

# GLOSSARY

**analogy:** similarity between things that are otherwise dissimilar.

**distraction:** an interruption of the mind.

**edit:** to prepare written material for publication or presentation by correcting, revising, or adapting.

**final draft:** the final version of written material in which all the mechanics, such as spelling, punctuation, and grammar, are perfected.

**first draft:** the first version of written material in which the writer captures his or her main thoughts and ideas.

**interpersonal:** relating to, occurring among, or involving several people.

**kinesthetic:** consisting of or depending on motion; active.

**linguistic:** of or pertaining to language.

**logical:** based on earlier or otherwise known statements, events, or conditions; reasonable.

**mnemonic:** a device, such as a formula or rhyme, used as an aid in remembering information.

**proofread:** to review and revise a written piece until all spelling, grammar, and punctuation errors are corrected.

**spatial:** of or pertaining to how things relate in space.

**theme:** a topic of discussion; main or key idea.

# LEARNING PREFERENCES

Use these preferences independently or combined to enhance learning and study:

- Bodily/Kinesthetic
- Musical
- Spatial
- Logical/Mathematical
- Linguistic
- Interpersonal
- Intrapersonal

# LUIS'S STORY

Luis's alarm began blaring at 6:00 in the morning. He had decided to get up early to finish an oral presentation that was due that day. Thinking that a few extra minutes of sleep would make him feel well rested and help his presentation, Luis reached out and pressed the snooze button.

After dozing for what felt like seconds, Luis reached over to hit the snooze button again and saw that it was 7:00, his usual wake-up time. He jumped out of bed and got ready for school. He had about five minutes to look over his presentation before he ran out the door.

When school ended at 3:30, Luis's day hadn't gone well. Not only had he been unprepared for his presentation, but he had also forgotten about an essay that had been due that day. Luis really wanted to pass his classes this semester. He needed good grades in order to get into the school that his brother attended. Frustrated, Luis decided that he needed a break from schoolwork. He walked home and turned on the TV to help him unwind.

At 4:30, he realized that he only had 30 minutes before he had to leave for work. He lugged his backpack to his room and dumped his books out on the desk. Luis knew that he had written down his math assignment somewhere, but he couldn't find it. When Luis finally found the assignment, he realized that he needed a pencil

and went to the kitchen to get one. In the kitchen, Luis saw a bag of chips sitting on the counter and started eating. His boss never let him eat on the job, so he decided to fix himself a sandwich.

Glancing at the clock, Luis sat down with his sandwich and realized that he only had 10 minutes before he had to leave for work. He knew that he could never get anything done in such a short time. He felt as if he'd never catch up with his homework.

When Luis got home from work at 9:00, he was exhausted. His favorite show was on, so he watched TV with his brother. When the show ended at 10:00, he sat down at his desk to do homework. He had to complete the essay and that math assignment. Luis figured he could rush through the math assignment because his teacher didn't always check homework, so he started with that. Luis finished the math and moved on to the essay. As he was digging through his papers looking for the right text and notes to answer the question, the phone rang—it was his girlfriend. They'd had an argument the day before, and Luis hadn't spoken to her since. He talked to her for a while.

When Luis finally got off the phone, it was close to midnight. He looked at the papers scattered on his desk. There was no way he could finish this tonight anyway.

1. Did you relate to Luis's story? Why or why not?
2. How did Luis's own feelings of frustration affect his studies?
3. What things distracted Luis from getting his homework done? Give specific examples from the story.
4. What could Luis have done differently to better manage his time?

# DAILY PLANNER

Today's Date: \_\_\_\_\_

SCHEDULE	MATERIALS NEEDED (E.G., BOOKS, SPORTS EQUIPMENT, ETC.)
7:00 – 8:00	
8:00 – 9:00	
9:00 – 10:00	
10:00 – 11:00	
11:00 – 12:00	
12:00 – 1:00	
1:00 – 2:00	
2:00 – 3:00	
3:00 – 4:00	
4:00 – 5:00	
5:00 – 6:00	
6:00 – 7:00	
7:00 – 8:00	
8:00 – 9:00	
9:00 – 10:00	
10:00 – 11:00	
Don't forget:	

# TERM PLANNER

DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
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DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____

# WEEKLY PLANNER

Week of: \_\_\_\_\_

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

# ACTIVE NOTE TAKING

1. What do I know about this topic?

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2. What do I want to know about this topic?

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3. How will I find out what I want to know?

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4. Focus on the important details.

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# COUNT THE LETTER

Read the following paragraph and count the number of times the letter “f” appears.

The sheriff of Fargo, North Dakota, recently found a large bag of five dollar bills. He’s not sure how many fives there are in the bag, but he is going to assign some of Fargo’s most fearless investigators to look into the incident.



# SELF-ASSESSMENT

1. How did you feel when the teacher said that you were going to take a quiz?
2. Why did you feel this way?
3. How far in advance do you usually begin studying for an exam?
4. Name three study tools that help you prepare for an exam.

# STRESS OR NOT?

The following dialogue has three roles:

- Teacher
- Eddie
- Dominique

Practice the dialogue several times before performing it in front of the class.

*For about 30 seconds, the two students sit at desks at the front of the room. Eddie shuffles frantically through papers, trying to cram for a history test. Dominique sits calmly and looks relaxed, perhaps reading a book. The teacher enters the room and walks over to his desk in the corner, talking as he walks.*

**TEACHER:** Okay, class, it's time for your history test. I need you to clear everything off your desks.

**EDDIE:** (still shuffling, to himself) One more time...Okay, who was prime minister during the first world war?

**TEACHER:** Eddie, did you hear me? It's time for the test. Please clear everything off your desk. (Teacher begins organizing some papers.)

**DOMINIQUE:** (to Eddie) Hey, what are you so worried about? This thing is going to be a breeze!

**EDDIE:** I need to pass this test.

**DOMINIQUE:** Well, I need to get a good grade in this class, too. But you don't see me freaking out over it

**TEACHER:** (returning attention to students) Class, I can't begin the test until your desks are clear.

**DOMINIQUE:** (to Eddie) C'mon! I want to get started!

*Eddie looks up with an expression of panic.*

# STRESSFUL SITUATIONS
