

Study Skills Matter

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L.O'Reilly, 2006

How To: Q Notes

Name:
Chapter Topic / Heading:

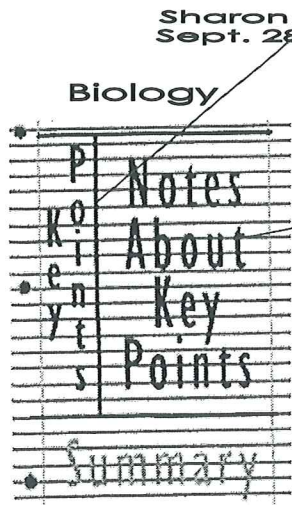
Date:
Pages:

Q Notes combines SQ3R and Cornell Notes. They are called Q Notes because you write Q-Questions in the left hand margin to help you prepare for a Q-Quiz. The Q-Questions serve as CUES to remind you what you must know. (Remember to go back and have a look at your Idea cards.) To study, fold the right-edge of the paper over so that it covers the right hand column.

| | |
|--|---|
| <p>Turn the titles, subheadings, or topic sentences into questions in this column.</p> | <p>In this column, write the answers to the question. Use bullets or dashes to help organize your ideas. Remember to use symbols to help you take notes more efficiently.</p> |
|--|---|

In this space, record the 5 most important things you have read. This should match up with what your teacher has highlighted as important in class.

Cornell Note Taking System
To help me organize notes for content area subjects.



Divide. Divide your paper into three sections: *key points*, *notes about key points*, and *summary*.
Document. Write name, date, and topic (or heading) at the top of each page.

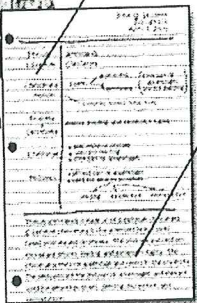
Write notes during the lesson. As you read or listen, record main ideas or concepts under notes about key points. Use only one side of the paper.

Reduce and clarify.

- Review the notes as soon as possible after class (within 24 hours is best).
- Pull out main ideas, key points, dates, and names and write these in the key point (*recall column*).



Pull Out Main Points



Summarize.

- Write a summary of the main ideas in the bottom section.

Study.

- Cover up the right-hand portion of your notes and recite the general ideas and concepts of the lecture.
- Overlap your notes showing only recall columns and you have your review.

How To: Cornell Notes

Name:

Chapter Topic / Heading:

Date:

Pages:

The **Cornell method** works best when the information is given in a sequential, orderly fashion and allows for more detail.



The **semantic web method** works best when your teacher skips around from topic to topic. It provides a 'big' picture when you're previewing materials or getting ready for a test.

Here, in the **Connection Column**, you might write one or more of the following:

Categories

- Causes of WWII
- Parts of a cell

Questions

- What caused WWII?
- What are the parts of a cell?

Vocabulary Words

- Holocaust
- Synthesis

Review / Test Alerts

- WWII causes and names of allies will definitely be on the exam.
- Parts of a cell

Reminders

- Be sure to...
- Check ...

Write down only important information.

Look for:

- Bold, underlined, or italicized words.
- Information in boxes or with an icon/symbol.
- Headings on a page.
- Words, ideas, or events that might be on a test.
- Quotes, examples, events that you might be able to use on a test, essay, or presentation.

How can I take notes faster?

- Abbreviate familiar words / use symbols (-- #)
- Take notes in bullets and dashes.
- Cut out all unnecessary words.
- Use telegraphic sentences" US enters war 12/44.

In this space write one of the following: summary of what you have just read; the 5 most important points; questions you still need to answer; points your teacher has said are important and quite likely will be on the test.

Getting Ready for a Test

Follow the five steps in the Study-Test Plan to you make the best use of your study time and efforts.

Step 1: Gather essential information.

Ask your teacher: What does the test cover? How will I be tested?

Ask yourself: What are the parts I understand so well I could teach someone else? What are the parts I don't get at all? Do I need to talk to my teacher?

Step 2: Organize for studying.

Ask yourself: What materials do I need to study?

- Get your study materials (textbook, notes, study guides) in order.
- Set goals for each study session. (Tues. I will make study cards for chapter two.)

Step 3: Identify likely test items.

Ask yourself: Will my teacher include this on the test?

