

STUDY SKILLS AND TEST TAKING STRATEGIES GROUP (SESSION 1)

JOHN BAKER ELEMENTARY SCHOOL
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ASCA National Standards/NM State Teaching Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.4

A:A2 Acquire Skills for Improving Learning

A:A2.4

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.2, A:B1.6, A:B1.7

A:B2 Plan to Achieve Goals

A:B2.2, A:B2.3, A:B2.4

NM State Teaching Standards: Language Arts 1a-d, 2a-c, 3a-b

NOICC: Competencies 4, 5, 6

Materials Needed

Counselor gathered materials:

- “Study Skills and Testing Taking Strategies Evaluation” – counselor made
- “Learning Style Inventory” (from www.gigglepotz.com)
- “Learning Styles-Types and Tips,” “Study for Success” and “Study Methods: Which one is Right for You” (from www.montgomeryschoolsmd.org/schools/watkinsmillhs/studyskills/files/studyskillshandbook06.pdf)
- “My Study Space” (from “Student Workshop: Study Skills for Kids 3-5” by Sunburst Visual Media)

Goals

Improve students’ attitudes, skills and knowledge about their learning style and related study strategies
Improve test scores

Objectives

Students will know their learning style.	Students will learn related study strategies.
Students will be able to identify needed changes to improve their studying based on their learning style.	Students will realize the impact their learning style has on how they learn and study.

Lesson

Introduce topic of lesson and share objectives with students

Discuss group rules, confidentiality and limits, and group expectations

Have students complete “Pre/Post Evaluation”

Have students complete “Learning Style Inventory” (keep track of each student’s learning style)

Discuss “Learning Styles-Types and Tips,” individualizing for each student based on their learning style

Discuss “Study for Success” and “Study Methods: Which one is Right for You”

Have students complete “My Study Space” and discuss

Question and Answers

Wrap up

Data Collection

Perception Data – Percentage change in Pre vs. Post Evaluation

Process Data – How many students participated in group

Results Data – Compare District Benchmark Assessment scores Pre vs. Post group intervention

Name: _____

Teacher: _____

LEARNING STYLE INVENTORY

DIRECTIONS: Circle the answer that best describes you

1. If I have to learn how to do something, I learn best when I:

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.

2. When I read, I often find that I:

- (V) Visualize what I am reading in my mind's eye.
- (A) Read out loud or hear the words inside my head.
- (K) Fidget and try to "feel" the content.

3. When asked to give directions, I:

- (V) See the actual places in my mind as I say them or prefer to draw them.
- (A) Have no difficulty in giving them verbally.
- (K) Have to point or move my body as I give them.

4. If I am unsure how to spell a word, I:

- (V) Write it in order to determine if it looks right.
- (A) Spell it out loud in order to determine if it sounds right.
- (K) Write it in order to determine if it feels right.

5. When I write, I:

- (V) Am concerned how neat and well spaced my letters and words appear.
- (A) Often say the letters and words to myself.
- (K) Push hard on my pen or pencil and can feel the flow of the words or letters as I form them.

6. If I had to remember a list of items, I would remember it best if I:

- (V) Wrote them down.
- (A) Said them over and over to myself.
- (K) Moved around and used my fingers to name each item.

7. I prefer teachers who:

- (V) Use the board or overhead projector while they lecture.
- (A) Talk with a lot of expression.
- (K) Use hands-on activities.

8. When trying to concentrate, I have a difficult time when:

- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I have to sit still for any length of time.

9. When solving a problem, I:

- (V) Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) Use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

- (V) Read them silently and try to visualize how the parts will fit together.
- (A) Read them out loud and talk to myself as I put the parts together.
- (K) Try to put the parts together first and read later.

11. To keep occupied while waiting, I:

- (V) Look around, stare, or read.
- (A) Talk or listen to others.
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

- (V) Be brief because I do not like to talk at length.
- (A) Go into great detail because I like to talk.
- (K) Gesture and move around while talking.

13. If someone were verbally describing something to me, I would:

- (V) Try to visualize what she was saying.
- (A) Enjoy listening but want to interrupt and talk myself.
- (K) Become bored if her description got too long and detailed.

14. When trying to recall names, I remember:

- (V) Faces but forget names.
- (A) Names, but forget faces.
- (K) The situation that I met the person other than the person's name or face.

SCORING INSTRUCTIONS: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary mode of learning.

Visual	Auditory	Kinesthetic
V = _____	A = _____	K = _____

LEARNING STYLES - TYPES AND TIPS

VISUAL LEARNERS: Visual learners relate most effectively to written information, notes, diagrams and pictures. Typically they will be unhappy with a presentation where they are unable to take detailed notes – to an extent, information does not exist for a visual learner unless it has been seen written down. This is why some visual learners take notes even when they have printed course notes on the desk in front of them. Visual learners will tend to be most effective in written communication, symbol manipulation, etc. Visual learners should look at all study materials. They should use charts, maps, filmstrips, notes, and flashcards. Visual learners should practice visualizing or picturing words / concepts in their heads. Visual learners should write down everything for frequent and quick visual reference. **Visual learners make up around 65% of the population.**

Tips for the Visual Learner

- 📖 When possible, use charts, maps, posters, and videos to study and present material!
- 📖 Look at the person who is speaking
- 📖 Work in a quiet atmosphere
- 📖 Study alone
- 📖 Use colored highlighters to focus on main ideas
- 📖 Preview new reading material by scanning pictures and heading
- 📖 Choose a desk away from the window or door
- 📖 Write down information you want to remember
- 📖 Pay attention to information on the board, overheads and handouts

AUDITORY LEARNERS: Auditory learners relate most effectively to the spoken word. They will tend to listen to a lecture, and then take notes afterwards, or rely on printed notes. Often information written down will have little meaning until it has been heard – it may help auditory learners to read written information aloud. Auditory learners may be sophisticated speakers, and may specialize effectively in subjects like law or politics. Auditory learners may want to use tapes. Taped lectures may help fill in the gaps in the student's notes. Auditory learners should sit in front of the classroom where they can hear well. Auditory learners should do reading assignments out loud, or recite summaries of written materials. **Auditory learners make up about 30% of the population.**

Tips for the Auditory Learner

- 📖 Recite information out loud
- 📖 Read out loud
- 📖 Use grid or graph to complete math problems
- 📖 Use various colors to highlight notes, books, etc.
- 📖 Make your own flashcards, using various colors
- 📖 Study with a friend or in a small group
- 📖 Class discussions are helpful

TACTILE LEARNERS: Tactile learners learn effectively through touch, movement and space. They learn skills by imitation and practice. Tactile learners often work slowly because information is normally not presented in a style that suits their learning methods. Tactile learners may also benefit from typing notes, and/or acting out (role playing) different situations. For example, tactile learners might pretend they are different parts of the cell and actually move about the classroom when studying cell structure. **Tactile learners make up about 5% of the population.**

Tips for the Tactile Kinesthetic Learner

- 📖 Speak out loud when using flashcards or reading through notes!
- 📖 Study sitting in a lounge chair or couch, you may want to even try lying down!
- 📖 Listen to music while studying
- 📖 Read material using colored paper or transparencies
- 📖 Take frequent breaks
- 📖 Use flashcards, card games, floor games, etc. to help learn and process new information
- 📖 Use manipulatives when available
- 📖 Hands-on activities and experiments assist in learning new material

STUDY FOR SUCCESS



How to Study

- ✎ Have your tools handy: pen, paper, highlighter, dictionary, ruler...
- ✎ Skim the text to get the general ideas. Then read everything more carefully.
- ✎ Sort through the information in a systematic way. Write down headings and supporting facts.
- ✎ Pay attention to illustrations, maps, charts, diagrams, and summaries. They help you grasp ideas.
- ✎ After studying – test yourself!

Where to Study

- ✎ Try to study in the same place as much as possible. Avoid window views!
- ✎ Make sure your study space has good lighting and fresh air!
- ✎ Don't study with the TV on. Soft music in the background can be helpful for some people.
- ✎ Keep the top of your desk uncluttered!

When to Study

- ✎ Study when you are most alert.
- ✎ Get into a routine: study at the same time everyday!
- ✎ Don't try to memorize all the important facts in one day. Do a few each day!
- ✎ Put homework first. If you have other commitments (social, athletic), schedule them around your homework period.

And then some days, you just can't seem to turn off the TV...

Try these tricks:

- ✎ Just start. Once you get going, it is MUCH easier to continue.
- ✎ Reward yourself (a healthy treat, a short walk) for making progress
- ✎ Work with a friend. Encourage each other.
- ✎ Design your own study schedule. Stick to it!
- ✎ Be in control! Don't let a TV show or phone call stop you!

