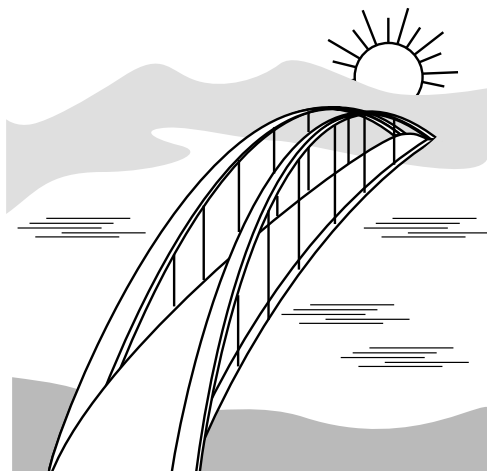


# WEEK FOUR

## THE NEXT STEP



“Creating a bridge to the future by taking the next step.”

WEEK 4			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p><b>Review Homework</b></p> <p><b>Thought for the Day</b> <i>(See Lesson 2 for Master Lesson)</i></p> <p>ACTIVITY: <b>Test-Taking Strategies</b></p> <p>ACTIVITY: <b>Write and Reflect</b></p> <p><b>Homework:</b> Independent Study in Workbooks</p>	<p><b>Review Homework</b></p> <p><b>Thought for the Day</b> Lesson 23. <b>Test-Taking Strategies and Study Skills</b> <i>Handouts:</i></p> <ul style="list-style-type: none"> <li>• Student Note Taker</li> </ul> <p>Lesson 24. <b>Speaking Essentials</b> <i>Handouts:</i></p> <ul style="list-style-type: none"> <li>• Student Note Taker</li> <li>• EFF Standard <i>Speak With Understanding</i></li> </ul> <p>Lesson 25. <b>Next Steps after Learning Skills</b> <i>Handouts:</i></p> <ul style="list-style-type: none"> <li>• Student Note Taker</li> <li>• EFF Standard <i>Take Responsibility for Learning</i></li> </ul> <p><b>Homework:</b> Presentation Practice</p>	<p><b>Review Homework</b></p> <p><b>Thought for the Day</b></p> <p>ACTIVITY: <b>Test-Taking Strategies Using the Act Step</b> <i>(from the Shewhart Plan)</i></p> <p>Lesson 26. <b>Learning Skills Review: What Have I Learned in This Class?</b></p> <ul style="list-style-type: none"> <li>• EFF Standard <i>Reflect and Evaluate</i></li> </ul> <p>ACTIVITY: <b>Makeup Hour</b></p> <p><b>Homework:</b> Presentation Practice</p>	<p><b>Review Homework</b></p> <p><b>Thought for the Day</b></p> <p>ACTIVITY: <b>Prep Time for Graduation</b></p> <p>Lesson 27. <b>Graduation Day</b></p> <p>ACTIVITY: <b>Class Visit</b></p> <p>ACTIVITY: <b>Learning Skills Evaluation</b></p>

**Homework Review:** Document Your Stress (in Appendix I).

**Thought for the Day**

“Small minds talk about people. Average minds talk about events.

Great minds talk about ideas.”

—Anonymous

Don't let yourself get wrapped up in things that don't really matter. A great mind is a thoughtful mind that learns and improves.

**Teaching Tip**



Begin each day with a review of the previous day's homework. Allow 15-20 minutes to review the homework.

Then begin the “Thought for the Day.” Give students time to answer the four questions. Then discuss the “Thought for the Day.”

**ACTIVITY: Test-Taking Strategies Using the Study Step of the Plan/Do/Study/Act (PDSA) Process**

**Objective:** The objective of this activity is for the student to (1) review (*Study/Reflect and Evaluate*) his or her action independent plan to achieve a short-term goal, (2) make adjustments to plan of action in preparation for Wednesday brief post-testing of short-term goal, and (3) briefly review EFF *Reflect and Evaluate* Standard.

**Procedure:** Each student selected a subject-specific test-taking short-term goal, developed an action plan, and has been working on achieving the plan. Now it's time for each student to reflect and evaluate how the action plan is working.

