

CHAPTER 6 - SECTION 6

TEST TAKING SKILLS

Objective:

Students will use music to demonstrate an understanding of strategies taught.

Material:

Study Sheet (6-12)

Instructions for Group Work with Songs.

Tape Recorders

Tapes of music without lyrics
(Look in karaoke section of music stores - very inexpensive.)

Chart paper

Markers

Colored strips of paper

Teacher Tips:

You may wish to video tape the final products!

INTRODUCTION

Today you will be working in groups to develop a final product which will show that you understand the general test taking tips.

TEACHING STRATEGIES

- A. Evaluate students' learning through an alternative assessment.
1. Divide class into groups. Give to students colored slips of paper which coordinate with the group to which they are assigned.
 2. Give each student a copy of Study Sheet (6-12).
 3. Make sure each group has a tape player, cassette tape, chart paper, and markers.
 4. Go over the assignment with the students using Study Sheet (6-12).
 5. Tell students how much time they have to develop their final product.
 6. Have groups present their final product to the entire class.

CONCLUSION/REVIEW

The teacher will ask class members what the central "idea" was in each of the other groups' presentations.

INSTRUCTIONS FOR GROUP WORK WITH SONGS

1. Be sure your group has a tape recorder, cassette tape, chart paper, and a marker.
2. Assign a recorder for your group.
3. Using your notes from this test taking chapter, choose one or more tips the group determines is important or helpful.
4. Your group will choose a song without words. You will be writing the lyrics (words) for your song, and your words will include the test taking tips that you have selected.
5. Your group will write a song using the tip(s) chosen. You can change the words around if needed and you can add additional words, but don't change the meaning of the tip. Write at least two verses to go with your music.
6. Your recorder will write the words to your song on the chart paper provided. Write large enough so it can be seen from a distance.
7. Your group should practice singing the song. You may add dance steps to your song. If you can't sing, dance. If you can't dance, sing. Everyone should participate.
8. The chart paper can be used as a guide during your presentation.
9. Each group will present to the entire class.

CHAPTER 6 - SECTION 7

TEST TAKING SKILLS

Objective:

Students will identify tips for true/false test items and correctly answer true/false statements.

Materials:

Study Sheet (6-13)

*Guided Notes/Tips for
True/False Test Items*

Teacher Notes (6-14)

Tips for True/False Test Items

Study Sheet (6-15)

True/False Controlled Practice

INTRODUCTION

Today we begin discussing test taking tips for specific test items. We are going to start with true/false tips. How many of you have difficulty with true/false questions? There are many tips you can use when you are unsure of the answer.

TEACHING STRATEGIES

- A. Discuss true/false test taking tips.
 - 1. Distribute Study Sheet (6-13).
 - 2. Direct students to complete the Study Sheet as you use Teacher Notes (6-14) to discuss T/F test tips.
- B. Provide an opportunity to apply tips.
 - 1. Distribute Study Sheet (6-15). Have students complete independently.
 - 2. Ask the class to check their papers as you go over the correct answers. (Point out the importance of reading all directions, as discussed in Study Sheet (6-9).
 - 3. Provide time for volunteers to explain the reason for their correct answers.

CONCLUSION/REVIEW

Today we have discussed tips for true/false test items. When you guess, you have a 50% chance of getting a correct answer. With these additional tips, you have helped yourself even more.

Homework: A short quiz on T/F items will be given during the next class session.

Name _____

Date _____

GUIDED NOTES
TIPS FOR TRUE/FALSE TEST ITEMS

1. Read _____. Ask yourself: “_____?”
(ex. T/F, true or false, yes or no, y or n, etc.) “Do I have to correct false statements?” If you are unclear about what to do _____.

2. Answer _____ questions first. _____ any statements that you are unsure of. Go back to these after you have answered the easier ones. Be sure to _____ that you need to return to using a *, O, or ✓ to indicate you left an answer blank.

3. If you are unsure of an answer, look for _____.
These are _____ upon which the question depends.

4. _____ are words which leave _____ room for exception. Statements containing an absolute qualifier are usually **false**.

Examples of *absolute qualifiers*:

no	always	every
never	all	exactly
only	none	best

Example statements of *absolute qualifier*:

A. Chairs always have four legs. (False, there’s no room for an exception here. There are some chairs with three legs.)

B. Everyone I know is going to the game tomorrow night. (False, it is doubtful that every person I know will be going to the same event at the same time.)

5. Other qualifiers usually indicate a _____ answer. They _____
room for exception.

Examples of other *qualifiers*:

sometimes	probably	frequently	most
usually	seldom	few	some
many	generally	less	more often

Example statements of other *qualifiers*:

- A. Most chairs have four legs. (True, there's room here for some exceptions.)
B. Some of my friends are going to the game tomorrow night. (True, there is
room for exception.)

6. It is important you know the subject matter well so you can notice
the _____ without being misled by them. If you have _____
idea if a statement is true or false, _____ when you see a
_____.