Study Methods: Which one is Right for You?



1. PRWR method – Preview, Read, Write, Recite

- a. **Preview** the material. Identify the directions of the assignment/project, read the questions over, look at any charts/graphs that go with the assignment.
- b. **Read** and re-read. Look through the material and identify new vocabulary.
- c. **Write** down highlights from material or questions you may have. Write definitions for new vocabulary words.
- d. **Recite** or learn material by repetition.

2. Acronyms and Acrostics

- a. **Acronyms:** An acronym is an invented combination of letters. Each letter is a cue to an idea you need to remember.
- b. **Acrostics:** An Acrostic is an invented sentence where the first letter of each word in the sentence is a cue to an idea that you need to remember!
EXAMPLE: The order of the planets: My very energetic mother just served us nine pizzas (Mercury, Venus, Earth, Mars Jupiter, Saturn, Uranus, Neptune, and Pluto).

3. Verbal Repetition

Read or repeat things out loud. Make up a chant with a group of students; create a rhyme or rhythm to use to help you remember!

4. Location Method

Remember items on a list by imagining each are located in a different place in a familiar room. Sometimes it even works to visualize the items written down on paper.



My Study Space

Think of what the best time and place are to do your homework. The following questions will help you decide.

1. Where do you do your homework?

2. What are the advantages of this location?

3. What are the disadvantages?

4. When do you do your homework?

5. What are the advantages of this time?

6. What are the disadvantages?

7. How could you make your study time and/or location better?

STUDY SKILLS AND TEST TAKING STRATEGIES GROUP (SESSION 2)

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ASCA National Standards/NM State Teaching Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Self Concept

A:A1.4, A:A1.5

A:A2 Acquire Skills for Improving Learning

A:A2.1, A:A2.3

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.3, A:B1.4

NM State Teaching Standards: Language Arts 1a-d, 2a-c, 3a-b

NOICC: Competencies 4, 5, 6

Materials Needed

Counselor gathered materials:

- “Listen Up” (*from The Guide: Elementary School by Mark Nelson*)
- “Following Directions” (*from Classroom Guidance Activities by Joe Wittmer*)
- “Listen to This” from (*from The Guide: Elementary School by Mark Nelson*)
- “Wright Family” (*from www.cdc.gov/healthyouth/shi/training/10-Resources/docs/WrightFamily.pdf*)

Goals

Improve students’ attitudes, skills and knowledge about listening skills

Improve test scores

Objectives

Students will increase awareness of listening skills

Students will improve listening skills

Students will learn to ask clarifying questions

Students will improve their ability to follow directions

Lesson

Reminder of group rules, confidentiality and limits, and group expectations

Review of previous lesson

Introduce topic of lesson and share objectives with students

Discuss listening skills and “Listen Up” handout

Have students complete “Following Directions” activity and discuss

Have students complete activities from “Listen to This” and discuss

Play “Wright Family” game and discuss; tie learning styles into student needs and successes with game

Question and Answers

Wrap up

Data Collection

Perception Data – Percentage change in Pre vs. Post Evaluation

Process Data – How many students participated in group

Results Data – Compare District Benchmark Assessment scores Pre vs. Post group intervention

LISTEN UP

Some suggestions for better listening skills are:

1. **Get prepared to listen when the speaker begins.** The speaker's main idea often comes at the beginning. If you miss it because you were not ready, you may not understand much of what follows.
2. **Look at and watch the speaker.** If you are looking out the window, writing a note, or watching the clock, you may not be able to give your complete attention to the speaker.
3. **Pay attention and listen to any directions.** If you don't "listen up" to the directions, you will likely waste a lot of time and may have to go over material a second time just to get it.
4. **Take good notes.** You have to listen to take good notes. When you are taking notes, you are training yourself to listen at the same time. Listen for main points and write them down. Notes are shorthand. You don't have to write down everything that someone says. You can't write that fast.
5. **Understanding is what it is all about.** If you don't understand the point being made or how the explanation makes sense, stop and ask. Get clarification. Teachers enjoy explaining or clarifying—it is a big part of teaching. Don't feel stupid asking a question. There are no stupid questions. There is always a lot more learning going on in a classroom where lots of students are asking questions. Maybe we should call them "question-rooms" because that is what should be going on in our rooms—questions and answers.
6. **Avoid thought wandering.** Usually our thoughts wander when we are not paying attention or listening. If you become aware that you are "spacing out" or thought wandering, it is a sign that you are not listening. If you fail to pick up on this clue, you may feel embarrassed if you suddenly realize that the class is waiting for to answer a question from your teacher that you haven't even heard. Has this ever happened to you?

Following Directions



1. Read everything on this page before doing anything.
2. Put your name in the upper right-hand corner of the page.
3. Circle the word "name" in sentence 12.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Put a circle around sentence 7.
8. Put an "X" in the upper right hand corner of this paper.
9. Put a triangle around the "X" you just made.
10. On the back of this paper, multiply 733×60 .
11. Draw a rectangle around the word "circle" in sentence 7.
12. Loudly call out your first name when you get to this point.
13. If you think you have followed directions carefully to this point in the test, call out "I have."
14. On the reverse side of this paper add $89 + 9305$.
15. Put a circle around your answer, then put a square around the circle.
16. Count out in a normal speaking voice from one to ten backwards.
17. Punch 3 small holes in the top of this paper with your pencil point.
18. If you are the first person to get this far, call out "I am first."
19. Underline all even numbers up to ten on this page.
20. Say out loud "I am nearly finished."
21. Now that you have finished reading carefully, do only items one and two above.

LISTEN TO THIS

STANDARDS

- Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
- Standard 2: Students will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options, including college.

MATERIALS

- Handout A-13: Listen Up

ACTIVITY

1. Ask your students why they think it is important to know how to listen well. List their responses on the chalkboard. If the students don't offer the following responses, be sure to include them on the list:
 - To understand what is being said.
 - To be attentive and respectful of others.
 - To save having to go over the information again later as homework
 - To get better grades
2. Distribute a copy of Handout A-13 to each of the students and discuss each point.
3. Engage the class in the following role-play. Ask for two volunteers to face each other at the front of the class. Ask one student to recite something they know (the Pledge of Allegiance, a nursery rhyme, or a scout's oath—ask them to recite two things) while the other student explains something that is very interesting or important to her or him. After you say "GO," both students should begin talking at the same time. After a couple of minutes, ask each student to explain what they heard the other student talking about. Ask for as much detail as possible. Ask the other students in the class if they can explain what they heard each student saying. Discuss with the class how difficult listening is when there are other distractions. You can even do this activity using loud music or other distracting noises.
4. Next, ask the students to take out a piece of scratch paper and follow your instructions:
 - Draw a square, make a circle inside the square, and then put an X under the square.
 - Draw a line in the upper left hand corner, put your initials on the line, and then put quotation marks around them.
5. Make sure that everyone has listened carefully and followed directions. If some were confused by the instructions, ask whether they thought of asking a clarifying question or not. Encourage your students to listen and clarify.

SPECIFIC SUGGESTIONS

As a means of practicing, ask your students to make up various types of instructions or provide explanations to the class. Students are then expected to practice following directions. Ask the instructing student to check everyone's work. You may choose to do this activity periodically. Ask students to make the instructions or explanations more complicated over time in order to increase their listening skills. Don't forget to emphasize the need to clarify at times.

ESTIMATED TIME

1 class period

LIFE WITH THE WRIGHT FAMILY

MATERIALS NEEDED:

- The Wright Family Story
- One playing card, penny, pen, paper clip, or some other small item for each person in the group

ACTIVITY INSTRUCTIONS:

1. Have your entire group stand in a circle, shoulder to shoulder.
2. Give each person in the circle a playing card, penny, or some other small item that can be passed easily from hand to hand.
3. Tell the group that you are going to read them a story and every time they hear any word that sounds like right, they are to pass the object in their hand to the person on their right, and every time they hear the word left, they should pass the object to the left.
4. Start reading the story (see next page) slowly so that they have a chance to catch on to what you want them to do. After a few passes stop the story and ask them how they are doing. Check to see that everyone has an object in his hand. If your group is typical, some will have two or three objects and others will not have any. Have them redistribute the objects so that everyone has one again.
5. Now continue to read the story, getting faster as you go. Stop the story a couple of more times to check on how they are doing.
6. After reading the story, ask the following questions:
 - How much of the story can you remember?
 - What does this activity tell us about communication?
 - What does this activity tell us about teamwork?
 - What does this activity tell us about listening skills?
7. After the group has discussed the purpose of the activity, tell them that this activity required teamwork, much like the School Health Index does. Tell them that during this activity, the idea was to not get too distracted by the rights and lefts and stay focused on what was happening in the story. Similarly, in our everyday lives, we often have tasks that pull us in many directions, but we should always remember what is important, the health of young people. The School Health Index will help enable you to use a team approach to improve the health of young people.

