

SET YOUR TARGETS!

As you start a new year, reflect on what you did well on last year and what you need to improve for this year.

	YOUR STRENGTHS (What you are good in this area; what you did well in this area)	YOUR AREAS THAT NEED STRENGTHENING (What you need to work on and improve)	WHAT YOU WILL START DOING OR CHANGING THIS YEAR TO MAKE THE IMPROVEMENTS NEEDED
<u>CLASSROOM SKILLS</u> <ul style="list-style-type: none"> • Do you listen to your teacher and stay focused? • Do you make the most of class time? • Do you participate and get involved in the lesson? 			
<u>STUDY SKILLS</u> <ul style="list-style-type: none"> • Do you study for tests over several days? • Do you make study notes on a regular basis, so they are ready at exam time? • Do you test yourself on your study notes? 			
<u>GENERAL SKILLS</u> <ul style="list-style-type: none"> • Are you on time for school and classes? • Do you have all your needed materials with you daily? 			

Current Study Habits

Before you can improve your study habits, you have to identify the strengths and weaknesses in your current study habits.

Study Habit:	Already Do	Would Like To Learn	Not Interested
Complete my homework to learn or to get it done			
Create a quiet place at home to study.			
Turn off the phone, TV, and other devices that may disturb you when studying.			
Review and Study daily notes			
Study in a way that suits your learning style .			
Take regular breaks, like 5 minutes every half hour.			
Study for several days to prepare for a test			
Study the hardest things first and then move on to easier ones.			
Spend the most time on things that you find most difficult.			
Ask for help if you are struggling with something.			
Take notes as you study, using your own words to simplify complex concepts.			
Organize your notes in a notebook or folder.			
Look at your notes on a regular basis.			
Make connections between the topics you are studying and the topics you have already mastered.			
Take practice tests, so you do not panic when it is time for the real test.			
Quiz yourself about what you just studied.			

Individual Goal Plan

My goal is:

I chose this goal because:

I will begin the plan on:

I hope to accomplish my goal by:

To reach my goal, I will need to do these three things:

- 1.
- 2.
- 3.

Two things that will help me stick to my goal:

- 1.
- 2.

I know I reached my goal when:

Planning The Week -page 1

On Sunday night, I will plan my week's study schedule with consideration of my after school and family commitments.

During the Homework/Study periods, there will be **NO**:

- Phones
- Instant Messaging
- Texting
- Computer Games
- Face Book
- Music
- Pets
- Snacks
- Wandering

Monday

I will arrive home from school at:

My break will be from _____ to _____.

My obligations for the day include:

My three 30-minute homework/study periods will be from:

- 1.
- 2.
- 3.

Planning The Week -page 2

Tuesday

I will arrive home from school at:

My break will be from _____ to _____.

My obligations for the day include:

My three 30-minute homework/study periods will be from:

- 1.
- 2.
- 3.

Wednesday

I will arrive home from school at:

My break will be from _____ to _____.

My obligations for the day include:

My three 30-minute homework/study periods will be from:

- 1.
- 2.
- 3.

Planning The Week -page 3

Thursday

I will arrive home from school at:

My break will be from _____ to _____.

My obligations for the day include:

My three 30-minute homework/study periods will be from:

- 1.
- 2.
- 3.

Choose either Saturday or Sunday

My three 30-minute homework/study periods will be from:

- 1.
- 2.
- 3.

Task Analysis and Time Estimation Sheet

Estimated time to complete	
Actual time to complete	
Difference between estimate and actual time	

Task: _____

Do I have all the needed materials for this task?

How will I begin this task?

What process will I use to complete this task?

TEST ANALYSIS

Test _____ Grade on Test _____

Teacher's Comments:

I lost points for:

-
-
-
-
-

Was the information I got wrong in my notes?

If not –where did that information come from –text or class? Give page number in text/Circle information in notes

Did I plan my studying time well? Explain

What changes should I make to prepare more effectively for the next test?

-
-
-

Correct all errors even if not required by teacher

TEST ANALYSIS

After getting back a test, look over your mistakes and ask yourself which of the following is true.

- I made a careless mistake. (Attention)**
- I never studied that information. (Planning)**
- I knew it, but I forgot it on the test. (Memory)**
- I did not really understand that material. (Comprehension)**
- I did not really understand the question. (Comprehension of question)**
- I did not use the right way to solve the problem or figure out the answer. (Problem Solving)**

Study Plan

Subject _____

Date of Test _____ days to study

Areas I understand:

-
-
-

Therefore, I will study this information for _____ minutes per day for _____ days

Ways I Will Study:

-
-
-
-

Areas I do not understand:

-
-
-

Therefore, I need to:

-meet with my teacher and ask:

-
-
-

-borrow notes from a friend

-work with a study buddy

Then, I will study this information for _____minutes per day for _____ days

Reasons I lost points on previous tests:

-
-
-

Additional information I must know for this test:

-
-

Study Schedule: List what you will be doing and the amount of time spent each day.

Day 1

Day 2

Day 3

Day 4

Mnemonic Devices I created to help me remember the material

Evaluating My Week

On the line below mark how you think your week went. Be honest with yourself. This task is to help YOU become the best independent learner.



