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## ABSTRACT

This book, designed for students in grades 4 to 6, provides advice to help them do homework independently and successfully. Part 1, "Developing Good Habits," presents exercises and tips on organization and time management, including a self-inventory of homework habits, assistance in goal setting, and designing a personal schedule. Part 2, "Getting Down to Business," has several suggestions for sharpening the student's memory and notetaking skills, and shortcuts for math, social studies, and science homework. Part 3, "Improving Your Reading," allows the student to conduct a reading inventory, improve their reading skills, learn how to write book reports, predict the types of questions teachers will ask, and see what books are recommended by other students. Part 4, "Improving Your Writing," focuses on deciding what to write about, identifying a research topic, organizing information, and making a paper interesting. Part 5, "Improving Your Study and Test-Taking Skills," presents tips for taking tests of different types and methods for improving study skills. Part 6, "Clip and Save," contains reference materials such as a list of commonly misspelled words and a list of state capitals. (KDFB)

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# GOOD APPLE HOMEWORK HELPER

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*Sharpen your memory  
Write your best book report  
Schedule your time*

*Build better habits • Go for goals  
Read like a pro • Take terrific notes  
Improve test scores*

*Spell like a champ • Get the "write" start  
Erase math hangups  
Streamline studying*

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THE  
GOOD APPLE  
HOMEWORK  
HELPER

by Jeri S. Cipriano

For Rachel, who has always insisted on  
doing everything herself!

Editor: Suzanne Moyers



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## **TO THE STUDENT**

In this book, you'll find time-saving tips on everything you need to know about homework, getting organized, and doing well in school. Many of the tips come from real experts—kids like you who have found great ways to get things done.

You probably won't want to read this book cover to cover.

Instead, take a few moments to review the Table of Contents and see what's inside. Flip through the pages to get a better idea of the topics. Read a few of the sections you're most interested in. Look at the handy "Clip and Save" section at the end of each section and cut out a few of these pages to put in your school notebook.

## **TO THE TEACHER OR PARENT**

This book provides students with simple, practical advice to help them do their work more independently, with greater success. If you're a teacher, you may want to reproduce and distribute all or part of a section at one time or supplement sections with tips of your own.

Parents will want to share this book with children, encouraging them to work independently, but reminding them that they should ask for help when they need it.

# CONTENTS

## PART 1

<b>DEVELOPING GOOD HABITS</b> .....	<b>6</b>
Homework Habits Inventory .....	7
Set Up Your Workspace .....	8
Get Assignments Straight .....	9
Take a Tip From a Kid: About Assignments .....	10
Setting Priorities .....	11
Time Out .....	12
Time Tracking .....	13
Take a Tip From a Kid: First Things First .....	14
Week at a Glance .....	15
My Week at a Glance .....	16
TV Time .....	17
TV Time Worksheet .....	18
Breaking Habits, Making Habits .....	19
Put It In Writing .....	21
Self-Improvement Pledge .....	22
Go for the Goal .....	23
<b>Day by Day</b> .....	<b>24</b>
<b>Month by Month</b> .....	<b>25</b>



## PART 2

<b>GETTING DOWN TO BUSINESS</b> .....	<b>26</b>
Mind Over Matter .....	27
Remember This! .....	29
Thanks for the Memories .....	30
Take Note! .....	32
Note Taking Tidbits .....	33
Math Homework Tips .....	35
Tips for Science and Social Studies .....	37
Homework Tips for Reading .....	39
Take a Tip From a Kid .....	41

## PART 3

<b>IMPROVING YOUR READING</b> .....	<b>42</b>
Reading Inventory .....	43
Fiction Fact Sheet .....	45
Teachers' Choice .....	47
How to Write Your Best Book Report .....	48
Write Here Now .....	50
Speak Up .....	52
Kid Picks .....	53
Reading Logs .....	54
What's the Good Word? .....	56



## PART 4

<b>IMPROVING YOUR WRITING</b> .....	<b>57</b>
Write at the Beginning .....	58
Recipe for Writing Success .....	59
Oops! .....	61
Mail Call: Writing Letters .....	62
Tools of the Trade: Outlines .....	64
<b>Outline Worksheet</b> .....	<b>65</b>
The Times of Your Life .....	66
What's the Story? .....	67
Be a Poet .....	68
Writing an Essay .....	70
What's News? .....	71
Extra! Extra! Read All About It! .....	72
Take a Tip From a Kid .....	73
Research Papers .....	74
Reference Books .....	75
Look It Up! .....	76
Facts on File .....	77
Writing a Bibliography .....	78
<b>Research Paper Checklist</b> .....	<b>79</b>



## PART 5

<b>IMPROVING YOUR STUDY AND TEST-TAKING SKILLS</b> .....	<b>81</b>
What's Your Test I.Q? .....	82
Take a Tip From a Kid .....	83
Study Tips .....	84
"See" What You Know .....	85
Do It Yourself! .....	86
<b>Chapter Captor</b> .....	<b>87</b>
Take a Tip From a Kid .....	88
The No Sweat Guide to Test Taking .....	89
Math Matters .....	90
Short-Answer Tests .....	91
Standardized Tests .....	92
The Best Test-Ever! .....	95



## PART 6

<b>CLIP AND SAVE</b> .....	<b>97</b>
<b>Tricky Spelling Words</b> .....	<b>98</b>
<b>Plurals</b> .....	<b>100</b>
<b>Homonyms</b> .....	<b>101</b>
<b>On Your Mark!</b> .....	<b>103</b>
<b>Parts of Speech</b> .....	<b>104</b>
<b>U.S. States and Capitals</b> .....	<b>106</b>
<b>U.S. Map</b> .....	<b>108</b>
<b>Weights and Measures</b> .....	<b>110</b>
<b>Roman Numerals</b> .....	<b>111</b>
<b>The Solar System</b> .....	<b>112</b>





# PART 1

## DEVELOPING GOOD HABITS

**It's true:** Homework can be hard. But it doesn't have to be. A big part of doing homework well is being organized and managing your time. In this section, you'll

- test your homework habits;
- pick up time-saving tips from other kids;
- set goals;
- design personal schedules;

**and much more.**



# HOMWORK HABITS INVENTORY

Oh, no! A pop quiz — already!

Don't worry. There are no right or wrong answers on this test. But all answers count because each one tells you something important about yourself. Put a check in the column that best describes you.

	Yes	No	Well, sort of
I have a homework assignment book.			
I write down all assignments.			
I keep track of due dates for all work.			
I have a big calendar at home to highlight important dates.			
I keep a dictionary handy when I do my homework.			
I have a copy of my school schedule in my notebook.			
I have a copy of my school schedule at home.			
When I write down my homework, I include the book I need to bring home.			
I check my bookbag before I leave for school and before I come home.			
I have the phone number of a classmate in case I have a question about homework.			
I have a regular time and place for homework each day.			

It's pretty easy to figure out how this quiz works. The more *yes* answers you have, the better organized you are.

Look over your answers. Choose two *no* answers you think you could change to *yes*. Write what (and how) you'll change, below.

---



---

# SET UP YOUR WORKSPACE

"I'm having trouble filling in the blank!"

"Which one? The one between your ears?"



Homework is a job. Is your "office" set up for success? Check all the sentences that are true.

- I have pens and pencils.
- I have paper.
- I have a dictionary.
- I have a ruler.
- I have enough quiet in which to work.
- I have enough space to spread out.
- I have a watch or clock to help me keep track of time.
- I have adequate lighting in my homework area.
- I have a comfortable chair.
- I have privacy when I need it.
- I keep extra supplies for special projects (graph paper, construction paper, tape, scissors).

Write down one thing you'd like to change about your homework space. What can you do to make it better? Write your idea below.

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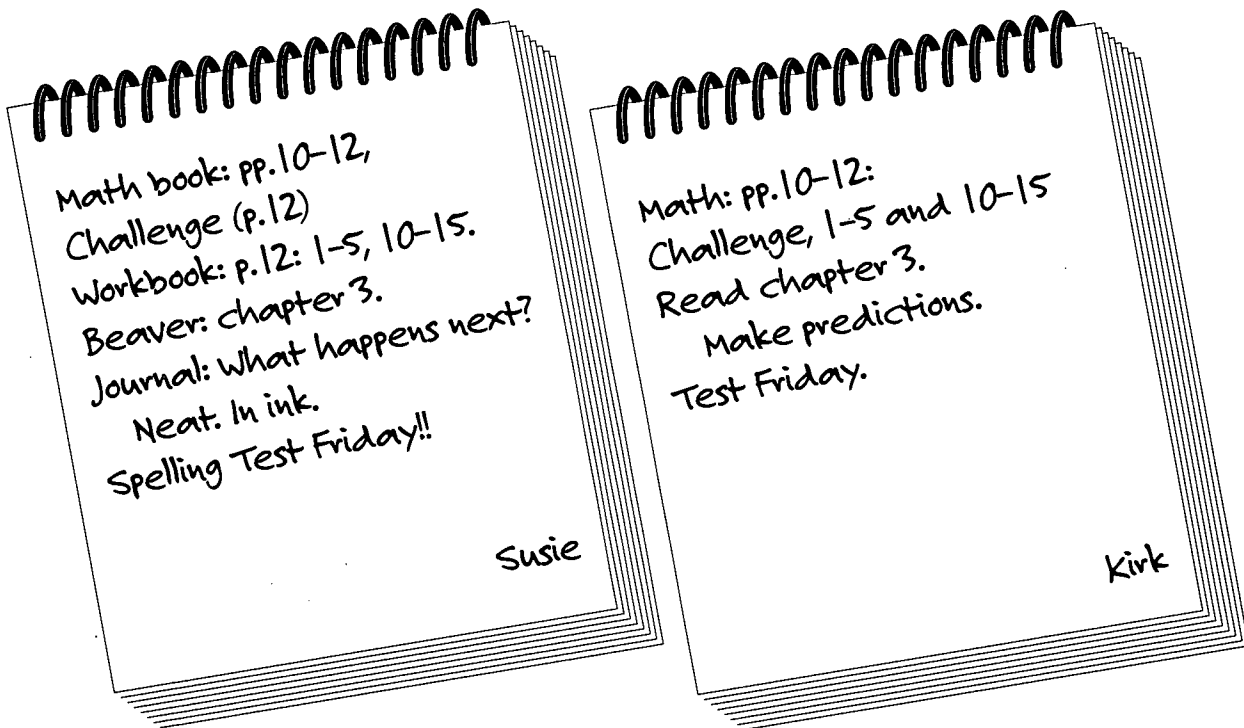
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# GET ASSIGNMENTS STRAIGHT

Read the assignment pads on this page to see how two students might write down the homework their teacher has assigned. Which student would you call if you were absent from school?





"Read pages 10-12 in your math book and do the "challenge" section at the bottom of page 12. On page 12 of your math workbook, do examples 1-5 and 10-15. Read chapter 3 in *The Sign of the Beaver* and, in your journals, predict what will happen next. Write neatly in ink. Study the 10 new spelling words. There'll be a spelling test on Friday."




Which student left out key facts? \_\_\_\_\_

What problems could result?  
\_\_\_\_\_  
\_\_\_\_\_

Whenever you get an assignment, ask yourself:

-  What *exactly* do I have to do?
-  When is it due?
-  What do I need to take home?
-  Are there any special instructions I need to follow?


# TAKE A TIP FROM A KID: ABOUT ASSIGNMENTS



Use a highlighter to set apart important information in your homework pad.

Read the directions twice before you start anything. Use your own words to explain to yourself, out loud, what you need to do.

Use shorthand and scrap paper to do the "thinking" part of your work, then you won't have so much to recopy on your final draft. You'll also save good paper.



Make friends with someone who's good in a subject you're not. Become homework buddies.

Keep all school supplies in one place, like in a box or drawer.

Do as much homework as you can in school. That way you can ask your teacher for help if you need it.

Reread everything! Check for what you may have left out.

Save all homework. It's a fast way to review for a test.

Check the tips you already use. Star the ones you're willing to try.

Add any good tips you and your classmates think up.

My Own Homework Tips \_\_\_\_\_

Tips From My Classmates \_\_\_\_\_



# SETTING PRIORITIES



Sometimes, there isn't enough time to do everything you want to do in one day. That's why it's important to learn how to plan your time, so you can do the most important things first. That's called setting priorities.

Pretend you have the following list of things you need to do. Arrange the events in order of priority by putting a 1 next to the most important event, a 2 next to the second most important event, and so on.

- RSVP to party invitation.
- Practice piano.
- Work on book report due in three days.
- Study for tomorrow's spelling test.
- Start Colonial Times diorama.
- Count money in savings account.
- Get parent's signature for school trip at end of week.
- Write thank-you note to aunt for last week's present.
- Call friends to find out weekend plans.

Suppose you don't have time to do everything on the list. Star the items you could save for another day.

Now think of three things you absolutely want to do today. Write them in order of importance on the line below.

---

---

---



# TIME OUT!

Do you have enough time for everything you need to do? A schedule can help you get as many things done as possible. Before you make a schedule, though, it's a good idea to find out exactly how you already spend your time.

Look at the Week-at-a-Glance chart below. The numbers under each day stand for how many hours one kid spent doing each thing. Fill in your own chart on the next page. Remember: Your total hours each day should add up to about 24 hours.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
<b>Sleeping</b>	10	9	10	9 1/2	10	10	10
<b>Eating</b>	1	1	1 1/2	1	1 1/2	1 1/2	2
<b>Dressing, showering, exercising</b>	1	1	1 1/2	1	1 1/2	1 1/2	1 1/2
<b>School</b>	7	7	7	7	7	0	0
<b>Homework</b>	1/2	1	3/4	3/4	0	0	1/2
<b>Sports &amp; Clubs</b>	1 1/2	0	2	1	3	2	0
<b>Lessons/Practice</b>	1/2	1	1/2	1/2	0	1/2	0
<b>Chores</b>	1/4	1/4	1/2	1/4	1/4	1	0
<b>Shopping</b>	1/2	0	0	2	0	1	0
<b>Entertainment (TV/Computer/Games)</b>	1	1	1/2	1	3	2	2
<b>Time with Friends (in person; on phone)</b>	0	1/2	0	1	1	2	2
<b>Time with Family</b>	1/2	1	0	1	0	2	3
<b>Bedtime/Time Alone (reading, writing, hobbies)</b>	1/2	3/4	1/2	2	1/2	1/2	2
<b>Other things</b>	0	0	0	2	0	0	1
<b>HOURS</b>	24 1/4	23 1/2	24 3/4	30	27 3/4	24	24

# TIME TRACKING

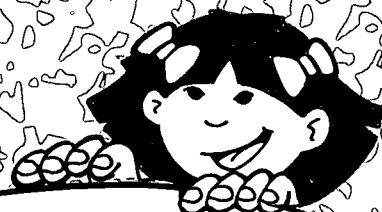
For the Week of \_\_\_\_\_

Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

<b>Sleeping</b>							
<b>Eating</b>							
<b>Dressing, showering, exercising</b>							
<b>School Homework Sports &amp; Clubs</b>							
<b>Lessons/Practice</b>							
<b>Chores</b>							
<b>Shopping</b>							
<b>Entertainment (TV/Computer/Games)</b>							
<b>Time with Friends (in person; on phone)</b>							
<b>Time with Family</b>							
<b>Bedtime/Time Alone (reading, writing, hobbies)</b>							
<b>Other things</b>							
<b>HOURS</b>							

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# TAKE A TIP FROM A KID: FIRST THINGS FIRST



Do your homework right away. Then you'll have the rest of the night free.

Do hard assignments first or whenever you have the most energy.

Don't wait until the last minute to do assignments. If a crisis comes up, you may not finish in time. Work on long-range projects a little at a time.

Assign a set time and place each day for homework. For instance, at 4:00 P.M., go to your room, sit at your desk, and start working. Pretty soon it will become a habit.

Tell your teacher if you're having trouble with your homework. Teachers are there to help.

Ask an older sister or brother for help when you need it. You can do them a favor in return.

Ask your teacher if you can use self-stick labels you've prepared ahead to save time writing your name on every paper.



Add any good tips you and your classmates thought up.

My Timesaving Tips \_\_\_\_\_  
\_\_\_\_\_

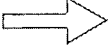




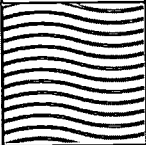








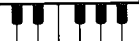
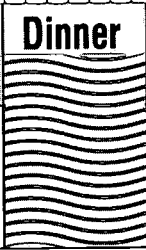

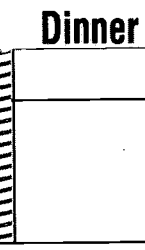

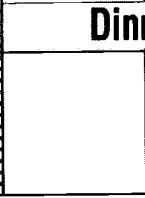
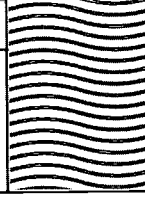
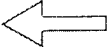



My Classmates' Timesaving Tips \_\_\_\_\_  
\_\_\_\_\_

Check the tips you already use.

Star the ones you're willing to try.

# WEEK AT A GLANCE

Here's one kid's schedule for the week ahead. Use it to help you fill in your own schedule on the next page.

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
6 AM to 8 AM	Wake, dress and leave for school. 						
8 AM to 12 PM			<b>School</b>				Religion
12 PM to 3 PM							
3 PM to 5 PM		Homework 	Religion 		Homework 		
5 PM to 7 PM		Dinner 				Dinner 	
7 PM to 9 PM	Dinner 		Dinner 				
__ AM to __ PM	  						

## KEY

-  Chorus
-  Walk dog
-  Feed Guinea Pig
-  Piano
-  Swim team
- Homework**
-  Sleep
-  School
- Religion**
-  Read
- Wake, dress and leave for school**

# MY WEEK AT A GLANCE

- Copy this page before you fill it out in case you need to make any changes later.
- Use colored markers for the various activities. Use the same colors to fill in the key.
- Look at each day. Ask yourself  
Do I have enough time for homework?  
Do I have enough time for relaxing?  
Are there any changes I can make in my schedule?

If you decide to make changes, use your extra copy of this page to redo the schedule.

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
6 AM to 8 AM							
8 AM to 12 PM							
12 PM to 3 PM							
3 PM to 5 PM							
5 PM to 7 PM							
7 PM to 9 PM							
__ AM to __ PM							

## KEY

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# TV TIME


If you're like most kids, you probably watch TV.

The chart on the next page will help you organize your TV watching so that you have time left over to enjoy other kinds of fun. Follow these steps to fill out the chart:

- Look at the TV listings and choose some shows you'd like to watch.
- Write in your reasons for watching (to be with the family, to learn something, just for fun).
- At the end of each day, write down the names of the shows you actually watched. Jot down what you thought about each show.
- At the end of the week, look over the chart. Did you watch more or less TV than you had planned? Did you really learn something or enjoy what you watched? Do you think you used your TV time wisely?

## TAKE A TIP FROM A KID

Here are some ideas for avoiding all those fights about who watches which shows. It'll also help you plan your TV-watching time so you can do other things.



When you get Sunday's paper, look over the TV listings for the week with the whole family. Let everyone initial one or two programs they really want to watch.

