
“MENTAL MATH”

OBJECTIVE: To reinforce skills in addition, subtraction, multiplication and division

RESOURCES:

- Work sheet—Math Activity G.42
- Menus from low-cost or fast food restaurants for “Racing the Check Out”
- Hand held calculators for “Racing the Check Out”

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of all of the work sheets for this activity and distribute them to each student.
2. Have the students select a partner; then, following the directions on the work sheet, have the students complete “Let Your Head Do the Math.”
3. Have the students report their results to the class.
4. Following the directions on the work sheet, have the students complete “Racing the Check Out.”
5. Have the students report their results to the class.

MATH ACTIVITY G.42
“MENTAL MATH”
WORK SHEET

Let Your Head Do the Math

DIRECTIONS: Many of you may have found yourself at a check out counter and secretly adding up your purchases in your head to see if you could get the total before the sales clerk was able to scan it into the cash register. The fact is, with simple arithmetic problems, it may be easier for you to make calculations in your head rather than on paper. Some people find it helps if they “talk out” their calculations without writing.

Check to see if there is a way you tend to do better. You will need to work with a partner. With the following arithmetic problems, take turns working a series of problems as your partner reads the problem. Time how long it takes to finish your calculations. Next, calculate a series of similar problems by looking at the numbers, but not writing. Again, time your results. Third, work a series of similar problems using paper and pencil. Compare the time.

READ THESE

LOOK AT THESE

PAPER/PENCIL

Addition 1:

$$2+14+27+8+4=$$

$$\$1.98 + \$1.05=$$

$$3+6+18+4=$$

$$2+4+6+8=$$

$$12+16+22=$$

$$4+15+21+2+6=$$

$$\$2.25 + \$1.77=$$

$$4+8+24+6=$$

$$3+5+7+9=$$

$$16+22+26=$$

$$6+12+28+4+2=$$

$$\$1.50 + \$1.85=$$

$$2+8+17+9=$$

$$4+6+8+12=$$

$$14+18+24=$$

Addition 2:

$$\$1.29 + \$.59 =$$

$$11+12+13=$$

$$4+8+6+5+4=$$

$$$.79 + $.89 =$$

$$22+33+44=$$

$$\$3.19 + $.79=$$

$$14+15+16=$$

$$6+3+9+4+6=$$

$$$.59 + $.49 =$$

$$12+14+16=$$

$$\$2.89 + $.89=$$

$$13+14+15=$$

$$3+5+7+4+3=$$

$$$.49 + $.79 =$$

$$14+33+44=$$

READ THESE**LOOK AT THESE****PAPER/PENCIL**

Subtraction 1:

$120-55=$

$84-55=$

$39-18=$

$99-45=$

$18-12=$

$75-49=$

$36-17=$

$78-17=$

$114-29=$

$24-16=$

$230-119=$

$33-14=$

$24-13=$

$98-55=$

$48-32=$

Subtraction 2:

$80-35=$

$42-11=$

$76-38=$

$135-57=$

$63-54=$

$70-25=$

$62-21=$

$56-18=$

$142-64=$

$41-23=$

$50-15=$

$32-21=$

$96-28=$

$118-32=$

$76-37=$

Multiplication 1:

$4 \times 5 =$

$11 \times 6 =$

$21 \times 6 =$

$17 \times 4 =$

$7 \times 17 =$

$3 \times 6 =$

$8 \times 8 =$

$14 \times 4 =$

$13 \times 8 =$

$4 \times 37 =$

$4 \times 7 =$

$12 \times 4 =$

$18 \times 3 =$

$14 \times 6 =$

$27 \times 6 =$

Multiplication 2:

$\$1.74 \times 2 =$

$\$1.29 \times 3 =$

$\$.79 \times 4 =$

$\$.39 \times 6 =$

$\$1.14 \times 5 =$

$\$1.59 \times 2 =$

$\$.99 \times 3 =$

$\$.68 \times 4 =$

$\$.34 \times 6 =$

$\$1.23 \times 5 =$

$\$.59 \times 3 =$

$\$1.49 \times 4 =$

$\$1.89 \times 2 =$

$\$.67 \times 6 =$

$\$1.17 \times 5 =$

READ THESE**LOOK AT THESE****PAPER/PENCIL**

Division 1:

