

DOCUMENT RESUME

ED 421 270

PS 026 761

AUTHOR Cotton, Kathleen
TITLE Lifelong Learning Skills for the Middle/Junior High School Student: Tips for Parents. Research You Can Use. Booklet 3.
INSTITUTION Northwest Regional Educational Lab., Portland, OR. School Improvement Program.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 1998-03-00
NOTE 35p.; For Booklets 1 and 2, see PS 026 759-760.
CONTRACT RJ96006501
AVAILABLE FROM Northwest Regional Educational Laboratory, Documentation Reproduction Service, 501 S.W. Main Street, Suite 500, Portland, OR 97204-3297; phone: 503-275-9519; fax: 503-275-0458; e-mail: products@nwrel.org
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Early Adolescents; *Elementary School Students; Experiential Learning; Intermediate Grades; *Junior High School Students; Junior High Schools; Learning Activities; *Lifelong Learning; Middle Schools; Parent Materials; *Parent Participation; Parent School Relationship; *Parent Student Relationship; *Parents as Teachers; Resources
IDENTIFIERS *Middle School Students

ABSTRACT

Decades of research indicate that when parents take an active part in their children's education, it has a positive impact on their children's academic achievement, attitudes toward learning and school, confidence as a learner, and social behavior. Parents can also help children develop the lifelong learning skills and attitudes they will need in a rapidly changing society. This booklet examines lifelong learning, and provides suggestions for learning activities for parents to engage in with their middle- or junior high school children. Part 1 of the booklet, "Background Information," defines lifelong learning, explains why it is important, and details the characteristics of a lifelong learner with regard to attitudes, learning skills, and an understanding of their own learning styles. Part 2, "Learning Activities for Parents and Children," provides specific ideas for parents to work directly with their young adolescents in the areas of learning styles; development of positive attitudes toward learning; reading; writing; speaking; listening; research and independent learning skills; study skills; learning strategies; and higher-order thinking skills. Part 3 lists resources for parents and includes availability information. Appendices contain essential vocabulary, an assignment organizer, and a list of words commonly used in assignment and test directions. (KB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



R e s e a r c h

Y o u C a n U s e

L i f e l o n g

L e a r n i n g

Booklet 3

Lifelong Learning Skills for the Middle/Junior High School Student Tips for Parents



Northwest Regional Educational Laboratory

School Improvement Program

026761
19292

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

*Jerry D.
Kirkpatrick*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

This publication is based on work sponsored wholly, or in part, by the Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number RJ96006501. The content of this publication does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.

This publication is in the public domain and may be reproduced and disseminated without permission. Reproduction for sale is not permitted. Please acknowledge NWREL as the developer.

March 1998

R e s e a r c h

Y o u C a n U s e

L i f e l o n g

L e a r n i n g

Booklet 3

Lifelong Learning Skills for the Middle/Junior High School Student Tips for Parents

Kathleen Cotton



Northwest Regional Educational Laboratory

School Improvement Program

Robert E. Blum, Director

Parents: You Can Help Your Child Learn

Decades of research have shown that when parents take an active part in their children's education, it has a very positive effect on

- Academic achievement
- Attitudes toward school and learning
- Self-confidence as a learner
- Social behavior

Parents can support their children's learning in many ways: by attending school functions, participating in parent-teacher conferences, serving on school councils, volunteering in the classroom, and tutoring their children at home.

All these kinds of support are beneficial, but research shows that **children benefit most when parents work directly with them on learning activities at home.**

Research also shows that

- Parents do not have to be highly educated or have a lot of free time in order to help their children learn.
- The earlier a child's parents get involved in his or her education, the more good it does.

Training given to parents by the school often helps them to be more effective in helping their children learn. If your child's school offers training to parents, by all means take advantage of it.