Hang up the daily listings so everyone can see who will be watching what, when!

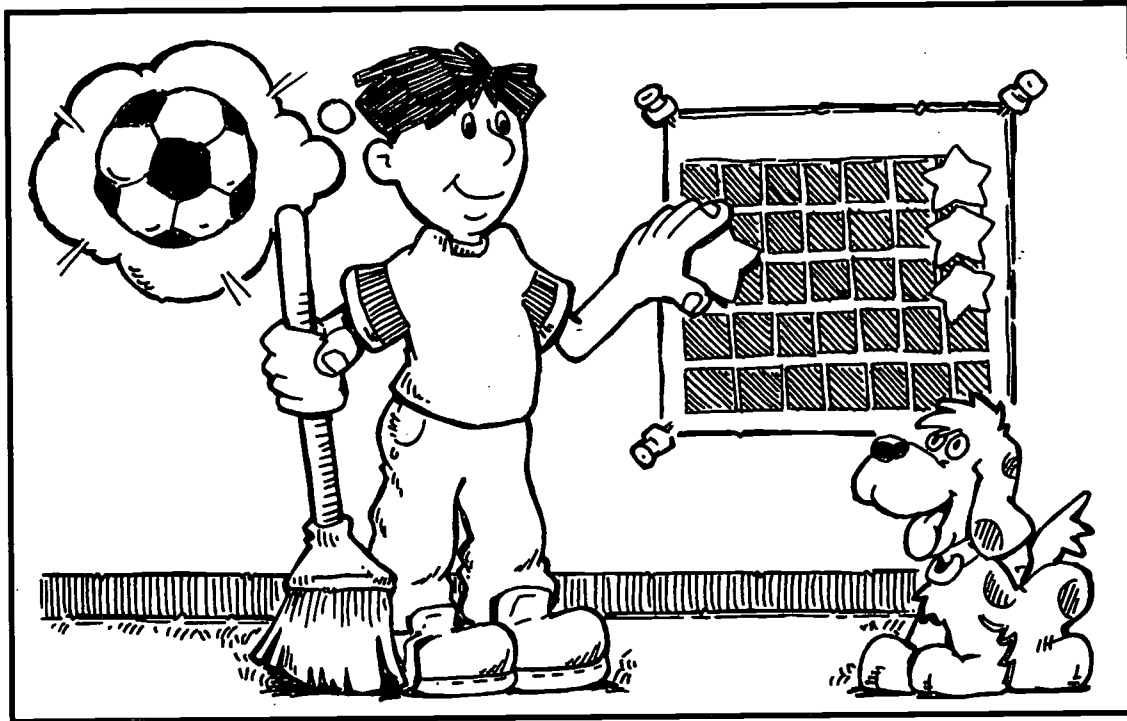
Work out a system for deciding what to do when two people want to watch different shows at the same time. (Especially if you have just one TV set.)

With your family, plan a no-TV night. Play boardgames, listen to music, or do whatever you enjoy—together.

# TV TIME WORKSHEET

DAY	I PLAN TO WATCH (Programs)		I WATCHED (Programs)	
	Reasons	Reasons	Reasons	Opinion
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

# BREAKING HABITS, MAKING HABITS



Do you want to break some bad habits and pick up some good ones? Here's how.

## **Write Down Your Goals**

What bad habit would you like to quit? By when? What good habit would you like to start? By when? Write down your goals. Put them where you can see them often—on the closet door, the ceiling, or the bathroom mirror.

## **Make Yourself a Star**

Each week, write your goal for the week in the Sunday square on a wall calendar. Paste or draw a star on each day that you accomplish what you've set out to do. Promise yourself a special treat for every 10, 15, or 25 stars you earn.

## **Take Small Steps**

Pick one goal to work on. Do your best to reach that goal for one week. Then try a new goal the next week.



### **Don't Expect Perfection**

You're determined to stop biting your nails. But then one day, there you are, chewing your fingers again. Instead of thinking: "I'll never stop!" remind yourself how hard it is to break habits. Don't give up; keep focused on your goal.

### **Believe in Yourself**

Stay positive. Don't say, "I think I can do this." Instead, tell yourself, "I know I can do this. I will do this."

### **Picture the New You**

Three times a day, picture yourself as you'd like to be.

Suppose you are trying to give up junk food. Imagine yourself eating a juicy apple or a banana. Picture yourself looking healthy and fit. Imagine how good you'll feel.

### **Hook Up with a Buddy**

Team up with someone who also wants to break a habit or set a new goal, even if it's different from yours. Celebrate each others' successes.

### **Be a Copy Cat!**

Think of someone you admire. Figure out what you like about that person. Try behaving in a similar way. From time to time, stop and ask yourself, "What would so-and-so do now?" or "Is this the way so-and-so would handle this situation?"

### **Make a Habit of Success**

When you accomplish something difficult, it often sets the stage for other successes. Use your new confidence to try making more changes.

**Write down some old habits you'd like to break:**

---

---

**Write down some new habits you'd like to develop:**

---

---

# PUT IT IN WRITING

A contract is an agreement or promise you make with someone else to reach a certain goal. Use this form to make a contract with yourself to reach some important goals. Add your signature at the bottom. (If you want to be especially official, ask someone to sign as a "witness" to the promise you've made.)

## My Contract

This year, a **habit I will break** is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will try to reach my goal by (date) \_\_\_\_\_

To reach my goal, I will do the following: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For starters, this week I will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This year, a **habit I will develop** is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will try to reach my goal by (date) \_\_\_\_\_

To make my goal, I will do the following: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For starters, this week I will \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Witness: \_\_\_\_\_





# SELF-IMPROVEMENT PLEDGE

A pledge is a promise you make to yourself or someone else.

Make a pledge to try something challenging. Here are some examples of things you could pledge to do:

- Read a book for one hour each day;
- Practice piano for one-half hour a day;
- Tutor a younger sister or brother;
- Work on a special hobby every day.



Schedule the amount of time you are willing to spend working on your goal each day. Then record the actual time you spent and what you accomplished. When you're done, give yourself a pat on the back!

## My Pledge to Myself

This week, I pledge to \_\_\_\_\_

for a certain amount of time each day.

Scheduled Time	Actual Time	What I Accomplished (pages read, songs rehearsed, and so on)
Sun.		
Mon.		
Tues.		
Wed.		
Thurs.		
Fri.		
Sat.		

# GO FOR THE GOAL

**Congratulations! You're on a roll!**

Now write four weekly goals for the month. Mark each day you worked toward achieving your goal. At the end of each week, give yourself a reward.

## Goals I Want to Reach

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Reward**

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Reward

Why interrupt a winning streak? To see even more improvement, continue pursuing your goals for another two months.

**Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Reward**

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Reward

**Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Reward**

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Reward

**Clip  
and  
save**

# DAY BY DAY

**Create your own handy homework pad using this page as a guide.**

- Use a hole-punch to add these pages to your looseleaf notebook.
- Each day, write the date at the top of the page.
- Write your homework assignments according to subject. Note when each assignment is due, and put a check when you've completed it.
- Use the bottom of the page to jot down important information.

Today is \_\_\_\_\_

Day of Week

Month

Date

Year

SUBJECT	HOMEWORK	DUE
---------	----------	-----

Reading

completed

\_\_\_\_\_

Math

completed

\_\_\_\_\_

Social Studies

completed

\_\_\_\_\_

Language Arts

completed

\_\_\_\_\_

Spelling

completed

\_\_\_\_\_

Science

completed

\_\_\_\_\_

Music/Art

completed

\_\_\_\_\_

Computer/Library

completed

\_\_\_\_\_

### Things to Remember

After School: \_\_\_\_\_

Take Home: \_\_\_\_\_

Bring to School: \_\_\_\_\_

# MONTH BY MONTH



Congratulations! By now you should be officially organized.

**Make copies of this monthly calendar page and keep it with you the whole year. Fill in important events or reminders in the correct dates.**

Calendar for the Month of \_\_\_\_\_

Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					



## **PART 2**

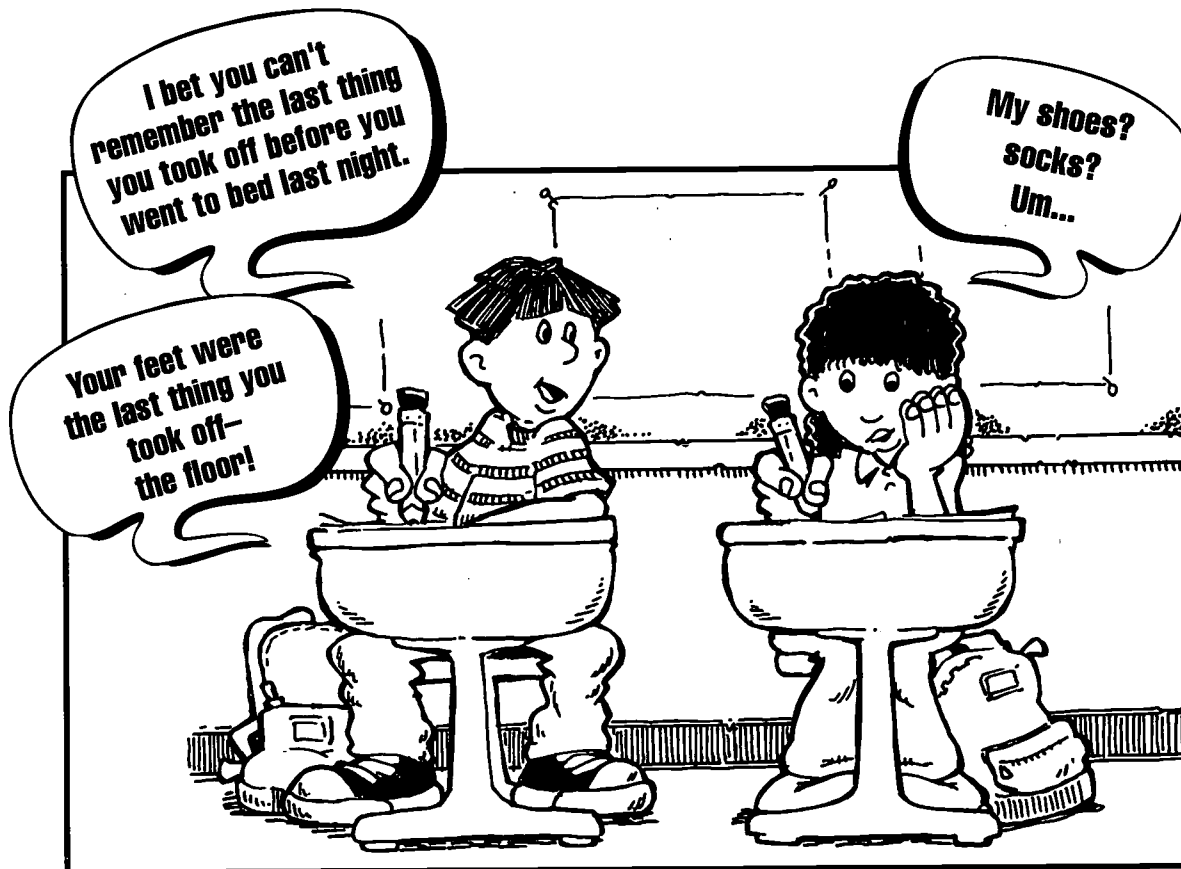
### **GETTING DOWN TO BUSINESS**

Now that you know *when* to do your homework, it's time to learn *how*. No, we're not going to do all those long division problems for you. That's your job! But we will give you some great ideas for helping you do your work better in less time.

In this chapter, you'll learn how to sharpen your memory, take notes like a pro, and pick up shortcuts for doing math, social studies, and science homework, among other things.



# MIND OVER MATTER



1776.  $3 \times 4 = 12$ . Tuba lessons are on Tuesday...  
You've got a lot to remember!

Here's an idea that will help: Your memory likes unusual information or facts that stand out in some way. Think about how using different color notebooks for each subject makes it a lot easier to find the right one in that crowded locker when you're in a hurry. Pairing facts with interesting cues works the same way.

## **Write it down.**

Keep a pad and pencil with you at all times. Look back at your notes often to refresh your memory.

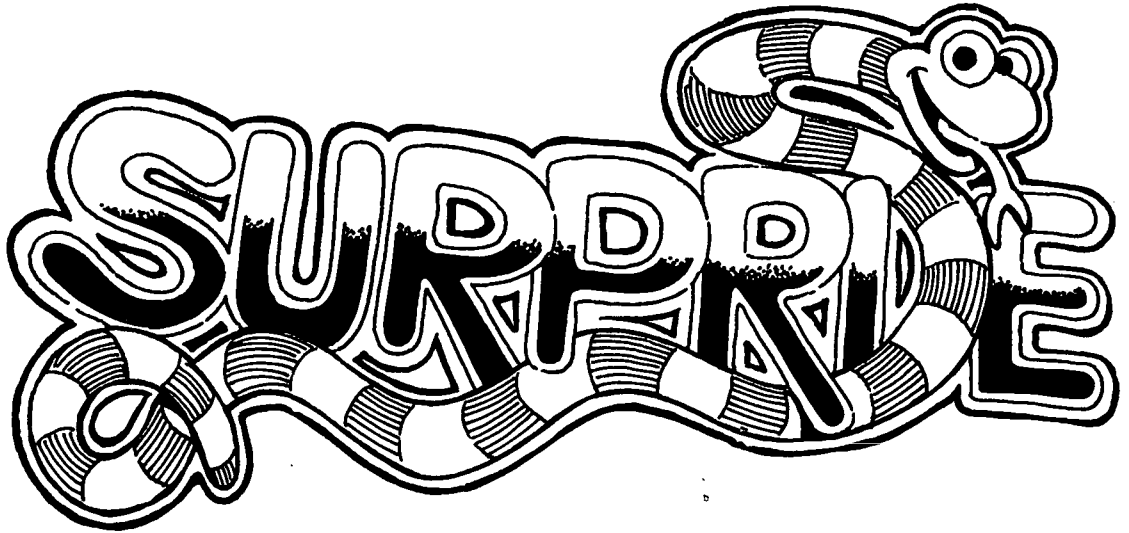
## **Talk to yourself.**

Say things out loud at least three times. This technique is especially good for remembering a shopping list, a spelling list, or any other list of facts.

Try saying things in different ways, too: in a deep voice, a squeaky voice, loudly, softly, and as a song. Find the rhythm in a group of related ideas.

**Picture it.**

Suppose you want to remember that the word *surprise* is spelled with an s at the end, not a z. Just picture a silly snake hiding in the word. It also helps to remember the way groups of facts are presented on a notebook or textbook page.



**Make up a silly sentence.**

**My Very Educated Mother Just Served Us Nine Pickles.** Almost everyone has used this saying to remember the order of the nine planets. The first letter of each word in the sentence stands for one of the planets.

**Ask yourself questions.**

Think about what you have to do. When you leave for school, ask yourself: Do I have what I need? My homework? My keys? What am I doing after school?

**Do something weird.**

Tie a yellow ribbon on your finger and think: This will remind me to take the bus home today instead of the carpool. Or switch your watch to your other wrist to remember that you need to walk the neighbor's dog. These strange cues will jolt your memory.

**Put things in order.**

Do you sometimes need to remember events in order, like certain events leading up to an important event in history? Just picture the events happening from left to right in your room — on your curtains, your bureau, your floor. When you need to remember the events, just think of the things in your room — in order.

**Review information when it's fresh.**

Did you know that people forget almost half of what they learn within 30 minutes? To make new material stick in your mind, look at each day's notes when you get home from school. Then go over them again every few days. Don't wait until test time to review.

# REMEMBER THIS!

Suppose you have to remember the things below. Help your memory by making up a silly picture for each example. See if a friend can guess what each picture means.



1. Your dad sends you to the store to buy bread, dog food, milk, and donuts.
2. You have a karate lesson on Wednesday. On Thursday, you have to go to the eye doctor.
3. You have to go to the library for the following books: a book about rockets, a book about monkeys, a book about Walt Disney, and a book about pirates.
4. You're meeting your friend at the mall at 4:15 in front of the pet shop. Then you're going shopping for boots, jeans, and a notebook.

# THANKS FOR THE MEMORIES

Flex your mental muscles with memory games, or mnemonics (say: *nih-MAH-niks*; the first *m* is silent). Mnemonics is just a fancy way of describing how you connect what you need to remember with what you already know. Here's how mnemonics can work for you in school.

## Spell Check

Are there certain words you can't seem to remember how to spell? Make up mental connections that will help you.

Connect the meaning of the word with its spelling.

Dessert or desert?

Dessert has "**two helpings**" of *s*'s; desert has only one *s*.

Principle or principal?

A principal is your **pal**

Stationery or stationary?

Station**ery** is paper

Focus on the problem area of the word.

A **balloon** is a hollow **ball**.

Expen**\$**es have to do with **\$**.

Know**ledge** gives one an **edge** in life.

If it is perman**ent**, it won't **dent**.

**Mnemonics** is looking at **m**emory in a **n**ew way.

Do the double letters in the word committee give you trouble? You could think: **Committee . . . three doubles . . . mm, tt, ee.**

## Facts on File

Mnemonics can help you study and learn new information. Every time you face a new fact, ask yourself, "What does this make me think of?" For example:

The **bow** of a ship is in the front (one **bows forward**);

The **stern** and **aft** are **after** — or at the back.

**Seismology** is the study of earthquakes. (What is the **size** of the quake?)

## Train Your Brain!

Does your mind go blank when you're in front of the class?

Do you forget what you've read in your textbook five minutes later? If so, use the first letters of key words, phrases, or ideas to create your own memory aids.

For example, suppose you have to give an oral report on jellyfish. You want to remember to cover the following in your talk.

- Jellyfish: Are they really fish?
- Where jellyfish live
- What they eat
- Other important details

You create the mnemonic **Fake Fish, HFC** to help you remember the order of your talk.

**Fake Fish** (You'll discuss how jellyfish are different from fish.)

**H** (You'll discuss their **habitat** — where, how, and with whom they live)

**F** (F stands for food)

**C** (C stands for characteristics and context — you'll give details and talk about jellyfish in relation to other ocean creatures.)

## Hop Aboard the Memory Train

In the spaces below, write the spelling words or facts you want to remember. Next to each, create your own way to help you learn it.

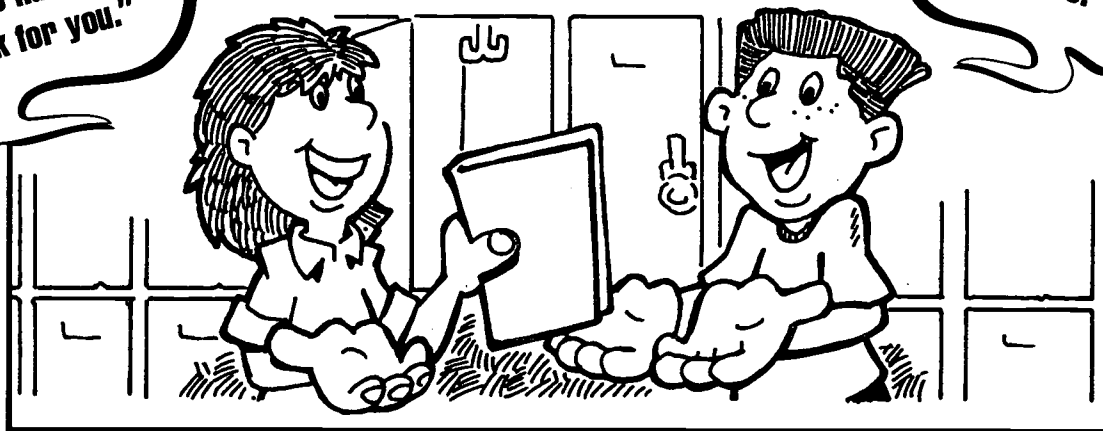
What I Need to Remember	How I Will Remember
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



# TAKE NOTE!

"Here, this book will do half your work for you."

