# **UNIT: Study Skills Grade 4**

**ACTIVITY: Effort: I Think I Can Lesson 1**

**Academic Standards:**

 A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in

 school across the life span.

**Competencies:**

 A:A1 Improve academic self-concept

**Indicators:**

 A:A1:1 articulate feelings of competence and confidence as a learner

 A:A1.5 Identify attitudes and behaviors that lead to successful learning

Materials

* Four word sheets, with definitions folded to the underside. Tape the words around the room so there is space for students to stand near the word they choose.
* Tape
* Effort quotes sheet
* Elmo
* Effort Interview homework for each student

Vocabulary

* effort -- try hard
* ability -- born smart

Gathering

 “What do the Itsy-Bitsy Spider, the Tortoise from the Tortoise and the Hare, and the Little Engine That Could, all have in common?” Take all answers. Then, coach them to see that the connection is to continue to try even when things get hard.

Review Agenda/Before the Lesson

“Without talking or pointing at someone, think of one classmate or friend who does really well at school. Think about why you believe they do really well. To begin our 4th grade unit on Study Skills we are going to learn about why some people do better than others.”

During the Lesson

* Give students a moment to look at the four words posted on the wall.
* Write this sentence on the board: The reason some people are more successful in school is because of .
* Instruct students to quietly get up and stand underneath the word they believe finishes the sentence. Request they quietly stand there for a moment.
* Give students one minute to discuss within their group their reason for choosing that word.
* Ask a spokesperson from each group to share their reasons with the whole class.
* After a minute, appoint a group member to display the definition at the bottom of the sheets to the entire class. Ask the group member to read the definition aloud.
* Tell students to rethink their choice of group and, if they have changed their mind, to quietly change corners.
* Again ask groups to discuss their reason for choosing that word.
* Have groups share their reasons with the whole class.
* Write the words CONTROL and NO CONTROL on the board.
* Allow groups one minute to discuss whether they do (or do not) have control over their chosen word.
* Ask for one spokesperson to report back to large group about discussion of CONTROL.

After the Lesson

Part One

Have students return to desks. Display the Effort Quotes sheet using the Elmo. Ask for a few volunteers to choose one and try to explain what it means.

Part Two

Explain that their homework this week is to interview an adult in their life about effort. Explain that when they interview someone they ask specific questions for that person to answer. Distribute the interview sheets to students. Read the questions on the Effort Interview sheet aloud as a whole group. Role-play using a student, interviewing you and using the “Effort Interview” questions. Instruct students to return interview sheets to you during the next class time together.

Checking Out What You Learned/Assessment

TTYPA share stories about when they had to put a lot of effort – try really hard – into something so they could finish it or be successful. Have one or two pairs share with whole class if time permits.

Closing

“Thumbs Up if you believe that Effort will make a difference in the outcome of your success.”

Note

**effort**

to try hard

**ability**

born smart

**others**

Other people help them

**luck**

chance

**Effort Interview**

Of By

Tell me about a time when you had to do something that was very hard for you – as a child or adult.

How important was **effort** in getting that done?

Are there still some things you do that need a lot of **effort**?

**Effort Interview**

Of By

Tell me about a time when you had to do something that was very hard for you – as a child or adult.

How important was **effort** in getting that done?

Are there still some things you do that need a lot of **effort**?

Effort Quotes

|  |
| --- |
| “If at first you don’t succeed, Try, try again!”Author unknown  |
| “If you can’t excel with talent, triumph with effort”.Weinbaum  |
| “Success is the sum of small efforts, repeated day in and day out”-Robert J. Collier, author, writer  |
| “I haven’t failed, I’ve found 10,000 ways that don’t work”. Thomas Edison  |
| “If it fails, admit it frankly and try another. But above all, try something!”-Franklin D. Roosevelt  |
| “Fall seven times, stand up eight.”-Japanese proverb  |
| “Both tears and sweat are salty, but they give a different result. Tears will get you sympathy; sweat will get you change.”-Jesse Jackson, African American Civil Rights Leader  |
| “Even if you are on the right track, you’ll get run over if you just sit there.”-Arthur Godfrey  |
| “Everybody is ignorant, only on different subjects.”-Will Rogers, American Humorist  |

# **UNIT: Study Skills Grade 4**

**ACTIVITY: Everyone Learns in a Different Way Lesson 2**

**Academic Standard:**

1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in

 school and across the life span.