Table of Contents

| | |
|---|----|
| MESSAGE TO PARENTS | ii |
| OTHER RESOURCES IN THIS SERIES | iv |
| ACKNOWLEDGMENTS | v |
| PART 1: BACKGROUND INFORMATION | 1 |
| PART 2: LEARNING ACTIVITIES FOR PARENTS AND CHILDREN | |
| Learning Styles | 5 |
| Positive Attitudes Toward Learning | 6 |
| Reading | 8 |
| Writing | 9 |
| Speaking and Listening | 12 |
| Research and Independent Learning Skills | 13 |
| Study Skills and Learning Strategies | 15 |
| Higher-Order Thinking Skills | 17 |
| HELPFUL RESOURCES FOR PARENTS | 21 |
| APPENDICES | |
| A. Essential Vocabulary | 23 |
| B. Assignment Organizer | 25 |
| C. Commonly Used Words in Assignment and Test Directions | 27 |

Other Resources In This Series

You may be interested in getting the other booklets in this Lifelong Learning series:

- *Lifelong Learning Skills for the Preschool/Kindergarten Child: Tips for Parents* (Booklet 1)
- *Lifelong Learning Skills for the Elementary School Child: Tips for Parents* (Booklet 2)
- *From High School Student to Lifelong Learner: Your Route to Independence* (Booklet 4)

and for teachers and principals

- *Education for Lifelong Learning: Literature Synthesis* (Booklet 5)

Order from:

**Northwest Regional Educational Laboratory
Documentation Reproduction Service**

By mail: 101 S.W. Main Street, Suite 500, Portland, OR 97204-3297

By fax: (503)275-0458

By telephone: (503)275-9519

By email: products@nwrel.org

Many people deserve recognition for their work on the five booklets that make up this Lifelong Learning series. I greatly appreciate the contributions of the following individuals.

A c k n o w l e d g m e n t s

External educational researchers and practitioners serving as reviewers:

Pat Bennett-Forman, North Kitsap School District, Poulsbo, WA; *Jobanna Frey*, Hollandale School District, Hollandale, MS; *Ruth Gordon*, Ferry Pass Elementary School, Pensacola, FL; *John Hattie*, University of North Carolina at Greensboro, Greensboro, NC; *Barbara Lieb*, Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC; *Rey Mayoral*, McKay High School, Salem, OR; *Don McConkey*, Fall City Elementary School, Fall City, WA; *David Mesirow*, Portland Night High School, Portland, OR; *Carol Mitchell*, NWREL Institutional Monitor, Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC; *Wink Miller*, Salem-Keizer Public Schools, Salem, OR; *Robert Ruddell*, University of California-Berkeley, Berkeley, CA; *Deanna Woods*, Wilson High School, Portland, OR

NWREL staff reviewers: *Bob Blum, Jane Braunger, Keisha Edwards, Fred King, Jerry Kirkpatrick, Nancey Olson, Tom Owens, Joyce Riha Linik, Joan Shaughnessy, Carol Thomas, Lesley Thompson*

Parent reviewers: Portland Public Schools, Portland, OR

Student reviewers: Portland Public Schools; Salem-Keizer Public Schools, Salem, OR; and Portland State University, Portland, OR

Coordination of the review process: *Fred King, Joan Shaughnessy, Sandy Mossman, Gary Graves*

Reference and research assistance: *Linda Fitch*

Production of review drafts: *Linda Gipe*

Art direction and design of booklets: *Kirk Peeler* of *john doe creative*

Photography: Cover photos - *PhotoDisc*, Inside photos - *Greg Wahl-Stephens*

Coordinating final production: *Joyce Riha Linik*



Part 1:

Background Information

R e s e a r c h

Y o u C a n U s e

L i f e l o n g

L e a r n i n g

Lifelong Learning Skills for the Middle/Junior High School Student: Tips for Parents is one of a series of booklets about **lifelong learning**.

It explains what lifelong learning is, why it is important, and what kinds of personal traits, knowledge, and skills it requires.

It also identifies the kinds of learning support activities that can help prepare your child for lifelong learning.

Following this introductory material, you will find many activities you can use with your child to help build the positive learning attitudes and readiness he or she will need for developing lifelong learning skills.