7. If a statement contains _____ get rid of the _____ to
make the statement easier to read and understand.

Examples:

- A. If you do not make passing grades, you will not be promoted to the next
grade.
B. If you do make passing grades, you will be promoted to the next grade.

8. If _____ part of the statement is false, the answer is _____.

9. _____ statements usually indicate a false answer.

10. Statements that are _____ are usually true.

11. Teacher-made tests usually have more _____ statements than _____ . It's easier for a teacher to copy exact statements from a book than to change a statement to make it false.
12. If you're penalized for incorrect answers, _____ using all the test taking tips you have learned. You have a _____ chance of getting the answer correct.

TIPS FOR TRUE/FALSE TEST ITEMS

1. Read directions. Ask yourself: "How do I indicate the answer?" (ex: T/F, true or false, yes or no, Y or N, etc.) "Do I have to correct false statements?" If you don't know what to do, ASK!
2. Answer easy questions first. Skip any statements that you are unsure of. Go back to these after you have answered the easier ones. Be sure to mark a question that you need to return to using a *, O, or ✓ to indicate you left an answer blank.
3. If you are unsure of an answer, look for **qualifiers**. These are word clues upon which the question depends.
4. **Absolute qualifiers** are words which leave **no** room for exception. Statements containing an absolute qualifier are usually *false*.

Examples of absolute qualifiers:

no	always	every
never	all	exactly
only	none	best

Example statements:

Chairs always have four legs. (*False*, there is not room for an exception here. There are some chairs with 3 legs.)

Everyone I know is going to the game tomorrow night. (*False*, it is doubtful that every person I know will be going to the same event at the same time.)

5. Other qualifiers usually indicate a *true* answer. They leave room for exception.

Examples of qualifiers:

sometimes	probably	frequently	most
usually	seldom	few	same
many	generally	more often	less

Example statements: Most chairs have four legs. (*True*, there is room here for some exceptions.)

Some of my friends are going to the game tomorrow night. (*True*, there is room for exception.)

*Note: This is a good place to practice memory devices from Chapter 5 for recalling qualifiers and absolute qualifiers.

Teacher Notes (6-14)

6. It is important you know the subject matter well so you can notice the word clues without being misled by them. If you have no idea if a statement is true or false, guess logically when you see a qualifier.
7. If a statement contains two negatives, get rid of the negatives to make the statement easier to read and understand.
Example: If you do not make passing grades, you will not be promoted to the next grade.
I think this is true.
Drop the negatives: If you do make passing grades, you will be promoted to the next grade.
Now, it is easier to see that it is true.
8. If any part of the statement is *false*, the answer is *false*.
9. Short statements usually indicate a *false* answer.
10. Statements that are definitions are usually *true*.
11. Teacher-made tests usually have more *true* statements than *false*. It is easier for a teacher to copy exact statements from a book than to change a statement to make it false.
12. If you are penalized for incorrect answers, guess using all the test taking tips that you have learned. You have a 50% chance of getting the answer correct.

Name _____

Date _____

TRUE/FALSE CONTROLLED PRACTICE

Directions: Use your test taking tips when you are unsure of the answer.

Section 1: Draw a line through the number next to the **true** statements.

1. Fords and Chevrolets are both cars.
2. Most skin moles are approximately one centimeter long.
3. Every rose bush blooms in the first week of April.
4. All persons bitten by a fox spider will die.
5. Scarecrows are used as decorations on Valentines Day.
6. A red traffic light tells a driver to proceed.

Section 2: In the blank, write “**True**” if the answer is correct, and write “**False**” if it is wrong.

7. _____ Rosin is often used to keep dancers from slipping on the floor.
8. _____ If every member of the team plays his best, the team will never lose.
9. _____ Adding ant killer to your lawn will always make your lawn ant free.
10. _____ Carrots, cucumbers, oranges and apples are all vegetables.
11. _____ NFL football players never sign autographs for their fans.
12. _____ Walmart, Target and Best Buy are all stores.
13. _____ Residents of Ficundria never use the computer.

Section 3: Circle the number in front of the statements that are **false**.

14. Snow falls often in Colorado but never in Georgia.
15. Seniors in high school are also called twelfth graders.
16. Juniors in high school are also called ninth graders.
17. Many of the amendments to the PTO bylaws dealt with the budget.
18. The tropical bitterns at the zoo are always red.
19. Hurricanes always hit North Dakota in the summer.
20. Nails can be bought in a hardware store.

CHAPTER 8 - SECTION 2

TAKING NOTES FROM LECTURE

Objective:

Students will write abbreviations and symbols for words they hear in a lecture.

Materials:

Study Sheet (8-1)

Using Abbreviations During

Notetaking

Study Sheet (8-2)

Additional Abbreviations/

Acronyms

Study Sheet (8-3)

Using Symbols

Study Sheet (8-4)

Abbreviations and Symbols

small prize

INTRODUCTION

Get out a piece of scratch paper. I am going to give you some valuable information. Take notes. I will not repeat it. Christmas vacation will be December 20 to January 4th. Semester exams will start January 14th. (*Use an example that would pertain to your particular situation and interest level.*) After students are finished (do not allow extra time), go around the room and ask students to repeat the information, word for word. Ask the student who had all of the correct information to write his/her notes on the board exactly as he/she wrote them on the paper. Have the students describe how he/she took the notes so fast and accurately and what abbreviations and symbols were used.

