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Learning Strategies for School, Home, & Work



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To the Teacher

Learning Strategies for School, Home, and Work is a new lifestyle approach to teaching learning strategies. The skills your students will learn from this book are powerful tools that can change their lives. These learning strategies are not isolated skills to be used only in school. They are important skills students will use the rest of their lives at school, home, and work.

In *Learning Strategies for School, Home, and Work*, students will learn how to use their learning style to understand things more quickly and remember them better. They will learn how to set goals to give their lives direction and purpose. They will learn strategies to help them get things done with time to spare.

Students will learn how to get the information they need to make better decisions. They will learn a simple strategy to help them understand what they read, as well as note-taking strategies for many different situations. They will learn strategies to help them improve their memories. Finally, they will learn test-taking strategies that will improve their grades on every test.

Learning Strategies for School, Home, and Work is carefully organized for easy use by the teacher. Each chapter begins with a story about a young person who had a problem that was solved using a learning strategy. The learning strategy being taught in that chapter is then presented on the next several pages. The main idea of the page is written at the bottom and marked by the lightbulb symbol. Three application pages follow in which the student uses the skill at school, home, and work. These pages are marked by the symbols of a backpack, house, and hard hat respectively. Finally, a chapter test allows you to assess how well students have mastered the skill being taught.

Other features include a Learning Style Inventory (page 3) and two Learning Strategies Inventories (pages 126 and 130), which can serve as a pretest and posttest for the book. The Teacher's Guide (page 111) includes background information, a list of vocabulary to be taught, answers, and additional activities to extend the concepts being taught.

If your students work hard and master the skills featured in this book, they will see benefits throughout their lives at school, home, and work.







To the Student

In *Learning Strategies for School, Home, and Work*, you will learn about learning strategies. A general uses strategy to win a battle. A chess player uses strategy to win a game. A sports team uses strategy to beat the other team. A strategy is a plan, but not just any plan. It is a plan made with skill. You cannot have a good strategy unless you have skills!

So why is this book called *Learning Strategies*? That is because it teaches you the skills you need to make a plan for learning. These skills can change your life! If you use the strategies taught in this book, you will get better grades. Your home life will be more organized and enjoyable. And you will do better at work, getting promotions and higher pay.

Did you know that . . .


- * strategies that use your learning style will allow you to learn things more quickly and remember them better?
- * strategies toward a goal will give your life direction and purpose?
- * strategies will help you get things done and have time to spare?
- * strategies can help you get the information you need to make better decisions?
- * a simple strategy will help you understand more of what you read?
- * good note-taking strategies will make the difference between passing and failing?
- * it is easy to learn strategies that improve your memory?
- * learning a few test-taking strategies will improve your grade on every test?

As you read *Learning Strategies for School, Home, and Work*, you will find symbols to guide you. The lightbulb () marks the main idea of a page. The backpack () marks a page on which the skill is being used at school. The house () marks a page on which the skill is being used at home. Finally, the hard hat () marks a page on which the skill is being used at work.



Remember, learning strategies are not just for school! They are important skills you will use all your life. Work hard to learn the skills presented in this book. Once you have learned them, put them into practice as often as you can. If you do this, your learning skills will become learning habits. They will serve you well at school, home, and work!

GETTING STARTED: USING YOUR LEARNING STYLE



Tam sat down to do her homework. She had to learn 10 new words for English. There would be a test the next day.

Tam read the list of words over and over. It wasn't long before her eyes were just moving over the page. Soon her head was nodding. When her mother called Tam to dinner, she found Tam asleep.

The next day, Tam just couldn't remember the words. Her test grade was low. Tam stayed after class to talk to the teacher. "Those words are too hard. I can't learn all those in one night," Tam said.

Tam's teacher wanted to help. She gave Tam a test to see how she learned best. The test said Tam was an **auditory** learner. That meant she learned best by hearing.

The next week the teacher gave the class another word list. This time Tam knew what to do. She went home and made **flash cards**. Then she read the words and their meanings out loud. She did this many times. Then she read the words and their meanings into the tape recorder. She played the tape back over and over.

When the test came, Tam was ready. She remembered every word. It was easy because she used her **learning style**.

WHAT HAPPENED?


Tam learned the new words easier because she used her learning style. She studied in the way that was best for her.

WHAT DO YOU THINK?

1. Why do you think Tam had trouble studying for the first test?
2. Why do you think she did better on the second test?



1 WHAT IS A LEARNING STYLE?

 Joy, Lil, and Bob each got the same new **computer** program. Joy sat down and read the instructions. Lil called a friend who knew how to use the program. Her friend came over and told Lil what to do. Bob started up the program and began playing around with it. It wasn't long before all three were happily using their new programs. But they had gone about it in very different ways.