"Good. I'll take two."



Good notes help you remember what you hear or read. Here are a few tips for taking notes.

## **Include Key Facts Only**

Don't write every word. And don't write whole sentences, either. Use only phrases or single words. Abbreviate whenever you can. Here is an example.

What you read or hear: Baseball is the most popular sport in the United States.

What you write: Baseball — #1 sport in U.S.

## **Use Signs and Symbols**

It's often faster to write a symbol instead of a word. Here are some common note-taking tricks.

<b>Instead of ....</b>	<b>Use</b>
and	+
the same as	=
number	#
important	*
different	≠

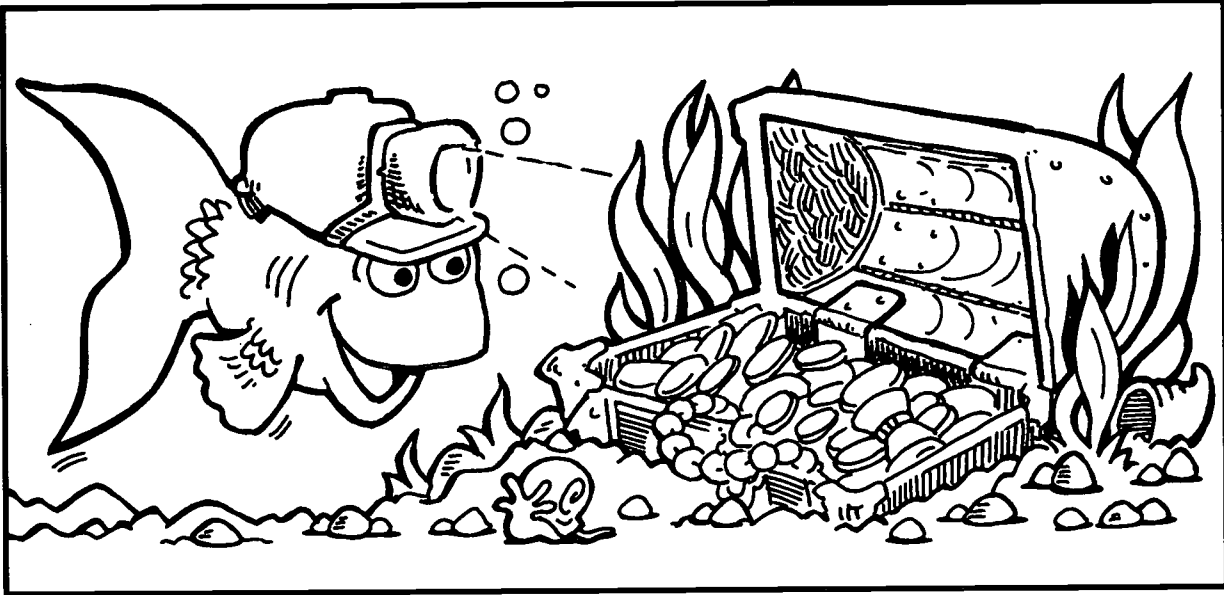
## **Review and Rewrite**

Read over your notes after you write them. Be sure you understand what you have written. Rewrite them to make them clearer.

## **What's the Point?**

When you take notes, jot down the main ideas and details. This helps you to remember and understand what you have read. Try to figure out the author's point, which ties all the information and facts together. The main idea is usually found at the end of an article or chapter.

# NOTE TAKING TIDBITS



From something fishy to news of ancient Egypt, you'll probably enjoy these far-out facts as you practice your note-taking skills under each passage.

Fish that live at the bottom of the sea are in total darkness. The lantern fish has a glowing spot on its head to help it see. The light it gives off is enough to read a book by. Blindfish have rows of projections on their bodies that are sensitive to touch. They help the blindfish get around without bumping into things. Blindfish have no eyes at all!

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You have to teach a dog to roll over and play dead. But "playing dead" comes naturally to opossums. When an opossum is in danger, its body becomes stiff. Most large animals eat prey they've hunted and killed themselves. If they see an opossum that appears dead they won't bother with it. The opossum waits until the larger animal has moved. Then it gets up and goes about its business.

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The penguin is a bird, but it can't fly. Its feathers are more like fur. The penguin uses its wings like flippers. This helps it move in water. The penguin is the only bird that can walk upright. When not in the water, the penguin waddles around. To move quickly, it does a belly flop and uses its wing flippers to glide across the ice and snow.

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Ants live in underground nests that are a lot like cities. There are roads that lead in and out. There are many workers doing many jobs. Some ants guard the city, and some care for the babies. Some hunt for food, while others grow food in ant "gardens." Ants are members of cooperative communities.

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In ancient Egypt, cats were treated like royalty. Cat owners would share their own meals with their cats. They'd put gold earrings in their cats' ears. When a cat died, it was mummified and given a fancy funeral. Cat owners shaved their eyebrows to show their sorrow. Everyone mourned — everyone, that is, except the mice!

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# MATH HOMEWORK TIPS



You can do better in math without learning any more arithmetic. That's because most math mistakes are caused by carelessness, not lack of understanding. Here are some ideas to help your homework "add up" to success.

## Scrap It!

Using scrap paper gives you a better chance of getting the right answer because you can review your work. Try doing the following problem in your head, then use scratch paper. Which answer do you trust?

$$\begin{array}{r} 472 \\ + 39 \\ \hline \end{array}$$

## What's Your Sign?

What's the first thing you should do when you have a math problem? Look at the sign! Many people add when they should subtract and vice versa.

## Keep It Straight!

Do you sometimes have trouble keeping columns of numbers straight? Here's a trick to try. Use lined paper turned sideways. That will give you neat columns in which to write. Try it.

### **Easy Does It.**

When you have math homework, answer the easy problems first. This helps you warm up so you feel confident about tackling tougher problems.

Don't spend too much time on problems you get hung up on. Put a check next to the problem and move on. Go back to the hard problems later; if you're still stumped, ask someone for help.

### **Key In on Important Words.**

Look for key words that tell which computation is needed, such as estimating or subtracting. Key words include: *more than*, *less than*, *between*, *nearest*, *least*, *greatest*.

### **Check It Out.**

Check subtraction problems by adding; check division problems by multiplying; and check multiplication by dividing.

### **Think of "Fact Families" Before You Solve.**

For instance, if you're trying to figure out  $16 - 9$ , try remembering the name of its addition "relative":  $9 + 7 = 16$ . The missing number in the subtraction problem, then, must be 7! Do the same for division and multiplication, which also share common family members.

### **Do It the Write Way.**

Write down each piece of information that is given. Write or circle what each problem asks you to find. Get your answer. Then go back and make sure it answers the question you wrote or circled.

### **Keep It Down and Add It Up.**

Reduce fractions to their smallest parts. To compare fractions, rename them as like fractions.

**Example:**             $\frac{3}{9} = \frac{1}{3}$      $\frac{4}{8} = \frac{1}{2}$

When looking for the correct answer to a problem, look for the fraction that has been reduced.

When fractions have the same denominator, add or subtract only the numerators.

**Example:**             $\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$



# TIPS FOR SCIENCE AND SOCIAL STUDIES

## Last Things First

When you have to read a chapter for homework, turn to the questions at the end. Read the questions before you begin the chapter. That way, you'll know ahead of time what the chapter is about and what information to look for as you read.

## What Did You Say?

After you've finished reading, go back and reread just the heavy-type headings and subheadings. Turn each one into a question to review what you've read and to check whether you remember it. For example:

How Heat Moves Through Solid Matter (How does heat move through a solid?)

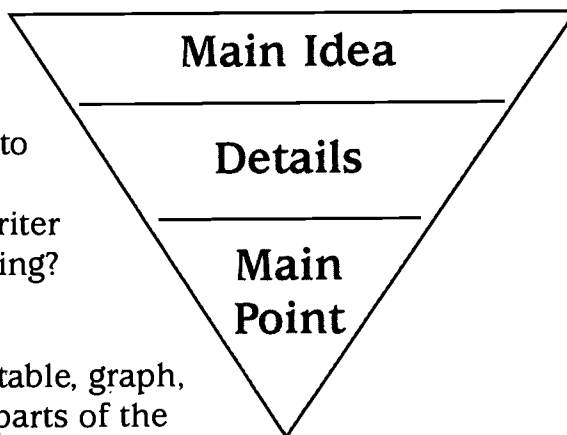
The Moving Ocean (How and why does the ocean move?)

The Reasons for the Civil War (What were the reasons for the Civil War?)

Texas Becomes a State (When and how did Texas become a state?)

## Shape Up Your Notes.

When you take notes, picture an upside-down triangle. Think of all the facts you've read. Say to yourself: *Oh, really? So what?* to get to the point — or reason — for what you've just learned. What did the writer want you to come away understanding?



## Table It!

Sometimes, information is given in table, graph, or chart form. Always "read" these parts of the lesson. They often show or sum up important ideas. Look for key words to help you understand what is being measured or shown.

### Fact Finding

To find what chapter contains certain information, look at the table of contents. To find the pages that have certain facts, use the index at the back of the book.

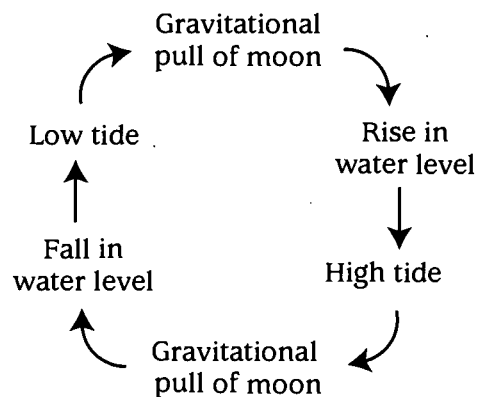
### Order, Order!

To understand the correct order or sequence of events, look for signal words such as *first*, *then*, *later*, *finally*, and *last*. To help you remember things in order, make a time line. Use memory aids, such as acronyms (made-up names or words using the first letters of terms you want to remember). An acronym for the colors of the spectrum is:

Red	Orange	Yellow	Green	Blue	Indigo	Violet
Roy G. Biv						

### Relationships

Many ideas and events in social studies are related by cause and effect. Key words such as *because*, *as a result*, *since*, *consequently*, and *so* are relationship words you should pay special attention to. You can use visual aids to keep track of events that cause other events to happen.



### Circle In on Details.

When you study history or science, you often compare two things. Words such as *like*, *same*, *but*, *unlike*, *on the other hand*, and *however* are words that tell about comparisons. When you make comparisons, you can highlight similarities and differences by writing your notes in intersecting circles called *Venn diagrams*.

### Hang-Ups!

Use index cards to help you study. Write the names of persons, events, or topics on the fronts and some related details and facts on the backs. Use clothespins to attach the cards to a jumprope "line" strung above our bed. Review a few cards each night before you go to sleep.

### What Do You Think?

Your teacher may ask for an opinion or prediction. Put all the reasons for and against your opinion in a list. Then choose the most important reason to help support your opinion.

# HOMWORK TIPS FOR READING

## **What's the Story?**

Figure out what kind of story you're reading by looking at the details. When does the story take place? Could this story really happen? Could the characters be real people? Watch for expressions that don't mean exactly what the words say, such as *skinny as a beanpole*.

## **Take It Lightly.**

Skim the chapter before you start reading. Skimming means reading something through quickly by letting your eyes scan each page. You'll get an idea of what the chapter is about and will be able to read more smoothly.

## **Get the Picture?**

There's more to reading than words. You have to "read" pictures, too. They help you understand stories and characters. Pictures and diagrams help you understand textbooks, too. Use the illustrations to help you understand what you're reading.

## **What's the Good Word?**

In textbooks, important words often appear in heavy type. You can usually figure out what these words mean by looking at the words around them. If you still can't figure out what a word means, look in the glossary at the back of the book. A glossary is like a dictionary; it tells what a word means.

## **Don't Use Your Head.**

Try not to move your head as you read. Let your eyes do the moving. Also, try not to move your lips as you read. All of these actions slow you down. Put your fingers on your lips as you read to keep them from moving.

## **No More Word for Word!**

Reading words one by one in a sentence can slow you down. Instead, train your eyes to see words in groups of two or three words. Group words that go together and let your eyes look at them as a whole. To practice this, read the next tip.

### **Practice Makes Perfect.**

Train your eyes to read word groups. Circle the words that go together in the following story.

*A mouse was dancing wildly on top of a jar of jelly. Another mouse came along and asked the first mouse why it was dancing.*

*"Can't you read?" replied the first mouse. "It says: 'Twist to Open.'"*

### **Stay on Top of Things.**

In every sentence, passage, or paragraph some words are more important than others. The important ones are called key words. The key words give you the message. You'll read better if you concentrate just on the key words. Example:

Whole Passage: *I've been sitting on top of a flagpole for 14 days. I have broken the world's record for flagpole sitting. I will write you a long letter all about it when I come back down to earth.*

Key Words: *Been on flagpole 14 days. Broken world's record. Will write.*

### **Little Things Mean a Lot**

Sometimes one little word can change the meaning of a whole sentence. Learn to zero in on important words.

For example:

*Do your homework before you watch TV.*

*Do your homework while you watch TV.*

Which sentence seems like more fun?

Try these:

*You can get a book or candy.*

*You can get a book and candy.*

In which sentence do you have to choose between two things?

*When I go shopping, I will take you.*

*If I go shopping, I will take you.*

In which sentence is the speaker not sure of going shopping?

### **Take Five**

No matter what the subject, take breaks from your work every 20 minutes or so. Stretch. Walk around. Rest your eyes by focusing on a spot in the distance. Don't do homework without taking breaks. It will only tire you and cause you to make silly mistakes.

**When you finish your homework, do something fun. Consider it a reward for a job well done!**



# TAKE A TIP FROM A KID...



To save time in the morning, plan what to wear to school the night before.

Unclutter your mind! Write everything on a calendar and keep it on your door. Check the calendar every day.

Pack your bookbag at night. In your usual morning rush, you could forget things.

Be the first to get to the library when a report is assigned so you'll have a choice of books to check out.

Give yourself more time than you think you'll need for big projects.

Save notes, handouts from your teacher, even ticket stubs from field trips to refer back to while studying!

Use a tape recorder for studying. It's a fun way to memorize things.

Know which kids to call when you're stuck on homework.

Eat right. Get enough sleep and exercise. All these will give you more energy for school.



Check the tips that work for you. Star the ones you're willing to try. Then add your own and your classmates' to the page.

My Tips \_\_\_\_\_

\_\_\_\_\_

My Classmates' Tips \_\_\_\_\_





## **PART 3**

### **IMPROVING YOUR READING**

Let's face it: Reading is an important part of schoolwork. Not only do you need to read textbooks to learn things; reading for pleasure is often a big part of homework.

Are you ever stuck without a good book to read? Do you waste time in the library not knowing where to look? In this section, you'll:

- take a reading inventory;
- improve your reading skills;
- learn how to write a perfect book report;
- get the scoop on questions teachers love to ask;
- see what books other kids your age are recommending.

# READING INVENTORY

An important part of reading for pleasure is being able to choose the books you want to read. This fun “test”(which you can’t fail) will help you pinpoint your interests.

## PART 1

The funniest book I ever read: \_\_\_\_\_

My favorite author: \_\_\_\_\_

A book that made me think: \_\_\_\_\_

A book everyone should read: \_\_\_\_\_

A book I've read more than once: \_\_\_\_\_

A real scary book: \_\_\_\_\_

A book about kids like me: \_\_\_\_\_

A book my parents read to me: \_\_\_\_\_

A book all my friends are reading: \_\_\_\_\_

A book I wish I had written: \_\_\_\_\_

If I ever write a book, it will be about \_\_\_\_\_

\_\_\_\_\_

# PART 2

I enjoy books about

- real life
- adventure
- famous people
- fairy tales
- myths and legends
- animals
- history
- outer space
- sports

The last two books I read were

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

If a friend asked me to recommend a book, I'd tell my friend to read

\_\_\_\_\_

I think this book is great because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# FICTION FACT SHEET

Sometimes you're expected to read a fiction book as part of a class project. When you do, you'll want to be able to remember it well enough to answer questions on a test or do a report.

Fill in the fact sheet on these pages with details from a book you're reading now. It will give you some good ideas for remembering facts for every new book you read.

Name of book \_\_\_\_\_

Author \_\_\_\_\_

## Sum It Up

Tell what happens in each chapter below.

Chapter	What Happens in Chapter
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Main Characters

Write the names and something about each character below.

Character	Kind of Person He or She Is
_____	_____
_____	_____
_____	_____
_____	_____

What is the most important problem the main character must solve?

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How does the main character solve the problem?

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Note key events from the story and the pages where each event happens.

**Big Event**

**Pages**

<b>Big Event</b>	<b>Pages</b>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Find pages that are important for rereading. Tell why. For instance, a page might give a good description of a character or provide an important quote.

**Pages**

**What Happens**

<b>Pages</b>	<b>What Happens</b>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Why do you think the author wrote this book? What message is he or she trying to communicate?

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What new words or ideas did you learn from this book?

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**If I Were Teacher...**

What would a teacher want you to remember about this book?

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What questions would a teacher ask?

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# TEACHERS' CHOICE

Teachers are always thinking of new homework ideas to help you understand the books you read. Read the list of assignments and how you can prepare for each.

## Prepare a book jacket for a book you've just read.

- Study a real book jacket.
- Notice that the title and author appear on the front cover and the spine.
- Find: Where the book summary goes;  
Where information about the author appears;  
The purpose of the illustration on the front cover.

Next time I do this type of project, I'll \_\_\_\_\_

## Take a scene from the book and turn it into a play.

- Describe the setting.
- Prepare a brief description of each character.
- Write a conversation (dialogue) between the characters.
- Be sure to include stage directions:  
how actors say their lines;  
how actors move and where they stand;  
what props actors will hold  
These directions appear in (parentheses).

Next time I try this, I'll \_\_\_\_\_

## Write a book review.

- Create a headline that captures your feelings about the book.
- Write something about the author, such as his or her other books.
- Summarize the book (give the main idea) without giving away its ending.
- Give the book a rating. Include:  
the age of the person who would like it;  
the interests of the person who would like it;  
Back up your opinions with reasons and facts.

Next time I try this, I'll \_\_\_\_\_

## Create a poster or diorama based on your book.

- Draw or cut out models of main characters;
- Create the background setting from an important scene in the book;
- Include key objects from the story.
- Include words that describe the story (mysterious stranger, missing money, dark and gloomy night).

