



Middle School

National FFA Organization

Lesson MS.26

USING STUDY SKILLS

Unit.

What Foundational Skills Do I Need for Personal Growth?

Problem Area.

What Foundational Skills Do I Need for Personal Growth?

Precepts.

J7: Practice sound study skills.

National Standards.

NL-ENG.K12.6 - Applying Knowledge - Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create critique, and discuss print and nonprint texts.



Student Learning Objectives. As a result of this lesson, the student will...

- 1 Identify purposes of studying.
- 2 List specific study skills.
- 3 Describe and apply specific learning strategies.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Luckie, William R. and Wood Smethurst. *Study Power: Study Skills to Improve Your Learning and Your Grades*. New York, NY: Brookline Books, Inc., 1997.

National FFA Organization's Essential Learnings, 2003.

Olney, C. *Where There's a Will There's an ...* A. Paoli, PA: Chesterbrook Educational Publishers, 1991.

Webster's Universal College Dictionary. New York, NY: Random House, Inc., 1997.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Assortment of markers
- ✓ Index cards—one per student
- ✓ MS.26.TM.A
- ✓ MS.26.TM.B
- ✓ MS.26.TM.C
- ✓ MS.26.Assess—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Key terms
- ▶ Objective
- ▶ Summary



Interest Approach



How many of you would like to ace your next big test? Today you are going to learn powerful study skills and learning strategies to help you in that goal. To do this, I need you to be willing to accept new ideas to become better students.

Write the following list of words on the writing surface or show MS.26.TM.A: couch, horse, igloo, dish soap, phone, flashlight, elephant, top hat, cotton candy, flag.



Memorize this list of words in two minutes.

At the end of two minutes, ask students to recite from memory as many words as possible. After a few attempts to recite the list, explain to the students that with the appropriate study skills, it is easy to memorize this list of ten items.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify purposes of studying.



Watching you memorize the list of ten words, I can see that some of you may already be using the study strategies we are going to discuss today. If you use good study strategies and skills, you will see improvements every day in your ability to understand and remember things in school as well as other aspects of your life.

Have the students work in pairs.



Studying will have a direct impact on your success as a student. When I say go list the purposes for studying, We will work for 30 seconds. Any questions? You many work with a partner. Go!

Students will discuss and list the purposes for studying. Give the pairs 30 seconds. Listen and coach student conversations to find students with correct answers. Correct answers will include:

I. Purposes for studying

- A. To be better at a task
- B. To do better on a quiz or test
- C. To learn more about a subject
- D. To achieve goals

At the end of 30 seconds, call on the students you listened to who will have correct answers. Write the correct answers on the writing surface. Other possible answers from students may include: to get good grades; to make my parents happy; to get a good job. When given these answers, coach students to the correct answers outlined above.

Objective 2. List specific study skills.



Now that we have identified the purposes for studying, it is time to learn the study skills that will make us successful. Have you ever come to a question on a test and wish you had studied a little bit harder? In this next activity please try to be the best student as you think about and share study skills with one another. Think deeply and listen carefully.

Use a Me-You-Us Moment to think of types of study skills students currently use.



Capture in your notebooks a list of every study skill you use when you do your homework. You will have 30 seconds. Begin!

Pause for 30 seconds.





Stop! Any questions so far? Let's build your list even further. Be a thief for a moment and steal your neighbors ideas! Go!

Pause for 30 seconds.



Stop! At this time, we will have a few volunteers share their study skills with the rest of the class.

When they have completed the activity, have a few students share with the class for one minute.

List the following notes on a writing surface or show MS.26.TM.B.

II. Study skills

A. Do not study with the television on.

1. The television will only be a distraction, and you won't be able to focus on your homework.
2. Watching television while doing homework will waste time. It is better to study without interruptions, finish your homework, and then watch television.

B. Use flashcards.

1. Record important dates, places, names, and questions at the end of the chapter and write key terms on index cards.
2. **Key terms:** important words used to understand ideas
3. Write the answers to the flashcards on the back of the index card.
4. Drill yourself by remembering or writing on the card everything you know about the subject.
5. Shuffle cards and continue to drill until it feels like you have learned the subject.