**Career Standard:**

 A: Students will acquire the skills to investigate the world of work in relation to knowledge of self

 and to make informed career decisions.

**Competencies**:

 A:A2 Acquire skills for improving learning

 C:A1 Develop career awareness

**Indicators:**

 A:A1.6 Apply knowledge of learning styles to positively influence school performance

 C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations

Materials

* “Five Minute Lecture on Multiple Intelligences” mini-lesson
* Multiple Intelligences survey (the PDF on sharepoint file is cleaner and crisper)
* My Learning Styles graph

Vocabulary

* intelligent – smart/clever
* intelligence(s) – different ways of being smart/clever

Gathering **(\*see Notes)**

Take as much time as needed\* to have volunteers report back about their Effort Interviews. Congratulate students who returned homework! Ask for a Thumbs Up report if the adult interviewed thought effort was important.

Review Agenda/Before the Lesson

“Today we are going to learn about how we learn! Close your eyes for a minute and imagine how you like to learn best. Is it by listening? By seeing pictures? By doing something over and over, like flashcards? By writing things down? By having someone quiz you? All of us learn in a variety of ways. These ways we learn are sometimes called multiple intelligences. What is intelligence? So, what do you think multiple intelligences means?”

During the Lesson

Follow the dialogue from the “Five Minute Lecture” sheet. Give each student the Multiple Intelligences Survey to complete. After students complete the survey, they fill out the Learning Styles graph.

After the Lesson

Discuss student outcome of the questionnaire. Ask if they were surprised by their strengths.

Checking Out What You Learned/Assessment

WHIP: Ask each student to say which is their strongest area.

Closing

Tell students next time they will explore ways to use their learning strengths for their school success.

Notes

Sharing the homework is very important. If many of the class returned their homework, divide the class into small groups for the sharing time making sure each group includes some students who returned their interviews.

**Five minute “lecture” on Multiple Intelligences**

(Adapted from Armstrong, Multiple Intelligences in the Classroom, 1994)

How many of you are intelligent? Raise your hands.

All of you are intelligent - and not just in one way. Each of you is intelligent in at least 8 different ways!

(Show students the Multiple Intelligence Pizza Pie Overhead to help you explain)

First, there is something called “**Word Smart**”

* How many of you can speak? Well in order to speak you have to use words, so you are all word smart!
* How many students here can write? You’re using words here also, so again, you’re all word smart.

(These questions are to build a sense of INCLUSION! This is a learning model for celebrating ALL of one’s potential for learning!)

**Number Smart or Logic Smart:**

* How many of you can do math?
* How many of you have done a science experiment?

**Picture Smart:**

* How many of you draw?
* How many of you can see pictures in your head when you close your eyes?
* How many of you enjoy watching movies and TV?

**Body Smart, Hand Smart or Sports Smart:**

* How many of you like sports?
* How many of you enjoy making things with your hands, like models, or LEGOs?

**Music Smart:**

* How many of you enjoy listening to music?
* How many of you play an instrument or sing?

**People Smart:**

* How many of you have a friend?
* How many of you enjoy working in pairs or groups at least part of the time in school?

**Self Smart:**

* How many of you have a special place you like to go to when you want to get away from everybody and everything?
* How many of you like to spend at least part of your time working alone?

**Nature Smart:**

* How many of you like to go to a park?
* How many of you like to go hiking or fishing or camping?

After a discussion, tell students that “school tends to rely alot on kids being WORD Smart. But if this is not your biggest area of strength, you have to use your other kinds of intelligences to help you increase the ways you are word smart. And it can keep things a lot more interesting and fun to use ALL the many ways you are intelligent!”

**SELF**

**SMART**

**PEOPLE**

**SMART**

**MUSIC**

**SMART**

**NATURE**

**SMART**

**BODY**

**SMART**

**PICTURE**

**SMART**

**LOGIC**

**SMART**

**WORD**

**SMART**







# **UNIT: Study Skills Grade 4**

**ACTIVITY: Mnemonics Fun Lesson 3**

**Academic Standards:**

 B: Students will complete school with the academic preparation essential to choose from a wide

 range of substantial post-secondary options, including college.

