AFTER-SCHOOL PLAN

♦ Use this page to plan your after-school time.

For _____ (day of the week)

(You might want to review this plan with an adult before you start.)

3:00 _____

3:30 _____

4:00 _____

4:30 _____

5:00 _____

5:30 _____

6:00 _____

6:30 _____

7:00 _____

7:30 _____

8:00 _____

8:30 _____

9:00 _____

9:30 _____

10:00 _____

You may want to make copies of this page so you can make a schedule for each day of the week.

Homework for **[Your Name]**

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1st							
2nd							
3rd							
4th							
5th							
6th							
7th							
8th							

Schedule Memory Game (Side 1)

Name: _____

You have one minute to memorize as much of the schedule as possible.

Monday	**Language:** Read pages 50-56
	Math: Even problems 1-20 on page 233
	Social Studies: NH
	Science: NH
	Other: Basketball practice moved to 4 p.m. instead of 3:30 p.m.
Tuesday	**Language:** Read pages 57-63
	Math: Probability Worksheet
	Social Studies: Review Sheet
	Science: Bring in permission slip for field trip
	Other: Leaving school at 1:15 p.m. for dentist appointment
Wednesday	**Language:** Quiz over Chapter 4
	Math: Even problems 6-24 on page 236
	Social Studies: Study for test
	Science: Finish plant identification lab questions 2 and 4
	Other: Church group meets at Ryan's house
Thursday	**Language:** NH
	Math: Even problems 4-12 on page 239
	Social Studies: Test over Chapter 14
	Science: Need to collect 20 tree leaves Due on the 24th
	Other:
Friday	**Language:** NH
	Math: Collect data for graph lesson (how much TV did I watch over the weekend)
	Social Studies: Bring in current events article
	Science: NH
	Other: Stephanie's birthday party at 6:30 p.m. at the skating rink

Schedule Memory Game (Side 2)

Name: _____

You have three minutes to answer as many of the questions as possible.
DO NOT LOOK BACK AT THE SCHEDULE!

1. What day of the week is the Language quiz?
2. What time on Tuesday are you leaving to go to the dentist?
3. What chapter does the Social Studies test cover on Thursday?
4. What day are the 20 tree leaves for science due?
5. What class do you need to have a current events article for?
6. At whose house does church group meet?
7. The math worksheet on Tuesday is over what topic?
8. What two questions on the plant identification lab need to be answered?
9. What pages have to be read for Language on Monday?
10. What time is basketball practice usually?
11. What data has to be collected for the graph lesson?
12. What days of the week is there no homework in Science?

How to Break Down Large Assignments

Name: _____

1. Smash the assignment into its major steps (see list below).

2. Sequence and number the major steps in order from one to however many steps there are.

3. Write out the major steps in order.

4. Smash the major steps into everyday actions you can take to complete the major step.

5. Estimate the time (in days) needed to complete each major step, and write this date beside the major step.

6. Add up the number of days you think you will need to complete the assignment. Be sure your total number of days does not take you past your due date.

7. Map out the actual due dates for the major steps by looking at a calendar and counting back from the due date. Add two additional days to allow for breathing room.

Examples of Major Steps

- Choose Topic
- Rough Draft
- Practice Presentation
- Gather Supplies
- Read Book
- Final Draft
- Make Visuals
- Collect Data
- Proofread
- Research
- Read Chapter Outline
- Draw Picture
- Brainstorm Ideas
- Get Signature

Assembly Planner Activity

Directions

You have been put in charge of planning the greatest school assembly your school has ever had. You have exactly three weeks to plan the party, which will be held on May 21. You must decide what major steps are needed, break down those major steps and set due dates for step completion. Follow the rules on the other side of the sheet to help you with this task.

Make a list of five major steps needed to plan the assembly.

1.

2.

3.

4.

5.

Prioritize the major steps in order of importance, determine two everyday actions for each step and estimate how many days it will take to complete.

Major Step in order of imptnce	Two Everyday Actions	# of Days
1.	a. b.	
2.	a. b.	
3.	a. b.	
4.	a. b.	
5.	a. b.	

Now update the calendar with actual due dates for the completion of the major steps.

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21 ASSEMBLY!!!

Note-Taking Strategies

Name: _____

Why Take Good Notes?

Without well-written notes, within two weeks you will have forgotten 80 percent of what was discussed in class and 95 percent within four weeks.

1. Write a title and date at the top of each entry to indicate what the information is and when it was written down.
2. Be sure your notes are written neatly and clearly.
3. Keep all notes in a notebook instead of loose paper so they are all in one location.
4. Use various colors to represent different types of information.
5. Highlight important parts of your notes.
6. Do not write down everything the teacher writes or says. Only write down the relevant, important information.
7. Use abbreviations, symbols or other shorthand techniques to make note taking speedier.
8. Ask to see the teacher's or a classmate's notes after class if you were not able to get all of the information. Be sure to ask about any missed notes when absent.
9. If possible, take notes over reading assignments prior to class so all you will have to do is fill in any information you have not already written down.