C. Review with friends or family.

1. Find a study partner to quiz each other over a specific chapter.
2. Use a family member to help drill on flashcards.

D. Take a five-minute break every 20 minutes.

1. Taking a break allows you to relax and then focus more while studying.
2. This will allow you to study for longer periods of time without getting tired.

E. Read objectives at the beginning of the chapter.

1. **Objective:** something to work or strive for
2. Reading objectives is a way to outline a chapter.
3. Authors write objectives because they tell the reader what is important.

F. Read the summary at the end of the chapter.

1. **Summary:** a review of information previously stated
2. An author uses a summary to explain everything previously written.

Use a Hieroglyphics Moment to engage student learning. Give students one minute to complete three skills by themselves. Have students share with another student when completed.





Select three of the study skills we just reviewed and create an icon for each of them. Any questions? Go!

Objective 3. Describe and apply specific learning strategies.



Many people use study skills to be successful. It is also important to have good study strategies to use while you are studying. These strategies will help in those times when it feels like you have studied forever but still have not learned anything. For this next activity, be dynamic students as you practice excellent study strategies.

List the following notes on a writing surface or show MS.26.TM.C.

III. Learning strategies

A. Writing on paper

1. Write down over and over the information you need to know on paper.
2. Recopy notes to another notebook.

B. Repeating orally

1. Read the information and then repeat it out loud.
2. Listen to a friend or family member repeat the information out loud.
3. Repeat information into a tape recorder and play it back.

C. Word-to-picture association

1. Think of pictures that represent a key term, phrase, or idea.
2. Combine pictures to form a story.

D. Use music or rhythm

1. Create a song to remember names, dates, and places.
2. The song can be your own creation, or you can change the words to one that already exists.
3. This method works best when it tells a story.

E. Make nonsense words from the first letter of each word

1. Take the first letter of each word and arrange them to spell a silly word.
2. This strategy works best for remembering a list of items.



Remember the original list of ten words that you struggled to learn in order? Now you are all experts in learning strategies and should have no problem remembering the list of ten words.

Divide the students into five groups, with three to five members per group. Groups may include specific rows or tables, or friends may choose groups.



You will now practice a study strategy in each of your groups. I will walk by each group and give you the learning strategy you will use to remember the ten words.

Give each group one of the five specific learning strategies discussed in the lesson. Every group should have a different learning strategy.



Use the learning strategy I gave you to memorize the list of ten words. You have two minutes to complete this task. Go!



Check with each group as they memorize the list of words. At the end of two minutes, have students present to the class how they memorized the list of words.



We have learned the purposes for studying, some great study skills and know how to use strategies to help learn more quickly. To review the lesson for today, please approach it with your awesome study skills. Think for a moment about the study skills and strategies we learned today and which you plan to use for your homework assignments.



Review/Summary

Hand each student a note card. Have students write two study skills and a learning strategy on the note card that they plan to use for homework assignments. Give the students one minute to complete the task. Call on a couple of volunteers to share study skills and learning strategies with the rest of the class.



Please use the card to write a reason to study, two study skills and a learning strategy you are committed to using on a daily basis. You have one minute - Go!

Everyone give me a thumbs up!

Pause to get thumbs up from everyone

Use Eye Witness News Moment to review the lesson with what they wrote on their card. Explain the roles in Eye Witness News Moment



We'll now use your cards as a script for Eye-Witness News Moment



Application

►Extended Classroom Activity:

Have students use their note cards as a bookmark for a constant study reminder.

►FFA Activity:

Have students use specific study skills while preparing for FFA Career Development Events.

►SAE Activity:

Have students determine when study skills could be used for improving their SAE record books.



Evaluation

A written test, MS.26.Assess, is provided to measure Objectives 1, 2, and 3.