To some extent, lifelong learning happens naturally. Throughout our lives, we take in information and merge it with what we already know. We also acquire new skills as we go through life.

Many of us also learn new things more systematically—for example, by receiving training at work or taking a community college class.

Until recently, however, most of us have not *had* to make a concentrated and lifelong effort to increase our knowledge and skills. So we may not have developed the attitudes and specific skills needed for lifelong learning.

Now, things are changing. Today's students may have no choice but to become lifelong learners in order to be successful.

We hear a lot these days about the “information explosion.” More information is being produced than ever before, and new technologies continue to make this information more widely available.



< What is lifelong learning?

< Why is lifelong learning so important?

What makes a
person a lifelong
learner?

Attitudes >

Skills >

In most fields of study, information and knowledge are doubling every three to ten years, and a lot of existing information is becoming obsolete.

Work environments are changing rapidly. Today's students can expect to switch—not just *jobs*, but *entire careers*—four or five times during their working lives.

Business and industry leaders talk about needing a new kind of worker, one who can gather, sort, interpret, evaluate, and apply large amounts of information. These workers will need to be more self-reliant and depend less on supervisors to solve problems and make decisions.

Technology has not simplified work. What it has done is to eliminate many low-level jobs and increase the skill levels needed for the jobs that remain.

What kinds of attitudes and skills prepare people for successful lifelong learning?

Let's talk about **attitudes** first. Attitudes of lifelong learners include

- Curiosity and interest in learning new things
- Confidence in their ability to learn
- Motivation for seeking new learning opportunities
- Willingness to be responsible for their own learning
- Willingness to make mistakes and learn from them
- Persistence in tasks
- Openness to constructive criticism
- Patience

Lifelong learners also have an assortment of learning **skills**, including

- *Reading, writing, speaking, and listening skills* that make it possible for them to take in information and express it to others.
- *Research and independent learning skills*, such as being aware of what they need to learn; making and following a learning plan; and identifying, retrieving, and organizing information.
- *Study skills and learning strategies* to understand and remember the new information they acquire.

- *Higher-order thinking skills*, including critical and creative thinking, problem solving, decision making, and other skills that take them beyond memorizing facts and formulas to understanding what they mean and how to use them.
- *“Thinking-about-thinking” skills*. People with these skills understand that there are different ways of mentally tackling new learning material. They stop and reflect now and then on how well they are understanding what they are trying to learn, and they know how to change their mental strategy if they are not “getting it.”

During the middle/junior high school years children continue building language and communication skills and begin developing the kinds of learning-to-learn skills that they will use throughout their school years and beyond.

In addition to these attitudes and skills, lifelong learners have a good understanding of their own *learning styles*—their own best ways of learning. At the beginning of the next section are activities to help you identify and expand your child’s learning style.

< Understanding
learning styles



Part 2:

Learning Activities for Parents and Children

Learning Styles

A person's learning style includes such things as whether he or she learns best from reading, from studying pictures or diagrams, from listening to an oral description, or from doing hands-on activities or moving about.

Learning style also includes such things as the time of day a person learns best; whether silence or soft music is more helpful; whether learning alone or with others is more useful; and factors such as lighting, temperature, and surroundings for study.

Activities such as the following can help to identify your child's main learning style and also help him or her to become familiar with learning through different senses and in different environments.

Have your child help you with the shopping by giving him or her a short list of items to find and add to the shopping cart. Go over the list with the child before he or she begins, pointing out where you need a product in a certain size or brand name.

People who learn well from touch or motion often benefit from being able to keep their hands moving when viewing or listening to explanations of learning material. Doodling or other tactile activities should not be discouraged unless they interfere with the learning of others.

Point out graphs, pie charts, and other information displays in newspapers or magazines and encourage your child to interpret the information. It helps if the subject of the graph or chart is something your child is already interested in.