**1. Review (*Study/Reflect and Evaluate*) students' independent action plan to achieve a short-term goal.**

Have students report on how things are going with their action plans. What are the areas of progress and difficulty? Have them openly discuss their progress to maximize everyone's learning. The discussion will also help to re-enforce the various strategies, plans, and actions.

**2. Make adjustments to plan of action in preparation for Wednesday brief post-testing of short-term goal.**

After a full discussion have the students take 5 to 10 minutes to reflect, evaluate, and make appropriate adjustments to their plans. Then have the students present their adjustments. Again, the discussion will help to re-enforce adjustment strategies. Check the plans for SMART objectives.

## ACTIVITY: Test-Taking Strategies Using the Study Step of the Plan/Do/Study/Act (PDSA) Process, continued

### 3. Briefly review EFF *Reflect and Evaluate* Standard.

*Teacher Note:* Provide the students with the EFF *Reflect and Evaluate* Standard and link the performance elements to this lesson's objectives through discussion.

The EFF Standard for *Reflect and Evaluate* is as follows:

- Take stock of where one is: assess what one knows already and relevance of that knowledge.
- Make inferences, predictions, or judgements based on one's reflections.

### 4

#### • Continue with independent action plan.

The students should continue with their newly adjusted plan. They are preparing for an individualized mini-test on their goals to check progress.

**Summary:** The teacher should conclude with an appropriate challenge, as well as a “you can do it” type of statement.

## ACTIVITY: Write and Reflect on Test-Taking Strategies

**Overview:** When learners have completed the “study” step of the Shewhart Cycle for test taking strategies, ask them to write what they have learned from using the Shewhart Cycle to improve their test-taking strategies.

This procedure asks learners to reflect on what they have learned about using the tool and what strategies will they and have they improved on.

**Goal:** The goal for this procedure is for the learners to explain what they have discovered through writing. They should already be beginning to use new test-taking strategies in order to improve their test scores.

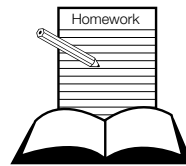
**Procedure:** Begin a group discussion with the class about what they have discovered by using the Shewhart Cycle to improve their test-taking strategies. After a brief discussion, allow learners to write for approximately 30 minutes. They should write as much as possible. When the 30 minutes are up, have learners share what they wrote.

**Teaching Tips:** Some learners may still feel a little uneasy about reading in front of a group of people. Try to calm their nerves and assist them when needed.

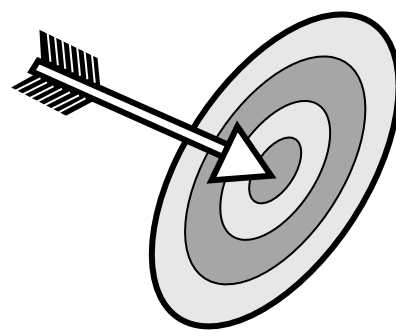
**Summary:** The Shewhart Cycle is a tool that can be used for any part of a person’s life. All of the tools and key concepts that we have learned in Learning Skills can be used in any part of life.

Most learners write about what skills and strategies they have learned or improved.

**Homework Assignment:** Independent Study in Workbooks



# Test-Taking Strategies and Study Skills



**Overview:** The Test-Taking Strategies and Study Skills lesson is a review lesson that is one of the final parts to a developmental unit. The lesson unit focused on how learners can improve their study skills, which in return improves test-taking strategies. It also links to the Goal Setting/Shewhart Cycle lessons. Learners were asked to use the Shewhart Cycle as a tool to better their study skills and test-taking strategies throughout the *Learning Skills* Course. This lesson reflects on what they have learned from this process and some new skills and strategies that can be applied in the future.

**Educational Goal:** The goal of this lesson is for each learner to:

- (1) Comprehend test-taking strategies and study skills
- (2) Apply test-taking strategies and study skills
- (3) See the value of study skills and how it applies to their life and test-taking strategies as a goal.

## Objectives:

- Cognitive:* — Explain different test-taking techniques and/or strategies  
 — Identify when a strategy has been used effectively  
 — Use the Shewhart Cycle to guide them through the goal of improving their strategies
- Affective:* — Participate in class discussion  
 — Apply strategies to improve their test scores

**Skills Standards Connection:** This lesson has a connection to the Tennessee KSA – *Evaluate Information* and to the EFF Standard – *Reflect and Evaluate*.