Joy is a **visual** learner. Visual learners learn best by seeing what they want to learn. Visual learners like to see directions written down. They remember what they read. Visual learners study best by taking notes and then reading them over.

Lil is an **auditory** learner. Auditory learners learn best when they hear what they want to learn. Auditory learners remember what they hear. They remember things best by talking about information with another person. Reading aloud can help an auditory learner remember.

Bob is a **kinesthetic** learner. A kinesthetic learner learns best by doing. Kinesthetic learners like hands-on work. They learn best by using the information they are learning. They may like making a poster or project. They may need to get up and move around as they study.

Using your learning style can make your life easier. It can help you get better grades. It can help you remember better at home and work, too. You will find out more about how to use your learning style as you read this book.

You can find out your learning style. Take the inventory on pages 3 and 4. Read the questions carefully. There are no right or wrong answers.

Your score on the test will tell you if you learn best by seeing (visual), by hearing (auditory), or by doing (kinesthetic). Some people will have scores that are the same or very close on two learning styles. If that is true for you, you will need to study the hints for both learning styles and choose the ones that work for you. After all, the goal of studying about learning styles is for you to find out what will be helpful for you!



Remember, you may be a visual, auditory, or kinesthetic learner.



2 A LEARNING STYLE INVENTORY

Circle the number of each statement below that is true about you. There are no right or wrong answers. When you are finished, you will find out how to score your inventory on page 5.

1. I like to read.
2. I am good at sports.
3. I am good at puzzles and mazes.
4. I like to study with a friend.
5. I like to chew gum or eat a snack while I study.
6. I write things down over and over to remember them.
7. I would rather read the newspaper than listen to the news on the radio.
8. I like to write letters.
9. I like to talk on the telephone.
10. I like to talk about ideas more than reading about them.
11. I can watch someone do a dance step, then copy it.
12. I like to move around when I am studying.
13. I like music to study by.
14. I like directions to be written down.
15. I like to study alone.
16. I need quiet to study.
17. I learn more by listening to the teacher than by reading.
18. I can follow spoken directions better than written directions.
19. I can't work if it's too noisy or too quiet.
20. I study by reading over my notes.
21. I tap my foot or my hands when I study.
22. I like to act things out.
23. I like to look things up in the library.
24. I remember more by listening than by reading.
25. I like listening to the news on the radio more than reading the newspaper.

(continued)



3 SCORING YOUR INVENTORY

Circle the numbers below that match the numbers you circled on pages 3 and 4. Then add the number of items you circled in each column. Count each circled number as 1. The column with the highest total tells you your learning style.

Visual (seeing)	Auditory (hearing)	Kinesthetic (doing)
1	4	2
3	9	5
7	10	6
8	17	11
14	18	12
15	19	13
16	24	21
20	25	22
23	28	26
30	29	27
31	34	32
33	36	35
39	37	40
41	38	43
44	42	47
49	45	48
50	46	51
Total:	Total:	Total:

Write the name of your learning style here: _____
(visual, auditory, or kinesthetic)

If your scores were the same or very close on two learning styles, you may have a mixed learning style. In this case, you will probably find that tips from both learning styles can help you.

On the next three pages, you will learn tips that help each type of learner. If you are a visual learner, you will find tips on page 6. But, what if you read the tips for auditory learners on page 7 and find something there that helps you? That is not a problem! The goal of all material on learning strategies is to help you think about what works for you. If you are a kinesthetic learner, you will find most of the tips on page 8 helpful. That does not mean that you should not use other tips that work for you. (Very few people are 100% visual and 0% auditory or kinesthetic.)

CHAPTER 3: KNOWING WHERE TO GET INFORMATION



Julio and Rita Ortez had just moved to a new town. Julio was starting a new job. They had a small apartment. But they didn't know how to get the **utilities** turned on.

Rita had graduated from high school. She planned to go to **community college**. She wanted to become a nurse. Rita had a **learning disability** in reading that made reading hard for her. She wanted to learn more about that, so she could do her best in school.

Julio and Rita did not have a car. They needed to find out how to get around. They also needed to find a bank to set up a checking account.

Julio liked to play soccer. Rita hoped to find a bird-watching club. They wondered if they would be able to find anything to do in their new town.

Julio and Rita were worried. They wondered how they would get all the information they needed.

WHAT HAPPENED?

Julio and Rita needed to learn how to use the **resources** in their community. A resource is something that can be used for support or help. Every town has resources that can help. They needed to learn what these are and how to use them. When they learn to use the resources available to them, they will be happier in their new home.

In this chapter, you will learn about resources you can use to get information. It is not always an easy job. Sometimes you will have to look in more than one place. You will have to be willing to ask questions. Learning to make the most of your resources will make your life easier.