**Competencies:**

 A:B1 Improve learning

 A:B2 Plan to achieve goals

**Indicators:**

 A:B1.3 Apply the study skills necessary for academic success at each

 level

 A:B1.6 Use knowledge of learning styles to positively influence school performance

Materials

* “Student Workshop: You Can Succeed in School” teaching manual

Vocabulary

* Multiple intelligences

Gathering

Shout Out!

Counselor: “This kind of Smart begins with the letter P and has 7 letters.”

Students: “Picture Smart!”

Repeat for Math Smart, Word Smart, Music Smart, People Smart, Nature Smart, Body Smart, Self Smart

Review Agenda/Before the Lesson

“Today we’ll have fun with some exercises that will help you to further understand the many ways to learn.”

Do you remember our survey and graph from last week? Have you thought about which one of the ways to be smart was your best?

During the Lesson

 This next activity will invite you think about how the multiple intelligences help you learn. You will work with one or two others to complete a Number Connection exercise. When you finish, I’ll ask you which of the eight intelligences were important to being able to do this.”

Help the students divide into two’s or three’s. Pass out the Number Connection worksheet to each student. Have them work together to discuss and complete the sheet. Allow the teams about 5 minutes. If some finish early, have them brainstorm other things we identify by number. (Hint for those who need it: begin both the upper and lower sections with the number three)

After allowed time, correct the worksheets by sharing answers chorally. Ask for volunteers to provide any other number connections they thought of.

After the Lesson:

“Which of the 8 intelligences would be associated with this way of remembering?

How did making connections help you remember? Could you use this to memorize other things? What intelligences were used mostly in the exercises today?”

Checking Out What You Learned/Assessment:

“We all use multiple ways to learn. Some ways are more of a strength for us than others but we still utilize all the learning styles. Explain to your partner how you use one of the intelligences that is smaller than the largest area of your graph.”

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Closing:

“Raise your hand if you had fun with these activities. It’s fun to learn about how we learn!”

Notes:

Teaching Manual from video “Student Workshop: You Can Succeed in School”, Activity #12 – “Number Connection”



# **UNIT: Study Skills Grade 4**

**ACTIVITY: Multiple Ways to Learn Lesson 4**

**Academic Standards:**

 B: Students will complete school with the academic preparation essential to choose from a wide

 range of substantial post-secondary options, including college.

**Competencies:**

 A:B1 Improve learning

 A:B2 Plan to achieve goals

**Indicators:**

 A:B1.3 Apply the study skills necessary for academic success at each level

 A:B1.6 Use knowledge of learning styles to positively influence school performance

Materials

* Making Connections Fun (and Answer Sheet)
* “Mnemonic Device Practice” sheet for each student
* “Using Your Senses” sheet
* “Make Up a Song” sheet (time permitting)

Vocabulary

* Mnemonics – learning technique that helps you remember information

Gathering

Display the “Making Connections Fun” sheet using the Elmo. Invite students to guess and then call out the phrases.

Review Agenda/Before the Lesson

Write the word “mnemonic” on the board. The work *mnemonic* is derived from the name of the goddess of memory in Greek mythology. Explain that this means a strategy to help you remember things - a memory aid. Mnemonics are often verbal, something such as a very short poem or a special work used to help a person remember something, particularly lists. Ask what mnemonic device they learned last week.

During the Lesson

Mnemonic Device Practice

Read first paragraph from the Mnemonic Device Practice sheet:

“One Mnemonic Device used to remember a list of words is to make a sentence using the first letter of each word in the list. For example, learning this sentence would help you to know the order of the nine planets: My Very Eager Mother Just Served Us Nine Pizzas.” As you read the mnemonic sentence, write the first letter of each work on the board. (MVEMJSUNP). “This represents Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.”

Distribute the “Mnemonic Device Practice” sheet to each student while you read the explanation of the sentence competition. Tell students they will break students into six small groups and have a sentence competition. You will assign each group one of the six lists of items and ask them to 1) create a sentence and 2) commit it to memory. When time is up, you will call on a member of each team to stand and recite their sentence aloud, followed by recollection/recitation of the listed items.

* Assign small groups.
* Assigning each group one list from the Mnemonic Devise Practice Sheet
* Allow them time to create a sentence, memorize, practice and report back to the whole group, or,
* Allow each group to work independently to complete and practice as many sentences for their list as they can.