If your child wants to gesture, pace, or move rhythmically while reading,

R e s e a r c h

Y o u C a n U s e

L i f e l o n g

L e a r n i n g

< Shopping list
(reading and
hands-on)

< Hands in motion
(hands-on and
movement)

< Reading graphs and
charts (visual)

Raps and songs >
(hearing, movement)

Sketching (visual >
and hands-on)

Reading ahead >

Teaching siblings >

memorizing, or doing other learning tasks, allow him or her to do so; some students learn better this way.

Join with your child in making up raps or songs about material he or she is studying and serve as an audience for him or her to perform them.

Encourage your child to sketch illustrations along with taking notes in class to see if this helps him or her to learn and remember lessons better.

If your child is having trouble in a school subject, encourage him or her to do the assigned reading *before* hearing the classroom lecture on the same subject. Suggest that he or she underline or highlight key information.

In families where there are two or more children with similar learning styles, encourage the older child help the younger one(s) with school assignments, pointing out that his or her learning style makes him an ideal teacher for the younger sibling(s).

Positive Attitudes Toward Learning

The habits, attitudes, and general outlook of a lifelong learner begin to be developed in during the first years of life.

Those who study lifelong learners find that they usually had parents who

- Held high expectations for their school achievement and behavior.
- Warmly encouraged them to work hard and do their best.
- Were careful not to compare their children's performance with that of other children or try to get them to improve by threatening or punishing them.
- Made plenty of books, magazines and other reading material available.
- Spent time reading nearly every day. Parents can *say* that reading and learning are important in life, but it is much more convincing if the



children see that their parents make time for reading and learning in their own lives.

Take a look at the following suggestions for helping your child build positive attitudes and learning skills. It is not necessary to do all of these things; instead, select and try those that you can and want to do.

Keep as regular a household routine as you can; structure and consistency help children to feel secure.

As your child gets older, give him or her a few regular household responsibilities. This will help your child to assume more responsibility for his or her own learning as he or she matures.

Tell your child that you expect him or her to do well in school. Remind him that doing well depends on *effort* much more than on inborn ability. Keep expectations high but realistic by encouraging the child to strive for small improvements.

Review your child's homework habits. If necessary, work with him or her to set a time and place for homework. Make sure he or she has all needed materials and equipment, for example, good lighting, reasonable quiet, a desk or table, paper, pencils, art equipment. See the section on Study Skills and Learning Strategies (p.15); it can help you and your child to decide what kind of study area will work best.

If your child is having trouble with homework, help him or her to break it down into smaller and more manageable tasks. Also, many communities have a homework "hotline" number students can call for help with their assignments.

Make it clear that homework has priority over television watching and other recreational activities. Also, monitor the amount of television watching. Research tells us that children who watch 20 or more hours of television per week generally do not do well in school.

Help your child connect new facts and ideas to things he or she already knows. For example, if you are explaining that it is a superstition to fear bad luck when a black cat cross one's path, call attention to a superstition he or she already knows, such as the idea that breaking a mirror is bad luck.

< Routine

< Responsibilities

< Expectations

< Homework

< Homework problems

< Homework priority

< Connecting facts

Reading

If we ask what is the most important skill students need to develop in school, most people would agree that it is *reading*—and they would be right. Success in school and in most jobs depends on the ability to read. People need to develop reading skills early in life and use them throughout their lives.

Start (or continue to expand) your home library, including a bookcase—or part of one—for your child's books. Encourage him or her to arrange the books by some method, such as subject—sports, animals, and so on.

Home library >

Set times for silent reading at home, and make sure your child has a selection of materials—books or magazines—from which to choose.

Silent reading times >

Getting reading
materials >

Visit secondhand bookstores and garage sales and exchange reading materials with other families to keep costs down.

Crossword puzzles >

Have crossword puzzle books around the house and encourage your child to work the puzzles; this can help to build a strong vocabulary.

