

Dougherty County School System

Study Skills



Acronyms

Using Acronyms to Remember Information:

- Forming an acronym is a good strategy to use to remember information in any order that can be remembered.
- An acronym is a word that is formed from the first letter of each fact to be remembered.
- It can be a real word or a nonsense word you are able to pronounce.

Here is how to form an acronym:

- Write the facts you need to remember.
- Underline the first letter of each fact. If there is more than one word in a fact, underline the first letter of only the first word in the fact.
- Arrange the underlined letters to form an acronym that is a real word or a nonsense word you can pronounce.

Acronyms continued....

“HOMES” is an example of an acronym that is a real word you can use to remember the names of the five Great Lakes:

- Michigan, Erie, Superior, Ontario, Huron:
- In HOMES, H is the first letter of Huron and helps you remember that name; O is the first letter of Ontario, and so on.

“Telk” is an acronym that can be used to remember the following animals:

- tiger, lion, elephant, kangaroo
- “Telk” is not a real word, but you can easily pronounce it.
- You could also have used “kelt” as an acronym.

(Notice that in this example, you cannot form a real word using the first letter of each fact to be remembered.)

Vocabulary Strategies

Using Context Clues to Learn Word Meaning

- When authors write, they often include context clues to the meaning of words they use but think that some of their readers may not know.
- The context clue is usually presented in the sentence or paragraph in which the word occurs.
- Sometimes a visual such as a picture is provided.

Vocabulary Strategies continued...

Here are six types of context clues used by authors to help the reader understand the meanings of words.

An example is provided for each.

- Definition context clue:
- The author includes a definition to help the reader understand the meaning of a word.
- In the following example, “tainted” is defined as having disease.
“The people of the town were warned not to eat the tainted fish. The local newspaper published a bulletin in which readers were clearly told that eating fish that had a disease could be very dangerous. This was especially true for fish caught in Lake Jean.”

Vocabulary Strategies continued...

Synonym context clue.

- The author includes a synonym to help the reader understand the meaning of a word.
- A synonym is a word that means the same as or nearly the same as another word.
- In the following example, the synonym “pity” helps the reader understand the meaning of “compassion.”

“After seeing the picture of the starving children, we all felt compassion or pity for their suffering.”

Vocabulary Strategies continued...

Antonym context clue.

- The author includes an antonym to help the reader understand the meaning of a word.
- An antonym is a word that means the opposite of another word.
- In the following example, the antonym “eager” helps the reader understand the meaning of “reluctant.”

“Joe was reluctant to take on the position of captain of the basketball team. He was afraid that the time it would take would hurt his grades. On the other hand, Billy was eager for the chance to be captain. He thought that being captain of the team would make him very popular in school.”

Vocabulary Strategies continued...

Description context clue.

- The author includes one or more descriptions to help the reader understand the meaning of a word.
- In the following example, descriptions of President Kennedy as having charm, enthusiasm, and a magnetic personality help the reader understand the meaning of “charismatic.”

“John Fitzgerald Kennedy, our 35th president, improved human rights and equal rights for all people. He was a very charismatic president. People were attracted to his charm and enthusiasm. His personality was described as magnetic.”

Vocabulary Strategies continued...

Summary context clue.

- The author makes a number of statements that help the reader understand the meaning of a word.
- In the following example, statements about being rude, showing no respect, having poor manners, and being impolite help the reader understand the meaning of “impertinent.”

“Andrea was a very impertinent young lady. She was so rude that she talked while her teacher was explaining a lesson. She showed no respect for other students. Her manners were very poor. Even her parents thought that Andrea was impolite.”

Vocabulary Strategies continued...

Visual context clue.

- The author includes a picture, drawing, chart, graph, or other type of visual to help the reader understand the meaning of a word.
- In the following example, the picture and its caption that is close to the sentence helps the reader understand that “exultant” means great joy.

“Peggy had an exultant look on her face.”

Study Time

Managing Your Study Time:

- There are only so many hours in a day, a week, and a term.
- You cannot change the number of hours, but you can decide how to best use them.
- To be successful in school, you must carefully manage your study time.
- Here is a strategy for doing this.

At the beginning of a term, prepare a Term Calendar.

- Update your calendar as the term goes on.
- Here is what to do to prepare a Term Calendar:
- Record your school assignments with their due dates and your scheduled tests.
- Record your planned school activities.
- Record your known out-of-school activities.

Study Time

Each Sunday before a school week, prepare a Weekly Schedule.

- Update your calendar as the week goes on.
- Here is what to do to prepare a Weekly Schedule:
- Record your daily classes.
- Enter things to be done for the coming week from your Term Calendar.
- Review your class notes from the previous week to see if you need to add any school activities.
- Add any out-of-school activities in which you will be involved during the week.
- Be sure to include times for completing assignments, working on projects, and studying for tests. These times may be during the school day, right after school, evenings, and weekends.