STORY: "Life with the Wright Family"

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling "It will be a right cold day before I return".

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick, so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat. With all of this going on Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said "I wish the Wright family had never left the house today! Right?"

STUDY SKILLS AND TEST TAKING STRATEGIES GROUP (SESSION 3)

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ASCA National Standards/NM State Teaching Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A2 Acquire Skills for Improving Learning

A:A2.1, A:A2.2

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.2, A:B1.3, A:B1.5, A:B1.7

NM State Teaching Standards: Language Arts 1a-d, 2a-c, 3a-b

NOICC: Competencies 4, 5, 6

Materials Needed

Counselor gathered materials:

- *Pigsty* by Mark Teague
- "Ways to Organize" (from "Study Skills for Kids 3-5" by Sunburst Visual Media)
- "More Ways to Organize" (from "Study Skills for Kids 3-5" by Sunburst Visual Media)
- Pictures of various school/study related materials (counselor made)

Goals

Improve students' attitudes, skills and knowledge about organization skills

Improve test scores

Objectives

Students will understand the importance of organization	Students will realize there are many different ways to organize
Students will learn ways to organize at school and home	Students will be able to organize objects

Lesson

Reminder of group rules, confidentiality and limits, and group expectations
Review of previous lesson
Introduce topic of lesson and share objectives with students
Discuss the importance of organization skills
Read <i>Pigsty</i> by Mark Teague
Discuss "Ways to Organize" and "More Ways to Organize"
Have students pair up and categorize school supplies (in envelope)
Discuss any difficulties students had categorizing objects and differences found in the groups (is one better than the other?)
Question and Answer
Wrap-up

Data Collection

Perception Data – Percentage change in Pre vs. Post Evaluation
Process Data – How many students participated in group
Results Data – Compare District Benchmark Assessment scores Pre vs. Post group intervention

Ways to Organize



When you organize, you put similar things together. If you look carefully, you can see many different things around you that are organized in some way.

One way to organize is by color. Look at a new large box of crayons and notice the colors. Are they all mixed up or organized?

1. Describe how the crayon company packed the crayons.

2. Why would the crayon company choose this arrangement over any other?

Another way to organize things is by size. Using a bunch of different size books from your classroom, make a tower of books about two feet high. Mix the books up so that they are not organized. How hard would it be to try to carry the books?

1. On the back of the page draw the tower from the side.

Now organize the books according to their size. Make the tower into a pile that would be easier to carry.

2. On the back of the page draw a picture of the pile from the side.

More Ways to Organize



Three common ways of organizing are alphabetically (by letters), numerically (by numbers) and chronologically (by time.) Decide which of the three ways would be best to use for the following items, and explain your reasons. Add any new ways you think would work.

1. baseball cards _____

2. photographs _____

3. homework assignments _____

4. phone books _____

5. CDs _____

6. old report cards _____

7. video game scores _____

8. videos or DVDs that you own _____

STUDY SKILLS AND TEST TAKING STRATEGIES GROUP (SESSION 5)

JOHN BAKER ELEMENTARY SCHOOL
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ASCA National Standards/NM State Teaching Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A2 Acquire Skills for Improving Learning

A:A2.1-A:A2.4

A:A3 Achieve School Success

A:A3.1-A:A3.5

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.1-A:B1.7

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1, A:C1.3-A:C1.6

NM State Teaching Standards: Language Arts 1a-d, 2a-c, 3a-b; Health 1a-d; Science 10a, 11j-k
NOICC: Competencies 4, 5, 6, 7, 8

Materials Needed

Counselor gathered materials:

- “Studying for Tests/Test Taking Skills”
- “Ten Terrific Test Taking Tips”
- “Strategies for Specific Types of Tests”
- “Write On!”

○ (All documents are from www.montgomeryschoolsmd.org/schools/watkinsmillhs/studyskills/files/studyskillshandbook06.pdf)

Goals

Improve students’ attitudes, skills and knowledge about test taking strategies

Improve test scores

Objectives

Students will improve their test scores.

Students will learn strategies for specific types of tests.

Students will learn study strategies.

Students will be able to utilize test taking strategies.

Lesson

Reminder of group rules, confidentiality and limits, and group expectations

Review of previous lesson

Introduce topic of lesson and share objectives with students

Discuss “Studying for Tests” and “Ten Terrific Test Taking Tips,” relating them to each of the learning styles

Discuss “Strategies for Specific Types of Tests” relating them to different types of tests

Discuss “Write On!” with specific examples and utilizing various graphic organizer strategies

Question and Answers

Wrap-up

Data Collection

Perception Data – Percentage change in Pre vs. Post Evaluation

Process Data – How many classes and students received lessons

Results Data – Compare District Benchmark Assessment scores Pre vs. Post group intervention

STUDYING FOR TESTS/TEST TAKING SKILLS

Before the Test

1. Be sure to find out ahead of time:
 - a. What material the test will cover
 - b. What type of test it will be (multiple choice, true/false, short answer, essay)
 - c. How much the test counts toward your overall grade
 - d. How the test will be graded
2. Study in a place that is free of distractions and have the things you need like” books, calculator, and pens/pencils.
3. Study at a time when you are alert; not when you are hungry or sleepy!
4. Don’t wait until the last night before the test to study.
5. Set a goal for your study time in and out of school. If you are being tested on more than one chapter at a time, decide on what study time you review each chapter material.
6. Repetition is important. Read and re-read your class notes, and re-look at relevant chapter sections.
7. While you are reviewing your notes, cover them up every so often and summarize them out loud.
8. Create aids to help you study, based on your own learning style:
 - a. Make an outline from your notes of main ideas.
 - b. Make a timeline of important dates or the order of events.
 - c. Make flashcards to study vocabulary in English or a foreign language.
 - d. Make up your own test based on your notes, and have a parent, guardian, or friend ask you the question.
9. Get help from a teacher – BEFORE you begin studying for the test - if you don’t understand the topic!

TEN TERRIFIC TEST TAKING TIPS



1. Read the instructions carefully. Never assume you know what they will say. Ask the teacher if you are unsure about anything.
2. Read/skim the entire test through before you start. Notice the point value of each section. This will help pace you.
3. Answer the easiest questions first, then the ones you know; then the one with the highest point values. Don't spend 15 minutes on a two-point question!
4. Keep busy. If you get stuck on a question, come back to it later. The answer might come to you as you work on another part (or you might find it in another question if you're lucky).
5. If you aren't sure how to answer a question fully, try to answer at least part of it. You may get partial credit.
6. Need to guess on a multiple-choice test? First, eliminate the answers that you know are wrong. Then take a guess. Because your first guess is most likely correct, don't go back and change answers or second-guess yourself.
7. On an essay test, take a moment to plan your writing. First, jot down your most important points. Then number them in the order you want to write about them – usually a rough outline will suffice.
8. Keep your paper neat. If the teacher can't read or can't find your answer, you might lose points.
9. Don't waste time doing things you won't get credit for – like re-writing the questions!
10. Leave time at the end to check your work. Did you answer all the questions? Did you check for errors?

STRATEGIES FOR SPECIFIC TYPES OF TESTS

Short Answer Tests

- ☞ Budget your time by estimating how much time you have to answer each question. If some are worth more than others, plan to spend more time answering them.
- ☞ Do easiest questions first. Don't spend a lot of time on one question. You may come up with an answer as you work on other questions.
- ☞ Look for clues in the question. Words like define, describe, or explain can point you in the right direction.
- ☞ Answer all questions. Write what you know even if you don't have a complete answer.
- ☞ Use the full time allowed on the test.

Essay Exams

- ☞ Read all the questions first. Underline key words like summarize, evaluate, and compare/contrast. Write your initial thoughts.
- ☞ Organize your ideas. Do a rough outline on the back or on scratch paper. Rely on facts, figures, and logic, unless you are asked to comment on or evaluate something.
- ☞ Start with the easiest question. This can help you build confidence as you move to questions that are worth more points.
- ☞ Proofread at the end. Add more details, illustration, or examples. Check for misspellings, wrong ideas, and correct errors that you catch.