When your child wants to discuss with you something he or she has read, the following are good questions to ask:

Questions about
reading >

- What was the book (or story, passage, chapter) about?
- What was the most interesting part?
- Was there a part you didn't like? If so, what was it?
- Was there anything in the reading you didn't understand?
- What do you think you will remember the most about the reading?

Reading on
the road >

Have books and magazines in the car for your child to look at and read when he or she goes with you for shopping and other errands. When preparing for a family vacation, help your child to stock up on books and magazines of interest to him or her.

Reading in
the movies >

When you and your child see movies or television programs together (comedies, dramas, action stories), keep track of situations where reading skills made it possible for the heroes and heroines to succeed—or where *lack* of these skills interfered with someone's success. Discuss these with your child when the movie or program ends.

Appendix A contains a list of words and phrases we all need to know. They direct us to common services or alert us to things that we need to avoid because they are dangerous or forbidden. Middle school and junior high students will be familiar with most of the terms on this list, but it is a good idea to review them to make sure your child understands them.

If your child has younger siblings, encourage him or her to read to them.

For your child's birthday or other gift-giving occasion, subscribe to a magazine on a subject of interest to him or her. Make sure it's something your child will read and enjoy; it's better to get your child something he or she wants than to "surprise" him or her with something that is not of interest.

If your child is not interested in reading for pleasure, ask a teacher or librarian for assistance in finding reading material on subjects of interest to him or her and at a suitable reading level. Libraries sometimes have sections for "reluctant readers."

Encourage your child to keep a card file or list of books he or she has read. This can be helpful when looking for new reading material or for ideas for a school report.

< Words and phrases we all need to know

< Reading to siblings

< Magazine subscription

< Reluctant readers

< List of books read

Writing

Writing skills have always been important, and they still are. Your child will have to complete writing assignments throughout his or her school career to prepare for further education, training, employment, and adult personal life.

Years ago, teachers would give writing assignments; students would turn them in; and teachers would read, correct, and return them with a grade.

Today, teachers are more likely to teach *writing-as-a-process*. This means that the writing process is broken down into several steps. The following description is intended to help you understand why your child may be taking a different approach to writing than you did when you were in school.

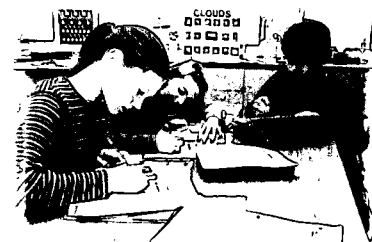
In the steps of writing-as-a-process,

1. First come *prewriting* activities, where the student gathers ideas and takes notes.

< Writing instruction: the old way

< Writing-as-a-process

< Prewriting



Revising >

2. Then comes *drafting*, with the student writing the ideas he or she wants to express. Teachers tell their students not to be too concerned with language “mechanics,” such as spelling, at this point. Often, the teacher or a classmate looks over the draft and makes suggestions for improvement.

Editing >

3. During *revising*, the writer makes whatever changes he or she thinks necessary, such as adding or deleting, reorganizing, or rewriting for clarity.

Publication >

4. *Editing* consists of correcting grammar, spelling, and punctuation, as well as making certain that the ideas flow smoothly and logically.

5. Finally, *publication* takes place. This includes distributing the finished product to teachers, classmates, parents, and/or community members who will read and comment on it.

Whatever writing strategy your child learns in school, there are many things you can do to help him or her become a better writer.

Write stories >

Encourage your child to write stories featuring characters from stories he or she has read. Don’t be concerned about errors in grammar, punctuation or spelling when your child is first writing stories; the point is to get ideas down in writing.

Thank-you notes >

Encourage your child to write thank-you notes when he or she receives gifts. Provide help if he or she has trouble getting started.

Write for free things >

When reading magazines and newsletters, keep track of things children can send for through the mail. Help your child to write a letter requesting the item and address the envelope. The book, *Free Things for Kids to Write Away For*,* tells how to send away for a large variety of items.

Help with writing projects >

Children sometimes need help getting started on a school writing assignment. If this happens, work with your child to select a topic, brainstorm ideas, and identify sources of information (including his or her list of books read). Once a paper is drafted, be willing to read it and give comments.