Next time I try this, I'll \_\_\_\_\_

# HOW TO WRITE YOUR BEST BOOK REPORT

If you have an old-fashioned book report to write, follow these steps.

## 1. Know why you like the book.

Ask yourself the following questions as you read the book.

- Does it make you laugh? If so, what makes it funny?
- Do the characters get themselves into silly or dangerous situations?
- Can you relate something in the book to something that's happened to you? Does reading about these characters help you understand yourself or others more?
- Does the book make you feel strongly about something? If so, what?
- If the book is nonfiction, are you learning about something you're really interested in?

When you're ready to do your report, you'll have plenty to write about!

## 2. Decide what you need to include in your report.

In most book reports, you need to describe:

- **what kind** of book it is (nonfiction, fiction, fantasy, biography);
- **the subject** of the book;
- **your feelings** about things that happened in the book.

Write one or two paragraphs for each element.

## 3. Write your first draft.

### First Paragraph

Suppose you read a nonfiction book about popcorn. Here's how your first paragraph might read:

*The Popcorn Book by Tomie de Paola is a nonfiction book that tells all about popcorn. The book explains when popcorn was discovered and who discovered it. It also explains how popcorn kernels pop, why it is a favorite snack, and how to make popcorn.*

### Second Paragraph

In your second paragraph, give more detail about the book. For example, you might relate some amazing facts about popcorn for *The Popcorn Book*, above. Here's an example from a fiction book:

*Aldo Applesauce by Joanna Hurwitz is a funny book about a fourth-grade boy who moves to a new town and has trouble making friends. The only person who is nice to him is DeDe, an unusual girl who wears a fake mustache to school!*

If you read a biography, your report might begin like this:

*The Story of Thomas Alva Edison, Inventor by Margaret Davidson is a true story. The book tells about Tom Edison's life, from his birth to his death. It tells about how he invented the electric light, movies, and the phonograph. It tells about all his inventions.*

### **Third Paragraph**

Write what the author's message might be. To understand the author's message, ask yourself: Why did the author write this book? What meaning did he or she want readers to get?

One shortcut is to ask yourself what the main character learned. Did the main character change in any way as a result of the events of the story? Does the main character look at things differently at the end of the book?

### **Last Paragraph**

The conclusion of your book report tells what you think of the book. Knowing whether you liked or disliked a book is simple. Explaining why is a little harder.

Think back to step 1—the questions you asked yourself as you were reading. Once you've listed a few reasons for your opinion, give examples from the book to back them up.

## **4. Finishing Touches**

Decide:

Is the report too long or too short?

Does it say exactly what I mean?

Will my audience understand what I'm saying?

Ask someone to read your report aloud to you. Listening to your own report is a good way to catch and fix something that you didn't pick up when you read it to yourself.

## **5. Rewriting**

Before you copy your report over, check spelling and punctuation. Write or type it neatly.

# WRITE HERE NOW

Use the guided paragraphs below to write a first draft of your book report.

## Introduction

For my book report I've chosen \_\_\_\_\_  
written by \_\_\_\_\_

This is a (circle one) fiction / nonfiction book which is about

---

---

## Give details

For fiction, tell about characters and plot; for nonfiction, mention some of the topics the book explores. The book \_\_\_\_\_

---

---

---

## Author's message

I think the point the author was trying to get across through this book is

---

---

---

## Personal feelings about book

I really liked this book because

---

I really disliked this book because

---

The book made me feel

---

People who would most like this book are

---

## Summary

In conclusion, I think that \_\_\_\_\_

---

**TRY IT!**

Think of a book you've just read or are still reading. Then follow the guided paragraphs on page 50 to write a first draft below.

A series of horizontal lines for writing.

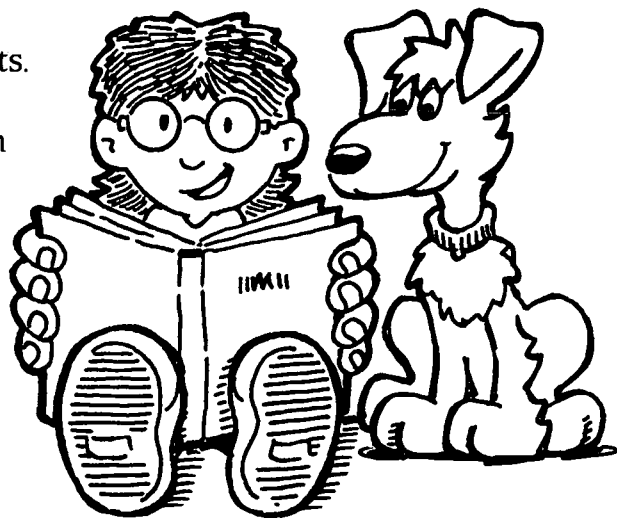




# SPEAK UP!

Some teachers assign oral book reports. That means they'll expect you to read your report or talk about your book in front of the class. Whether you memorize your book report or read from a written report, you'll need to practice. Practice reading aloud in front of a mirror, in front of a family member, or even in front of a pet!

If you choose to speak about your book instead of reading your report aloud, you'll want to jot down a few important points about your book on index cards. Print clearly in large letters so you can read your cards with just a quick glance.



**For practice, fill in the cards below with a few main points about your book. Whichever you choose, speak slowly. Speak clearly. Make eye contact with your audience. Be yourself. Remember: You know better than anyone else what you plan to say.**

Two overlapping sheets of lined paper, tilted slightly to the right, intended for writing notes or index cards.

# KID PICKS

These books are very popular with kids your age. So the next time you have a book report coming up or you simply want a good book to read, consider one of these.



- Anastasia Krupnik* by Lois Lowry  
*Otherwise Known as Sheila the Great* by Judy Blume  
*Baseball in April* by Gary Soto  
*Blue Willow* by Doris Gates  
*Bridge to Terabithia* by Katherine Paterson  
*Chocolate Fever* by Robert Kimmel Smith  
*The Cricket in Times Square* by George Selden  
*Danny the Champion of the World* by Roald Dahl  
*Dear Mr. Henshaw* by Beverly Cleary  
*Einstein Anderson, Science Sleuth* by Seymour Simon  
*Every Living Thing* by Cynthia Rylant  
*From the Mixed-up Files of Mrs. Basil E. Frankweiler* written and illustrated by E. L. Konigsburg  
*Getting Something on Maggie Marmelstein* by Marjorie Weinman Sharmat  
*How to Eat Fried Worms* by Thomas Rockwell  
*Howliday Inn* by James Howe  
*Indian in the Cupboard* by Lynne Reid Banks  
*Island of the Blue Dolphins* by Scott O'Dell  
*A Jar of Dreams* by Yoshiko Uchida  
*Julie of the Wolves* by Jean Craighead George  
*The Night Journey* by Kathryn Lasky  
*The People Could Fly* by Virginia Hamilton  
*Philip Hall Likes Me, I Reckon Maybe* by Bette Greene  
*Prairie Songs* by Pam Conrad  
*Sarah, Plain and Tall* and *Skylark* by Patricia MacLachlan  
*Scary Stories to Tell in the Dark: Collected from American Folklore* by Alvin Schwartz  
*Sign of the Beaver* by Elizabeth George Speare  
*The Trumpet of the Swan* by E. B. White  
*Tuck Everlasting* by Natalie Babbitt  
*A Wrinkle in Time* by Madeleine L'Engle

## **AUTHOR, AUTHOR!**

Most of the authors on the Kid Picks list have written several books. So once you've found a book you like, look for others by that same author.

# READING LOGS

Here's your chance to "log in." Use the sample Reading Logs provided here to record your ideas. (You may want to make a few copies of these sheets before you start filling them in.) Rate and date each book you finish and write a few comments about it.

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Comment:** \_\_\_\_\_

**Rating:**      Super!              Good              So-so              Not so good

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Comment:** \_\_\_\_\_

**Rating:**      Super!              Good              So-so              Not so good

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Comment:** \_\_\_\_\_

**Rating:**      Super!              Good              So-so              Not so good

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Comment:** \_\_\_\_\_

**Rating:**      Super!              Good              So-so              Not so good

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Comment:** \_\_\_\_\_

**Rating:**      Super!              Good              So-so              Not so good

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Comment:** \_\_\_\_\_

**Rating:**      Super!              Good              So-so              Not so good

57







## **PART 4**

### **IMPROVING YOUR WRITING**

How do you decide what to write about?

What makes a good research topic?

How do you find and organize information?

What makes a paper interesting?

These are some of the questions this section will help you answer. When you're done, you'll feel more confident about sharing your thoughts on paper.

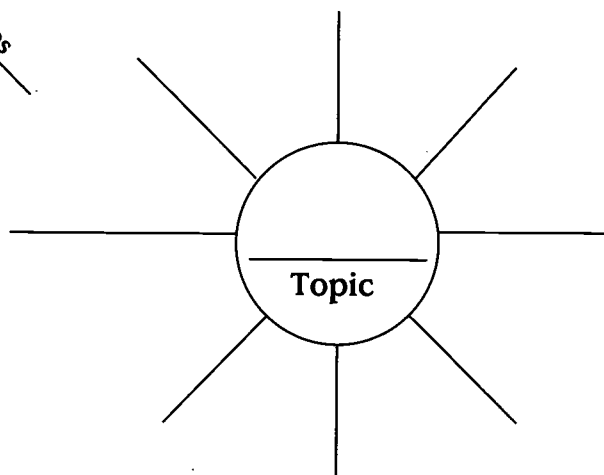
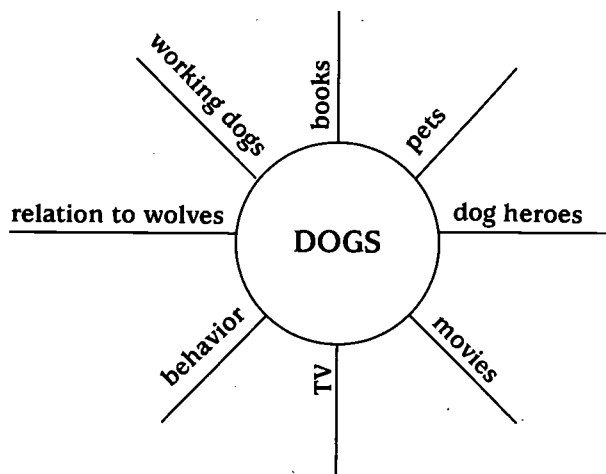
# WRITE AT THE BEGINNING

The best way to start writing is to jump right in. This is not the time to organize your thoughts into tidy categories. It's the time to brainstorm — to tap into ideas, images, memories, and so on.

Many writers find that a web or sunburst is a useful way to get started. Here's how you fill one in:

- In the center of the web, indicate the topic you want to write about.
- Fill in the other spaces with ideas that “pop” into your head related to that topic.

Try it. Think of a topic that interests you. Then let your mind go. Think of as many related ideas as you can.



# RECIPE FOR WRITING SUCCESS

When you cook, you follow steps in a recipe. When you write, you also follow steps or stages. Here they are.

## **STEP 1: Prewriting**

### **Write about what you know.**

It's easier to write about something you know. Draw on your own experiences to come up with ideas.

### **Scout around.**

Be on the lookout for good material to write about. Get a little notepad and jot down ideas as they occur to you. Something you read or see on TV may trigger an idea for writing.

### **Write every day.**

Keep a diary or journal. This helps you train yourself to become comfortable writing and to zero in on your own experiences.

### **Narrow your topic.**

Focus on one part of a larger subject. For instance, instead of writing about the whole Olympics, try focusing on a particular event or athlete.

### **Sort things out.**

Decide what details you'll cover before you write. Group ideas to come up with an overall main idea.

## **STEP 2: Getting it Down**

### **Be bold.**

Your opening line will tell what your paper is about. Try to think of an introduction that grabs the reader's attention. For instance: If you think jellyfish are fish, guess again!

### **Let details be your guide.**

Your opening sets the tone and direction of your paper. Use your groups of details to develop the sentences and paragraphs that follow. Each paragraph should introduce a new idea or group of details.



### **Sum it up.**

Your ending will repeat the main idea of your paper in different words. Sometimes the best way to wrap up a paper is to go back to the beginning. Suppose you opened a paper about pollution this way: Imagine day after day without sunshine. After building a case for cutting back on pollution, your closing could be: If we don't clean up our planet, we will be doomed to live in darkness forever.

### **Cap it off.**

Most people prefer to create a title for their story or article after they're done with the main body of text. Like a newspaper headline, titles should grab the reader's attention and, in a few words, describe what your paper is about.

## **STEP 3: Revising and Editing**

### **Polish it up.**

Reread your paper a few times to yourself:

How does it sound?

Do all your ideas hang together?

Have you chosen the best words to say what you want?

Rewrite your paper until it reads "just right."

### **Be an editor.**

Now you're ready to proofread to catch all those spelling mistakes, incomplete or run-on sentences, and awkward descriptions. Language textbooks usually provide excellent editing checklists that'll help make changes.

## **STEP 4: Rewriting**

### **Finish with a flourish.**

Copy or type your final paper. Remember: Like it or not, teachers prefer papers that are neat. After all, that usually does make them easier to read. Be sure to spiff up and staple in any diagrams or illustrations you might want to include.












### **Take the credit.**

Before you hand in your paper, be sure to put your name and date on it. After all, you deserve to be recognized for a job well done!

# OOPS!

When you're working on your first draft, write on every third line. This way, you'll have plenty of space to make corrections and rewrite. Take a break between finishing your rough draft and beginning your final paper.

**For fun, proofread your work by using the same symbols real editors use.**

PROOFREADER'S SYMBOL	WHAT SYMBOL MEANS
	take out (delete)
	insert (put in)
	capitalize
	new paragraph
	period
	put in comma
	let it stay
	close up, no extra space
	fix order of letters
	insert quotation marks
	put in apostrophe



# MAIL CALL: WRITING LETTERS

Friendly letters are just what they sound like—letters between friends or relatives. You don't have to put the addresses on the letters into any special form. But for business letters, which you may be sending to people you don't know, addresses must be written in a specific form.

All letters have these parts:

## Heading

The heading includes your address, the date and, in a business letter, the name and address of the person to whom you are writing.

## Greeting

The greeting generally begins with *Dear* and the name of the person you are writing. In a friendly letter, the name is followed by a comma. In a business letter, the name is followed by a colon. Don't forget to capitalize each word in a greeting.

## Body

This is the main part of your letter. You may want to indent every paragraph.

## Closing

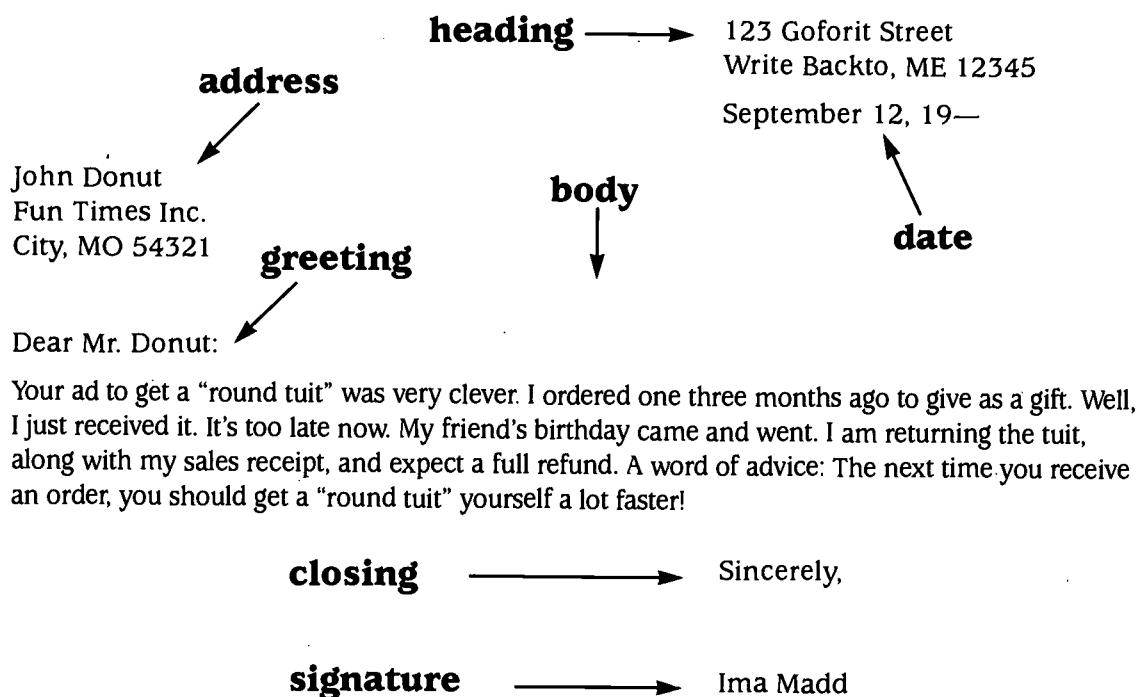
Use formal closings, like *Yours truly* or *Sincerely*, in a business letter. In a personal letter, the closing word could be *Love*, *Your Friend*, or whatever you choose.

Remember to capitalize the first word in the closing and put a comma at the end of the closing.

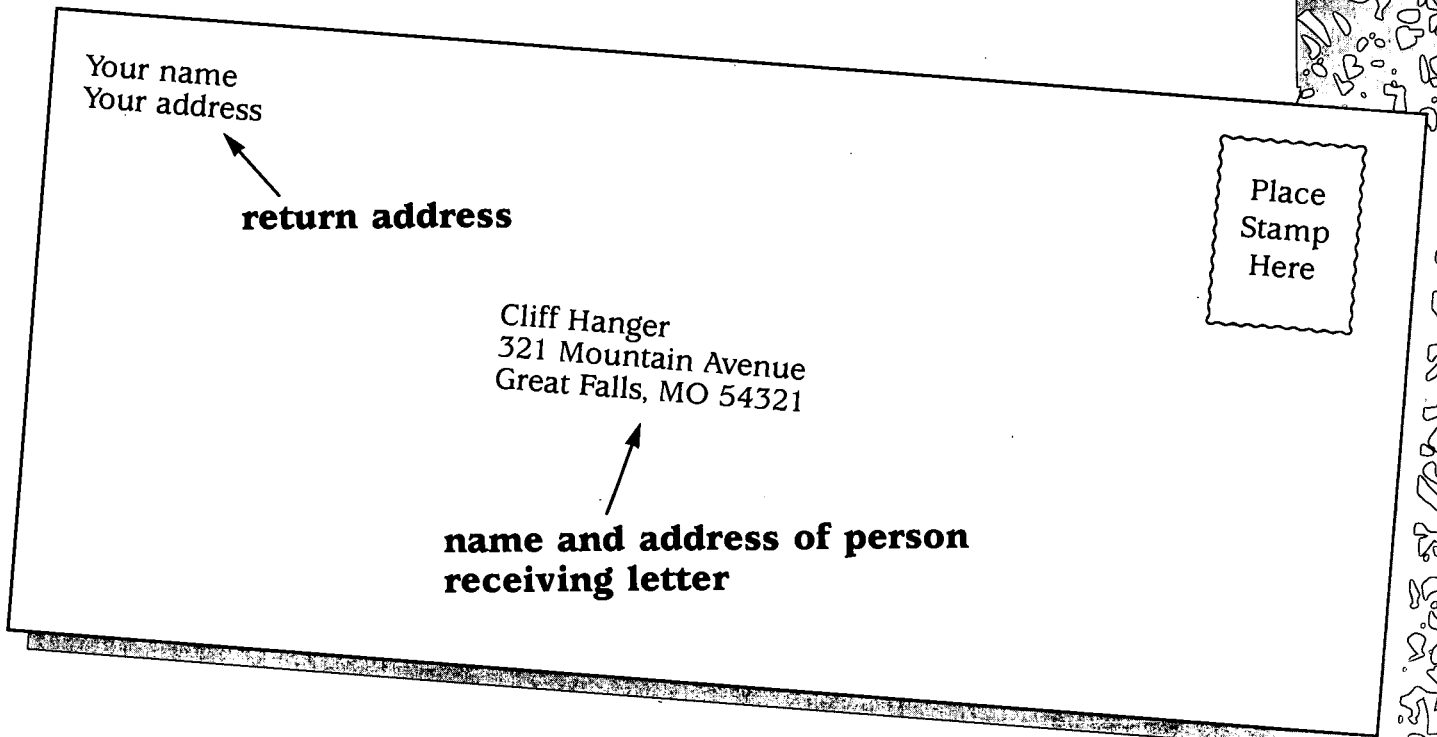
## Signature

Sign your name underneath the closing. In a formal letter, type or print your name beneath your signature.