Study Time

Each evening before a school day, prepare a Daily Organizer for the next day.

- Place a \checkmark next to each thing to do as you accomplish it.
- Here is what to do to prepare a Daily Organizer.
- Enter the things to do for the coming day from your Weekly Schedule.
- Enter the things that still need to be accomplished from your Daily Organizer from the previous day.
- Review your class notes for the day just completed to see if you need to add any school activities.
- Add any out-of-school activities in which you will be involved the next day.

Note:

Your Weekly Schedule should have more detail than your Term Calendar.

Your Daily Organizer should have more detail than your Weekly Schedule.

Using a Term Calendar, a Weekly Schedule, and a Daily Organizer will help you make the best use of your time.

Word Identification Strategy

A Word Identification Strategy

- From time to time while reading you will see a word you cannot identify.
- It may be a word you think you know but cannot identify, or it may be a word that is new to you.
- When this happens, you should use a word identification strategy to identify and say the word.
- Here are the steps of a word identification strategy you can use.
- Each step tells one thing you should do when you come to a word you cannot identify. Continue to follow the steps until you have identified the word.

Word Identification Strategy continued...

LOOK AGAIN at the word

- As you look at the word again, say each letter in the word.
- This will get you to look more carefully at the word.
- Often, when you look at a word a second or third time, you will identify the word as a word you know.

READ THE SENTENCE containing the word to see if you can determine what the word means by how it is used in the sentence.

- Sometimes, knowing the meaning of a word will help you identify the word.

LOOK FOR A PREFIX at the beginning of the word.

- A prefix is a word part that is attached to the beginning of a word. Here are some examples of words with the prefix underlined: prepaid, unheard, rerun.

Word Identification Strategy continued...

LOOK FOR A SUFFIX at the end of the word.

- A suffix is a word part that is attached to the end of a word. Here are some examples of words with the suffix underlined: lovelyy, tallestest, spellinging.

LOOK FOR THE STEM.

- The stem is what remains after the removal of a prefix and/or suffix.
- If there is no prefix or suffix, then the whole word is the stem. Here are some examples of words with the stem underlined: prepaidd, lovelyy, misspellinging).

BLEND AND SAY THE WORD. Blend together the prefix if there is one, the stem, and the suffix if there is one to say the entire word. For example: un+help+ful = unhelpful.

Word Identification Strategy continued...

USE A DICTIONARY to help identify the word.

- Look in the dictionary for the word and its phonetic respelling.
- The phonetic respelling shows the most common pronunciation of the word.
- Use the phonetic respelling to help you pronounce the word. Also, look at the definitions provided for the word.
- Select the definition that best fits the meaning of the word as used in the sentence.
- Knowing the pronunciation of the word and its meaning should allow you to identify the word.

ASK SOMEONE for help identifying the word.

- If you have reached this step and still cannot identify the word, ask your teacher, parent, or another student to help you identify and say the word.

How To Listen Effectively

- **Listening is one of the most important skills you can develop to do better in school.**
- **It is a difficult skill.**
- **Form a good habit - good listening in class!**
- **Concentrate on what is going on in class – do not daydream.**
- **You cannot listen if you are talking!**

How To Listen Effectively

- Before class - think about what the class is going to be about
- What were the main points covered in the last class?
- Review what your assignment was for the class.
- During class - relate what you have already learned to what is being taught.
- Did your homework have anything to do with the subject being taught during this class?
- Did your reading have anything to do with the subject?
- Does your general knowledge provide any information about the subject being taught?
- What comes to mind during the instruction?
- Concentrate on the subject being taught.
- Take notes on the main points.

How To Listen Effectively

- After class, review your notes and think about what was covered in class.
- Some people like to rewrite their notes.
- Some people like to underline and highlight important ideas and vocabulary.
- If you have a choice, try to sit near the front of the class -- you can usually listen better if you are in the front.
- More details on Listening Skills:
- Good listening means you are paying attention.
- Try to hear what is said, not what you want to hear.
- Think "around" the topic and "between the lines."
- Relate it to what you already know.
- What is the main point?
- What is likely to be on the test?
- Listen carefully to what the teacher says about an assignment and write it down in your assignment notebook right away.

How To Listen Effectively

Listen for these essential phrases from the teacher:

"This is important..."

"It is essential that you know this..."

"You will need to know this for the test..."

Do not confuse listening with hearing.

- You can hear something but not be listening: "In one ear and out the other."
- To listen you must be thinking. Listening is an active, not passive activity.