Prewriting help >

When your child has an essay to write for school, help with the “prewriting” stage. This can include discussing the topic with him or her, helping to think of good examples, and offering reminders of events in his or her past that relate to the topic.

* *Free Things for Kids to Write Away For* (64pp.) by Jack Aboff is available from Internet Image Builders, P.O. Box 1120, Sterling, VA 20167-0899. Order #4039. Price \$3.98, plus \$4.00 handling fee. To order by FAX: 1-800-965-8851. To order online: <www.image-builders.com/bookstore/catalog/book/a-4039.htm>.

Keep a family log or newsletter of events and encourage your child to contribute regularly. Share the family news with extended family members, neighbors, etc.

< Family newsletter

Encourage your child to begin or continue adding to a scrapbook of sports figures, celebrities, animals, foreign countries, food, or other interests. Have him or her cut pictures from magazines, mount them, and then label and write comments about them. As interests change, start a new scrapbook or scrapbook section.

< Scrapbook

Have your child keep a schedule for his or her activities and post it on the refrigerator or other prominent place. Include both regular activities (study time, music lessons, etc.) and special activities (staying overnight with a friend, going on a school field trip, etc.).

< Activity schedule

Offer to read your child's writing assignments, giving praise, asking questions, and calling attention to glaring mistakes. Remind your son or daughter that good writers usually prepare several drafts before they get to a finished product.

< Reviewing assignments

Encourage your child to read his or her writing assignments aloud. This can call attention to mistakes in grammar, as well as problems with meaning or clarity. Offer to listen and provide suggestions.

< Reading aloud

Good questions to ask about any writing project include, Who is your audience—to whom are you writing? Do they have enough background information to understand your essay? What is the purpose of your essay—do you want to explain, instruct, persuade, entertain, etc.? What do you think is the best part? What part would you like to improve?

< Questions about
writing projects

Encourage your child to write letters and notes—both on paper and by electronic mail, if available. Offer to look them over and make suggestions.

< Writing letters

Write a paragraph or two, leaving out all the punctuation or remove the punctuation from a magazine or newspaper article. Then have your child supply the correct punctuation. Discuss any points of disagreement, and if you aren't sure how something should be punctuated, have your child ask a teacher.

< Punctuation

Good writing requires something to write about. Give your child experiences that can become topics for writing projects—museum or zoo trips, travel and visits, pursuing a hobby, etc.

< Something to write about

Speaking and Listening

Whether a person is in the classroom, asking or giving directions, or simply talking with family members, speaking and listening skills will remain important throughout life. You can help your child develop these skills during the course of everyday activities.

Model respectful listening at home, at the movies, with tour guides, and at school functions. This includes listening to your child. Some tips include

- Let the speaker finish a sentence; don't cut him or her off or interrupt.
- Maintain eye contact.
- Display a pleasant disposition.
- Model a good "listening pose" by looking attentive, nodding or brief verbal feedback (e.g., "I see"), and asking questions for clarification.

If you have access to a tape recorder, have your child tape and listen to his or her voice reading a story or a school paper. After listening, encourage your child record it a second time, attempting to change anything he or she did not like about the first reading. Listen again and praise improvements.

Play a game of "telephone" at home, with each person listening to a phrase or sentence whispered by a family member and then whispering it, in turn, to another family member. As a group, compare the beginning and ending messages. How did the message change from beginning to end? Why do you think the changes happened?

Form the habit of watching and then discussing educational programs on television; this will help your child build skill in listening and expressing ideas. If your family watches game shows, try to answer questions or solve puzzles along with the contestants.

When your child needs to prepare an oral report for school, provide a place for him or her to practice—in private if possible.

If you have more than one child, encourage listening and speaking skills by having the child or children who are the "audience" for a sibling's report summarize the main points.