**Teaching Strategy:** The Test-Taking Strategies lesson is a review of what learners have begun to learn and connects to the Goal-Setting lessons using the Shewhart Cycle. Learners use the cycle to begin refining their test-taking skills and to apply the cycle to test-strategy improvement. Learners have the Plan, Do, and Study steps. They have learned some basic test-taking strategies that will benefit them. Throughout the course, learners have been asked to continue going through each step of

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**Time:** 1 hour

## Teacher Materials:

- Copies of learners' test review notes

## Learner Materials:

- Copy of test review notes
- Learner Note Taker

the Shewhart Cycle by reflecting and evaluating how their scores are affected by poor strategies and how they can be improved through studying, taking their time, etc. The lesson also links to concepts of time management and note taking.

The lesson is introduced by asking learners how they are feeling about their TABE experience (or the adult education test that your program is using), and scores. Learners have completed the test. This brief discussion creates the transition into the Taking Tests and Strategies lesson. The importance of study skills and strategies should be stressed as a commitment for educational success.

The lesson continues with the key elements of study skills and test-taking strategies. The discussion of elements will begin with time management, leading into reading textbooks, and taking notes. Many learners are already beginning to apply new and better strategies. This lesson wraps up what they have learned and gives them new strategies for studying and taking tests. Every main point begins with how they can use it as a study skill and ends how they can use it for testing.

## Lesson Plan

**Homework Review:** Basic Skills Study Paper

### Teaching Tip



Begin each day with a review of the previous day's homework. Give 15-20 minutes to review the homework.

Then begin the "Thought for the Day." Give students time to answer the four questions. Then discuss the "Thought for the Day."

### Thought for the Day

**"The greatest thing in this world is not so much where we are, but in what direction we are moving."**

—O.W. Holmes

Accept where you are and what you have achieved. Have a plan and make good decisions so that you will know where you are headed tomorrow. Create your direction and travel that journey. You are in control of where you want to go and be.

## Introduction

Getting started back to school can sometimes be difficult. In many ways you may have gone through several emotional changes and some physical ones. You may have been feeling anxious or stressed, or maybe even excited. You had to get used to surroundings that were new and different.

Change is all around you. It can be a positive experience if you prepare to do everything that you need to do. You have the freedom of an adult but with more responsibilities than you had as a child. As adults, you are expected to do your best and make appropriate decisions and choices. Some questions that you should continue to ask yourself about your responsibilities are:

- Do I manage time effectively?
- Do I take my time when I have work?
- Will I read assignments when I should or even before?
- Do I read assignments more than once?
- Is it difficult for me stay focused while studying or learning?
- Do I review what I am learning?
- Do I take notes?
- Do I become impatient when I am working?
- Do I feel comfortable asking others for help?
- Do I know how to prepare for taking a test?

**Motivation:** This lesson will help you to answer these questions by reflecting and evaluating on what you have learned about test taking and study skills. It will also help you to become more responsible as a learner in order to achieve what you want with your education.

**Overview:** During this lesson we will discuss some of the key things that you can do as a learner to continue to improve your testing strategies. We will talk about reading, taking notes, time management, and other test-taking strategies. Many of the things that you will hear about today have been addressed in previous activities that we have done using the Shewhart Cycle. Today is somewhat of a review of other lessons like Time Management and Note Taking.

## Main Point 1. Time Management

Time Management is one of the most important ways that you can organize your goals and priorities. When studying or taking a test, managing your time is essential.

**Question:** Do you feel that you are using your time effectively when it comes to studying or taking a test?

The key to effective time management for study skills or test taking is knowing how much you have to do and how long you have to plan out your time.

### Teaching Tip



Allow learners to share what they have learned from test-taking strategies. Ask them to share some of what they discovered while doing their test review.

Continue to ask for feedback from the learners about what they've learned by using the Shewhart Cycle as a tool to better test-taking strategies.

We have already had a lesson on time management. You may want to review your notes about managing your time. (*See Time Management, Lesson 16.*)

**A. Study Time** – Create a time to study each and every night. Giving yourself time to study will help you improve your scores and will ensure that you finish what you need to study. Having a daily structured time to study will give you time to preview and review class materials. Even if you don't have homework, try to review your notes or just do some work on your own independently.