TEACHING STRATEGIES

- A. Discuss the importance of using abbreviations in taking good notes.
1. Distribute Study Sheet (8-1). Ask for a volunteer to read the introduction and examples.
 2. Have students complete the first column in Exercise 1 aloud, taking turns.
 3. Ask students to finish the second column independently, in class. They are to share their answers when finished.
 4. Ask students to complete Exercise 2 independently. Ask for 3 volunteers to put their answers on the board.
 5. Distribute Study Sheet (8-2). Point out how companies and organizations are easily abbreviated.
 6. Have students complete this study sheet in groups of 2 or 3. Reward the group which has the most correct answers.
- B. Discuss the importance of using symbols in taking good notes.
1. Distribute Study Sheet (8-3).
 2. Complete this study sheet together to ensure that students have correct answers to use.
 3. Have students use this study sheet as a key and place it in their notebook for easy reference.

CHAPTER 8 - SECTION 2
TAKING NOTES FROM LECTURE

CONCLUSION/REVIEW

Distribute Study Sheet (8-4). Have each student move about the room finding other students who can write the word for the symbols or abbreviations on the card. In each square the student will write the word and sign his/her name. Each student may only sign 3 squares on each card. (Adjust this based on the number of students in your class.) The student whose card is correctly completed first is the winner. (Award a simple prize.)

Name _____

Date _____

USING ABBREVIATIONS DURING NOTETAKING

Saving time by using abbreviations is effective because it's easy to do. There is no memorization. Two of the more common ways of abbreviating are using the first few letters and leaving out the vowels of words as you write them down.

Examples:

<u>Word</u>	<u>Abbrev.</u>	<u>Word</u>	<u>Abbrev.</u>
English	Eng.	test	tst.
computer	comp.	backyard	bkyd.
government	gov.	school	schl.

Exercise 1

Directions: Here are some typical words that you may put in your notes. For each word, write an abbreviation. *Remember, your notes are for you. Make sure the abbreviation that you use allows you to recognize the word later when you are rereading your notes.

- | | |
|------------------|----------------|
| President _____ | homework _____ |
| October _____ | notebook _____ |
| Washington _____ | month _____ |
| language _____ | read _____ |
| definition _____ | library _____ |
| biology _____ | problem _____ |
| algebra _____ | Texas _____ |
| vocabulary _____ | chapter _____ |

Exercise 2

Directions: Think about words that you use over and over when taking notes or when filling in your Homework Agenda. Write the word down and then write an abbreviation for it. The first one is done for you.

<u>Frequently Used Word</u>	<u>Abbreviation</u>
1. page (or pages)	pg. or pp.
2.	
3.	
4.	
5.	
6.	

Name _____

Date _____

ADDITIONAL ABBREVIATIONS/ACRONYMS

Sometimes you can use an abbreviation or acronym for multiple words.

Example: United States of America — USA
Central Intelligence Agency — CIA

Exercise 1

Directions: See if you can write the meaning for each acronym.

1. FBI _____
2. IRS _____
- 3 NFL _____
4. PBS _____
5. MTV _____
6. NRA _____
7. NBC _____
8. USC _____

Exercise 2

Directions: Write an acronym for these organizations and sayings.

9. International Business Machines _____
10. North Atlantic Treaty Organization _____
11. Irmo High School _____
12. United States Air Force _____
13. Cable News Network _____
14. grade point average _____
15. also known as _____

Name _____

Date _____

USING SYMBOLS

A symbol is a mark that represents something. Symbols are time saving when you take a lot of notes. Here are some examples of common symbols. Use these carefully and consistently. It may be a good idea to place this Symbol KEY in the front of your binder or agenda for reference.

Directions: Fill in the explanation for these symbols.

<u>Symbol</u>	<u>Explanation</u>
1. #	_____
2. ≠	_____
3. =	_____
4. @	_____
5. w/	_____
6. w/o	_____
7. \$	_____
8. Q or ?	_____
9. X	_____
10. %	_____
11. >	_____
12. <	_____
13. ¶	_____
14. e.g.	_____

Study Sheet (8-3)

<u>Symbol</u>	<u>Explanation</u>
15. b/c	_____
16. & or +	_____
17. 2	_____
18. *, ✓	_____
19. **, ✓✓	_____
20. [], (),	_____
21. →	_____
22. ↑	_____
23. ↓	_____
24. • • •	_____
25. 1/2	_____

Name _____

Date _____

**ABBREVIATIONS & SYMBOLS
BINGO**

w/	%	2	∴	C.N.N.
*, ✓	¶	chap.	Nov.	\$
def.	#	FREE	&	h.w.
prob.	N.A.T.O.	↓	Q or ?	alg.
≠	AZ	w/o	@	e.g.