$96)4=$

$72)3=$

$21)7=$

$12)4=$

$32)8=$

$84)6=$

$54)3=$

$16)8=$

$24)4=$

$27)9=$

$24)6=$

$36)18=$

$18)3=$

$28)7=$

$36)4=$

Division 2:

$42)6=$

$48)8=$

$54)2=$

$64)16=$

$72)9=$

$38)19=$

$52)4=$

$56)8=$

$63)7=$

$76)4=$

$45)9=$

$54)6=$

$56)4=$

$68)4=$

$84)6=$

"RACING THE CHECK OUT"

DIRECTIONS: The class should divide into equal groups of four or five. Each group should receive a stack of different restaurant menus, one menu for each member. Each group should have the *same selection* of menus as the other groups.

Have each member circle the items on the menu that they feel would make a nice lunch. After lunch is identified, each group should gather their menus, stack them together and trade their stack of menus for a stack of menus from another group.

Groups should then select *another* group from whom to "order lunch." Line up enough desks side by side to simulate a fast food restaurant counter. Have one group sit in the desk and pretend to be the counter worker taking the order. Each student at the desk should have a hand held calculator.

The other group should approach the simulated restaurant counter and find the "worker" with the same menu as theirs. (Example: Burger Shack with Burger Shack; Tacos Plus with Tacos Plus; and so on) The students should then trade menus.

Using the new menu, the customer should begin to order all of the menu items that are circled on their list. The customer should try to add the items in their head as quickly as possible and the counter worker should try to find the items on the menu and use the calculator to add up the items.

Identify who was able to get the lunch order total first.

Was each total correct?

Are you brave enough to figure tax?

Trade places and repeat the activity.

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. List 5 tips or suggestions for getting off to a good start when it comes to studying.

2. List 3 tips for good time management.

3. How can you establish a good study environment?

4. How can you get the most out of class?

5. How can you improve your listening skills?

6. List 5 suggestions for good note taking.

7. List 5 suggestions for improving your reading skills.

8. List 3 suggestions for writing reports, projects or research papers.

9. Give an example of mind-mapping.

10. What is procrastination?

11. List 5 suggestions to follow when preparing for a test.

12. List the 6 steps for taking a test.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. List 5 tips or suggestions for getting off to a good start when it comes to studying.
 - Set goals
 - Find a quiet place to study, free from distractions
 - Have a study place only for studying
 - Stay focused
 - Seek help with assignments
 - Develop study teams
 - Get motivated
 - Set up a specific time to study each day
 - Plan breaks

2. List 3 tips for good time management.
 - Construct a weekly and daily schedule
 - Record things that you have to do every week
 - Write down things that vary from day to day and week to week
 - Carry your schedule or calendar with you
 - Keep it up-to-date each time you are given an additional assignment or task to do

3. How can you establish a good study environment?
 - Set aside a place to study
 - A place that is free of distractions
 - Select a study symbol
 - When reading, stop at the end of every other page and think back a few seconds about what you have just read
 - Have a set study time each night, Sunday through Thursday
 - Take 20 - 30 minutes out of your Saturdays or Sundays to get a “jump” on those projects that require additional time
 - Set short range goals
 - Break large projects into smaller ones
 - Keep a note pad or your list of “things to do” handy

- Relax before studying
4. How can you get the most out of class?
- Listen carefully
 - Pay attention and avoid distractions
 - Pay attention to the things the teacher emphasizes
 - Listen for things such as: “There are three steps.” Or “In summary...” Also listen for dates, names, and places
 - Ask questions
 - Use a tape recorder
 - Take notes
 - Write down everything that is put on the writing board
5. How can you improve your listening skills?
- Listen for the main ideas
 - What is the purpose?
 - What is the message?
 - Ask questions
 - Approach class with an open mind
6. List 5 suggestions for good note taking.
- Print or write legibly on one side of the page
 - Copy all terms and definitions
 - Underline or highlight key points
 - Use abbreviations and symbols
 - Review your notes as soon after class as possible
 - Fill in any missing information
 - Call a friend to review the information presented
 - Keep your notes in a notebook
 - Record information in your notebook each day
 - Read your notes out loud when you are reviewing
 - DO NOT wait until you have a test scheduled to review your notes
7. List 5 suggestions for improving your reading skills.