WHAT DO YOU THINK?

1. Every town has a telephone book and newspaper. What other resources do you think might be available in most towns?
2. Which of their needs do you think Julio and Rita needed to take care of first?
3. Which of their needs could wait until they were settled?

1 GETTING INFORMATION FROM THE TELEPHONE BOOK

The telephone book has a list of **community services**. It is found at the front of the white pages. This part of the phone book has numbers to call for help with many kinds of problems. Here is a sample Community Services page:

Automobile Information	Health
Driver's License 555-8837	Doctor referrals..... 555-4498
Car Tags 555-9965	American Red Cross 555-8375
Education	Madison Co. Hospital 555-8844
Jackson Schools 555-7753	Libraries
Madison Community College..... 555-0087	Jackson Library..... 555-3388
Olsen College 555-4213	Transportation
Emergency	Airport..... 555-3211
All emergencies 911	Bus 555-9870
Government	Train 555-8405
City of Jackson 555-4356	Utilities
County of Madison 555-5567	Valley Gas 555-4938
State of Ohio..... 555-4111	Jackson Electric 555-4998
U.S. Government..... 555-4465	Bell West Phone 555-4903

TRY IT OUT!

Find the phone number you think would help in each case. Write it on the line.

1. Julio and Rita need a bus schedule. _____
2. Rita wants to get the electricity turned on. _____
3. Julio wants to find a dentist. _____
4. Rita wants to find out how to apply to the community college. _____
5. The Ortezes want to know when the city picks up garbage. _____
6. Rita wants to get a library card. _____
7. Julio wants to know how much it will cost to hook up a phone. _____
8. Rita wants to volunteer at the Red Cross. _____
9. Julio sees a fire across the street. _____



Remember, the telephone book has information to help you solve many problems!

2 GETTING INFORMATION FROM THE NEWSPAPER

The newspaper is a great source of information. You can have the paper delivered to your home. You can buy it at a store. Or you can read it for free at the library.

Some people buy the paper only on Sunday. The Sunday paper is the largest of the week. It contains extra stories and many ads.

The newspaper index is usually on the front page of the paper. It tells where to find information in the newspaper. The letter tells the section of the paper. The number tells the page. For example, “1C” means the first page of section C.

Business	1C	Food	1F
Calendar	3E	Movies	3E
City News	3B	Opinion	8A
Classified Ads	1G	People	2A
Comics	4–5E	Sports	1D
Crossword	5E	State News	1B
Deaths	4B	TV Listings	4E

TRY IT OUT!

- Look at the index above. On what page would you look to answer each question below?
 - What time is Mr. Jones’s funeral? _____
 - What happened at the football game last night? _____
 - What is happening in your favorite comic strip? _____
 - Is there anything good on television tonight? _____
 - Are there any good used cars to buy? _____
 - What is the news from around the state? _____
- Another name for classified ads is the want ads. Why do you think people read the want ads?



Remember, the newspaper has up-to-date information on many topics.

10 CHAPTER TEST

Write **True** or **False** on the line by each statement. If the sentence is false, explain why it is false in the space below the sentence.

_____ 1. Knowing how to use the parts of a book can help you do your homework.

_____ 2. The author of the book is listed on the copyright page.

_____ 3. The title page lists only the title of the book.

_____ 4. The bibliography is an alphabetical listing of topics in the book.

_____ 5. The table of contents lists chapter headings in the book.

_____ 6. A glossary is the same as a dictionary.

_____ 7. To find out when the book was published, look on the title page.

_____ 8. The appendix has information that does not fit in the body of the book.

_____ 9. If a book has a table of contents, it rarely has an index.

_____ 10. The glossary only gives the meaning of the word as it is used in the book.

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LEARNING STRATEGIES INVENTORY I

This learning strategies inventory will help you find out about your skills for learning. Think about what you do when studying. Then answer each question. There are no right or wrong answers.

When you finish, you will see where you are doing well. And you will find areas you need to work on. You will learn more about each area in this book.

Read each statement. Decide how true it is for you. Put an X in the box under “Very true for me,” “Sometimes true for me,” or “Not at all true for me.”

	Very true for me	Sometimes true for me	Not at all true for me
Group 1			
1. I don't use learning strategies at home or work.			
2. I see no use for learning strategies when I finish school.			

	Very true for me	Sometimes true for me	Not at all true for me
Group 2			
3. I don't know my learning style.			
4. I don't know how to use my learning style to help me study.			
5. I think everyone learns the same way.			
6. I try to study the same way as my friends study.			

	Very true for me	Sometimes true for me	Not at all true for me
Group 3			
7. I see no purpose to my classes.			
8. I don't know what I want to do when I finish school.			
9. I have never thought about my goals.			