## BUSINESS LETTER



## ENVELOPE



## FRIENDLY LETTER

July 4, 19—

Dear Pat,  
This place is here.  
Wish you were beautiful.  
Just kidding,

Matt

# TOOLS OF THE TRADE: OUTLINES

Many writers plan research papers by first making an outline. An outline is the same thing to a writer as a rough sketch is to an artist. It gives a step-by-step plan for reaching a certain goal.

An outline helps you develop a beginning, middle, and ending for your paper. It also helps you organize your details into main headings and subheadings. Here's an outline for a report on Sojourner Truth.

## **SOJOURNER TRUTH (1797-1883)**

### **I. Childhood**

- A. Born in New York
- B. Born a slave
- C. Real name Isabelle Hardenbergh (called Belle)
- D. Sold from mother at age 9

### **II. Adulthood**

- A. Had three children
- B. Freed in 1827
- C. Named self
  - 1. Sojourner means wanderer
  - 2. Truth for a way to live
- D. Died at age 87

### **III. Accomplishments**

- A. Gave speeches against slavery
- B. Worked for Women's Rights
- C. Met with President Abraham Lincoln
- D. Addressed Congress after Civil War

This outline gives you a good idea of how to organize a report about a person. Break down the person's life into sections. (For example: Childhood, Adulthood, Later years, Accomplishments)

BEST COPY AVAILABLE



# THE TIMES OF YOUR LIFE

Sometimes a time line can be a useful part of a report, especially when you're telling about a famous person. A time line doesn't show every year that a person lived, just the years when interesting or important things happened in that person's life.

**Just for fun, prepare a time line about yourself in the space below. Because you're still alive (more or less), your time line just continues into the future with no ending date.**

First, jot down some key events and dates from your own life. Examples you may want to highlight include the year you

- were born;
- started school;
- got a dog;
- learned to read;
- got a baby brother or sister.

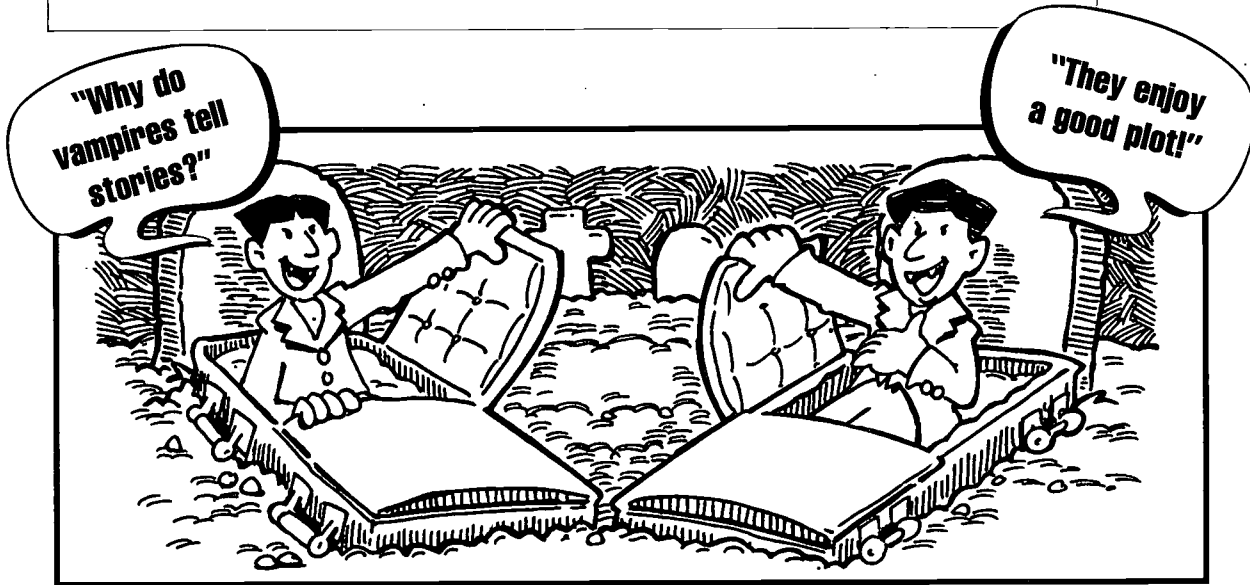
Write events in the spaces next to the years when they happened. If the date falls between one of the years marked below, write about where it would belong on the line. For an extra special touch, add drawings or photos to your time line.

The timeline consists of a central horizontal line with vertical tick marks extending up and down. Below the line, six boxes contain the years: 1980, 1985, 1990, 1995, 2000, and 2005. Above the line, there are three horizontal lines for writing. Below the line, there are three horizontal lines for writing. Vertical lines connect the boxes to the central line, and additional vertical lines extend from the boxes to the bottom-most writing lines.



# WHAT'S THE STORY?

If you're writing a story or play, you don't absolutely need an outline. But it helps. Here's one way to get a story in shape.



Story title: \_\_\_\_\_

Characters: \_\_\_\_\_

Setting (time and place): \_\_\_\_\_

Problem or challenges main characters face: \_\_\_\_\_

Major events in the story: \_\_\_\_\_

Story ending (how the problems are worked out): \_\_\_\_\_

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# BE A POET!

When you're challenged to write a poem for school, it's usually one with a special rhyme or form. Here are a few popular ones.

## Limerick

A limerick is a short, silly poem written in five lines.

Lines **1**, **2**, and **5** rhyme.

These are the longest lines, with five to seven beats.

Lines **3** and **4** rhyme.

Say the following limerick out loud a few times to get the swing of it.

*There once was a barber named Stu  
Who worked very hard at the zoo.  
He was very brave  
To give lions a shave.  
And to give the brown bear a shampoo.*

## Haiku

A haiku is a three-line poem. Each line has a certain number of beats, or syllables.

Line One has **5** syllables

Line Two has **7** syllables

Line Three has **5** syllables

Here is an example:

*The huge sea gull sails  
Over the beach and ocean  
Swooping down to snack.*

## Tanka

A tanka poem starts off like a haiku, but it is two lines longer. The last two lines have **7** syllables each. Here is an example:

*I like you a lot.  
So I wrote this rhyme for you,  
Put it on your desk,  
And watched in horror as the  
Teacher read it to the class!*

## **Name Poem**

A name poem is a good way to introduce yourself or write about someone you know. Each line begins with a letter of the name.

Example:

### **RACHEL**

**R** Real good sense of humor

**A** Always wears jeans

**C** Competitive swimmer

**H** Hates early morning wake ups

**E** Enjoys singing

**L** Loves dog Max

## **GO FOR IT!**

Choose one type of poem to write on the lines.

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# WRITING AN ESSAY

Do you have strong feelings about pollution or why recess should be longer? Strong feelings about a particular topic are called your point-of-view, or *opinion*.

An essay is simply the type of writing in which you state your opinion. To write a really good essay, you have to back up your opinion with details ("Recess is only 15 minutes.") and examples ("If recess was an hour, we could all get more exercise.").

Think of a topic you feel strongly about or choose one from the list that follows. Then use the practice form on this page as a model for writing. (You may want to make copies of the page first before filling it in.)

*Save the Rain Forests*

*Raise (or Lower) the Voting Age*

*Get Rid of Summer Vacation: Why School Should Be Year-round*

*Lengthen (or Shorten) the School Day*

*No More Grading!*

*What Students Should Learn in Middle School*

*Why It Is (or Isn't) Important to Learn a Second Language*

Something I believe strongly about is \_\_\_\_\_

One reason I believe this is \_\_\_\_\_

Another reason is \_\_\_\_\_

An example that proves this point is \_\_\_\_\_

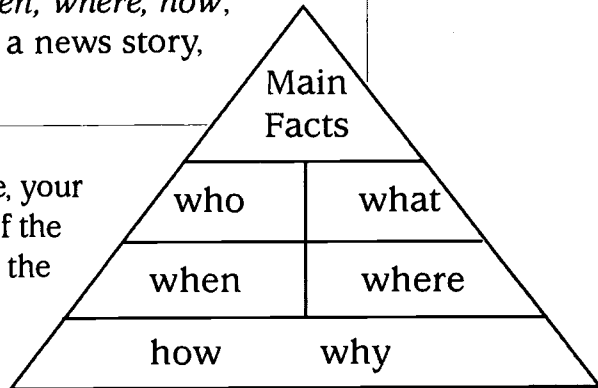
I strongly feel that \_\_\_\_\_

In closing, let me say that \_\_\_\_\_

# WHAT'S NEWS?

News stories are real-life accounts of events. A news story answers the questions *who*, *what*, *when*, *where*, *how*, and sometimes *why*. When you write a news story, think of a triangle.

Begin with just the main facts. As you continue, your story triangle widens as you fill in the details of the facts you stated up front. Every news story has the following parts.



## Headline

The headline is usually a catchy title that tells what the story will be about.

## Lead

The lead is the first sentence or paragraph of the news story. It grabs the readers' interest and tells the basic facts of the story.

## Body

The body fills in the details about the lead.

Read the example of a headline and lead below. Use what you know about the story to write the body of the news article.

### Prince Seeks Owner of Glass Slipper

Last night at the Royal Ball, Prince Charming was swept off his feet by a mystery woman who suddenly fled at the stroke of midnight. The only clue to her identity was the single glass slipper she dropped on her way out. "I will not rest until I find the foot that fits this shoe," announced the Prince early this morning.

## Writing a News Story

### 1. Get the Facts.

- Gather as much information as possible.
- Interview people who were involved.
- Find experts to talk about what happened.
- Take notes. Be sure to get the exact words of the people you will quote.

You'll know you have enough information to write a good news story if you can answer the five questions: Who, What, When, Where, How/Why.

### 2. Write the lead.

Tell the basic facts of the story. Try to get the readers interested.

### 3. Body build.

Fill in the details given in the lead.

### 4. Write a headline.

Try to think of a catchy headline that sums up the main idea of the article.

## BE A REPORTER

Think of an event happening in your school. Use the space on the next page to write your news story.



**EXTRA! EXTRA!  
READ ALL ABOUT IT!**

# **School News**

## **Letters to the Editor**

Use the space that follows to write a letter to the editor expressing a personal opinion about something.

Handwriting practice area with three columns of horizontal lines for writing a letter to the editor.

# TAKE A TIP FROM A KID...

Before you do homework, write down exactly what you have to do. Estimate how long each part will take.

Your schoolwork, like the way you dress, represents who you are. Take it seriously if you want people to take you seriously.



If you want to remember something, like a spelling word, write it over and over again.

Find magazines and books on the same topics you're studying in school. They can offer interesting new information and are more fun to read than textbooks!

When you write, put things in your own words. Your reports will be more interesting that way.

If you cheat, you'll lose the respect of other kids.

Get help if you don't understand something. Things get worse if you keep pretending everything is fine.

Don't be afraid to make mistakes. Even grown-ups learn from mistakes!

Make a list of all the reasons you want to do better in school. Keep yourself motivated by reading your list every few days.



Check the tips that work for you. Star the ones you plan to try. Add your own tips and classmates' tips.

Here's a good tip of mine that works: \_\_\_\_\_

Here's a tip from a classmate: \_\_\_\_\_

# RESEARCH PAPERS

You have to track down information for a research paper. Most often, you will use your school or public library to find material on your topic. In the past, you'd look up information about books in a card catalog, a kind of filing cabinet. You'd look for **title**, **author**, or **subject** cards that were filed alphabetically in the drawers.

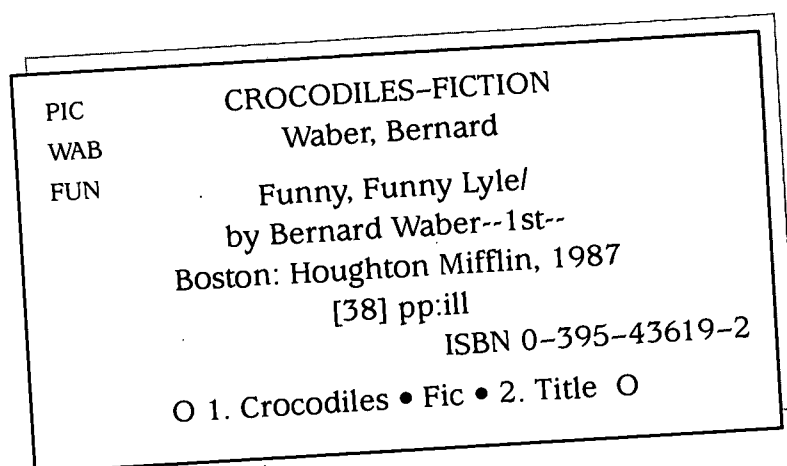
Today, most libraries store information about books and magazines in a computer. In most instances, you click on "View catalog" to start your search. Then you choose title, author, or subject. (You click on "Search periodicals" when you want to find a magazine article.)

You can scroll down the list of books that appear on the screen until you spot the one that seems right for you. The profile of the book includes a line that reads something like this:

**Location: HTS JUV. 551.46 G (J Book)**

This "location line" tells you where in the library to look for the book. In the case above, the book can be found in the juvenile or children's section of the Hastings Public Library. (The letters JUV stand for "juvenile.") The call number 551.46 G tells where to look on the shelf.

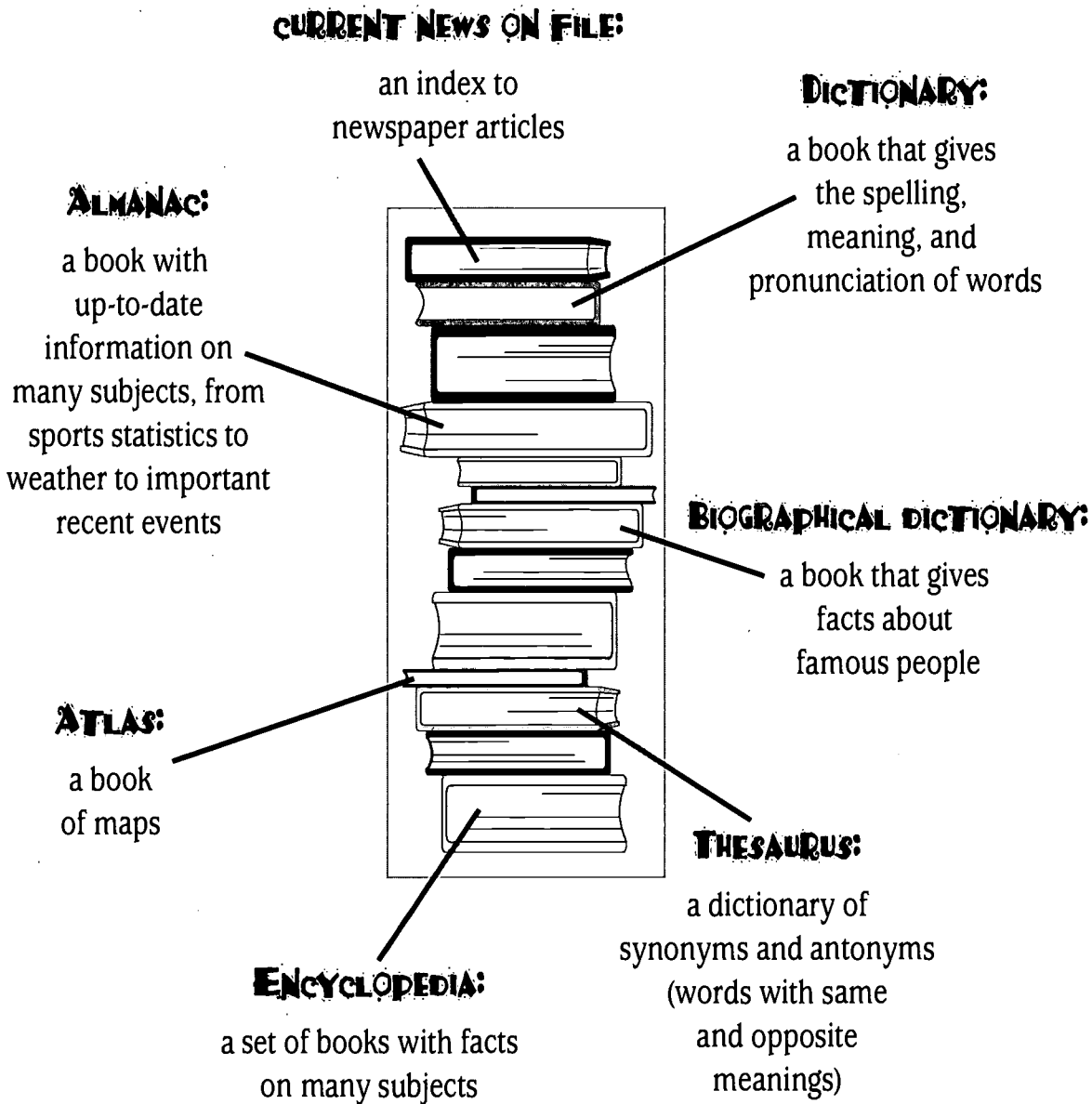
**Thanks, Mr. Dewey!**



The call numbers on nonfiction books are a kind of code. In 1876, librarian Melvil Dewey thought of a way to organize books. He divided nonfiction books into 10 main groups and gave each group a set of numbers. For example, science books fall between 500 and 599. History, geography, and biography books have numbers between 900 and 999.

# REFERENCE BOOKS

References are books and other materials people refer to for information. References are kept in a special section in the library. Unlike other books, reference books cannot be borrowed from the library. Here are some common references.



# LOOK IT UP!

For practice, tell which reference you'd use to find the answer to each question. (In some cases, you could find the answer in more than one source.)