Objective tests like multiple-choice and matching

- ☞ Solve in the order given. Answers to previous questions might help you to answer some that come later. Don't get hung up on hard questions. If you can, move on, and come back to the hard ones.
- ☞ Read each question carefully. Beware of words like always, never, sometimes, and often.
- ☞ Think as you read. Multiple-choice questions can be tricky. Be sure you understand what is being asked.
- ☞ Finish the exam. Use all the time allowed. Narrow down the choices, and then make an educated guess.
- ☞ True/False – I know that words such as usually, often, and many are often true.
- ☞ I know that works like always, never, and none are usually false.

Standardized Tests

- ☞ If a study guide is available, use it! Answer the sample questions.
- ☞ Be realistic. There are questions that you will not be able to answer. Return to them if there is time. This might be a problem on a computerized test.
- ☞ Make an educated guess. On some tests, a fraction of a point is deducted for each wrong answer – it still pays to guess sometimes when you can eliminate one or more of the choices. Eliminate the ones you know are wrong. Look for clues in the other choices – agreement in logic, number, gender, and person.
- ☞ Problem-solving tests. These involve formulas and calculations. Before the test study the major concepts and review formulas. Solve some practice problems. During the test, identify the givens and unknowns. Write down a formula used in all your calculations.

WRITE ON!

TOPIC

Choose a topic that is well defined. For example, write about “Migration Patterns of Pink Flamingos” rather than “Tropical Birds”. If your topic involves discussing an idea, make sure to support it with sound arguments.

PURPOSE

Having a definite purpose for your writing (to entertain, to inform, to instruct) will give it more focus.

AUDIENCE

The type of words you choose will be determined by your audience: your teachers, your six-year-old brother or sister, your newspaper, your parents, etc.

PERCEPTIVE

Adopt a point of view. Looking at a topic from another perspective may increase your understanding and provides variety to your writing.

FORMAT

There are different requirements for writing a letter, a journal, an essay, a review, or a research paper. Find out what they are!



STUDY SKILLS AND TEST TAKING STRATEGIES GROUP (SESSION 4)

JOHN BAKER ELEMENTARY SCHOOL
BARBARA A. SMITH; MA, LPCC
PROFESSIONAL SCHOOL COUNSELOR

ASCA National Standards/NM State Teaching Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.2, A:A1.3

A:A2 Acquire Skills for Improving Learning

A:A2.4

A:A3 Achieve School Success

A:A3.4

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.1, A:B1.3, A:B1.5, A:B1.6, A:B1.7

NM State Teaching Standards: Language Arts 1a-d, 2a-c, 3a-b

NOICC: Competencies 4, 5, 6

Materials Needed

Counselor gathered materials:

- “Test-Taking Anxiety” (from www.montgomeryschoolsmd.org/schools/watkinsmillhs/studyskills/files/studyskillshandbook06.pdf)
- “Testing Environment” (from www.auburnschools.org/CaryWoods/jdix/SAT%20and%20ARMT%20tips%20_2_%20%202009.pdf)
- “Brain Gym – Teacher’s Edition: Revised” (by Paul and Gail Dennison)

Goals

Improve students’ attitudes, skills and knowledge about test anxiety and relaxation techniques

Improve test scores

Objectives

Students will learn ways to relax.	Students will be able to recognize “test anxiety”.
Students will learn the importance of physical activity and academic achievement.	Students will be able to make healthy food choices to enhance learning.

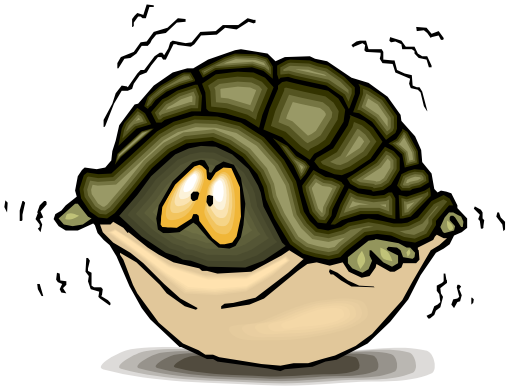
Lesson

Reminder of group rules, confidentiality and limits, and group expectations
Review of previous lesson
Introduce topic of lesson and share objectives with students
Discuss “Test Taking Anxiety” and “Testing Environment”
Discuss and teach “Brain Gym” exercises
Discuss healthy brain foods
Question and Answers
Wrap up

Data Collection

Perception Data – Percentage change in Pre vs. Post Evaluation
Process Data – How many classes and students received lessons
Results Data – Compare District Benchmark Assessment scores Pre vs. Post group intervention

TEST-TAKING ANXIETY



What is it?

It's worry or fear caused by having to take tests.

Test anxiety may cause:

- Mental distraction – you may be unable to concentrate and may be easily distracted by noises, temperature, and people walking by.
- Physical symptoms – you may fidget and have butterflies on your stomach, you may have a quickened heart beat, nausea, sweaty palms, and even diarrhea.
- Mental blocks – you may not be able to think about what you are supposed to do.

Who is affected by test anxiety?

Very few students have true test anxiety where the feeling is so intense that it affects their performance in serious ways.

- Some students view tests as threats, especially if they have failed often and are afraid they will fail again.
- Someone who has true test anxiety may do poorly on an exam even if he or she knows the material better than a classmate who is not affected by anxiety.

What causes test anxiety?

- Past test experiences that were not positive.
- Fear of failure.
- Pressure to perform well.

WHAT CAN A STUDENT DO TO CONTROL HIS/HER ANXIETY?

- Don't think about the fear; think about what you have to do to complete your work.
- Learn to relax; close your eyes, take a long, deep breath, and let it out slowly. Also, one might do some conscious relaxing of the muscle groups in the body.
- Think positively. If you have a frightening thought try to come up with a more positive thought. Statements like: if I stick to my study schedule, I will concentrate, and I can do it, it wasn't as bad as I thought it was going to be, I handled this well, I am proud of how well I handled it. Imagine yourself in control – if you think it, you can do it.
- Have a healthy diet and exercise regularly. Avoid caffeine, especially in the afternoons and evening because it could interfere with your sleep!
- Get an appropriate amount of sleep for you! If you need 8 hours of sleep to cope well, get eight hours! Don't cut back three or four to cram!

Testing Environment



Students, take note.

Parents, take note.

Getting ready physically and mentally

- Get plenty of rest the night before the test. "Cramming" will not help.
- Do not take a test hungry. Eat your breakfast or lunch.
- Be on time and alert.
- Put everything else out of your mind and think only of doing your best.
- Dress comfortably.
- If you wear glasses, be sure you have them and wear them.



Making the best use of your time

- Pace yourself through each test. Do not rush, but do not dally either.
- Answer the easy questions first.
- If you are stumped by a question, go on with the test and come back to it later
- Make a note on scratch paper of the questions you want to go back to so you can find them easily.
- If you finish early, check over your answers.



Making fewer mistakes

- Read all directions. Understand what you are supposed to do.
- Ask the person giving the test for help if you do not understand the directions.
- Read the questions and ALL of the answer choices carefully.
- Be sure to mark your answer sheet on the numbered row which matches the question number in the test.



Choosing the right answer

- Try to answer all questions.
- Eliminate the answer choices you know are wrong.
- Then choose your answer from the choices that remain.



Miscellaneous tips

- Do not panic! You should tackle each question one at a time rather than think about the whole test at once.
- Use relevant content information from other test questions whenever possible.
- Do not score yourself as you take the test.
- Trust your first answer but change an answer if you feel you must.
- Remember, there will be no pattern of correct answer choices.

When a test is to be given, you can help by making sure your child . . .

- Gets plenty of sleep the night before the test.
- Has breakfast on the morning of the test.
- Takes a healthy snack to boost energy.
- Goes to school on-time on the day of the test.
- Knows you think he/she will do well on the test.

Healthy breakfast and snack ideas

- Certain foods are calming to your nerves! Foods high in carbohydrates can cause a positive mood change. They trigger the release of the brain chemical, serotonin. Some foods that fall into this category are graham crackers, pasta, and popcorn (without salt or butter). Another healthy snack is "gorp". To make gorp, combine several healthy ingredients like peanuts, pretzels, dried fruit, and raisins.
- Breakfast is the most important meal. Don't skip it! You need the energy. Eat a high protein breakfast. Can't face an egg in the morning? Have a grilled cheese sandwich or a healthy shake (recipes follow). A breakfast of doughnuts and cocoa will not help you. It contains a student's enemies: caffeine and sugar!

