CHAPTER 9

Study Strategies

PURPOSE

The purpose of this chapter is to foster the understanding that looking for and using text structure helps students engage actively with texts in order to process and think more deeply about ideas encountered during reading.

UNDERLYING CONCEPTS

1. Studying involves using strategies when one’s purpose is to do something with the content that has been read or viewed.

2. Students must develop flexibility in distinguishing what is textually important from what is contextually important in the texts that they read.

3. Good readers approach a reading assignment looking for a predominate pattern or organization that will tie together the ideas contained throughout the text passage.

4. Graphic representations, such as Venn diagrams, comparison – contrast matrices, and problem – solution outlines, help learners comprehend and retain textually important information.

5. To become adept at summary writing, students must be able to discern and analyze text structure.

6. Making notes in verbal or visual form can be a means of helping students understand what they read.

STUDENT OBJECTIVES

1. The students will develop an understanding of what it means to study.

2. The students will be able to distinguish between textually important ideas and contextually important ideas.

3. The students will be able to distinguish between internal and external text structure.

4. The students will be able to identify a variety of text patterns.
5. The preservice teachers will be able to design graphic representations that help students make connections among important ideas and teach students how to use visual representations for their own learning.

6. The students will demonstrate that they know how to summarize information.

7. The preservice teachers will understand how to show students how to take and make notes.

ACTIVITIES AND DISCUSSION QUESTIONS

Prereading

1. Using the graphic organizer at the beginning of the chapter, explain how the content of the chapter relates to the chapter title.

2. Have the students share the strategies they use for studying, including where they study and when they study. Use the responses as a springboard for discussion on the purposes of studying.

3. Have the students bring notebooks to class in which they have written notes for a variety of content areas. In small groups, have the students share the way they take notes and explain how they use them to study the various content areas. What role might visual representations play in note taking and making?

4. Have the students respond to the following quotation from the textbook: “All too often, the problem for students is that they aren’t aware of what it means to study, let alone to use study strategies.” Use students’ responses as a springboard for discussion on study habits.

5. Have the students recall and share effective study strategies that teachers have taught them. Use the students’ responses as a springboard for discussion on effective teachers.

6. Selected true – false statements and/or multiple choice test questions might be used as a pre-assessment.

7. Selected true – false statements might be used as a springboard for discussion and to determine student prior knowledge.

During Reading

8. Using sample content area textbooks, have the students examine the internal and external structure of the books. In small groups, have the students discuss and decide if the textbooks are easy to use.
9. Using the signal words and the list of text patterns in the textbook, have the students locate text patterns in content area textbooks.

10. Have the students bring content area books to class. Working in small groups, have the students design a graphic representation for a chapter. The graphic representations can be constructed on large chart paper with markers. Each group can present its work to the class.

After Reading

11. After reading the section on writing summaries, model for the students how to write a summary based on this section of the textbook.

12. Divide the class into small groups. Distribute human interest stories to each group. Have each group collaboratively write a summary of the story using the GRASP strategy. The summary can be transcribed on overhead transparencies and shared with the whole class.

13. After reading the sections on making notes in the textbook, have the students practice making a summary note, a thesis note, a critical note, and a question note from editorials found in the newspaper.

Chapter 9
SHORT ANSWER QUESTIONS

True/False Test Items

___ 9.1 Students who study texts are self-directed, establish plans, and are conscious of their goals.

Answer: T

___ 9.2 Students who have difficulty studying do not know what to study.

Answer: F

___ 9.3 Studying is an intentional act.

Answer: T

___ 9.4 Students tend to associate studying with memorizing.

Answer: T
9.5 Studying is an unhurried and mechanical process.
Answer: F

9.6 What a reader identifies as the main idea may not be what the author intended as the main idea.
Answer: T

9.7 Internal text structures are more valuable for readers than external text structures.
Answer: F

9.8 Reading signal words like although, unless, and yet signal comparison and contrast writing.
Answer: T

9.9 Readers generally do not have a difficult time determining overall text patterns.
Answer: F

9.10 Visual representations help readers comprehend and retain textually important information.
Answer: T

9.11 The traditional form of outlining is the easiest form of outlining for students because of the logical, linear format.
Answer: F

9.12 When studying text, developing a graphic representation is best done when the graphic reflects the structure of the text.
Answer: T

9.13 Summarizing involves reducing a text to its main points.
Answer: T

9.14 Most students do not know how to take notes.
Answer: T
9.15 Studying is a process that is learned inductively through trial and error and repeatedly used in various learning situations.