## Source

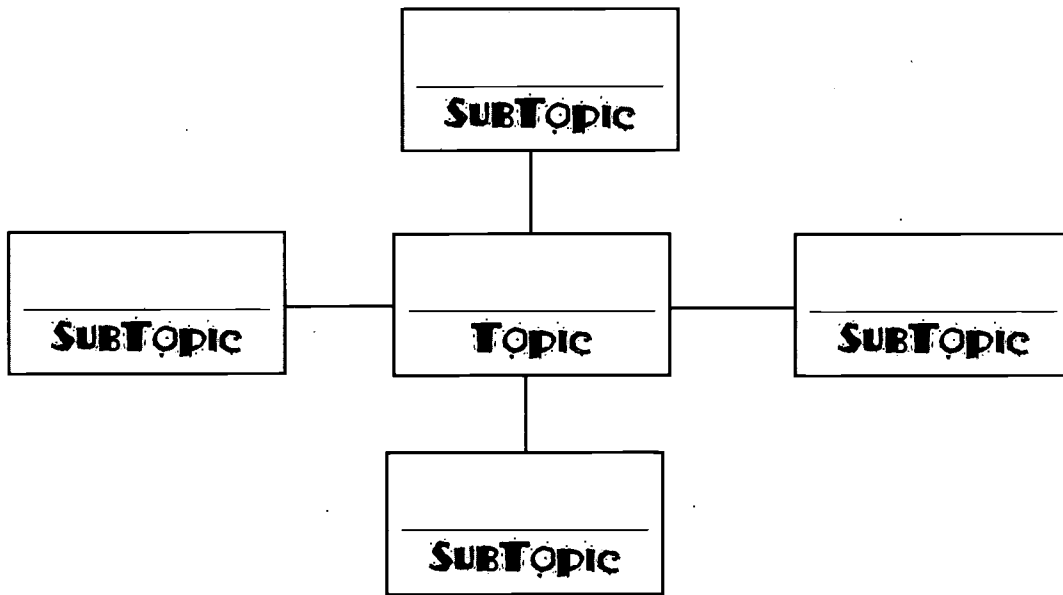
1. How do you pronounce the word *phoneme*? \_\_\_\_\_
2. Is Helen of Troy a real person? \_\_\_\_\_
3. Which magazines had articles about *pogs* last year? \_\_\_\_\_
4. Which actors got Academy Awards in 1995? \_\_\_\_\_
5. What are two facts about *mako sharks*? \_\_\_\_\_
6. How far is San Diego from San Francisco? \_\_\_\_\_
7. Where is the Indian Ocean? \_\_\_\_\_
8. What word means the same as *tremble*? \_\_\_\_\_
9. What rock group had the number one song last year? \_\_\_\_\_
10. What were some names of recent hurricanes? \_\_\_\_\_
11. Is *Florence Nightingale* a type of bird? \_\_\_\_\_
12. Was James A. Garfield a U.S. president or cartoon character? \_\_\_\_\_



# FACTS ON FILE

When you do a report, you need to refer to at least three sources of information. Give each source a number. When you take notes, write the number of the source next to each fact you write. Why not become an expert on a topic that interests you?

- Write your topic (heading) in the middle square.
- Write four important topics related to the main topic in the other shapes.
- Find three sources (books, encyclopedias, magazines) that contain information about your topic.
- Write facts from each source in the shapes.
- Put the number of each source next to each fact you write.



**Source 1:**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Volume: \_\_\_\_\_

Page: \_\_\_\_\_

Publisher: \_\_\_\_\_

Copyright: \_\_\_\_\_

**Source 2:**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Volume: \_\_\_\_\_

Page: \_\_\_\_\_

Publisher: \_\_\_\_\_

Copyright: \_\_\_\_\_

**Source 3:**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Volume: \_\_\_\_\_

Page: \_\_\_\_\_

Publisher: \_\_\_\_\_

Copyright: \_\_\_\_\_

# WRITING A BIBLIOGRAPHY

The last page of a report usually lists the sources you used to write your report. This is called the bibliography.

- Arrange books and magazine articles in alphabetical order by author.
- Give the name of the book publisher or the name of the magazine where you found the information.
- Include the date when the book or magazine was published.

## To List a Book:

McGovern, Ann. *Shark Lady: True Adventures of Eugenie Clark*. Scholastic, 1978.

## To List a Magazine Article:

Vitton, Elizabeth A. "Kid Ventriloquists ( and Their Dummies) Have Lots To Say!" *3-2-1 Contact*, September 1994, pp. 20-23.

## To List an Encyclopedia Article:

*The Kingfisher Children's Encyclopedia*, 1992 edition, "Milky Way."

## To List a Newspaper Article:

"Chinese Skater Glides to World Title." *New York Times*, 12 March 1995, sec. 8, p. 4.

## To List an Interview:

Judy Blume, Simon & Schuster, Parsippany, New Jersey. Interview, 17 January 1996.

## CHECK IT OUT

Write *T* for True or *F* for False next to each statement below.

- \_\_\_ Magazine and newspaper entries give the pages on which the information was found.
- \_\_\_ The copyright or date of publication is always given.
- \_\_\_ In writing a bibliography, the author's first name comes first.
- \_\_\_ Always underline titles of books, magazines, encyclopedias, and newspapers.
- \_\_\_ Titles of articles are underlined.

# RESEARCH PAPER CHECKLIST



It takes time to do a research paper from beginning to end. Use the schedule on this page as a guide for doing a school report. Estimate how long it will take you to do each job. Then check off each task you complete.

**Research Paper Due Date** \_\_\_\_\_

## Part 1: Gathering Information

Task	Estimated Time	Start Date	Completed
Choose topic.	_____	_____	_____
Go to library.	_____	_____	_____
Begin research.	_____	_____	_____
List sources found.	_____	_____	_____
Assign numbers.	_____	_____	_____
Write bibliography entries for them.	_____	_____	_____
Take notes on each source.	_____	_____	_____
Sum up the main idea of your paper.	_____	_____	_____

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**Part 2: Organizing Your Research**

<b>Task</b>	<b>Estimated Time</b>	<b>Start Date</b>	<b>Completed</b>
Read your notes and decide which info to keep or leave out.	_____	_____	_____
Arrange your notes in a logical order.	_____	_____	_____
Write an outline based on your notes.	_____	_____	_____

**Part 3: Writing Your Paper**

Write a rough draft.	_____	_____	_____
Revise, edit, polish.	_____	_____	_____
Rewrite rough draft into final copy.	_____	_____	_____
Proofread and submit on due date.	_____	_____	_____



## **PART 5**

### **IMPROVING YOUR STUDY AND TEST-TAKING SKILLS**

Yikes! Your teacher just  
announced a test . . .

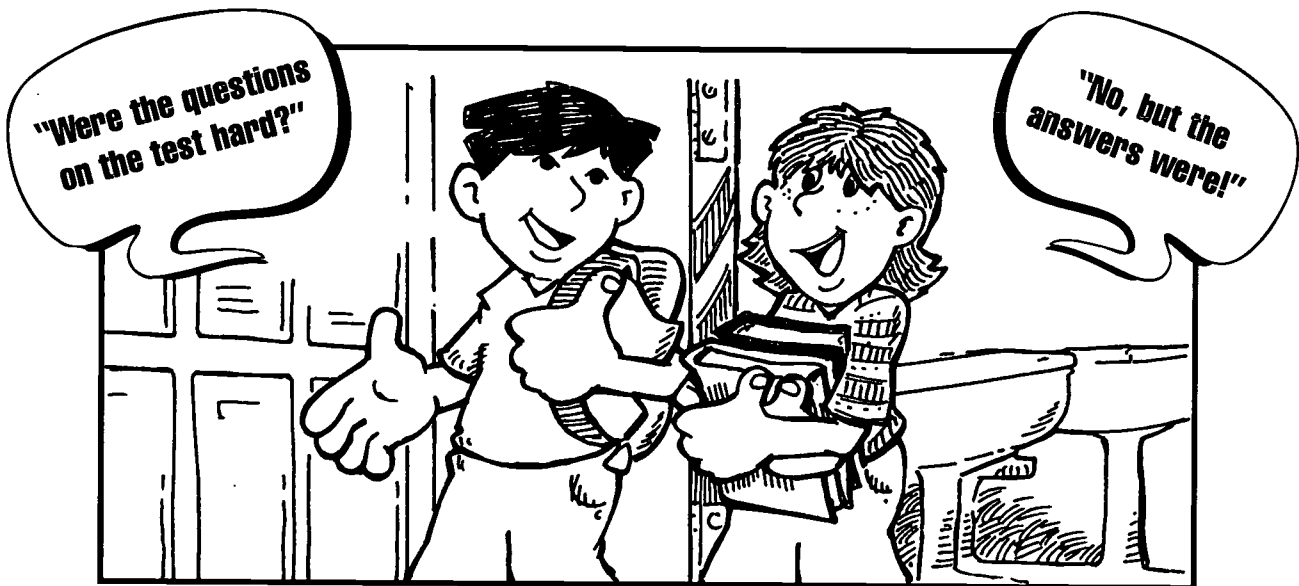
Relax.

Once you've developed a system for  
studying, you'll have nothing to fear.

In this section, you'll learn how to study  
and you'll pick up textbook tips and ideas  
for scoring higher on all types of tests.



# WHAT'S YOUR TEST I.Q.?



A big part of doing well in school is knowing how to take tests. To find out how good you already are at test-taking, take this test!

	Yes	No
1. I find out ahead of time what will be on the test.		
2. I bring to class everything I need for the test (such as number 2 pencils).		
3. I listen to the teacher's directions.		
4. I know how long the test will be, how many questions there are, and so on.		
5. I write my name and date on the test paper.		
6. I skim the whole test to see what will be expected.		
7. I read directions carefully before doing anything.		
8. I figure out how much time I have for each part.		
9. I answer the easy questions first. If I have time, I go back and answer questions I skipped.		
10. I double-check my answers.		
11. I make sure I did every section I was supposed to.		

Look back at your answers. The more *yes* answers you have, the better prepared you are for test-taking. Write your plan for changing your *no* answers to *yes*, below.

---



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# TAKE A TIP FROM A KID...

When you study, reread what you want to remember. Keep rereading until you can "see" it in your mind.

Make sure you understand first what you want to memorize.

Write down page numbers and sections you don't understand. Ask someone to explain those sections to you.

You'll remember more if you look at your teacher when he or she speaks. And you won't be distracted by the kids around you.

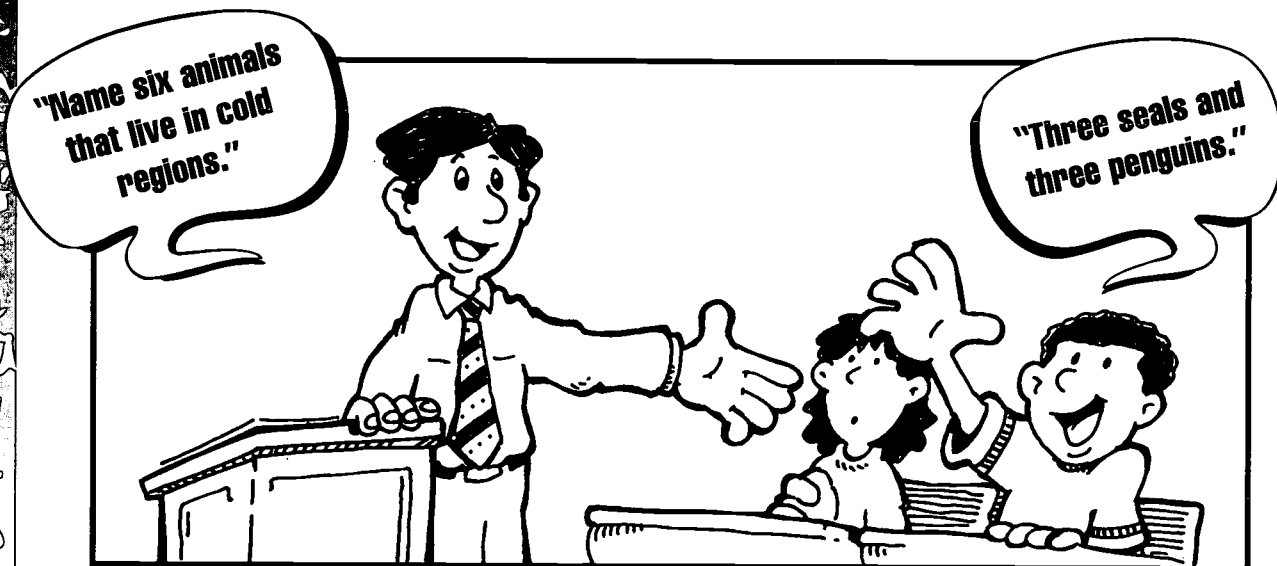
Look at the table of contents whenever you get a new textbook. This will tell you what the whole book — and year — will be about. Then when you do each individual chapter assignment, you'll know how it fits with the big scheme of things.

Look over old tests and homework assignments when you study.

If you find your textbook hard to understand, go to the library and take out a simpler book on the subject.

Check the tips you follow yourself. Star the ones you'd like to try. Then write any tips you or classmates have on the topic of studying.

# STUDY TIPS



You may have your own system for studying. But here's a five-step method that was developed at a university. It's called SQ3R for short. Can you guess why?

## Step 1: Survey

Skim the material to get an overall picture of what you are going to study before you zoom in on the details. Before reading a textbook chapter

- look over the headings;
- note special terms that appear in dark bold type or in italics;
- examine charts, maps, and graphs.

## Step 2: Question

Write down or make a mental note of questions you have about the material before you begin studying it. *Who, what, where, when, why, and how* are good question-starters.

## Steps 3, 4, 5: Read, Recite, Review

As you read, stop frequently to recall what you've just read. Reread anything you don't understand. See if you can summarize in your own words what you have just studied.

## TRY IT!

Here's a short paragraph that will help you practice using SQ3R. Before you actually read the paragraph, skim it to get an idea of what it's about. Write your guess on the first line. Then read the paragraph and complete the rest of the items.

*A laser is a beam of light. It is not the same beam of light as from a flashlight, though. The light from a flashlight scatters, or moves in every direction. The light from a laser moves in just one direction. That's why a laser is so strong.*

1. This paragraph is about \_\_\_\_\_
2. Two questions this paragraph answers are \_\_\_\_\_
3. Here's a summary of the paragraph in my own words: \_\_\_\_\_

# "SEE" WHAT YOU KNOW

Try visualizing material as you read it.

## KWL Chart

The letters stand for the following:

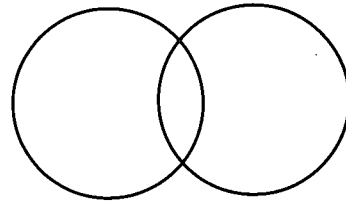
- list what you know,
- list what you want to know,
- list what you have learned.

This technique helps you pinpoint main ideas, recall important terms, and organize the material you've studied in a way that's easier to remember.

K	W	L
A bat has wings and flies.	How is a bat different from birds?	Birds are cold-blooded. Bats are mammals.

## Venn Diagram

These intersecting circles help you compare two people or things. In the center — where the circles intersect — list everything the two have in common. In the outside spaces, write the separate characteristics of each.



## Side-by-Side Charts

This is a good way to keep track of problems and solutions, causes and effects, and so on. After you put information in this format, reread it and try to picture the charts in your head.

### Cause

The temperature dropped.

### Effect

The water in the birdbath froze.



# DO IT YOURSELF!

Many students make up their own study tools. Try these.

## **Play Jeopardy**

Get a stack of index cards. On one side of each card write an important fact (name, date, event, and so on). On the other side write the matching question for that fact. Now you can review alone or work with a friend. Play Brain Quest by asking each other questions. Reverse and review the information Jeopardy-style. Give each other answers and see if you can guess the right questions.

## **Take Note and Question**

Look through your text or class notes. Turn important facts into questions. Pretend you are making up the actual class test. Chances are, you'll be noting all the important material.

## **Easy Essay Practice**

Review each section of your textbook and think of the main idea. Turn that main idea into a question and write it on an index card. Later, answer the question out loud or on paper.

## **Keep Talking**

Instead of answering questions in your head, tape record your answers. Play the tape a few times as an additional way to review the material. On the back side of the tape prepare questions. Leave pauses in the recording to allow time for your answers.

## **Outline**

Group main ideas and details in outline format. Use the dark type headings of your text as the main headings of your outline. Fill in the letter and number sections with details and supporting details. Use the blank outline that appears on page 65 of this book.

- I.
  - A.
  - B.
    - 1.
    - 2.

## **Trip Down Memory Lane**

Use memory tricks you know to study for a test. For example, make a time line of important dates and events to remember. Picture the events happening, in order, in your head.

## **Picture Cues**

Look over study aids such as Venn diagrams or charts. Reread them and picture them in your head. Write down, reread, or say out loud anything you want to remember.



# CHAPTER CAPTOR!




Make copies of this page before you use it to review for a test.

Chapter or Topic of Study: \_\_\_\_\_

KNOW	WANT TO KNOW	LEARNED

# TAKE A TIP FROM A KID...




Have someone in your family "quiz" you after you've studied.

Think of the questions the teacher will probably ask. Answer them in your head.

Before you read a chapter in a textbook, look at the questions at the back. The questions tell what important ideas to look for when you read.

After you've read a chapter, reread all the headings and subheadings in black type. You'll find that they sum up the key points of the chapter.

When you finish a chapter in a book, ask yourself: What were the three most important things that just happened? Say the answers in your head. Do this when you read a textbook, too.



Study with a friend and ask each other questions.

Don't stay up late cramming. You'll be in bad shape on test day. Do major studying ahead of time. Study for 15 minutes at a time, then take a break. Save the night before a test for just reviewing notes.

Check the tips that you follow. Star the ones you think you will try. Add your own and your classmates' tips on studying below.

One tip that always works for me is \_\_\_\_\_.

One tip from a classmate is \_\_\_\_\_.

# THE NO-SWEAT GUIDE TO TEST TAKING



Do you have a test coming up? Not to worry. Do your studying and follow the tips below. No doubt about it. You'll do just fine. (Remember to get a good night's sleep before any exam.)

## Tips to Remember

1. Never jump right into a test. Take your time getting started. Read the directions twice. Underline important words that tell what to do.
2. Know how much time you have and how many points each section is worth to budget your time. Give yourself more time for sections worth more points, such as essay questions.
3. Do the easiest questions first. Skip the hard ones. Put a mark in the margin next to the ones you skip, so you'll be able to go back to them.
4. Narrow down multiple choice questions by first crossing out the obvious wrong choices. Look for clues in other questions or in the surrounding information.
5. Underline key words such as *true*, *false*, *largest*. Remember that the word *not* can change the meaning of a whole statement. Remember, too, that words such as *always* and *never* usually indicate a wrong choice. But words like *frequently*, *usually*, and *sometimes* often appear in correct answers.
6. Always save a few minutes to look over your paper when you're finished. Make sure your name is on it. Make sure you did all you were supposed to. Review your answers, but fight the urge to go changing things too much. (If you knew an answer right away, it's probably correct.)