Breakfast in a Glass

Combine 1 cup skim milk, plain yogurt, and 1/2 cup fresh fruit in a blender and process until smooth. Chill and enjoy.

Orange Ice (serves 2)

Combine 1 (6 ounce can) frozen orange juice, 2 cans ice cold water, 1 cup ice, and 2 tablespoons honey in a blender. Process for about 1 minute then enjoy.

Strawberry Smoothie (serves 2)

Combine 1 cup cold milk, 3/4 cup strawberries, 1 tablespoon honey, 1 teaspoon lemon juice, and 1 cup crushed ice in a blender. Process until smooth. Top with nutmeg and enjoy.

Relax

- Teach your child to breathe deeply. The brain needs oxygen to work well. Inhale to the count of five, hold your breath to the count of three, and then exhale to the count of five. Repeat this slowly until you are calm. Think peaceful thoughts as you breathe! Lastly, teach your child to BE POSITIVE.

STUDY SKILLS AND TEST TAKING STRATEGIES GROUP (SESSION 6)

JOHN BAKER ELEMENTARY SCHOOL
BARBARA A. SMITH; MA, LPCC
PROFESSIONAL SCHOOL COUNSELOR

ASCA National Standards/NM State Teaching Standards

Academic Development
 Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
 A:A1 Improve Academic Self-concept
 A:A1.1- A:A1.5
 A:A2 Acquire Skills for Improving Learning
 A:A2.1-A:A2.4
 Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
 A:B1 Improve Learning
 A:B1.1 - A:B1.7
NM State Teaching Standards: Language Arts 1a-d, 2a-c, 3a-b
NOICC: Competencies 4, 5, 6

Materials Needed

Overhead projector
 Dry erase markers
 Counselor gathered materials:
 • Released SBA questions from www.ped.state.nm.us (transparencies)

Goals

Improve students' attitudes, skills and knowledge about test taking strategies
 Improve test scores

Objectives

Students will improve their test scores	Students will be able to utilize test taking strategies
Students will become familiar with the Standards Based Assessment expectations	Students will become familiar with Standards Based Assessment format

Lesson

Reminder of group rules, confidentiality and limits, and group expectations
Review of previous lesson
Introduce topic of lesson and share objectives with students
Work through NMSBA questions as a group discussing various strategies
Discuss rubrics for short answer and essay questions
Question and Answers
Wrap-up

Data Collection

Perception Data – Percentage change in Pre vs. Post Evaluation
 Process Data – How many classes and students received lessons
 Results Data – Compare District Benchmark Assessment scores Pre vs. Post group intervention

*New Mexico Standards-Based
Assessment
Released Items
3rd Grade Reading*

Smokey Bear

“Only you can prevent wildfires.”

Maybe you’ve heard these words from the famous Smokey Bear. People used to hear his words all the time on the radio and on television. There were Smokey Bear posters, a song, toys, and books. Why was this bear so important?

In the 1940s, forest fires became a major concern for the United States. Park rangers wanted to find a way to keep forests safe. They knew they needed to warn people about the dangers of forest fires. Forest fires could burn down many, many trees. They could also harm humans and animals. The rangers wanted a way to teach people the rules of fire safety. What was the best way to get this important message out?

They decided to start a campaign to help people learn about forest fire safety. Posters were made using a picture of a bear wearing a hat. The name on the hat was Smokey. Smokey Bear, as he was known, was pouring a bucket of water over a campfire. The posters worked. Smokey Bear became very popular.

Then something terrible happened. A human started a huge forest fire in the Capitan Mountains in New Mexico. The fire destroyed 17,000 acres of trees. This is the size of a giant forest! During the fire, a bear cub raced up a tree to stay safe. The cub held onto the tree for dear life. Firefighters finally saw the cub and rescued him. He was badly burned, especially on his feet. The bear cub was taken to an animal hospital in Santa Fe to get well. Then he was taken to live in a zoo.

At first, the bear cub was called “Hotfoot Teddy.” However, his name changed and the cub was renamed Smokey Bear, after the bear pictured on the posters. The real bear cub was used in ads and stories.

The real Smokey Bear became as popular as the bear on the poster. He even received mail. In fact, he got so much mail, the postal service had to give Smokey his own ZIP Code™! Many years later, a Smokey Bear postage stamp was made. The stamp is meant to celebrate all the work the bear has done to protect our forests.



Standard: 3RID2

3175451

What is another word for
campaign?

- Ⓐ Day
- Ⓑ Area
- Ⓒ Plan
- Ⓓ Costume

Standard: 3RIA1f

3331573

List two examples that show how popular the real Smokey Bear became.

Score	Description
2	<p>The student lists two examples showing how popular Smokey Bear became. The reasons the student should have stated are as follows:</p> <p>The real Smokey Bear received his own mail and his own zip code. The real Smokey Bear also had a postage stamp made to celebrate all the work he had done to protect the forests.</p>
1	The student only lists one example showing how popular Smokey Bear became
0	<p>The student does not list any examples showing how Smokey Bear became popular OR The response is incorrect or irrelevant.</p>

Standard: 3RIC2

3175455

The article about Smokey Bear would be most interesting to someone who —

- A collects postage stamps with bears on them
- B wants to know more about firefighters
- C is writing a report about animals in the zoo
- D is studying the history of fire safety

Standard: 3RIA1d

3187117

Which question is not answered by the author?

- Ⓐ Why is Smokey Bear important?
- Ⓑ How did Smokey Bear get his name?
- Ⓒ How did rangers tell others about wildfires?
- Ⓓ What happens after a forest fire has been put out?

Standard: 3RID4

3331572

Do you think the picture helps the reader better understand this story? Give one reason why or why not.

Score	Description
2	<p>The student states whether or not the picture helps the reader understand the story. The student must explain why or why not the picture is helpful to the story. A possible response may include, but is not limited to, the following:</p> <p>Yes, the picture helps the reader a lot. The picture can help someone understand what the story is about before one even starts reading. A picture can sometimes answer questions or give more information. A picture also makes the story interesting to read.</p>
1	The student states whether or not the picture helps the reader understand the story. No reasonable explanation is given for the answer choice.
0	The student does not attempt to answer the question or explain whether pictures are helpful OR the response is incorrect or irrelevant.

Standard: 3RID4

3187120

If you are not sure how
Smokey Bear got his name,
you should —

- Ⓐ look at the picture
- Ⓑ ask your teacher for the answer
- Ⓒ re-read the middle of the article
- Ⓓ read over the title of the article

3175471

Score	Description
4	Response gives three detailed reasons why they were concerned.
3	Response gives two detailed reasons why they were concerned.
2	Response gives one detailed reasons why they were concerned.
1	Response states that they were concerned.
0	Response is totally inappropriate and includes irrelevant details

*New Mexico Standards-Based
Assessment
Released Items
4th Grade Reading*

Mr. Nobody

I know a funny little man,
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
There's no one ever sees his face,
And yet we all agree
That every plate we break was cracked
By Mr. Nobody.

'Tis he who always tears our books,
Who leaves the door ajar,
He pulls the buttons from our shirts,
And scatters pins afar;
That squeaking door will always squeak,
For, prithee, don't you see,
We leave the oiling to be done
By Mr. Nobody.

The fingermarks upon the door
By none of us are made;
We never leave the blinds unclosed,
To let the curtains fade.
The ink we never spill; the boots
That lying round you see
Are not our boots—they all belong
To Mr. Nobody.



Standard: 4RIIB5c

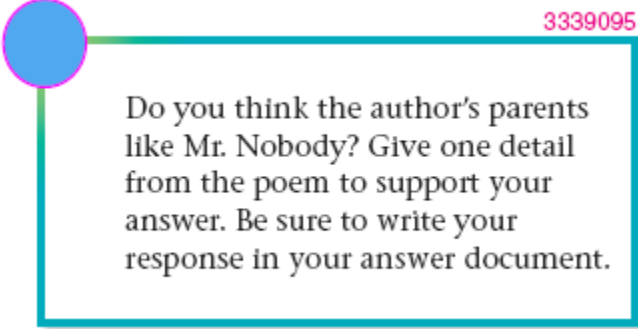
3339094

Why does the author blame Mr. Nobody for the things that happen in the poem?

- A** The author wants to play a joke.
- B** The author likes to make up games.
- C** The author wants to stay out of trouble.
- D** The author likes to try new things.

Standard: 4RIIB5d

3339095



Do you think the author's parents like Mr. Nobody? Give one detail from the poem to support your answer. Be sure to write your response in your answer document.