Respectful listening >

Read and record >

Telephone >

Discussing television >

Oral report practice >

Being an audience >

Play "Who Am I?" with your child by stating the first letter of the name of a real person or fictional character and allowing your child to ask yes-or-no questions about the person until he or she figures out who it is or has to give up. Then let your child think of someone and you ask questions. This kind of game builds thinking skills as well as speaking and listening skills. Variations: "Where Do I Live?" "What Animal Am I?"

Pay attention to the kinds of settings or activities that interfere with your child's ability to listen carefully. At times when it is especially important for your child to hear and remember what is being said, try to remove the distractions or remove the child from the distracting environment, whichever is easier.

Encourage your child to be an "active listener" by asking questions for clarification when he or she does not understand what is being said, and by nodding or saying something like "I see," to let the speaker know he or she is listening and understanding.

Research and Independent Learning Skills

Taking responsibility for learning grows out of taking responsibility in other areas of life. As your child grows older, give him or her responsibility for some household and/or childcare tasks.

As your child assumes more responsibilities, allow him or her more privileges, such as setting his or her own bedtime.

Help your child form the habit of preparing for school the evening before. Work with him or her to get clothing, books, and lunch ready for morning. Give your child an alarm clock, and allow him or her to gradually assume responsibility for getting started in the morning.

If you use the library to find out more about subjects that interest you, your child will learn that using research and library skills are a part of everyday life. Reference materials include maps and globes, drawings, photographs, graphs, and other visual materials, as well as print materials and electronic resources such as those on CD-ROM.

< "Who Am I?"

< Distractions

< Active listening



< Ready for school

< Use the library

References at home >

Teach your child to use any of the following that you have at home, such as the dictionary, telephone directory, almanac, thesaurus, television schedule, atlas, encyclopedia, CD-ROMs, and others. If you have Internet access, you can find these and many other kinds of resources online.

References worth getting >

Books on Greek and Roman myths and books of famous quotations are very useful general references for students. Look for bargains at second-hand bookstores.

Internet >

If you or a friend have an Internet connection, you and your child can use the Internet to learn about things you are interested in. Some libraries also offer students free Internet access.

Research strategy >

When your child needs to do research for a school report, suggest that he or she decide

- Which references to go to first
- How to keep good notes and thorough documentation
- How to organize notes and other materials so they will be easy to find later
- How much time to allow for each step—researching, writing, and editing the report

Be willing to help with reference ideas or time estimates if asked.

Keep notes >

Give your child a notebook or box to keep notes on subjects he or she has researched and what reference materials were most useful. These notes are likely to be useful for future projects.

Help...but not too much >

If your child needs to prepare a report, notebook, display, collection, model, or other product, help out by looking over his or her work at different points in the project. Give encouragement and call attention to problems such as unclear labeling or misspelled words. However, avoid the temptation to help too much.

Study Skills and Learning Strategies

In the 21st century, having job-specific skills will not be as important as having the ability to learn new things quickly and well. Study skills are tactics for learning and remembering, and learning strategies are groups of these tactics organized into a series of steps for more in-depth learning.

Most children need time to unwind after school and before doing their homework; give your child the opportunity for playtime or a snack before asking him or her to settle down and study.

Remember that applying study skills and strategies is most effective when your child has a designated place and time for study. It can also be helpful if you do quiet work yourself during your child's study time.

Have your child use a shoebox or other small box to make a "mailbox" with his or her name on it, and place it in his or her study area. The mailbox is for notes from you and other family members and for any mail your child receives.

Make sure your child has a notebook for writing down homework assignments and encourage him or her to use it.

Appendix B of this booklet is an "Assignment Organizer" that your child can use to plan and carry out a learning project. He or she will be able to complete some steps easily, but others might require some suggestions or other help from you. Go over the Assignment Organizer with your child as he or she is coming to the end of a project to make sure that all the steps have been followed.

Knowing when to take a break is a "study skill," too. Encourage your child to take occasional breaks while studying. A good rule-of-thumb is a five-minute break after every half-hour of homework.