- Read the assigned chapters or materials when they are assigned
 - Underline key words, characters, and important points
 - Copy down the important points in your notebook
 - Go over the questions or review points at the end of the chapter
 - Divide your assignments into manageable parts
 - Look at the chapter headings
 - If there is a chapter summary, read it first
 - Think about the material as you are reading it and ask yourself questions about the content
 - Read the material carefully
 - Recite out loud what you have read, the main ideas, characters, etc.
 - Quickly review the material after you have read it
 - Summarize key points and put these points in your notebook
8. List 3 suggestions for writing reports, projects or research papers.
- Don't rush, but don't wait until the last minute
 - Begin by thinking about your topic
 - Jot down your ideas as you think of them
 - Talk with others
 - If it's a team project, get with your partner(s) right away
 - Collect all the materials you need for your project
 - Find a good work place
9. Give an example of mind-mapping.
- Answers will vary
10. What is procrastination?
- Putting off until later what it is you should be doing NOW!
11. List 5 suggestions to follow when preparing for a test.
- Start to review well ahead of the test date

- Go over your notes
- Develop a set of flash cards for key words, dates, terms, etc
- Reread the chapters in the text
- Review a little each night
- Do not plan to “cram” for the test the night before
- Set up study times with friends
- Ask questions from your notes and readings
- Get plenty of rest the night before
- Be sure you have all the materials and supplies you need for your test, pencils, calculator, etc
- Go into the test with a positive attitude

12. List the 6 steps for taking a test.

- Step #1- Preview the test before you begin
- Step #2- Read the directions
- Step #3- Answer the easy questions first
- Step #4- Answer all questions
- Step #5- Ask your teacher for a clarification if you do not understand the question
- Step #6- Go with your first impulse as to the correct answer

ANSWER KEY
LEARNING ACTIVITY G.42-6

The answers for Learning Activity G.42-6 will vary but they should look something like the following:

NOTES

Subject: JAG

Mr/Mrs/Ms: _____

Date: _____

Topic: Getting the most out of class

1. Listening carefully
2. Pay attention and avoid distractions
Ex: Other students, the door, windows, etc.
3. Pay attention to the things teacher emphasizes.
Ex: There are 3 steps...
In summary...
Listen for dates, names, and places
4. Ask questions if you don't understand.
5. Use a tape recorder.
6. Take notes and write down everything on board.

ANSWER KEY
READING ACTIVITY

“A LITTLE HELP” RECALL QUESTIONS

1. Miss Tallus
2. Brie
3. Organize
4. Would not play in soccer play-offs
5. Get with students that would do his work for him
6. Saturday morning
7. Stayed out late, forgot about it
8. Coach Garrett
9. Tuesday evening
10. Card table
11. Julian
12. 11
13. His teacher was teaching study skills
14. In the den
15. Four hours
16. Lopez

“Finding Support and Evidence”

Answers will vary, but should include things like:

1. Known for not doing schoolwork, no one wanted them in their group
2. He was going to take credit for other's work
3. Receive MVP award, knew the coach well, was going to play in the play-offs
4. Did not tell him what to do... just “don't give up”
5. Stared at each other a long time, took advantage of Julian's advise
6. Miss Tallus said, “Excellent job!”, Hector played in the play-offs

ANSWER KEY MATH ACTIVITY

“LET YOUR HEAD DO THE MATH”

Addition 1:

55	48	52
\$3.03	\$4.02	\$3.35
31	42	36
20	24	30
50	64	56

Addition 2:

\$1.88	\$3.98	\$3.78
36	45	42
27	28	22
\$1.68	\$1.08	\$1.28
99	42	91

Subtraction 1:

65	26	111
29	19	19
21	61	11
54	85	43
6	8	16

Subtraction 2:

45	45	35
31	41	11
38	38	68
78	78	86
9	18	39

Multiplication 1:

20	18	28
66	64	48
126	56	54
68	104	84
119	148	162

Multiplication 2:

\$3.48	\$3.18	\$1.77
\$3.87	\$2.97	\$5.96
\$3.16	\$2.72	\$3.78
\$2.34	\$2.04	\$4.02
\$5.70	\$6.15	\$5.85

Division 1:

24	14	4
24	18	2
3	2	6
3	6	4
4	3	9

Division 2:

7	2	5
6	13	9
27	7	14
4	9	17
8	19	14

“RACING THE CHECK OUT”

Answers will vary