Score	Description
2	<p>The student identifies what the parents would think of Mr. Nobody, and justifies the answer choice with one detail from the poem. A possible response may include, but is not limited to, the following:</p> <p>I don't think the parents like Mr. Nobody very much. There are many things that don't get done because everyone says it is Mr. Nobody's fault. Parents usually want things picked up.</p>
1	The student identifies what the parents would think of Mr. Nobody, but does not justify the answer choice with one detail from the poem.
0	<p>The student does not identify what the parents would think of Mr. Nobody and does not justify the answer choice</p> <p>OR</p> <p>the response is either incorrect or irrelevant.</p>

Standard: 4RIIB5a

3339093

Which of the following choices does *not* describe Mr. Nobody?

- A Mr. Nobody looks like a mouse.
- B Mr. Nobody likes to play tricks.
- C Mr. Nobody is never seen.
- D Mr. Nobody is very quiet.

Standard: 4RIC5

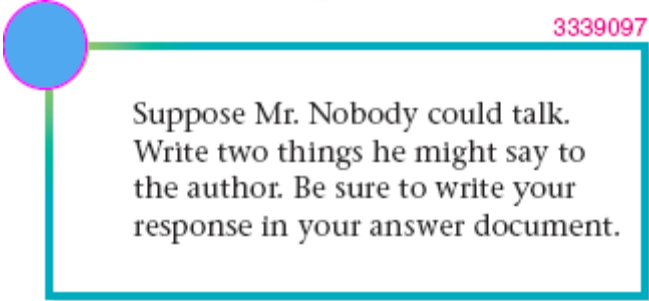
3339096

The reader can conclude
that the author's house is
probably —

- A** cozy
- B** gloomy
- C** messy
- D** noisy

Standard: 4RIIB5d

3339097



Suppose Mr. Nobody could talk.
Write two things he might say to
the author. Be sure to write your
response in your answer document.

Score	Description
2	<p>The student identifies two things Mr. Nobody would say to the author if he could talk. A possible response may include, but is not limited to, the following:</p> <p>I did not put fingerprints on the door. I should not be blamed for everything that goes wrong because children often do those things.</p>
1	The student identifies one thing Mr. Nobody would say to the author if he could talk.
0	<p>The student does not identify anything Mr. Nobody would say to the author if he could talk, and does not justify the answer choice</p> <p>OR</p> <p>the response is either incorrect or irrelevant.</p>

Standard: 4RIC5


3339098

Which of the following words
best describes Mr. Nobody?

- A** Foolish
- B** Lucky
- C** Thoughtful
- D** Naughty

Standard: 4RIIB5a

3339099



Describe the kinds of things Mr. Nobody is blamed for in the poem. Why would the author choose to tell about these things? Use details from the poem to support your answer. Be sure to write your response in your answer document.

Score	Description
4	<p>Response gives a thorough description of the things Mr. Nobody is blamed for in the poem, explains why the author would choose to tell about these things and uses details from the article for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Mr. Nobody is responsible for all the naughty things that are done – breaking plates, finger prints on doors, spilt ink. • Mr. Nobody is blamed for not having chores done – oiling the door, picking up boots. • Mr. Nobody is blamed for these things so the author does not get blamed. • The author tells about these things, because he/she has been in trouble for doing things wrong and has blamed Mr. Nobody
3	<p>Response gives an adequate description of what Mr. Nobody is blamed for in the poem, explains why the author would choose to tell about these things, and gives some details for support. The response is not as complete or in-depth as a score point 4 response.</p>
2	<p>Response gives a partial description of what Mr. Nobody is blamed for in the poem, with some explanation of why the author would choose to tell about these things, but support is skeletal and lacks organization.</p>
1	<p>Response has a bare or minimal description of what Mr. Nobody is blamed for in the poem, without giving an explanation of why the author would choose to tell about these things, and includes little or no details for support.</p>
0	<p>Response demonstrates no attempt to address the prompt.</p>

*New Mexico Standards-Based
Assessment
Released Items
5th Grade Reading*

The Flying V

by
Sue Corbett

Conor's soccer team needed help. The Falcons had lost every game this season except one, which they'd tied—zero to zero.

No one on the team had even scored a goal yet. Conor wanted to fix that.

"It's not about winning," Coach Jenkins always said. "It's about learning a skill and having fun."

Today was the last game of the season. Chloe had brought homemade cupcakes. The frosting was purple—the color of the Falcons' jerseys—and each cupcake was decorated with a letter *F* made of white icing.

"*F*," Wade said gloomily. "*F* for failure."

"Is *that* what the *F* stands for?" Miranda asked, her eyes wide with horror.

"No! *F* stands for Falcons," said Chloe.

If they lost today, the Falcons would go zero-for-the-season. Conor didn't mind losing. He minded *never even coming close*.

So Conor had thought up a plan. He called it "The Flying V." At home before the game, he'd drawn it on a piece of paper.

Now, Conor patted his sock, where the plan was folded up and tucked away. He was waiting for the right moment to share it.

"OK, team, warm-up time!" Coach Jenkins shouted. "And be careful—the field is still wet from last night's rain."

The Falcons lined up for a kicking drill. Conor ran to the back, behind Wade.

"I have a plan that'll help us score a goal," Conor whispered.

"Yeah? What is it?" Wade asked.

Conor took the paper out of his sock, but by the time he unfolded it, it was Wade's turn to kick. Conor put the paper back. He waited his turn, kicked, then saw Coach Jenkins waving the team to the sideline.

"Coach—," Conor began. But Coach Jenkins launched right into his pep talk.

"You look good out there," he said. "You've all been doing well at practice, and I think this will be our game. Is everybody having fun?"

"Yes," the Falcons said weakly. "Until we start losing," Wade mumbled.

The Falcons were playing the Comets. The field was swampy.

By halftime, everyone had fallen except Wade, the goalie. Mud had freckled both teams' jerseys and turned white socks brown. Neither team had come close to scoring yet.

As the Falcons ate their orange slices, Conor stood up. "I have a plan," he said, looking at Coach Jenkins hopefully. "It's called The Flying V."

"Let's hear it," Coach said.

"Jeremy, you're our best kicker. You take the front. Shaquille and Miranda, you two run behind Jeremy—Shaquille on the right, Miranda on the left.



"Chloe and Liam, you're in the next row, a little wider apart. Either Krista or I will bring the ball to midfield. We'll line up behind Chloe and Liam." Conor showed them the paper.

The Falcons studied Conor's diagram.

"How is this going to help us score a goal?" Chloe asked.

"We'll pass the ball up the V until it gets to Jeremy," Conor said. "Then he'll smack it in."

"Oh, so my goal is Shaquille because he's in front of me," said Chloe.

"Right," Conor said.

"I like it!" said Coach Jenkins.

Wade shrugged. "Nothing else is working."

In the second half, the Falcons found their chance.

Krista got the ball at midfield. She passed it to Liam. Liam dribbled it toward Miranda, but two Comets had her covered. Liam crossed the ball to Chloe, who passed it to Shaquille.

Everything was going perfectly.

Shaquille faked out a defender and passed the ball to Jeremy.

Then disaster struck.

Jeremy pulled his right leg back to strike. His left leg slipped on the wet grass. Instead of going in to the net, the ball went up and backward.

Conor watched the ball arc slowly through the air. *Rats!* He thought. *We were so close.*

The ball came down on Liam, who didn't see it coming. It bounced off his head toward Miranda, who slopped through the muddy grass to a spot right in front of the net. By the time the ball came down, Miranda was under it. She bonked it forward with her head.

GOAL!

Shaquille and Jeremy got to Miranda first and lifted her into the air. Then the whole team buried her in a hog pile.

Nobody looked happier than Coach Jenkins. Conor saw him do a little victory dance, hopping up and down with his arms pumping the air.

The Falcons' 1-0 lead held up. When the whistle sounded to end the game, Coach ran onto the field. He tried to pick up the whole team in his arms. "Good going, team! And Miranda—you really used your head!"

"It was Conor who used his head," said Miranda. She put up her hand, and Conor high-fived it.

The Falcons were one-for-the-season, and Conor couldn't wait until next year. A new idea was already forming in his brain...

The Flying W.

Standard: 5RIIB2

3334947

Why did Conor *most* likely make up the Flying V plan?

- A** He wanted the team to make a goal.
- B** He was the team captain.
- C** He was tired of following the old plan.
- D** He knew Coach Jenkins needed some help.

Standard: 5RIIB2

3336432


Do you think that Conor is a leader?
Use one detail from the story to
explain whether or not he acts as a
leader. Be sure to write your response
in your answer document.