- Try to anticipate questions that will be asked on the test and prepare for them.
- Go back through your class notes and look to see what your teacher has emphasized.
- Use your textbook to identify important information. Look in the following places: chapter preview, chapter review, chapter headings and subheadings and bold highlighted words.

Step 4: Create a study tool box.

- **Ask yourself:** How will I study for the test?
- Study from your textbook, notebook, and any other materials used in class.
- Make review tools such as science study cards and notes. This helps you condense material to a manageable size.
- Ask yourself questions. When studying transform the headings into questions.

Step 5: Schedule time for studying.

Ask yourself: What do I need to do and when?

- Set aside time for studying and stick to it.
- Look at your weekly time table. To start with, add one hour per evening just for studying.
- Study in short periods of time and take breaks.



Transcription Notes - Cornell System To help me organize my math notes.

Transcribe your notes right after class using the Cornell System. By using both columns, both specific retrieval and integration into concepts are supported. The process also produces practice sheets which are more efficient than the common practice of reading over notes.

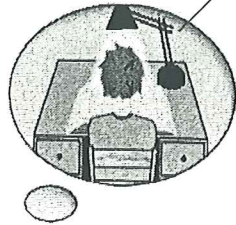
Sharon
Sept. 28, 2005

| Got It! | Comments |
|---|---|
| 1. Write down clear, teach-yourself solutions. | Write down: <ul style="list-style-type: none"> • warnings • verbal clues |
| 2. <u>For difficult problems:</u> <ul style="list-style-type: none"> • Review related textbook material. • Review appropriate lecture notes. • Review similar problems. • Refer to another reference. • Call your study buddy. | <ul style="list-style-type: none"> • typical errors • teacher's dos and don'ts • Add references to the text such as page numbers. • Write the date that the notes were taken in the right hand corner for easy reference. |

Keep in Mind:

- When transcribing your notes you may find gaps in logic or things you do not understand such as proofs, errors or undefined terms.
2. Identify gaps as questions by using post-it-notes.
 3. Place the post-it note with the question written on it so it sticks out of the page.
 4. Ask questions next day in class or see your teacher at another time.

Studying Math Effectively



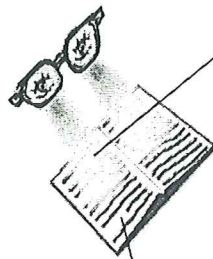
Efficient Note Taking

- Focus on getting the information that you need to understand. Highlight explanations and illustrative examples of the relevant concepts and techniques.
- Notes should be an accurate record of what was covered in class including:
 - Detail and emphases presented by the teacher.
 - Your own questions about the material.

Study Cards That Really Work

| | |
|--|--|
| <p>Study cards are 3" by 5" or 5" by 8" index cards that contain summary information needed for convenient review.</p> <p>The process of making study cards is a learning experience in itself (active learning).</p> <p>There are three types of study cards that are helpful in your study of mathematics.</p> | <p>Warning cards contain errors that you may be making consistently on homework, quizzes, or exams, or those common errors pointed out by your teacher or your text.</p> <p>The front of the warning card should contain the word WARNING and a reference to what you should watch out for; the back of the card should contain an example of both the correct way the problem should be done and the common error. Be sure to clearly label which solution is correct and which is not.</p> |
| <p>Definition / Principle cards contain a single definition, concept, or rule for a particular topic.</p> <p>The front of each definition / principle card should contain the following:</p> <ol style="list-style-type: none">A heading of a few wordsThe definition, concept, or rule accurately recordedA restatement of the definition, concept, or rule in your own words. The back of the card should contain examples illustrating the idea on the front of the card. | <p>Quiz cards will help you construct practice tests. As you work through the chapter, pick out some of the problems from each section and/or concept in the chapter.</p> <p>Put the problems on one side of the card and the correctly worked out solutions on the other side.</p> |

Summarizing
To help me find the 'gist' or main idea
of a paragraph and article.



Summarizing a Paragraph

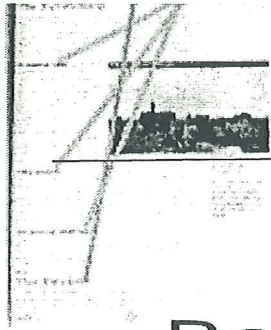
- Read the paragraph twice. (First read for 'big' ideas, and then read for details.)
- Isolate the topic sentence; if it conveys reliably the meaning of the paragraph consider it your summary.
- Underline key phrases and look for any critical distinctions or contrasts which form the framework of the paragraph.
- Write your own summarizing sentence which makes use of key phrases or distinctions.

