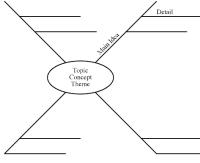
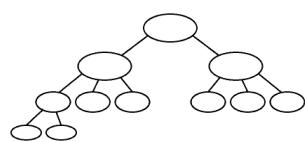
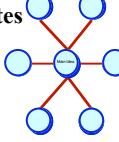
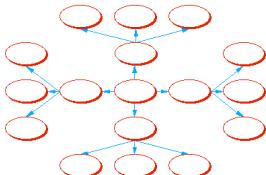
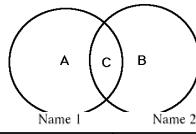
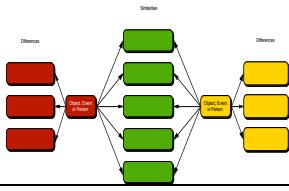
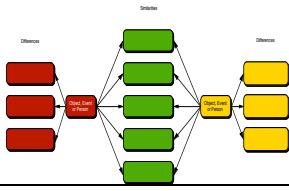
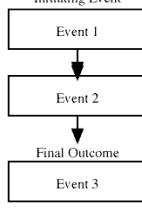
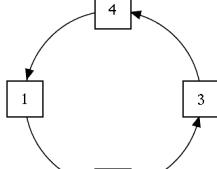
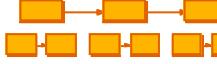
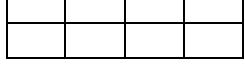
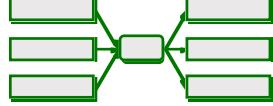
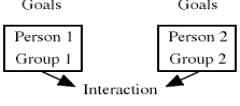
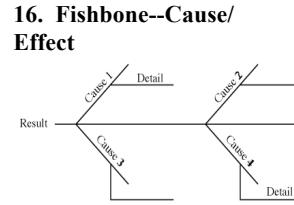
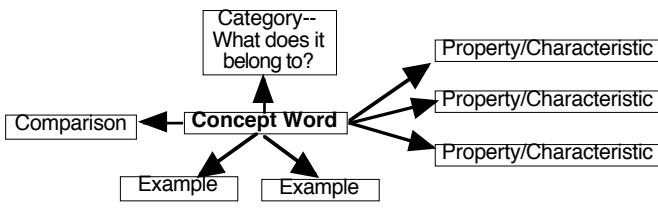
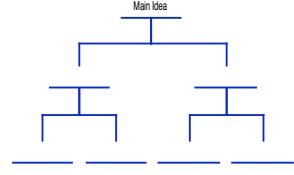
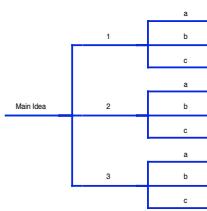
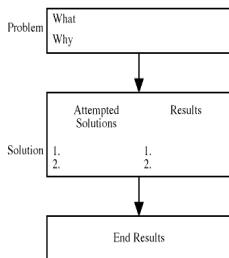