## POP QUIZ!

Reread the six tips above. This is the second time you've seen them. How many can you remember? Close the book and test yourself.

# MATH MATTERS

The same tips for doing math homework (see pages 35 to 36) apply to taking math tests. Look for key words and numbers in the questions themselves.

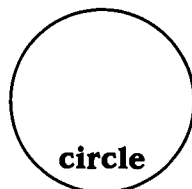
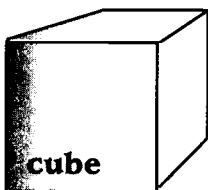
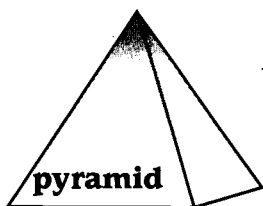
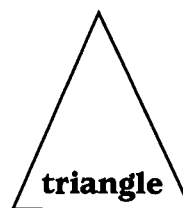
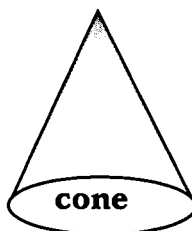
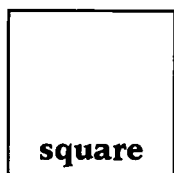
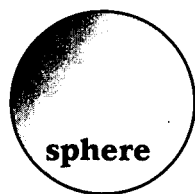
For example: which unit of measurement will give you a person's weight?

- a) liter                      b) meter                      c) gram                      d) kilogram

In the example, the word weight is your clue. This lets you know that you should look for a unit of weight in the answer choices.

## Geometric Figures

There are two kinds of figures — those that are flat or plane and those that are solid. Can you tell them apart? Write solid or plane under each figure.



## Measure for Measure

Practice geometry skills at home. Identify objects around the house by shape.

Measure the **perimeter** and **area** of each room. REMEMBER: the perimeter of a shape is the length around, or the sum of all its sides (side + side + side + side = the perimeter of a rectangle).

The area of a shape is the space that shape takes up. It is usually given in square units (sq. in., sq. ft., sq. cm.). To find the area, multiply length x width (side x side).

## Fractions and Decimals Add Up

The top number in a fraction is its **numerator**; the number on the bottom is the **denominator**. When fractions have the same denominators, you just add or subtract the numerators. When you work with decimals, be sure to line up the numbers so the decimal points are right under each other. Then add or subtract as you would with whole numbers.

# SHORT-ANSWER TESTS

Read this page to improve at \_\_\_\_.

- a) bike-riding      b) singing      c) test-taking

**Fill-ins. Multiple choice. Matching. True/False. These are examples of short-answer test items. They require a very simple response on your part. Here are some tips for doing your best on each kind of test.**

## Matching

- Work with one column at a time.
- Cross off the items you use as you go along.
- Match items that go together, such as events and dates or words and definitions. You can practice for this type of test by making up flash cards to study. Write words on one side; definitions on the other side, and so on.

## True/False

- Your first hunch is usually right.
- If one part of a true/false statement is false, the whole statement is false.
- If you are not sure if a statement is true, ask yourself: Is the opposite false?
- Underline key words in each statement. Be wary of words such as *always*, *never*, *all*. Remember: on this type of item, you have a 50-50 chance of being right. So if you are unsure of an answer, take a guess anyway!

## Fill-In

- Answer the item in your head first, then look for an answer that is closest to yours.
- Look for words that fit grammatically in the sentence.
- Do the easiest ones first.
- Narrow down choices by eliminating obvious wrong answers. Then read the statement to yourself with each answer that remains. Choose the one that sounds right.

## Multiple Choice

- Try answering the question before looking at the choices. Then choose the choice that is closest to your answer.
- Underline key words. Cross out obvious wrong answers. Go for the best choice that remains.

## Short Answer Questions

Sometimes you must provide your own answer to a question.

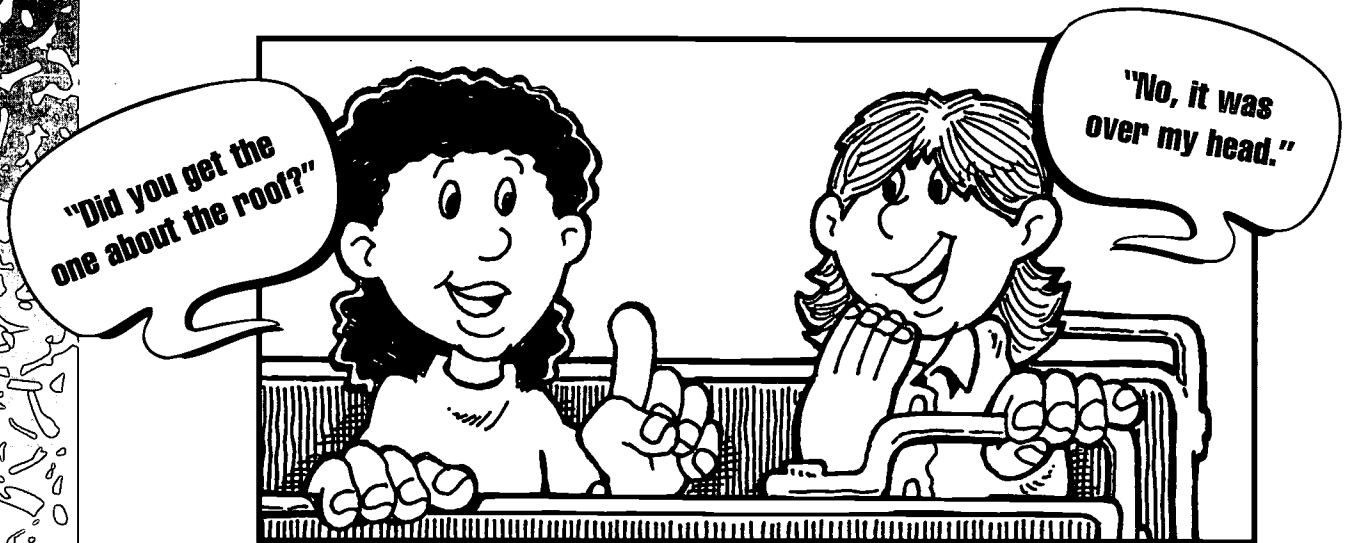
- Remember to answer short-answer questions in complete sentences.
- It's a good idea to repeat the question in your phrasing of the answer. For example:

Test Item: Give one good reason for studying.

Answer: One good reason for studying is to pass the test!



# STANDARDIZED TESTS



Schools all over the country give certain tests to check how well students are learning. These tests often come with a test booklet and a separate answer sheet. You have to pencil in tiny boxes on the answer sheet. Tests like these are called *standardized tests*.

You can't study for these tests, but you can become more familiar with how to take them.

## **PART 1: Sentence Sense**

You are given scrambled words and are asked to make a sentence.

**TIP:** Look at the scrambled sentence for a few seconds. Sometimes the right order will just come to you. If not, find the action word — or verb. Then find the word or phrase that tells who or what did the action. This is the subject. Put the subject before the verb. Fit the rest of the words where they belong.

### **For practice:**

**1.** the at laughed all they joke

What is the third word of this sentence? \_\_\_\_\_

**2.** showed me one no up but

What word comes after *no* in the sentence? \_\_\_\_\_

**3.** for five they audience sang the songs

What word comes after *sang* in the sentence? \_\_\_\_\_

## PART 2: Vocabulary

You are given a sentence with a word underlined and asked to figure out what that word means.

**TIP:** Think about what the whole sentence means. Use it to figure out what the underlined word might mean. Look at the choices and decide which meaning makes sense within the sentence.

### For practice:

1. We admired their **ingenious** solution to the problem.  
a. annoying    b. useless    c. clever    d. silly
2. I tried to **rectify** the mistake as quickly as I could.  
a. correct    b. repeat    c. enlarge    d. make fun of

## PART 3: Antonyms

You are given a sentence with a word underlined, then must choose an antonym, or word with the opposite meaning, from a number of choices.

**TIP:** Think about what the *sentence* might mean to figure out what the underlined word means. If you can't figure out the meaning of the word, look at the choices. Think of an antonym for each one. Then try it in the sentence.

### For practice:

1. His job is **temporary**, so he may not be working next month.  
a. unusual    b. indoors    c. difficult    d. lasting
2. Her story must be **accurate** because others agree with it.  
a. incorrect    b. narrow    c. heavy    d. correct

## PART 4: Analogies

You are given two words that are related in some way and must find words that have a similar relationship.

**TIP:** Before you answer, you have to decide how the first and second word are related. Here are some relationships they might have:

1. One word names a **part** of the other. Example: ARM is to PERSON
2. One word tells what the other **does**. Example: KNIFE is to CUT
3. One word names a **type** of the other word. Example: WATER is to LIQUID
4. One word is the **opposite** of the other. Example: STRONG is to WEAK

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For practice:

TOOL is to HAMMER as SPORT is to:

- a. uniform    b. ticket    c. fans    d. bowling

PEN is to WRITE as KEY is to:

- a. unlock    b. door    c. house    d. box

### PART 5: Groups

You are given a list of things. One of them does not belong with the others.

**TIP:** Try to think of a category in which most of the words would belong. Find the one choice that does not fit.

For practice: Decide what heading fits most of the choices. Then circle the letter of the choice that does NOT fit under that heading.

1. The category is \_\_\_\_\_  
a. tree    b. flower    c. grass    d. bush    e. stone
2. The category is \_\_\_\_\_  
a. magazine    b. newspaper    c. book    d. brick    e. poster

### PART 6: Sentence Check

You are given sets of sentences. One sentence in each set has a mistake in punctuation or capitalization.

**TIP:** Know your rules for punctuation, such as when to use commas and when to capitalize words. Pretend you are proofreading a written paper.

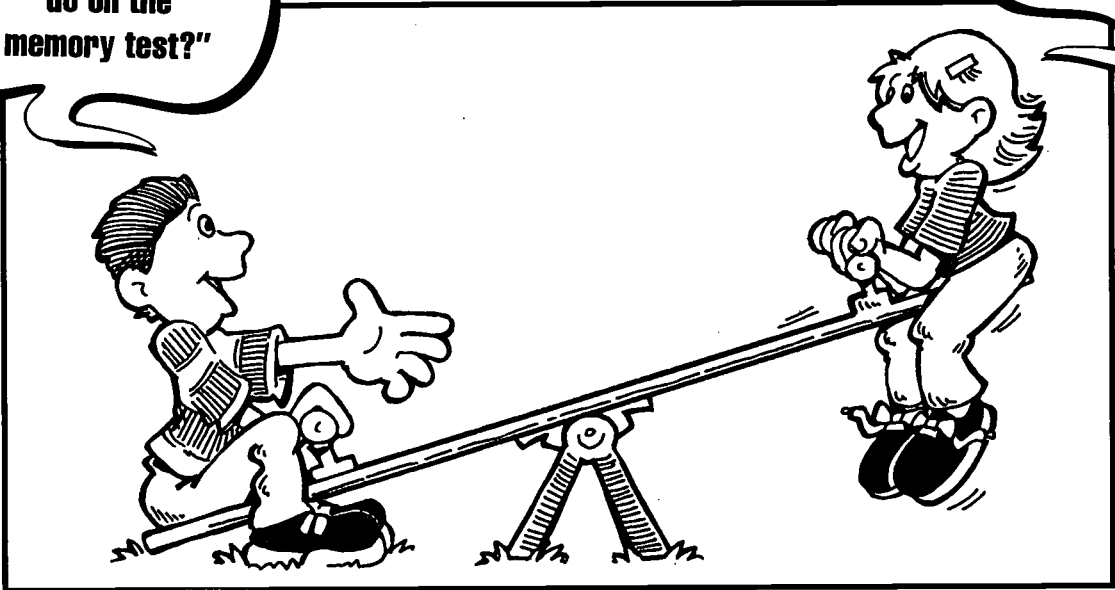
For practice: Circle the letter of the sentence that is wrong.

1. a) The Empire State Building is in New York.  
b) She was born in Chicago, Illinois.  
c) The childrens zoo is closed today.  
d) Rachel's birthday is in May.
2. a) Before you leave the dog should be walked.  
b) He bought a red and blue sweater.  
c) I saw Aunt Syl and Uncle Murray today.  
d) My favorite subjects are English and math.

# THE BEST TEST—EVER!

"How did you do on the memory test?"

"I forget."



Sure, you just l-o-v-e taking tests. Well, here's one you'll actually enjoy. And you didn't even have to study!

## PART 1: Write T for true or F for false.

- \_\_\_ You are taking this test.
- \_\_\_ The Thirty Years War lasted five years.
- \_\_\_ The Fourth of July takes place in August.
- \_\_\_ Two plus two equals five.
- \_\_\_ You are not taking this test.

## PART 2: Choose the best answer.

In which sport is a football used? \_\_\_

- a) archery
- b) chess
- c) football
- d) none of the above

Washington, D.C., was named after \_\_\_.

- a) Abraham Lincoln
- b) James Monroe
- c) George Washington
- d) Elvis Presley

The War of 1812 took place in \_\_\_.

- a) Pittsburgh
- b) 1969
- c) 1812
- d) a shopping mall

The Boston Tea Party was \_\_\_.

- a) lots of fun
- b) in New Jersey
- c) in Boston
- d) called off on account of rain

**PART 3:** Correct the underlined portion of each statement below.

“If at first you don’t succeed, ask someone else to do it.”

“You can lead a horse to water, but you can’t make him a sandwich.”

“You deserve a toothache today.”

**PART 4:** Answer each question below.

How do you spell PINBRAIN? \_\_\_\_\_

How do you spell AIRHEAD? \_\_\_\_\_

How do you spell your name? \_\_\_\_\_

**PART 5:** Match the questions in Column 1 with the answers in Column 2.

**Column 1**

Why was George Washington buried at Mount Vernon?

What is the difference between an elephant and a grape?

What does an attorney wear to court?

Why is  $2 + 2 = 5$  like your left foot?

What time is it when five gorillas are chasing you?

**Column 2**

It’s not right.

The grape is purple.

He was dead.

Five after one.

A lawsuit.

**PART 6:** Circle the part of each question that makes sense.

Which weighs more: a pound of feathers or a pound of lead?

Which is correct:  $5 + 5$  is 11 or  $5 + 5$  are 11?

What color was Washington’s white horse?

Who is buried in Grant’s tomb?





## **PART 6**

### **CLIP AND SAVE**

Have you ever wished for a list of commonly misspelled words? A guide to the solar system? A collection of punctuation rules, state capitals, weights and measures? They're all here in this handy reference guide you can cut out and stick in your notebook.

Try laminating the pages so they will last for a long time.

Clip  
and  
save

# TRICKY SPELLING WORDS

## A

absence  
acceptable  
accidentally  
accumulate  
accurate  
ache  
achievement  
answer  
acquaint  
acquire  
across  
address  
adequate  
advertise  
although  
amateur  
annually  
apologize  
appearance  
appreciate  
appropriate  
arctic  
argument  
arithmetic  
article  
athletic  
audience  
author  
awkward

## B

bargain  
beautiful  
been  
beginning  
believe  
benefit  
bicycle  
breathe

brilliant  
built  
bulletin  
business

## C

calendar  
campaign  
canceled  
career  
carefully  
category  
channel  
character  
chief  
column  
committee  
completely  
conscience  
convenient  
cough  
courteous  
criticism  
curiosity

## D

definitely  
description  
develop  
difference  
difficult  
disappear  
disappoint  
disapprove  
discipline  
discussion  
disease  
dissatisfied  
division

## E

eighth  
embarrassed  
enough  
envelope  
environment  
equipment  
especially  
every  
exaggerate  
excellent  
exercise  
expense  
experience  
experiment  
explanation  
extremely

## F

familiar  
fascinate  
favorite  
February  
finally  
financial  
foreign  
forty  
friend  
fulfill

## G

gorgeous  
government  
governor  
grammar  
grocery  
guarantee  
guard  
guess  
guidance

## H

happened  
height  
heroes  
humorous  
hurried

## I

imaginary  
immediately  
independence  
individual  
influence  
intelligence  
interesting  
interrupt

## J

January  
jealous  
jewelry  
journey  
judgment

## K

kindergarten  
knew  
knowledge

## L

laboratory  
leisure  
length  
library  
license  
lightning  
literature  
loneliness  
lonely  
luxury

**M**

maintain  
manufacture  
marriage  
medicine  
minute  
miscellaneous  
mischievous  
missile  
misspell  
mountain  
muscle

**N**

necessary  
nickel  
niece  
ninety  
ninth  
noticeable  
nuclear  
nuisance

**O**

occasion  
occurrence  
occurring  
omission  
omitted  
opinion  
opportunity  
opposite  
optimistic  
original

**P**

parallel  
particularly  
peculiar

performance  
permanent  
persuade  
pleasant  
politician  
pollute  
possession  
possible  
practically  
precede  
preference  
prejudice  
prescription  
privilege  
probably  
procedure  
pronunciation  
psychology  
pumpkin  
pursue

**Q**

quantity  
quarrel  
questionnaire

**R**

realize  
receive  
recognize  
recommend  
rehearsal  
religious  
remember  
repetition  
representative  
responsibility  
restaurant  
reversible

rhythm  
ridiculous

**S**

safety  
sandwich  
Saturday  
schedule  
scissors  
seize  
separate  
September  
signature  
significant  
similar  
sincerely  
society  
souvenir  
straight  
strength  
stubborn  
studying  
succeed  
success  
sufficient  
summarize  
superintendent  
surprise  
swimming

**T**

technical  
technique  
temperature  
temporary  
therefore  
thorough  
thousand  
Thursday

together  
tomorrow  
tongue  
tragedy  
transferred  
traveled  
truly  
Tuesday  
twelfth  
typical

**U**

unanimous  
unfortunate  
unique  
unnecessary  
usually  
utensil

**V**

vacuum  
vegetable  
vertical  
villain  
vinegar  
visible  
vitamin  
volume

**W**

weather  
Wednesday  
weird

**Y**

yacht  
yield  
yolk

**Clip  
and  
save**



# PLURALS

**Add *es* to words that end in *s*, *ch*, *z*, *x*, or *sh* to make plurals.**

ax  
glass  
guess  
sandwich  
speech  
tax  
waltz  
watch  
wish

**Add *es* to words that end in *o* to make plurals.**

buffalo  
echo  
hero  
mango  
motto  
potato  
tomato  
tornado  
veto  
volcano

**Change the *f* or *fe* to *v* before adding *es* to words that end in *f* or *fe* to make plurals.**

calf  
half  
knife  
leaf  
life  
self  
thief  
wife  
wolf

**Change the *y* to *i* before adding *es* to words that end in a consonant and *y* to make plurals.**

army  
baby  
body  
city  
copy  
fairy  
fly  
history  
lady  
mystery  
sky  
story  
worry

# HOMONYMS

Clip  
and  
save

**add, ad** (Which sells merchandise?)  
**aisle, I'll, isle** (Which is surrounded by water?)  
**allowed, aloud** (Which gives permission?)  
**altar, alter** (Which means *to change*?)  
**ate, eight** (Which is the number?)