Summarizing an Article

- Ask yourself why the article was written and who is the intended audience.
- Consider the author's background. Does he have a special bias or point of view?
- Compare the opening and closing paragraphs.
- Underline key or repeated words and phrases.
- Distinguish the author's main ideas (*support the idea*) from details (*repetitious and variations of the same theme*).
- Draft a several sentence summary which defines the author's main idea broadly enough to account for most of the supporting material introduced.

SCROL Note Taking System
To help me take notes from reading material.

Survey headings
and subheadings



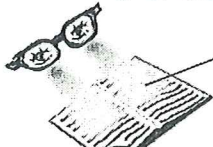
S

Survey the material to be read.
Quickly read the introduction, headings, subheadings, and summary. Ask yourself - What do I know about the topic?

C

Connect the ideas.
• Look at how the section and paragraph headings relate to each other.

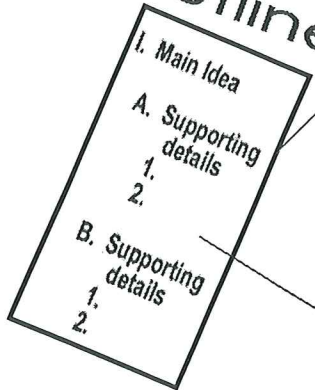
Read



R

Read the material.
• Pay attention to words and phrases that are in boldface as they usually express important information.

Outline



O

Outline.
• Write down the main ideas and supporting details in outline form.
• List at least two details under each main idea.
• You may want to add additional headings if you are studying for an objective test.

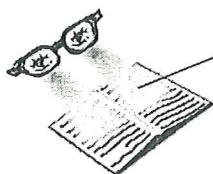
L

Look Back and think about the questions the teacher might ask on a test.

Active Reading

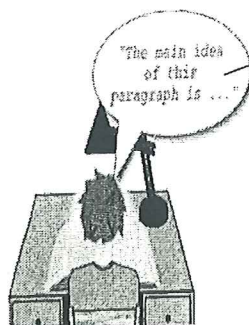
To help me understand the main idea of what I read.

Read



Read a paragraph or a section of the material you are working on.

- Do not read long sections, the material needs to be broken up into small parts.



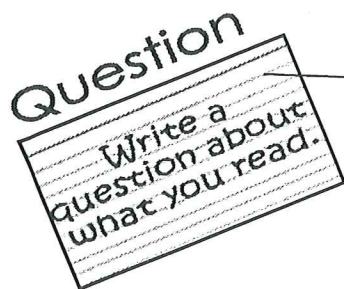
Ask yourself what the main ideas are.

- Try to find the sentence or sentences that give the most important ideas in the sections that you read.

Paraphrase

Put the main ideas in your own words.

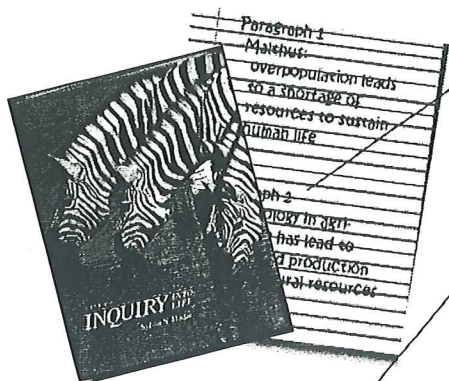
- When you paraphrase the main ideas, make sure you try to think of other words to say the same thing.



Questions about the reading.

- Write a question and the answer on the back of a M & M card so you can use it for studying.

Memory Mastery Cards
 To help me recall important facts,
 definitions, or information.



Decide on the most important facts, definitions, terms or information that you need to study from your notes and textbook.

Organize important facts, definitions, and information onto Memory Mastery cards.

- On one side of the card, write a fact, definition, or information.
- On the other side write a question that asks for this fact, definition, or information.
- Number the cards to show the order they appeared in the text or in your notes.
- Use white cards for diagrams, etc., that you need to refer back to in the text. On each card write the name of the diagram and the page number for easy reference.

Describe the anatomy of the ear and how we hear.
 Study ? 1

What are the sense organs for position and movement? 2

What are the receptors for sight? 3

Anatomy of the human eye p. 334