Cornell Method of Note Taking

1. Put a title and date at the top of the page.
2. Draw a vertical line 1/3 of the way from the left margin.
3. In the left hand side of the page, write key terms, headings and main ideas.
4. In the right hand side of the page, write definitions, details, examples, diagrams, lists and explanations.

Cornell Notes Outline

Name: _____

Title: _____

Date: _____

Shorthand Examples

Name: _____

Symbol	Meaning
&	and
@	at
2	to/too
/	per
p/pp	page/pages
w/	with
w/o	without
w/i	within
i.e.	that is
e.g.	for example
etc.	et cetera, so forth
b/c	because
b/4	before
b/w	between
re	regarding/about
esp	especially
min	minimum
max	maximum
govt	government
wrt	write
rt/lf	right/left
yr/yrs	year/years
import	important
indiv	individual
lrg	large

Symbol	Meaning
sm	small
nt	nothing
prob	probably
sep	separate/separation
soc	social/society
vs	versus/opposed to
ch	chapter
angst	against
cont	continued
diff	different/difference
sim	similar/similarity
eth	everything
sth	something
thru	through
devel	development
expl	explanation
Q	question
A	answer
ex	example
wd/wds	word/words
#	number
$	money/cost/price
~	about/approximately
+ / -	plus/minus

A few more note taking tips for you:

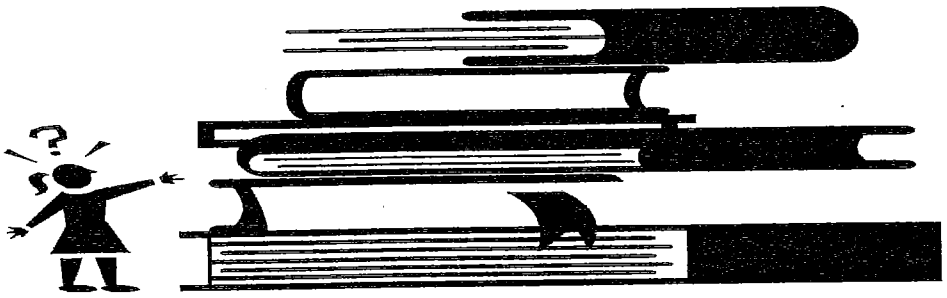
1. If you are in a hurry, leave out a, an or the.
2. Always use 1, 2, 3, ... instead of one, two three.
3. Abbreviate any word by leaving out the vowels.
4. Feel free to make up your own abbreviations for commonly used words.

HOW YOU STUDY BEST

Sometimes where, when, and how you study makes a BIG difference in how well you do. Below you will find a list of study suggestions. If you have already tried some of these different ways to study, rate how they work for you. If they are new ideas, give them a try and see if they are helpful. Then come back to this page and rate them.

Study Techniques	doesn't work for me	can be somewhat helpful	works well	This is great!
Studying in the morning	_____	_____	_____	_____
Studying in the afternoon	_____	_____	_____	_____
Studying after dinner	_____	_____	_____	_____
Studying by myself	_____	_____	_____	_____
Studying with a friend	_____	_____	_____	_____
Studying with a tutor or parent	_____	_____	_____	_____
Working in a quiet room	_____	_____	_____	_____
Working in a noisy place	_____	_____	_____	_____
Working with quiet music in the background	_____	_____	_____	_____
Studying while I sit at a desk	_____	_____	_____	_____
Studying while I lie on a bed	_____	_____	_____	_____
Studying while I walk around	_____	_____	_____	_____

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 works.
    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.

Name: _____

ACTIVITY 9

MEMORY CHUNKING

Another useful mnemonic device is called "chunking." Chunking means breaking a large task into several smaller tasks—this trick can come in handy if you need to memorize a long list of items. Try this exercise to see how effective chunking can be. Find a partner and decide which of you will try to memorize the list below in its entirety and which one will try to memorize it by breaking it into three separate lists of five items each. Only use the method you've been assigned—no cheating!

Look at the list below for three minutes. Then, turn this sheet over and write as many words as you can remember on a separate sheet of paper. The order of the words doesn't matter—just write down all you can think of. Which one of you remembered the most words?

PIGLET
ASPARAGUS
CRANBERRY
PENCIL
BIKINI
BOTTLE
GERMANY
COUCH
INFANT
COOKIE
TRUCK
FRIEND
AMAZON
SPAGHETTI
FRIDAY

Name: _____

Activity 8

Sequence Sentences

A mnemonic ("knee-mon-ick") device is a memory aid—a trick to help you remember facts and sequences. You may be asked to memorize things for a test or quiz. Using a mnemonic device makes such a daunting task much easier. One such memory trick, called "sequence sentences," can help.