Answer: T

9.16 How authors organize their ideas is a powerful factor in learning with texts.

Answer: T

9.17 Teachers must encourage all students to develop study strategies based on what works generally for most learners.

Answer: F

9.18 The value of the semantic map is that as an organizational study aid it requires little teacher modelling, explanation, or demonstration.

Answer: F

Multiple Choice

9.1 As students become more aware of studying text, students look for ___________ in what they read.
   a. text structure
   b. graphic representations
   c. chapter objectives
   d. chapter questions

Answer: a

9.2 ___________ important information is information that the author considers important.
   a. textually
   b. structurally
   c. contextually
   d. conceptually

Answer: a

9.3 ___________ leads to short-lived recall of unrelated pieces of information.
   a. GRASP
   b. SQ3R
   c. summarizing
   d. rote memorization

Answer: d
9.4 __________ important information is information that the reader considers important.
   a. textually
   b. structurally
   c. contextually
   d. conceptually

Answer: c

9.5 Which of the following is not considered an external text structure?
   a. guide questions
   b. text patterns
   c. introductory statements
   d. illustrations

Answer: b

9.6 Which of the following is not considered an internal text structure?
   a. cause and effect
   b. problem and solution
   c. question and answer
   d. description

Answer: c

9.7 Another name for a cognitive map is:
   a. network tree
   b. comparison-contrast matrix
   c. Venn diagram
   d. semantic map

Answer: d

9.8 Which graphic representation would best be used in order to learn about the events in WWII?
   a. network tree
   b. series-of-events chain
   c. semantic map
   d. Venn diagram

Answer: b
9.9 Which graphic representation would best be used in order to compare two books written by Timothy Findley?
a. network tree
b. series-of events chain
c. semantic map
d. Venn diagram

Answer: d

9.10 Which of the following question is not asked when using a cause and effect graphic representation?
a. What solutions are attempted?
b. What happens?
c. What are the important elements or factors that cause this effect?
d. Will the result always happen from these causes? Why or Why not?

Answer: a

9.11 Which of the following is not a step in writing summaries?
a. integrate information
b. include all detail
c. polish
d. use topic sentences

Answer: b

9.12 ________ is a type of note a student will use in order to condense the ideas of a text into a concise statement.
a. question note
b. thesis note
c. summary note
d. critical note

Answer: c

9.13 Teaching students how to study texts involves showing them how to become ________.
a. dependent learners
b. independent learners
c. collaborative learners
d. text-based learners

Answer: b
9.14 The more students perceive ___________, the more likely they are to remember and interpret the ideas they encounter in reading.
   a. text patterns
   b. graphics
   c. end notes
   d. text annotations

Answer: a

9.15 __________ help students represent important information that is reflected in text.
   a. text annotations
   b. notes
   c. GRASP strategies
   d. graphic representations

Answer: d

**ESSAY QUESTIONS**

Essay questions include a mixture of questions designed (1) to help students apply and synthesize ideas, and (2) to help students clarify and understand ideas.

9.1 Why aren't students aware of what it means to study? Discuss.

9.2 The important ideas in text vary. Discuss how this can happen. What is the teacher's role in developing important information?

9.3 Compare and contrast internal and external text structures. Give examples of each.

9.4 Explain how GRASP strategies develop summary writing.

9.5 Why take notes? What procedures will you use in order to teach students how to take notes? Which type of note taking will you develop? Why?

9.6 Create a one page handout entitled "Helping Your Son/Daughter Learn To Study" to give to the parents of students in your classes. Give an overview of how and why you will teach study skills and include some suggestions for how parents can support your efforts.

9.7 Discuss how you would approach the concept of "study" with students. What expectations, habits, behaviours, and attitudes would you attempt to teach/demonstrate?

9.8 What idea from chapters 1-7 do you think might be used as a study strategy in your content area? Why?
Chapter 9
VOCABULARY AND KEY TERMS

comparison-contrast matrix
contextually important information
critical notes
external text structure
graphic representations
GRASP
internal text structure
network tree
note-taking procedure
problem-solution outline
question notes
rote memorization
semantic maps
series-of-events chain
study
summaries
summary notes
text patterns
text structure
textually important information
thesis notes
Venn diagram