**bare, bear** (Which is the animal?)  
**beat, beet** (Which is the vegetable?)  
**blew, blue** (Which is the color?)  
**brake, break** (Which is part of a car?)

**cell, sell** (Which is in prison?)  
**cents, scents, sense** (Which is coin?)

**dear, deer** (Which is a sweet name?)  
**die, dye** (Which is the opposite of *live*?)  
**doe, dough** (Which becomes bread?)

**fair, fare** (Which is what you pay to travel?)

**hair, hare** (Which is a rabbit?)  
**heal, heel, he'll** (Which is part of a foot?)  
**higher, hire** (Which is the opposite of lower?)  
**hole, whole** (Which is the opposite of part?)  
**hour, our** (Which tells time?)

**in, inn** (Which is a place?)

**knight, night** (Which comes after day?)  
**knows, nose** (Which is on your face?)

**loan, lone** (Which is a kind of borrowing?)





**Clip  
and  
save**

**oar, or, ore** (Which is a natural resource?)

**one, won** (Which is a number?)

**pail, pale** (Which goes with a shovel?)

**pair, pear, pare** (Which is a twosome?)

**peace, piece** (Which is a worldwide wish?)

**plain, plane** (Which goes up in the air?)

**principal, principle** (Which works at school?)

**rain, reign, rein** (Which attaches to a horse?)

**real, reel** (Which is a roll of film?)

**right, write** (Which is not left?)

**road, rode, rowed** (Which do you travel on?)

**sail, sale** (Which suggests bargains?)

**scene, seen** (Which can be a pretty view?)

**sole, soul** (Which is the bottom of the foot?)

**some, sum** (Which is a total?)

**stair, stare** (Which is a way of looking?)

**suite, sweet** (Which is not sour?)

**tail, tale** (Which is a story?)

**their, there, they're** (Which is short for *they are*?)

**threw, through** (Which is past for *throw*?)

**to, too, two** (Which is the number?)

**waist, waste** (Which takes a belt?)

**wait, weight** (Which takes patience?)

**weak, week** (Which is the opposite of *strong*?)

**wood, would** (Which comes from a tree?)

**yoke, yolk** (Which is part of an egg?)

# ON YOUR MARK!



Here's a quick review of punctuation marks and when to use them.

## **Use an apostrophe (') to**

Show possession, as in *the children's room*.

Replace letters in contractions, as in *don't* and *can't*.

## **Use a colon (:) to**

Punctuate the greeting in a business letter, as in *Dear Ms. Wrey*:

Introduce lists or long quotes, as in *We shopped for the following: popcorn, fruit, cheese, and milk*.

## **Use a comma (,) to**

Separate items in a series: *We shopped for popcorn, fruit, and milk*.

Separate a quotation: The teacher said, "*Take your seats!*"

Punctuate a friendly letter: *Dear Sam*,

Separate clauses and apositives: *When we arrived, Max, the dog, licked our faces*.

Separate city and state and month and day: *On January 6, 1997, I will be in Chicago, Illinois*.

Separate an interjection in a sentence: *Boy, was I hungry!*

## **Use an exclamation point (!) to**

End exclamatory sentences: *This is important!*

## **Use parentheses ( ) to**

Include less important information in a sentence: *The phoenix (a mythical creature) appears in Asian literature*.

## **Use a period (.) to**

End a declarative sentence: *I go to school every day*.

Follow abbreviations and initials: *Mr. Alfred E. Newman*.

## **Use underlining ( ) to**

Show book, movie, play, TV show, newspaper, and magazine titles:

*I read Little Women after I saw the movie.*

## **Use quotation marks (" ") to**

Show someone's exact words: *The teacher said, "Take your seats!"*

Show a title of a poem, article, short story, or chapter: *We read "The Raven."* (Use single quotes to show quotes within quotes: *I said, "We know you said 'yes' to her."*)

## **Use a semicolon (;) to**

Join clauses in a sentence when there is no conjunction:

*The class laughed; they loved the teacher's surprise.*

# PARTS OF SPEECH

**NOUNS** are words that name *people, places, or things*.

**Common nouns** are general names, such as *pencil* or *mailbox*.

**Proper nouns** name specific people, places, or things:

*Mrs. Dempsey* or *Springhurst School*.

**Abstract nouns** name ideas or feelings or qualities:

*freedom, beauty, love*.

**Collective nouns** name groups, such as *class*

*orchestra, committee*.

**PRONOUNS** are words that take the place of nouns.

**Personal pronouns** refer to people or animals:

*I, you, he, she, it, we, they, me, him, her, us, them*.

The above pronouns act as subjects or objects in sentences.

For example:

Subject: **She** went ice-skating.

Object: Give the book to **him**.

**Possessive pronouns** show ownership:

*my, mine, your(s), his, her(s), its, our(s), their(s), whose*.

**Interrogative pronouns** ask questions:

*what, who, whom, which, whose*.

**Demonstrative pronouns** point or refer to

people, places, or things: *this, that, these, those*

**Indefinite pronouns** replace nouns in a general way:

*anyone, several, some, few*. (**Anyone** may try out for the team.)

**VERBS** describe action or a state of being.

**Action verbs** describe some kind of activity:

*read, eat, jump, think, show*.

**Linking verbs** connect a noun or adjective to the subject of the sentence and show a state of being:

*Bill was happy; the room looked good*.

**ADJECTIVES** are words that describe nouns and pronouns.

**Adjectives** tell about nouns by answering the following questions:  
which one(s)? How many? What kind? For example:  
*The **friendly** dog; **Five** children.*

**ADVERBS** describe verbs, adjectives, or other adverbs.

**Adverbs** answer these questions about verbs:  
*how, when, where, and to what extent?*  
Examples:  
*The frog jumped **high**; He sang **beautifully**;  
She swims **daily**; They arrived **very** late.*

**PREPOSITIONS** tell where things are, where they are going,  
or when something is happening. A preposition always introduces  
a prepositional phrase.

**Prepositions include:**  
*in, under, on, above, below, inside, about, behind, with, toward.*  
Examples:  
*The cat ran **after** the mouse;  
The ball lay **under** the table.*

**CONJUNCTIONS** join words, phrases, and clauses.

**Coordinating conjunctions are:**  
*and, but, nor, so, or, yet.*  
Examples:  
*I went to the field, **but** tryouts were canceled.  
I arrived late, **so** I missed the opening number.*

**Subordinating conjunctions** (*after, because, although, for, since, though, and so on*) join dependent clauses to independent clauses.  
Examples:  
***After** the music started, the baby stopped crying.  
We will meet outdoors **unless** it rains.*

Clip  
and  
save

# U.S. STATES AND CAPITALS

## STATE

Alabama  
Alaska  
Arizona  
Arkansas  
California  
Colorado  
Connecticut  
Delaware  
Florida  
Georgia  
Hawaii  
Idaho  
Illinois  
Indiana  
Iowa  
Kansas  
Kentucky  
Louisiana  
Maine  
Maryland  
Massachusetts  
Michigan  
Minnesota  
Mississippi  
Missouri  
Montana  
Nebraska  
Nevada  
New Hampshire  
New Jersey  
New Mexico  
New York  
North Carolina  
North Dakota  
Ohio  
Oklahoma  
Oregon  
Pennsylvania  
Rhode Island  
South Carolina  
South Dakota  
Tennessee  
Texas  
Utah  
Vermont  
Virginia  
Washington  
West Virginia  
Wisconsin  
Wyoming

## ABBREVIATION

AL  
AK  
AZ  
AR  
CA  
CO  
CT  
DE  
FL  
GA  
HI  
ID  
IL  
IN  
IA  
KS  
KY  
LA  
ME  
MD  
MA  
MI  
MN  
MS  
MO  
MT  
NE  
NV  
NH  
NJ  
NM  
NY  
NC  
ND  
OH  
OK  
OR  
PA  
RI  
SC  
SD  
TN  
TX  
UT  
VT  
VA  
WA  
WV  
WI  
WY





## CAPITAL

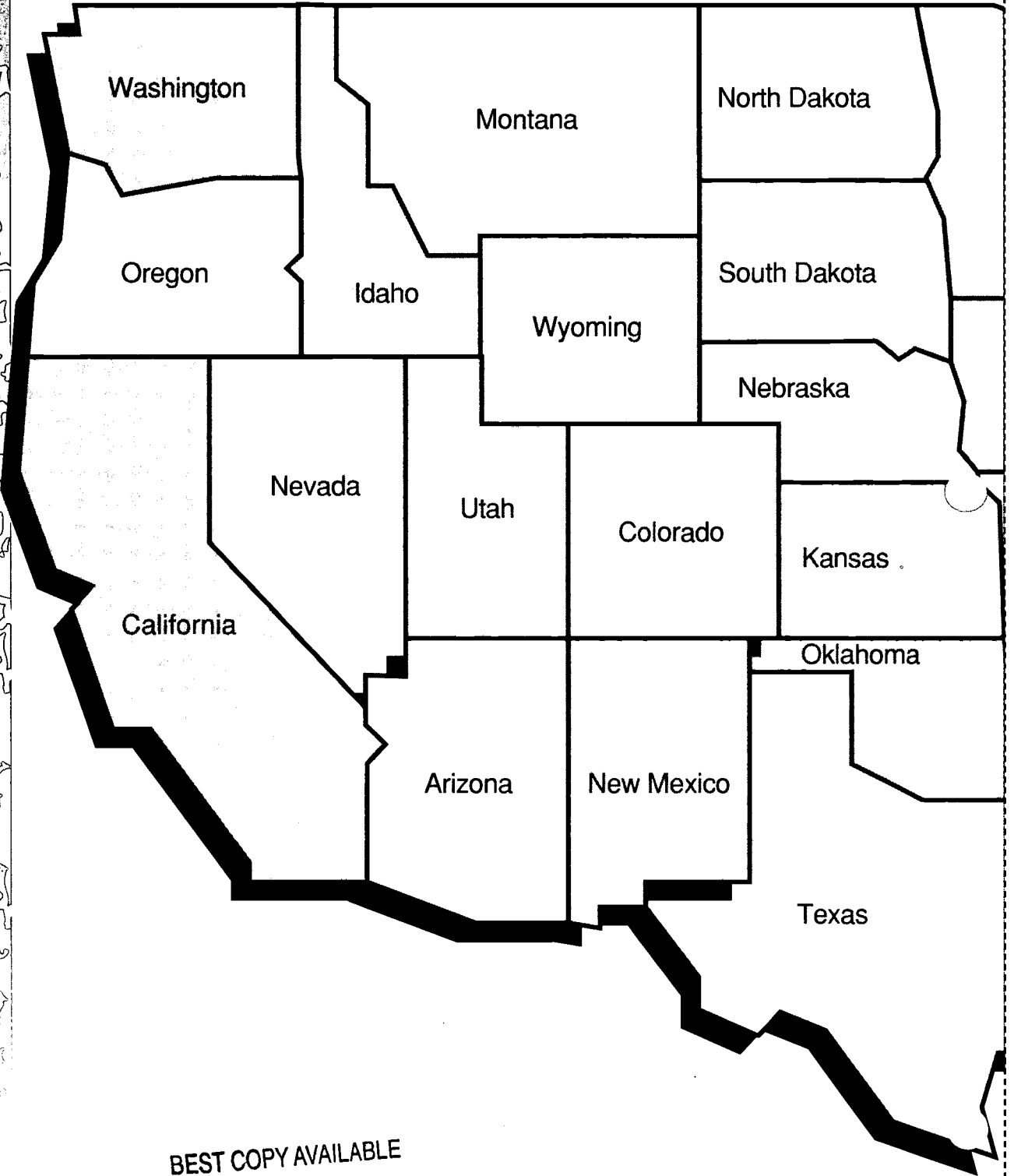
Montgomery  
Juneau  
Phoenix  
Little Rock  
Sacramento  
Denver  
Hartford  
Dover  
Tallahassee  
Atlanta  
Honolulu  
Boise  
Springfield  
Indianapolis  
Des Moines  
Topeka  
Frankfort  
Baton Rouge  
Augusta  
Baltimore  
Boston  
Lansing  
St. Paul  
Jackson  
Jefferson City  
Helena  
Lincoln  
Carson City  
Concord  
Trenton  
Santa Fe  
Albany  
Raleigh  
Bismarck  
Columbus  
Oklahoma City  
Salem  
Harrisburg  
Providence  
Columbia  
Pierre  
Nashville  
Austin  
Salt Lake City  
Montpelier  
Richmond  
Olympia  
Charleston  
Madison  
Cheyenne

## STATE NICKNAME

*Cotton State*  
*The Last Frontier*  
*Grand Canyon State*  
*Land of Opportunity*  
*Golden State*  
*Centennial State*  
*Constitution State*  
*First State*  
*Sunshine State*  
*Peach State*  
*Aloha State*  
*Gem State*  
*Prairie State*  
*Hoosier State*  
*Hawkeye State*  
*Sunflower State*  
*Bluegrass State*  
*Pelican State*  
*Pine Tree State*  
*Free State*  
*Bay State*  
*Wolverine State*  
*North Star State*  
*Magnolia State*  
*Show Me State*  
*Treasure State*  
*Cornhusker State*  
*Sagebrush State*  
*Granite State*  
*Garden State*  
*Land of Enchantment*  
*Empire State*  
*Tarheel State*  
*Sioux State*  
*Buckeye State*  
*Sooner State*  
*Beaver State*  
*Keystone State*  
*Little Rhody*  
*Palmetto State*  
*Coyote State*  
*Volunteer State*  
*Lone Star State*  
*Beehive State*  
*Green Mountain State*  
*Old Dominion*  
*Evergreen State*  
*Mountain State*  
*Badger State*  
*Equality State*

Clip  
and  
save

# MAP OF THE



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# UNITED STATES

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and  
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# THE WEIGH WE WERE

(WEIGHTS AND MEASURES)

## U.S. STANDARD SYSTEM

### WEIGHT

16 ounces (oz.) = 1 pound (lb.)

2,000 lb = 1 ton

### LENGTH

1 foot (ft.) = 12 inches (in.)

1 yard (yd.) = 3 ft. = 36 in.

1 mile (mi.) = 1,760 yd. = 5,280 ft.

### VOLUME or CAPACITY

1 cup = 8 oz.

1 pint (pt.) = 2 cups = 16 oz.

1 quart (qt.) = 2 pt. = 32 oz.

1 gallon (gal.) = 4 qt. = 128 oz.

## METRIC SYSTEM

### WEIGHT

1 kilogram (kg.) = 1,000 gm.

1 metric ton = 1,000 kg.

### LENGTH

1 meter (m.) = 100 centimeters (cm.)

1 kilometer (km.) = 1,000 m.

### VOLUME or CAPACITY

1 liter (l.) = 100 centiliters (cl.)

1 kiloliter (kl.) = 1,000 l.

# ROMAN NUMERALS

Clip  
and  
save

Where will you be in the year MCMXCVIII\*? Probably still in school. If you're still puzzled, you can see why we use Arabic numerals for calculations. Still, where would you be without Roman numerals — especially if you were writing an outline!

I	one	XXIV	twenty-four
II	two	XXIX	twenty-nine
III	three	XXX	thirty
IV	four	XL	forty
V	five	L	fifty
VI	six	LX	sixty
VII	seven	LXX	seventy
VIII	eight	LXXX	eighty
IX	nine	XC	ninety
X	ten	C	one hundred
XIV	fourteen	CD	four hundred
XV	fifteen	D	five hundred
XIX	nineteen	CM	nine hundred
XX	twenty	M	one thousand

(\* 1998)



# THE SOLAR SYSTEM

## DID YOU KNOW?

### The Sun

is a star, a giant ball of gases that produces heat and light. The Sun is so huge, it contains 99% of all matter in our entire solar system. The Sun's pull or *gravity* is what holds our solar system together.

### A solar system

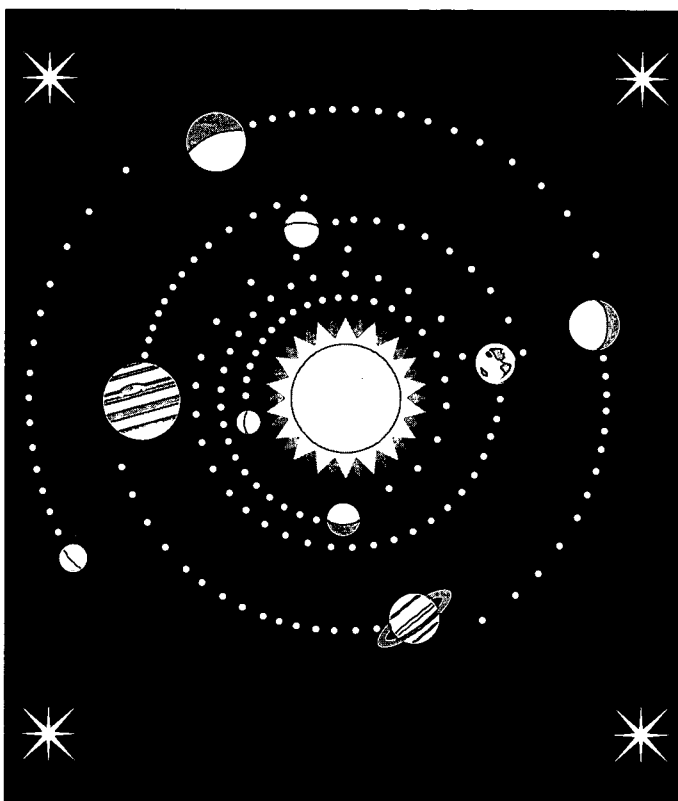
is a sun (which is a star) and everything within reach of its gravity. Our solar system is part of the Milky Way galaxy (a galaxy is a very big system of stars).

### Planets

orbit (move in a path around) the Sun. There are nine planets in our solar system. Moons, or satellites, can orbit a planet.

### Asteroids

are mini planets. Most are in a ring between Mars and Jupiter known as the asteroid belt.



## 'SPIN NICE...

Believe it or not, the Earth, with you on it, is spinning up to 1,000 miles per hour!

**In the solar system, nothing stays still. So take care, now, don't get dizzy! See you around... and around... and around....**

# GOOD APPLE HOMEWORK HELPER



By Jeri Cipriano

At last! A resource that goes beyond what students have to know and gets to the heart of the matter—how to learn. It's all here: from building better homework habits to writing the best book reports, from reading inventories to textbook tips, from doing research to test taking. Helpful ideas, models, and "clip-and-save" references will help build confidence and improve performance in all school subjects. For grades 4-6.

## About the Author

Jeri Cipriano, former teacher, education writer, editor, and editorial director, has been creating classroom materials for more than 25 years. In this book, she talks directly to her favorite audience—kids—offering valuable time-tested tips and insights that come from a life's work and talks with real kids, including her own fourth-grader and college sophomore. Ms. Cipriano, who lives with her family in Westchester County, New York, savors her time with them and their pet Puli, Max.



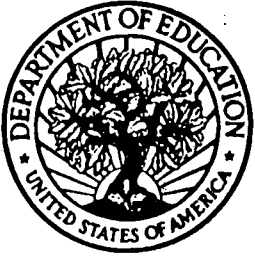
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Parsippany, NJ 07054-0480

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