Answers to Assessment:

1. d
2. b
3. a
4. Answers may include:
 - Do not study with the television on. Watching television will be a distraction.
 - Use flashcards. Quiz over key dates, places, names, questions, and key terms.
 - Review with friends or family. Find a family partner to quiz over a chapter.



Take a five-minute break every 20 minutes. A break allows you to relax and focus more when you study.
Read objectives at beginning of the chapter. Use to find out what is important in the chapter.
Read summary at end of the chapter. Review the information in the chapter.

5. Answers may include:

Writing on paper. Recopying your notes. Repeating orally. Reading information and repeating it out loud or playing it back on a tape recorder. Word-to-picture association. Think of pictures to represent a key word, phrase, or idea. Use music or rhythm. Create a song to remember names, dates, and places. Make nonsense words from the first letter of each word. Take the first letter of each word and arrange them to spell a silly word.

6. b

7. c

8. a

9. Words will be in this order on a separate piece of paper:

Pencil

Calculator

Bear

Computer

Dictionary

Nail

Trumpet

Tape

Sandwich

Candle



USING STUDY SKILLS

►Multiple Choice

Write the correct answer in the blank provided.

1. A purpose for studying is _____.
 - a. To do better on a quiz
 - b. To be better at a task
 - c. To learn more about a subject
 - d. All of the above
2. Studying a manual to learn how to change oil in a lawn mower is an example of _____.
 - a. Learning more about a subject
 - b. Becoming better at a task
 - c. Making my teacher proud
 - d. None of the above
3. Studying history before going to a museum would be an example of _____.
 - a. Learning more about a subject
 - b. Becoming better at a task
 - c. Making my teacher proud
 - d. None of the above

►Short Answer

Briefly answer the following statements.

4. List one study skill that was discussed in class and explain how it is used.

5. List one learning strategy that was discussed in class and explain how it is used.



► Matching

Match the following terms:

- | | |
|--------------------|---|
| _____ 6. Objective | a. a review of things previously stated |
| _____ 7. Key terms | b. something worked toward or strived for |
| _____ 8. Summary | c. important words used to understand ideas |

► Application

9. Use a learning strategy to memorize the following list of ten items.

- Pencil
- Calculator
- Bear
- Computer
- Dictionary
- Nail
- Trumpet
- Tape
- Sandwich
- Candle

Hand in your test and ask your teacher for a blank sheet of paper. On the blank sheet of paper, write down the 10 items you just memorized. When finished, give the list to your teacher.



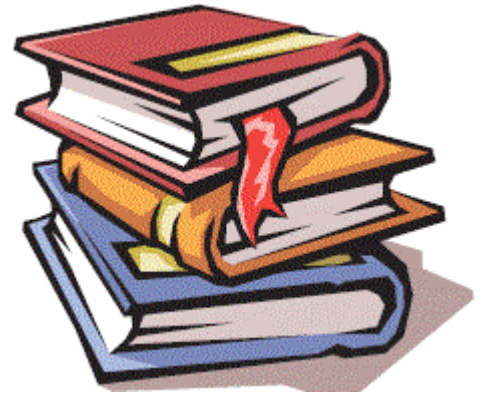
MEMORIZE THESE WORDS IN ORDER

- ◆ **Couch**
- ◆ **Horse**
- ◆ **Igloo**
- ◆ **Dish soap**
- ◆ **Phone**
- ◆ **Flashlight**
- ◆ **Elephant**
- ◆ **Top hat**
- ◆ **Cotton candy**
- ◆ **Flag**



STUDY SKILLS:

- ◆ Do not study while the television is on.
- ◆ Use flashcards.
- ◆ Review with friends or family.
- ◆ Take a five-minute break every 20 minutes.
- ◆ Read the objectives at the beginning of the chapter.
- ◆ Read the summary at the end of the chapter.



LEARNING STRATEGIES:

- ◆ **Writing on paper**
- ◆ **Repeating orally**
- ◆ **Word-to-picture association**
- ◆ **Using music or rhythm**
- ◆ **Making nonsense words from the first letter of each word**