Part Two

“Who can name one of the five senses? People often use many of their senses to learn and remember. Most commonly in school, kids learn to use vision, hearing and touch. Learning to spell words is effective through these methods.” (Display the “Using your Senses” sheet.) For this activity you will practice spelling unfamiliar words using these techniques.”

Write a difficult word on the board, such as **pneumonia**, and guide them through the three practice steps.

Erase the word. Have them attempt to spell it on scratch paper. Spell the word aloud to correct.

Time permitting: Repeat with some words of your choice (suggestions: Massachusetts, Cincinnati, and Philadelphia).

After the Lesson

Remind students that everyone is smart in different ways and everyone learns in different ways. Looking over their MI graph have students share about the MI study skills that they just learned. Did one of them seem to be easier or were you more successful at it than the other?

Checking Out What You Learned/Assessment

Lead discussion:

Why do you think you liked one method more than another?

How can you use what you have learned the past weeks the next time you study for a test, take a test or complete an assignment?

Closing

Assure students that they are smart in many ways and there are many ways to use these intelligences they learned. As they grow older, they will continue to become aware of using their strengths to learn and to teach!

Notes:

If time allows, distribute the “Make a Song” sheet and invite students to create a song.

**MNEMONIC DEVICE PRACTICE**

One way to remember a list of words is to make a sentence using the first letter of each word in the list. For example, learning this sentence would help you to know the order of the nine planets: My Very Eager Mother Just Served Us Nine Pizzas. This represents Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

Work with your group to create a sentence for your assigned list below. Memorize, practice and report back to the whole group. If you have time, choose a second list to work on.

1. Five great lakes: Michigan, Huron, Ontario, Superior and Erie
2. Seven Dwarfs in order: Sleepy, Dopey, Sneezy, Doc, Grumpy, Happy and Bashful
3. Seven Colors of the Rainbow in order: Red, Orange, Yellow, Green, Blue, Indigo and Violet
4. Nine Reindeer: Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Donner, Blitzen and Rudolph
5. Nine Planets in order: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto
6. Thirteen Colonies in order: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina and Rhode Island

**Using Your Senses Strategy**

**1. ![MCHM00373_0000[1]]()LOOK at the word (seeing)**

2. ![MCj02980630000[1]]()

 Write the word with your finger on your desk or on paper

 with your pencil 3 times. Keep writing it until you are sure

 you have it! (Touching)

3. ![MCj03043490000[1]]()

Quietly say the word out loud and spell it out loud to yourself. (hearing)

**Make Up A Song**

One way to memorize things is to put it to music using familiar tunes you already know – like “Row, Row, Row Your Boat”, “Twinkle, Twinkle”, or “I’m a Little Teapot” – or any familiar tune.

For example, to learn the parts of a flower someone made up, “I’m a little rose plant, tall and slim, here is my root system here is my stem. When I get all bloomed out, then you view, my leaf, bud and petal stigma too.”

Can you write a song to memorize a list?

* Parts of government: Executive – President – White House, Legislative – Members of Congress – Capitol Building, Judicial – Supreme Court Justices – Supreme Court Building
* Parts of speech: noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjection
* Shapes: Circle, triangle, square, pentagon, hexagon, octagon
* Five major animal families: fish, birds, reptiles, amphibians, mammals
* Seven continents: North America, South America, Antarctica, Europe, Asia, Africa, Australia

Study Skills – Grade 4, Lesson 4

Making connections fun

**26** L\_ \_ \_ \_ \_ \_ of the

 a \_ \_ \_ \_ \_ \_ \_

**11** P\_ \_ \_ \_ \_ \_ on a

 f\_ \_ \_ \_ \_ \_ \_ t\_ \_ \_

**3** M\_ \_ \_ \_ \_ \_ \_ \_ \_

**4** Q\_ \_ \_ \_ \_ \_ \_ in a

 b\_ \_ \_ \_ \_ \_ \_ \_ \_ g\_ \_ \_ \_

**7** D\_ \_ \_ in a w\_ \_ \_

Making Connections answers

**26** Le t t e r s of the

 a l p h a b e t

**11** P l a y e r s on a

 f o o t b a l l t e a m

**3** Mu s k e t e e r s

**4** Q u a r t e r s in a

 B a s k e t b a l l g a m e

**7** D a y s in a we e k