Successful Learning and Increased Motivation Can Be as Easy as 1, 2, 3

Strategies	Try This for Success							
1. Note-making, Memory, and Retrieval	Word/Concept/Important Name, Event, etc.	Meaning/Explanation/ Description	Memory Cue/Picture/ Movement, etc.					
The Three-Column Format								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Word</th> <th style="text-align: left; padding: 2px;">Definition</th> <th style="text-align: left; padding: 2px;">Memory Cue</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>			Word	Definition	Memory Cue			
Word	Definition	Memory Cue						
Steps for Improving Your Memory								
<ol style="list-style-type: none"> 1. Identify the words, concepts, names, or events to be remembered. 2. Create a definition, explanation, or description in your own words. Try to use seven words or less for easier memory storage. 3. Create a memory cue to help you remember. Use visual, auditory, physical movement and touch memory cues. Try using color unusual images, familiar places and things, rhymes, movement, humorous, or even scary images and cues. Draw images of the target ideas you are trying to remember. 4. Identify how many things you have to remember and how many days you have until the test. Divide the words up into an equal amount each night. Look for groups of words/ideas that go together. Study new ideas for 10-15 minutes a night. Test yourself or have someone test you on the previous night's words and note the words/ideas that continue to give your trouble. 5. Continue practicing each day before the test. A little bit each day is better than trying to do a many words on just one day before the test. Try to find two to four minutes during the day to practice a few words/ideas. 6. Take the test, notice progress, and make adjustments in your strategies. 								
2. Visual Organizers for Thinking, and Comprehension	<ol style="list-style-type: none"> 1. Place the main topic of what you are reading/studying in the middle of a plane piece of 8 ½" X 11" paper. 2. Identify the big ideas and place them around the topic. 3. Place details around the main ideas. 4. Add additional details after you look at the whole visual organizer. 5. Notice other patterns that can be mapped. 							
3. Self Assessment, Goal Setting, and Planning	Weekly Self-Assessment Questions <ol style="list-style-type: none"> 1. What goals and tasks did I commit to and accomplish this week? 2. What process and strategies did I use to complete the tasks and accomplish the goals? Which strategy or step was particularly helpful? 3. What changes do I need to make in your strategies and plans? 4. What is my plan for making the changes? 5. What additional resources or assistance do you need to improve the quality of my learning/work. 	Goal-Setting and Planning <ol style="list-style-type: none"> 1. Clarify goals from the self-assessment and determine a timeline. Start with the end and work backwards. 2. Create a to-do list identifying sub-tasks required to accomplish the goal(s). Think about needed resources and the roles of people involved. 3. Identify competing goals and possible obstacles. 4. Create a timeline for accomplishing sub-tasks and the entire goal. Use graphic organizers to show how plan to accomplish stated goals. 5. Monitor and analyze the use of time and task accomplishment on an ongoing basis. 6. Analyze interruptions (unplanned activities). Learn how to take charge of time wasters and to also set priorities and abandon inefficient habits of using time. 7. Recognize and celebrate success. 						

Graphic Organizers to Improve Reading, Writing, Thinking, and Content Achievement

Main Ideas and Significant Details	Comparison Relationships						
<p>1. Spider Map--Describing a Central Idea</p>  <p>2. Network Tree</p>  <p>3. Clustering--Describing Attributes</p>  	<p>11. Venn Diagram--Comparing</p>  <p>12. Comparison/Contrast Matrix</p> <table border="1" data-bbox="1139 340 1470 473"> <tr> <td>Attribute 1</td> <td></td> </tr> <tr> <td>Attribute 2</td> <td></td> </tr> <tr> <td>Attribute 3</td> <td></td> </tr> </table> <p>4. Bubble Map--Describing Attributes</p>  <p>13. Comparison Brace Map</p> 	Attribute 1		Attribute 2		Attribute 3	
Attribute 1							
Attribute 2							
Attribute 3							
<p>Sequence of Events</p> <p>5. Series/Chain of Events</p>  <p>6. Cycle</p>  <p>7. Flow Map--Sequencing</p>  <p>8. Storyboard--Sequencing</p> 	<p>Causal Relationships</p> <p>14. Multi-Flow Map--Cause/Effect</p>  <p>15. Human Interaction Map</p>  <p>16. Fishbone--Cause/Effect</p> 						
<p>Meanings of Words</p> <p>9. Concept of Definition Map</p>  <p>10. Three Column--Word</p> <table border="1" data-bbox="230 1564 698 1712"> <thead> <tr> <th>Word</th> <th>Meaning</th> <th>Memory Cue</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Word	Meaning	Memory Cue				<p>Generalizations and Drawing Conclusions</p> <p>17. Tree Map--Classification</p>  <p>18. Layered Hierarchy</p>  <p>Author's Voice and Methods</p> <p>19. Brace Map--Identifying Parts of the Whole</p>  <p>20. Problem/Solution</p> 
Word	Meaning	Memory Cue					