Some teachers may ask you to memorize lists in which the order of words is important. One such sequence you may already know from biology class is the classification system for life, from most general to most specific: Kingdom, Phylum, Class, Order, Genus, Species. A great way to remember the order is to think of a new sentence in which the first letter of each word corresponds to the first letter of each item. For this example, a popular mnemonic sentence is "Kings Play Chess On Fine Glass Stands."

Practice making up your own sequence sentences for the sequences below. The sentence doesn't have to make sense—the crazier or funnier it is, the better you will remember it.

Kennedy, Johnson, Nixon, Ford, Carter, Reagan, Bush, Clinton, Bush

_____

_____

_____

Dracula, Frankenstein, Mummy, Blob, Wolfman, Swamp Thing, Witch

_____

_____

_____

Massachusetts, Vermont, Georgia, Pennsylvania, Alabama, Illinois, Washington

_____

_____

_____

Cucumber, Onion, Carrot, Spinach, Broccoli, Lettuce, Pumpkin, Radish

_____

_____

_____

Infant, Toddler, Preschooler, Child, Pre-teen, Adolescent, Young Adult, Adult, Senior

_____

_____

_____

Name: _____

ACTIVITY 6
YOUR OWN TEST QUESTIONS

A great way to study for a test is to make up your own test questions from your textbook readings or classroom notes. Practice writing your own test questions here. Read the following excerpts and write four questions that might appear on a test. Include one of each type of question—multiple choice, true or false, short answer, and essay—for each reading.

Although the chances of being killed by a shark are very slim, beach visitors on every coast still fear shark attacks. Shark behavior is very unpredictable, but there are two main similarities among shark attacks on humans. Blood in the water attracts sharks, even in small amounts or when it is very diluted. Vomit seems to have a similar effect. Behaving like a hurt or inexperienced swimmer by moving in an irregular, frantic way also attracts sharks because it may suggest wounded prey nearby. Other features may contribute to shark attacks. Some believe that shiny objects like jewelry or light-colored clothing are attractive to sharks. Shark attacks fit a rough pattern: most are unprovoked, most occur during the summer months when many swimmers are in the water, most happen during the day, and most occur within 300 feet of the shore.

Source: Shadows in the Sea by Thomas Allen

Multiple-choice question:

_____
_____
_____

True/False question:

_____
_____
_____

Short answer question:

_____
_____
_____

Essay question:

_____
_____
_____

Stories of "Bigfoot," a huge, hairy creature that is not quite man, not quite ape, have been told for decades in the woods of North America. The Salish Indians of British Columbia had a name for this creature: "Sasquatch," which means "wild man of the woods." No proof of its existence has ever been found, but many report sightings of Bigfoot or his huge footprints. The first recorded report of a footprint was in 1811. Explorer David Thompson found a footprint in Canada that measured 14 by eight inches, with four toes and claw marks. In the years that followed, several hikers reported being surprised by a huge creature as they camped out that carried them away in their sleeping bags. The hardest evidence of Bigfoot's existence is a famous videotape made in 1967 by two men hiking in northern California. The film shows a hairy creature, about seven feet tall and with a cone-shaped head, walking in the woods. Most scientists called this film a hoax, probably a man in an ape suit; however, some believed it was real. Casts of the footprints found in the mud at the site showed that whatever made the prints was about seven feet tall.

Source: The Mammoth Encyclopedia of the Unsolved by Colin Wilson and Damon Wilson

Multiple-choice question:

_____
_____
_____

True/False question:

_____
_____
_____

Short answer question:

_____
_____
_____

Essay question:

_____
_____
_____

Name: _____

FACT SHEET 4

TEST PREPARATION SKILLS

OBJECTIVE TESTS

- Use mnemonic devices to remember a list of facts, like **sequence sentences**—sentences in which the first letter of each word matches the first letter of each item in the sequence. **Chunking** is another such device: break a long list into several smaller lists memorize them separately.

- Write your own study guide by reviewing your class notes and reading assignments and writing down the main topics. Then, you can quiz yourself by filling in as many details as you can for each topic.

- If you wrote test questions while reading, go back over them and see how many you can answer.

- Form study groups with your classmates to help each other and encourage each other to prepare for tests.

- Remember that true/false test questions that use the words "always," "never," "all," or "none" are usually false.

- Eliminate all the answers you know are incorrect on a multiple-choice question before you decide between the remaining answers.

ESSAY TESTS

- Make up a schedule when you receive your test: decide how long you can spend on each question, and within each question, how long you can spend on each section. Leave time to proofread your work.

- Read essay questions carefully and ask your teacher if you don't understand right away.

- The basic essay consists of an introduction with a thesis, body paragraphs that begin with topic sentences, and a conclusion.