Score	Description
2	<p>The student identifies whether or not they believe Conor was a leader and justifies the answer choice. A possible response should include, but is not limited to, the following:</p> <p>Conor was a great leader. He brought his team together, through the plan he created. He was not afraid to speak up and share his ideas.</p>
1	<p>The student identifies whether or not they believe Conor was a leader, but does not justify the answer choice.</p>
0	<p>The student does not identify whether or not they believe Conor was a leader, and does not justify the answer choice OR the response is incorrect and irrelevant.</p>

Standard: 5RIIB5

3334968

How are Miranda and Conor alike?

-  **A** They both have strong team spirit.
- B** They both have a plan to beat the Comets.
- C** They are both competing for team captain.
- D** They are both the strongest players on the team.

Standard: 5RIC5

3334949

What caused Jeremy to fall
when he tried to kick the ball?

- A** The ball was too far away.
- B** He was not paying attention.
- C** The field was still too wet.
- D** He did not follow the plan.

Standard: 5RIB2a

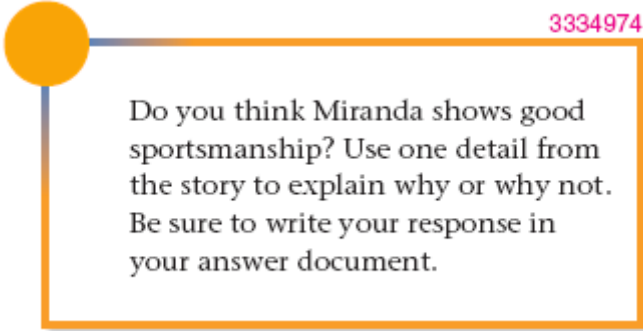
3334941

If you wanted to learn more about how to play soccer, which would be the *best* source to use?

- A** A catalog of soccer equipment and uniforms
- B** An Internet search about a famous soccer player
- C** A magazine about soccer rules and tips
- D** An encyclopedia entry about the history of soccer

Standard: 5RIIB2

3334974



Do you think Miranda shows good sportsmanship? Use one detail from the story to explain why or why not. Be sure to write your response in your answer document.

Score	Description
2	<p>The student identifies whether Miranda is a good sport and justifies the answer choice. A possible response should include, but is not limited to, the following:</p> <p>Miranda does show good sportsmanship. She makes the first and only goal for the team, but when the team is cheering for her, she gives credit to Conor for his plan.</p>
1	<p>The student identifies whether or not Miranda is a good sport, but does not justify the answer choice.</p>
0	<p>The student does not identify whether or not Miranda is a good sport and does not justify the answer choice OR the response is incorrect and irrelevant.</p>

Standard: 5RIIB2


3336474

Which of the following supports the idea that Coach Jenkins is proud of his team?

- A** He gives a pep talk before the game.
- B** He does a victory dance when they scored.
- C** He lets the team decide how to play the game.
- D** He is excited about Conor's plan.

Standard: 5RIIB3

3334967



Think about the times Conor tries to tell the team about his plan. Explain each opportunity when he tries to share his idea with others. Use details from the story to explain your answer. Be sure to write your response in your answer document.

Score	Description
4	Response gives a thorough explanation of the opportunities Conor had to share his plan. It explains how he finally revealed it to the team and gives details from the story. Details may include, but are not limited to the following: <ul style="list-style-type: none">• Conor tried to tell Wade during warm-up, but it was his turn to kick. Conor had the plan out of his sock, but not unfolded.• Conor tried to tell Coach Jenkins before the game, but he interrupted Conor by beginning a pep-talk to motivate the team.• Conor finally revealed his plan at halftime while everyone was eating. Coach Jenkins and the team agreed it would be a good idea to try it.
3	Response gives an adequate explanation of Conor's attempts and includes some detail. Response is not as complete or in-depth as a score point 4 response.
2	Response gives a partial explanation of some of the opportunities Conor had to reveal his plan, but details are minimal and lack organization.
1	Response gives a bare explanation of some of the opportunities Conor had to reveal his plan, but includes little or no detail.
0	Response demonstrates no attempt to address the prompt

STUDY SKILLS AND TEST TAKING STRATEGIES GROUP (SESSION 7)

JOHN BAKER ELEMENTARY SCHOOL
BARBARA A. SMITH; MA, LPCC
PROFESSIONAL SCHOOL COUNSELOR

ASCA National Standards/NM State Teaching Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.1- A:A1.5

A:A2 Acquire Skills for Improving Learning

A:A2.1-A:A2.4

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.1 - A:B1.7

NM State Teaching Standards: Language Arts 1a-d, 2a-c, 3a-b

NOICC: Competencies 4, 5, 6

Materials Needed

Counselor gathered materials:

- Test Taking BINGO (from <http://groups.yahoo.com/group/elementary-counselors/files/Study%20Skills%20and%20Testing/>)
- BINGO markers/chips
- Bookmarks – counselor made (adapted from *Tyler Tames the Testing Tiger* by Janet Binder)
- “Study Skills and Test Taking Strategies Evaluation” – counselor made

Goals

Improve students’ attitudes, skills and knowledge about test taking strategies

Improve test scores

Objectives

Students will improve their test scores.

Students will be able to identify test taking strategies.

Lesson

Reminder of group rules, confidentiality and limits, and group expectations

Review of previous lesson

Introduce topic of lesson and share objectives with students – Make sure everyone knows how to play

Pass out BINGO cards and chips

Play as many games as time allows, discussing strategies as you go

Give everyone a bookmark and discuss

Have students complete “Evaluation”

Discuss “Evaluation” answers

Question and Answers

Wrap-up

Data Collection

Perception Data – Percentage change in Pre vs. Post Evaluation

Process Data – How many classes and students received lessons

Results Data – Compare District Benchmark Assessment scores Pre vs. Post group intervention

Test Taking Skills BINGO

- LESSON:** STUDY SKILLS AND TEST-TAKING TIPS BINGO
- TARGET AGE:** 5TH GRADE AND OLDER
- MATERIALS:** BINGO CARDS, CALLING CARDS, CHIPS AND SMALL PRIZES OPTIONAL)
- GOAL:** TO REVIEW STUDY SKILLS AND TEST-TAKING TIPS LEARNED IN A PREVIOUS SESSION.
- OBJECTIVES:** STUDENTS WILL NAME 2 DIFFERENT STUDY SKILLS. STUDENTS WILL NAME 2 DIFFERENT TEST-TAKING TIPS. STUDENTS WILL CHOOSE 1 NEW SKILL/TIP TO TRY.
- OPENING:** ASK STUDENTS TO DESCRIBE THEIR STUDY HABITS. (Where do they study, when, alone or with a partner...)
- INTRODUCTION:** PASS OUT BINGO CARDS AND READ OFF ALL OPTIONS – ASK FOR VOLUNTEERS TO READ THEIR CARDS. DISCUSS SKILLS AND TIPS, ANSWER ANY QUESTIONS.
- GAME:** PULL STRIPS OF PAPER WITH OPTIONS TYPED ON THEM FROM A HAT – PLACE THEM WHERE STUDENTS CAN SEE THEM TO CHECK THE SPELLING. FIRST STUDENT TO GET 5 ACROSS, DOWN, DIAGONAL, OR ALL 4 CORNERS COVERED IS THE WINNER. PLAY AS MANY TIMES AS TIME ALLOWS OR KEEP PLAYING UNTIL EVERYONE IS A WINNER.
- CLOSING:** ASK EACH STUDENT TO NAME ONE NEW STUDY SKILL OR TEST-TAKING TIP THAT THEY WILL TRY ON THEIR NEXT TEST.

