

Ninth Grade Study Skills TIPS

Please refer to the **Lemon Bay Study Skills on Google Classroom** or on our **Media Webpage** for additional Templates and Tips.

Scholars are responsible for their education.

Scholars are “**metacognitive.**”

Scholars are gritty, resourceful, and have a growth mindset.

1) TIPS on Course Awareness...

- a) Get to know your syllabus, procedures, and expectations immediately.
- b) Highlight or underline key concepts and ask questions for clarity
- c) Take an image of your syllabus and keep a hard copy at home and at the front of your binder.
- d) Ask your teachers questions in class if you are unclear. Make appointments before and after school if you need more time.
- e) Seek out tutors and clubs on campus which available for assistance on campus.

2) TIPS on Organization and Time Management...

- a) Write all assignments and activities in an agenda book or on a calendar.
- b) Finish and cross off assignments as completed.
- c) Organize and maintain a notebook or binder with proper labels.

3) TIPS on Homework...

- a) Purpose is to plan, prepare, practice, or produce. Not all of it will be graded, but it is still important and necessary.
- b) You will have homework in college and in your career. It is a given. Honors can expect 2-3 hours a day at 10-15 hours per week. If you don't have as much one day, read, or prep for future tests or projects during your allotted time. Review your notes from class every day.
- c) Have a routine and a set space. No TV, cell phones, or social media for your allotted time. Take breaks every 30 minutes to an hour depending on your stamina.

4) TIPS on Procrastination...

- a) Admit procrastination is **a choice** and not your nature.
- b) Make a schedule and stick to it. Cross off work on your agenda or calendar when you complete it.
- c) Reward yourself **after** completion of tasks, not during.

5) TIPS on Notes Taking...

- a) Purpose is to engage in your lessons, supplement your lessons, and to prepare for future projects, presentations and tests.
- b) This is a given. You will have to take notes in college and in your career, both from text and from lecture and discussion. While no one may check them in college, you will feel the consequences of attempting to survive through memory alone.
- c) Always label your notes with objective, topic, date and page numbers if multiple pages. Use short hand or abbreviations, but be neat about it. Hate it when I can't even read or understand my own notes.
- d) Notes are always works in progress. Leave spaces in the margin or between lines so you can write questions and add notes from class / additional readings.

- e) Note unfamiliar terms and care to find out what they mean either through context or dictionary. Care about how they are pronounced as well, please.
- f) Learn your favorite note styles now and research note taking templates, so you know what will help when you are typing your notes.
- g) Spend time every day reviewing what you went over in class.

Note Taking Strategies:

- 1) **Linguistic** methods-
 - a) i.e. formal and informal outlines, lists, charting such as *Cornell Notes*, annotations (marking up a text with words, symbols etc.)
- 2) **Nonlinguistic:**
 - a) i.e. webs, boxes, pictures, time lines, Venn diagrams

The eight common patterns of organizations are as follows:

- 1) Descriptive
- 2) **Chronological** or Sequenced
- 3) Process/ Cause and Effect
- 4) **Generalization**, Main Idea, or Claim and Examples/ Support
- 5) **Episodic** (5 W's)
- 6) Concept
- 7) **Classification**
- 8) Compare and/or Contrast OR Similarities and/or Differences

6) TIPS on Test Taking...

- a) Purpose is to **diagnose** a strength or weakness or to **assess** whether or not you have mastered content.
- b) Tests are a given. You will be tested for admission into university, throughout your courses university and perhaps even to exit university. Tests are high stakes, and must be taken seriously with preparation.
- c) Start your review early. Cramming doesn't reap lasting benefits and could actually back fire into blanking out.
- d) Create study groups at school or on social media. Discussing content and explaining to others helps your understanding.
- e) Timing is crucial. Learn the formats. Which questions are worth most? Do them first. Complete the easy questions and circle the items you skip to go back to them. For non-penalty multiple-choice tests, always eliminate as many answers as possible and make the best choice.
- f) When the test is finished, your relationship with the test isn't. Remember metacognition. Pay attention to the results. Savor your strengths, but learn from the errors. Pay attention to post-test reviews. Find the correct answers or if you can't find them, ask your professor. Write the correct answers on returned test, make notes in your notes where you need work, set up time to work with your professor, get some tutoring.
- g) Relax. If you have done your best to prepare, you should be proud of your best. Visualize success.

Test Taking Strategies:

The following are a few helpful strategies for test preparation:

- 1) Flash cards: question/ answer. term/ definition, cause/ effect and any of the note taking patterns linguistically or nonlinguistically from yesterday's notes may be flash-carded. Be creative.

- 2) Quizlet. Create your own lists, make virtual cards, and play games to study. FREE.
- 3) **Mnemonic** devices, i.e. songs, abbreviations, rhythms, pictures...
- 4) Highlight, **annotate**, or type your notes. Say the notes aloud as you do so. Five or more times...Five or more time... Five or more times... Five or more times... Five or more times...Five or more times...
- 5) Charts or columns can be folded or covered for review. The answer is right there.
- 6) Do practice questions. Read the annotated answers. Why are you right? Why not?
- 7) Better yet, create the questions you think will be asked in the style of your professor. (Could be a note card?)
- 8) For essay tests, write an outline with a) the claim or thesis b) the transitions you want to use c) the bulleted support. Just because it is an essay test doesn't mean you don't prepare.

7) TIPS for Discussions and Presentations...

- a) Purpose is to apply knowledge, to learn from peers, clear up confusion, and practice verbal articulation and defense of a claim.
- b) This is a given. You will have to discuss and present material in university and in your career, most of which you will have to research and support on your own. While you may not be graded on discussions in college; you will garner more from your classes and will stand out as an attentive and serious student. You will be graded on presentations and sometimes by your classmates who are counting on you to supplement their learning.
- c) Clear up confusion with questions at the beginning and during discussions and immediately after presentations.
- d) Always create or add notes to your own during discussions and presentations. These notes will be handy for review.
- e) Always look at the speaker(s) even if she/he is behind you. Never have side conversations. That is always rude. Acknowledge the speaker's contribution with respect, even if you disagree.

Discussion Formats:

The following are two popular discussion formats for university: **the professor-led question-and-answer** and the **student-led Socratic Seminar**.

- 1) The **teacher-led** requires for you to come prepared with the background reading and notes and to be alert during lecture or readings. The professor will call on you at any time, and you must be ready. You will not be permitted to shrug your shoulders or simply answer, "I don't know." Think first, consult your notes then, as a last resort, you may let the class know that you will look into it. You will probably be asked to reflect on the answer later in the discussion.
- 2) **Socratic Seminars** will be led by a student or a team who are responsible for keeping the discussion moving and for maintaining etiquette. You will come to seminar with research, notes, annotations, or questions prepared in advance. Participation in these discussions are scored based on these basic requirements: A) the **QUESTIONS** you have generated on a topic, B) your **ANSWER** to a topic or question, C) **ELABORATION** or **EVIDENCE** for your contribution using notes or text, D) **RESPONSE** to classmate's answer. (QAER)