

CAT QUEST



EASTMONT SENIOR HIGH SCHOOL

SOPHOMORE

ADVISORY
DAY #3

THEME: **IMPROVING ACADEMICALLY**

OBJECTIVE:

- Help students assess their work and develop an **Academic Inventory**.
- Help students learn about **Multiple Intelligences** and identify their learning style.

ESSENTIAL QUESTIONS:

- How am I doing?
- How can I do better at school?
- How do I learn best?

DUE THIS SESSION:

- Completed Academic, Career & Citizenship Goal Handouts
- PASS Printout of GP 1 grades

CLASSROOM ACTIVITIES:

Tasks	Expanded Activity Information	Materials
<input type="checkbox"/> Activity #1 Portfolio <input checked="" type="checkbox"/> 5 minutes	-Collect Academic, Career and Citizenship Goal Handouts . Return to students' next advisory after reading and checking in the goal handouts. *****IMPORTANT: If any students missed day 2, have them complete a Career Day sign-up form and turn in before they leave. *Handout 2c = Citizen Section *Handout 2d = Planner Section *Handout 2e = Learner Section	Career Day sign-up sheets (for students absent last session only.)
<input type="checkbox"/> Activity #2 10-15 minutes Learning Styles	Discuss academic performance by asking students about the factors that have contributed to their performance in their classes this year. <ul style="list-style-type: none"> • Have students complete the Learning Styles Handout. Explain how they can study "smarter" by building on their strengths. Then talk about how students can be more successful by making small changes. • Note: Encourage students to further investigate their own individual learning styles by going on-line and taking a Multiple-Intelligence Inventory/Assessment. *Handout 3a = Learner Section	HANDOUT 3a: Learning Styles <i>f/b</i>
<input type="checkbox"/> Activity #3 Academic Inventories 10 minutes	Have students develop Academic Inventories. Distribute a copy of the Academic Inventory to each student. Help students use information about their grades and assessment results to complete the handout and then develop a plan to improve their performance. Use the GP1 PASS Printout to fill out the Academic Inventory. <u>(Advisors: check off GP1 PASS printouts while students are completing the Academic Inventory.)</u> *Handout 3a = Learner Section	HANDOUT 3b: Academic Inventory <i>f/b</i>
<input type="checkbox"/> DUE NEXT SESSION:	<ul style="list-style-type: none"> • Academic Inventory Reminder: Next session will be on November 6, 2009 which is Career Day at EHS.	



PLEASE FILE THIS IN THE ACADEMIC SECTION OF YOUR PORTFOLIO.

Everyone has a different way of learning. These different ways are called “multiple intelligences.” That is, *we are all intelligent, but in different ways!*

Study the traits listed in the chart below. Which ones remind you of yourself? The column with the most traits that apply to you likely identifies your learning style:

VISUAL LEARNER	AUDITORY LEARNER	KINESTHETIC LEARNER
<ul style="list-style-type: none"> • I remember things better if I write them down. • I can visualize pictures in my head. • I take notes on what I read and hear. • It helps me understand when I can look at the person who is speaking. • It’s hard for me to understand what a person is saying when there’s background noise. • It’s easier for me to work in a quiet place. • It’s easy for me to understand maps, charts, and graphs. • When I am concentrating on reading or writing, music bothers me. • When taking a test, I can “see” the textbook page and the answer. • When I get an idea, I must write it down right away. 	<ul style="list-style-type: none"> • When reading, I listen to the words in my head or I read aloud. • I need to discuss things to understand them better. • I like having someone tell me how to do something rather than reading directions. • I prefer hearing a teacher to reading a textbook. • I remember what people say better than what they look like. • I can easily follow a speaker, even if I’m not looking at him or her. • I remember things better if I study aloud with someone. • It’s hard for me to picture things in my head. • I talk myself through homework assignments. 	<ul style="list-style-type: none"> • When learning something new, I don’t like to read directions or listen to them. I just start right in. • I can study better when music is playing. • I need frequent breaks when studying. • I don’t like sitting at a desk. I like to move around. • I take notes, but I never go back and re-read them. • When I start a book, I like to look at the ending. • My notebook and desk may look messy, but I know where things are. • I use my fingers to count and move my lips when I read. • I daydream in class. • I’d rather do a project than write a report.

LEARNING TIPS: IF YOU ARE A VISUAL LEARNER...