BINGO

Study Skills & Test-Taking Tips

WRITE ANSWERS NEATLY	DO YOUR BEST WORK	DON'T RUSH	CHECK YOUR WORK	REREAD YOUR ANSWERS
WORK AT YOUR OWN PACE	CROSS OUT WRONG ANSWERS	READ ALL POSSIBLE ANSWERS	RELAX BEFORE THE TEST	TAKE 3 DEEP BREATHS
USE FLASH CARDS TO STUDY	EAT A GOOD BREAKFAST BEFORE THE TEST	FREE SPACE	GET TEST SUPPLIES READY	READ THE TEST DIRECTIONS CAREFULLY
STUDY IN A QUIET PLACE	ASK QUESTIONS IF YOU DON'T UNDERSTAND	SKIP HARD QUESTIONS UNTIL THE END	WRITE DOWN ALL YOU KNOW	ANSWER ALL THE QUESTIONS
REVIEW YOUR TEXTBOOK	LOOK UP WORDS YOU DON'T KNOW	HIGHLIGHT IMPORTANT FACTS	READ QUESTIONS CAREFULLY	TEACH THE SUBJECT TO SOMEONE ELSE

BINGO

Study Skills & Test-Taking Tips

TAKE 3 DEEP BREATHS	DO YOUR BEST WORK	DON'T RUSH	CHECK YOUR WORK	REREAD YOUR ANSWERS
WORK AT YOUR OWN PACE	CROSS OUT WRONG ANSWERS	GET TEST SUPPLIES READY	RELAX BEFORE THE TEST	WRITE ANSWERS NEATLY
USE FLASH CARDS TO STUDY	EAT A GOOD BREAKFAST BEFORE THE TEST	FREE SPACE	ASK QUESTIONS IF YOU DON'T UNDERSTAND	STUDY IN A QUIET PLACE
GET A GOOD NIGHT'S SLEEP	READ QUESTIONS CAREFULLY	SKIP HARD QUESTIONS UNTIL THE END	WRITE DOWN ALL YOU KNOW	ANSWER ALL THE QUESTIONS
READ THE TEST DIRECTIONS CAREFULLY	LOOK UP WORDS YOU DON'T KNOW	HIGHLIGHT IMPORTANT FACTS	REVIEW YOUR TEXTBOOK	ANSWER EASY QUESTIONS FIRST

BINGO

Study Skills & Test-Taking Tips

GET A GOOD NIGHT'S SLEEP	DO YOUR BEST WORK	LOOK UP WORDS YOU DON'T KNOW	CHECK YOUR WORK	REREAD YOUR ANSWERS
WORK AT YOUR OWN PACE	DON'T RUSH	READ ALL POSSIBLE ANSWERS	RELAX BEFORE THE TEST	TAKE 3 DEEP BREATHS
ANSWER ALL THE QUESTIONS	ANSWER EASY QUESTIONS FIRST	FREE SPACE	GET TEST SUPPLIES READY	CROSS OUT WRONG ANSWERS
USE FLASH CARDS TO STUDY	ASK QUESTIONS IF YOU DON'T UNDERSTAND	SKIP HARD QUESTIONS UNTIL THE END	WRITE DOWN ALL YOU KNOW	WRITE ANSWERS NEATLY
REVIEW YOUR TEXTBOOK	STUDY IN A QUIET PLACE	HIGHLIGHT IMPORTANT FACTS	READ QUESTIONS CAREFULLY	TEACH THE SUBJECT TO SOMEONE ELSE

BINGO

Study Skills & Test-Taking Tips

WRITE ANSWERS NEATLY	ASK QUESTIONS IF YOU DON'T UNDERSTAND	DON'T RUSH	HIGHLIGHT IMPORTANT FACTS	SKIP HARD QUESTIONS UNTIL THE END
REREAD YOUR ANSWERS	CROSS OUT WRONG ANSWERS	READ ALL POSSIBLE ANSWERS	ANSWER EASY QUESTIONS FIRST	WORK AT YOUR OWN PACE
USE FLASH CARDS TO STUDY	ANSWER ALL THE QUESTIONS	FREE SPACE	GET A GOOD NIGHT'S SLEEP	READ THE TEST DIRECTIONS CAREFULLY
STUDY IN A QUIET PLACE	TEACH THE SUBJECT TO SOMEONE ELSE	DO YOUR BEST WORK	WRITE DOWN ALL YOU KNOW	CHECK YOUR WORK
GET TEST SUPPLIES READY	LOOK UP WORDS YOU DON'T KNOW	RELAX BEFORE THE TEST	READ QUESTIONS CAREFULLY	REVIEW YOUR TEXTBOOK

BINGO

Study Skills & Test-Taking Tips

GET TEST SUPPLIES READY	WORK AT YOUR OWN PACE	DON'T RUSH	CHECK YOUR WORK	RELAX BEFORE THE TEST
ANSWER ALL THE QUESTIONS	CROSS OUT WRONG ANSWERS	READ ALL POSSIBLE ANSWERS	DO YOUR BEST WORK	TEACH THE SUBJECT TO SOMEONE ELSE
TAKE 3 DEEP BREATHS	READ QUESTIONS CAREFULLY	FREE SPACE	STUDY IN A QUIET PLACE	READ THE TEST DIRECTIONS CAREFULLY
SKIP HARD QUESTIONS UNTIL THE END	ASK QUESTIONS IF YOU DON'T UNDERSTAND	REVIEW YOUR TEXTBOOK	WRITE DOWN ALL YOU KNOW	EAT A GOOD BREAKFAST BEFORE THE TEST
ANSWER EASY QUESTIONS FIRST	LOOK UP WORDS YOU DON'T KNOW	HIGHLIGHT IMPORTANT FACTS	USE FLASH CARDS TO STUDY	GET A GOOD NIGHT'S SLEEP

BINGO

Study Skills & Test-Taking Tips

ANSWER EASY QUESTIONS FIRST	READ QUESTIONS CAREFULLY	WRITE ANSWERS NEATLY	CHECK YOUR WORK	REREAD YOUR ANSWERS
WORK AT YOUR OWN PACE	CROSS OUT WRONG ANSWERS	USE FLASH CARDS TO STUDY	RELAX BEFORE THE TEST	ASK QUESTIONS IF YOU DON'T UNDERSTAND
DO YOUR BEST WORK	EAT A GOOD BREAKFAST BEFORE THE TEST	FREE SPACE	GET TEST SUPPLIES READY	READ THE TEST DIRECTIONS CAREFULLY
READ ALL POSSIBLE ANSWERS	DON'T RUSH	SKIP HARD QUESTIONS UNTIL THE END	WRITE DOWN ALL YOU KNOW	STUDY IN A QUIET PLACE
REVIEW YOUR TEXTBOOK	LOOK UP WORDS YOU DON'T KNOW	HIGHLIGHT IMPORTANT FACTS	TAKE 3 DEEP BREATHS	GET A GOOD NIGHT'S SLEEP

BINGO

Study Skills & Test-Taking Tips

WRITE ANSWERS NEATLY	WRITE DOWN ALL YOU KNOW	DON'T RUSH	CHECK YOUR WORK	WORK AT YOUR OWN PACE
DO YOUR BEST WORK	CROSS OUT WRONG ANSWERS	READ ALL POSSIBLE ANSWERS	RELAX BEFORE THE TEST	TEACH THE SUBJECT TO SOMEONE ELSE
USE FLASH CARDS TO STUDY	EAT A GOOD BREAKFAST BEFORE THE TEST	FREE SPACE	ANSWER EASY QUESTIONS FIRST	READ THE TEST DIRECTIONS CAREFULLY
REVIEW YOUR TEXTBOOK	READ QUESTIONS CAREFULLY	SKIP HARD QUESTIONS UNTIL THE END	ASK QUESTIONS IF YOU DON'T UNDERSTAND	ANSWER ALL THE QUESTIONS
GET TEST SUPPLIES READY	LOOK UP WORDS YOU DON'T KNOW	HIGHLIGHT IMPORTANT FACTS	TAKE 3 DEEP BREATHS	STUDY IN A QUIET PLACE

(Cut into strips and pull out of a hat, etc.)

WRITE ANSWERS NEATLY

DO YOUR BEST WORK

DON'T RUSH

CHECK YOUR WORK

REREAD YOUR ANSWERS

WORK AT YOUR OWN PACE

CROSS OUT WRONG ANSWERS FIRST

READ ALL POSSIBLE ANSWERS

RELAX BEFORE THE TEST

TAKE 3 DEEP BREATHS

USE FLASH CARDS TO STUDY

EAT A GOOD BREAKFAST

STUDY WITH A PARTNER

GET TEST SUPPLIES READY

READ THE TEST DIRECTIONS CAREFULLY

STUDY IN A QUIET PLACE

ASK QUESTIONS IF YOU DON'T UNDERSTAND

SKIP HARD QUESTIONS UNTIL THE END

WRITE DOWN ALL YOU KNOW

ANSWER ALL THE QUESTIONS

REVIEW YOUR TEXTBOOK

LOOK UP WORDS YOU DON'T KNOW

HIGHLIGHT IMPORTANT FACTS

READ QUESTIONS CAREFULLY

TEACH SUBJECT TO SOMEONE ELSE

ANSWER EASY QUESTIONS FIRST

GET A GOOD NIGHT'S SLEEP