1. Why did you rate your week this way?

2. What can you do next week to make it a better week?

Reading Strategies Checklist

READING STRATEGY	BEFORE READING	DURING READING	AFTER READING
I write things down	I have a highlighter and pencil	I highlight I annotate I react to text	I summarize
I make predictions	I preview I guess	I gather the information I continue guessing	I analyze my predictions
I find a purpose for reading	I state/write my reason for reading I state/write the author's purpose	I read with a purpose in my mind	I reflect upon my purpose for reading
I visualize or make a mind movie	I picture the topic	I make a mind movie of the events in the story	I sketch or summarize my mind movie
I use text organization	I skim the text	I read paragraphs I follow plot and themes	I use the organization to review the text
I tackle difficult words	I study the words beforehand	I use context clues I look at prefixes and suffixes	I use the words and add them to my working vocabulary
I connect to my prior knowledge	I state/write down what I know	I use what I know I add to what I know	I think about what I learned
I monitor my progress		I ask myself questions I consider the changes in the characters	

Mnemonic Devices- Organizational and Study Strategies

TAP-D To Help Set Goals

Think of things you need to do

Arrange them in category

Prioritize

Do it!

CLASH To Help Me Remember to Bring Things to Class

Check your calendar

List the items you need for the next day

Always gather the materials from your list

Set your book bag by the door

Have a list in your locker of the materials you need

ADAPT To Help Me Remember To Bring Home Things That I need for Studying and Homework

At the end of each class, look at your assignment sheet

Decide what you need to take home

Ask your teacher if you are not sure of the assignment

Pause and ask yourself, "Do I have everything I need?"

Try not to give up!

BRAVE To Overcome Nervousness When Taking a Test

Breathe deeply

Relax

Attitude is everything

Visualize yourself in your favorite place

End is in sight

FLEAS To Help Me Complete Tests on Time

First read the directions carefully

Look over the test

Easiest questions should be answered first

Answer questions that are worth more

Skip a question if you are stumped

CRAM To Help Me With Multiple -Choice Tests

Cover the answers

Read the questions carefully

Answer the question without looking at the choices

Match your answer to one of the given choices

SQUID To Help Me With True/False Tests

Statements that are absolute are usually false

Qualified statements are usually true

Underline the negatives

If a statement has two negatives, then cross out both negatives

Decide that a statement is true if everything else is true

RULE-WE To Help Me With Essay Tests

Read the question

Underline keywords

List or outline major points

Emphasize details for each point

Write the essay

CUPS -Circle, Underline, Picture, Solve

- To help elementary students break down the components of a math word problem

KNOW-strategy for doing word problems

Key words or phrases

Numbers that I need

Operations to use

Work it out

RAPS -strategy for breaking down parts of a word problem

Read and rephrase

Art - draw a representation of problem

Plan and predict

Solve

RAP -strategy for note-taking

Read all parts of the section

Ask questions (turn each heading or subheading into a question)

Paraphrase

BCDE strategy: to get the overall idea when reading

Before reading -survey

Create questions to ask yourself

During reading -answer the questions

End of reading -summarize

CCC -to keep track of tests and assignments

Create a calendar

Create a weekly planner

Create daily lists

LIST - to improve class attendance

Look at the causes for your absences

Identify the consequences

Set goals to increase your motivation

Talk to your teacher

Bookmark for Literature

Ask myself:

- What do I think the title means?
- Who is telling the story?
- Where is the story taking place?
- What is this paragraph saying?
- What new information about the character have I learned?
- What is the conflict?
- How is the main character feeling now?
- What do I think will happen next?
- What is the meaning of what I have read?
- What picture is the author painting in my head?
- Do I need to reread so that I understand?
- Why did the author end the paragraph (or chapter, or book) in this way?"
- What was the author's purpose in writing this?"
- Were my predictions correct?
- Did I highlight and annotate?

Bookmark for Textbooks

Ask myself:

- How is this textbook organized?
- Does the book have section summaries?
- Does the book offer a timeline of events?
- What is the title of today's session?
- How does this topic relate to what I have already read?
- What information do I know about this topic?
- Are there focus questions for me to keep in mind
- Are there pictures, graphs, charts, or maps on the page that I need to look at for better understanding?
- What are the main ideas of this section?
- Have I identified all proper nouns in the section?
- What questions can my teacher ask about this section?
- Do I need to reread so that I understand?

Monitoring Learning

With each assignment, the student must ask himself/herself:

- "What is the purpose of the assignment?"
- "What do I want to learn?"
- "What knowledge do I have that will assist in the learning of this material?"
- I wonder why...
- Are there any clue words and phrases that might help me figure out what text structure I'm reading?
- Before I continue reading, I need to stop and think about what I just read and make sure I understand it. If I don't, I need to stop and plan.
- What might happen next? Why do I think that?

Writing Checklist

- Did I indent the first sentence of each paragraph
- Do my sentences begin with a capital?
- Do my sentences have a subject? (Who or what the sentence is about)
- Do my sentences have a predicate? (What the subject is doing)
- Do my sentences have a complete thought?
- Do my sentences end with appropriate punctuation? (. ? !)
- Did I expand my sentences with details? (Do my sentences tell where, when, why, how)
- Did I use specific nouns?
- Did I use specific verbs?
- Did I use appropriate adjectives?
- Did I use commas correctly?
- Do I have a strong topic sentence?
- Do I have 2-3 examples to support my topic sentence?
- Did I use transitional words to connect my sentences?
- Did I proofread?
- Am I proud of my work?