- Write things down because you’ll remember them better that way (quotes, lists, dates, etc.).
- Look at the person who is talking to you. It will help you remain focused.
- It is usually better to work in a quiet place and to work by yourself.
- Ask a teacher to explain something again if you don’t understand what you’ve heard.
- Take lots of notes. Leave extra space to fill in later if you miss some details.
- Copy over your notes. Rewriting may help you recall the information later.
- Use color to highlight main ideas in your notes and handouts.
- Before starting homework, set specific study goals and write them down.
- Preview a chapter before reading by first looking at all the pictures, section headings, etc.
- Select a seat far away from the door and windows and toward the front of the class, if possible.

Put this in the “Learner” Section of your Portfolio

- Write vocabulary words in color on index cards with short definitions on the back. Look through them frequently, and then write out the definitions again to check yourself.

LEARNING TIPS: IF YOU ARE AN AUDITORY LEARNER...

- Try studying with a friend so that you can talk out loud and hear the information.
- Read aloud any facts that you want to remember (quotes, lists, dates, etc.).
- Record classroom lectures, or read class notes onto a tape. Try to listen to your recorded notes three times.
- Before reading a chapter, look at all the headings and picture captions and read them aloud.
- Write vocabulary words in color on index cards with short definitions on the back of each card. Review them frequently by reading the words and saying the definitions aloud.
- Before beginning an assignment, set a specific study goal and say it aloud.
- Read aloud whenever possible. In a quiet place, try hearing the words in your head as you read silently. Your brain needs to “hear” the words as your eyes read them.
- Use color and graphic symbols to highlight main ideas in your notes, textbooks, handouts, etc.

LEARNING TIPS: IF YOU ARE A KINESTHETIC LEARNER...

- To memorize, walk around while reciting to yourself or looking at a list or index card.
- When reading a textbook chapter, first look at the pictures, then read the summary or end-of-chapter questions. Then, look over the section headings and bold-faced words. Get a “feel” for the whole chapter by reading the end first, then working your way towards the front of the chapter. This is called working “whole-to-part.”
- If you need to fidget when in class, experiment with ways of moving that don’t disturb others.
- You may not study best at a desk, so when you’re at home, try studying on your bed or while walking around. Also, try studying with music playing in the background.
- If you have a stationary bicycle, try reading while pedaling.
- Use a bright color on your desk. This is called “color grounding” and will help focus your attention. You might want to try reading through a color transparency. Experiment with different colors and different ways of using color.
- While studying, take breaks as frequently as you need to. Just be sure to get right back on task.
- When trying to memorize information, try closing your eyes and writing information in the air or on a desk or carpet with your finger. Picture the words in your head as you do this. If possible, hear them, too. Later, when trying to recall the information, close your eyes and remember your actions.

MAKING THE MOST OF YOUR LEARNING STYLE

- How do you learn best? Do you learn best by seeing things, hearing them, or acting them out? What can you do at school – and when you’re doing your homework – to take advantage of your unique learning style?
- Think about your learning style as you review your grades and write your academic inventory.
- Maybe you don’t need to study more... but just need to study smarter!
- Can you change the way you study to build on your natural strengths? If you’re a visual learner, can you focus more on writing and drawing to learn? If you’re an auditory learner, can you focus more on hearing things to learn? If you’re a kinesthetic learner, can you focus more on acting things out to learn?
- How can your family and teachers help you learn better?
- Share this handout with your parents or guardians. They might be surprised to see how you learn, and they might learn something about their own learning styles too!

ACADEMIC INVENTORY

EASTMONT SENIOR HIGH SCHOOL • CAT QUEST



3b SR./JR./SOPH
HANDOUT

PLEASE FILE THIS IN THE
ACADEMIC SECTION
OF YOUR PORTFOLIO.

Name: _____

Advisor: _____

Please use information about your grades to answer the questions on this handout.

HOW ARE YOU DOING IN YOUR CLASSES THIS YEAR?

(Note your grade and whether you think you are doing well or not.)

Language Arts: _____

Math: _____

Science: _____

Social Studies: _____

Elective (): _____

Elective (): _____

What factors contributed to your performance?

- Studying at home or at school
- Finding new ways to study to manage your high school workload
- Turning in homework assignments on time
- Attending class
- Working with a tutor at school
- Getting extra help from a teacher
- Attending a catch-up study session
- Other: _____

Put this in the "Learner" Section of your Portfolio

ACADEMIC INVENTORY, Continued

WHERE ARE YOU DOING WELL?

In which classes did you do best?

Were you surprised at how well you did?

Why do you think you did so well?

WHERE DO YOU NEED TO IMPROVE?

In which classes do you need to improve?

Were you surprised that you didn't do as well as you expected?

How can you improve?

WHAT IS YOUR PLAN TO DO BETTER ACADEMICALLY? *(Please write a short response about how you can strengthen your academic performance.)*