**B. Test-Taking Strategy** – Plan your time. Do not spend too much time on one question. If a question seems to take too long, skip it. Most of the test sections are timed. Return to skipped questions later, if time permits. Listen to the directions and read each test question carefully. Before responding to a question, be sure you know what is being asked.

**Question:** If a test has 50 questions and you have 50 minutes to complete the test, how many minutes/equal time do you have to spend on each question?

Some questions may take you longer than one minute while others will take you less time to solve. Either way it is a good idea to keep track of your time spent on every problem. If you feel that a problem is too difficult and you have spent enough time on that question, move on to the next problem. If there is enough time at the end of the test you can always go back and try the problem again. For example, the next time you are taking a reading test, you may want to preview the questions before you read the information given. Then go back to the questions after reading the material, or you may prefer to think about the information first. Find the strategy that best suits you and stick with it.

## Main Point 2. Reading and Working in Textbooks/Workbooks

Learning how to get the most out of your books is very important. You will continue to have homework almost every night. It is your responsibility to see homework as a valuable part of your educational experience. Again, even when you are not assigned homework you can still review what you have learned or preview things to come.

**A. Reading Study Skill** – Getting interested in your reading material is important. Reading becomes easier when you are interested in what you need to read. The books that you are studying are trying to communicate a message to you. Reading materials help you to learn about the world around you. Try to understand what you are reading. Ask yourself questions about the material that you are about to read. The questions that we use during the “Thought for the Day” would be effective. Ask yourself:

1. What is the author saying?
2. What does it mean to me?
3. Why is it important?
4. How can I use it?

These questions will strengthen your understanding and will also help you to predict how you can use the information that you are receiving.

Some steps to think about and do:

1. **Pre-read your assignments.** Skim over the chapter and find key words or concepts in the chapter. Look in the back of each chapter for questions or summary points. This will help you to focus on the important information.
2. **Read the chapter.** As you read, take notes on important things. You may also find it helpful to highlight sentences or words.
3. **Review.** Review what you have read by going over your notes, highlighted information, questions, and summaries. Reviewing will ensure that you are prepared to share what you have learned from the chapter or assignment and in return will help you build on your self-esteem and scores.

**B. Test-Taking Strategies** – The same information we just discussed can be helpful while taking any test.

1. **Pre-read the questions.** This will help you to be prepared to look for the important information.
2. **Read the problems carefully** and focus on what the problems and questions are saying.
3. **If there is time, review your answers** to make sure that you answered them correctly.

## Main Point 3. Taking Notes – Studying Skill.

### A. Taking notes is also an important study skill.

Sometimes you will be asked to take notes in a class. It is your responsibility as a learner to write down information that you find important and valuable. Notes can become tools for your learning. It is a good idea to listen for key words and important information. Note taking will increase your understanding of what you heard and will help you to remember what you learned.

### B. Test-Taking Strategies

You will be asked to take notes while you are reviewing the test. During the review go back over the questions that you missed. Try to figure out why you missed the problem and write down why you missed it. Recording your thoughts about the review will help you and your teacher understand what you need to improve on while taking a test. Many people discover that they simply need to slow down, re-read the question and answers, or even double check to see if they filled in the right circle.

### Teaching Tip



Continue to gain feedback from learners and what they discovered throughout the test review. Review the lesson with the learners. Ask the learners to explain the study skills and test-taking strategies. Ask learners to predict how they will continue to use the study skills and test-taking strategies in the future.

## Conclusion

**Summary:** Today we have reviewed what you have learned about study skills and test-taking strategies. You may have learned some new strategies and skills to use in the future. You should continue to use these skills and strategies in order to improve. Remember to take it step by step.

**Re-Motivation:** Study skills and test-taking strategies are very important tools to have. They can help you not only in your school experience but also in your everyday life. Good study skills and test-taking strategies can help you to improve your learning and in return your scores. Using these skills and strategies will continue to help calm your fears about tests.

**Close:** The goal setting and Shewhart Cycle helped you create a plan to improve your test-taking strategies. You followed through with it and studied and reflected on what you've learned. Hold onto what you have learned.