Help your child to avoid or minimize things that can interfere with study—noise, room that is too warm or too cold, hunger, tiredness, eating too much sugar or fat, etc.

Find out if your child's teacher has given the class "tips" for learning and remembering. If so, learn what they are and reinforce them at home.

Using magazines on subjects of interest to your child, have him or her prac-



< Time to unwind

< Study time

< "Mailbox"

< Assignment notebook

< Assignment organizer

< Take a break

< Avoid interference

< Study tips

Taking and organizing notes >

Transfer skills >

Practice memorizing >

Summarizing >

Preparation for tests >

Test taking skills >

tice *skimming* (rapidly going over the article to get a sense of what it is about) and *scanning* (glancing through an article to see if a particular topic is there). For example, you might have your child scan an article on the Olympic Games to see if his or her favorite sport or athlete is mentioned.

Have your child practice taking notes while watching a nature program on television. Look at the notes together and organize them into an outline. For example, for a program about animals in different parts of Africa, each different region could be a main idea in the outline, with the animals that live in that region listed underneath.

If your child has used a learning skill or strategy successfully in one subject area, encourage him or her to try it again with material from a different subject.

Play games in which your child memorizes something and you quiz him or her. For example, he or she can memorize family's and friends' telephone numbers, statistics related to favorite sports figures (batting averages, point and rebound averages, etc.), state capitals, the planets, names of past teachers, etc.

Putting an idea in your own words can help you to remember it. Practice this with your child by summing up in your own words something he or she has said, and then have him summarize what you say.

When your child is preparing for a test, use the textbook, worksheets, or notes to quiz him or her on the material. Encourage your child to test him- or herself periodically, too.

When your child is preparing for a test, remind him or her to

1. Read all directions carefully.
2. Review key test terms:
 - Compare* means show similarities and differences.
 - Define* means explain and give an example.
 - Outline* means list key information in a structured way.
3. Be alert for terms such as *usually*, *not*, and *only* that suggest how to respond to questions.
4. Find out if there is a penalty for guessing.
5. Skim the whole test before beginning.
6. Answer only what is asked, watching for words that demand thorough responses, such as *explain* and *discuss*.

Appendix C contains a list of words commonly used in assignment or test directions. Go over these words with your child to make sure he or she knows what they mean.

Cooperative learning in small groups can be an effective way for children to gain knowledge and skills from one another and to learn teamwork. Encourage your child to engage in cooperative projects—both at your home and at the homes of schoolmates.

Share with your child any “memory tricks” you make up to help yourself remember things. One woman focused on the idea of “robin’s egg” to remember the name “Rob Eckstrom,” and to remember how to pronounce the name of former Romanian leader Ceaucescu, she thought of a man showing the letter “Q” on his chest: “Showchesque.”

Have your child try the method known as “SQ4R.” SQ4R stands for a series of learning steps: **S**urvey, **Q**uestion, **R**ead, **R**eflect, **R**ecite, **R**evue. Suggest that he or she

- Survey (or skim) the material
- Think up some **Q**uestions that the material can answer
- **R**ead the material
- **R**eflect on (or think over) what he or she has read
- **R**ecite key things that need to be remembered, and finally
- **R**evue the material.

Higher-Order Thinking Skills

You can help your child develop skills for critical and creative thinking, problem solving, and decision making. You can also help your child to understand his or her own thinking processes and to improve them.

Have your child read riddles or “Minute Mysteries” aloud, and work with him or her to figure them out. Ask questions or give hints if your child gets stuck; if it is you who are stuck, ask for a hint or for a rereading of the mystery or riddle.

As you encounter or think of proverbs and sayings, ask your child to explain what he or she thinks they mean. Explain what people generally mean when using such sayings, for example, “A stitch in time saves nine,”

< Common words
in directions

< Cooperative learning

< Your memory tricks

< “SQ4R”



< Riddles

< Proverbs

TV commercials and
magazine ads >

Thought provoking
questions >

Identify key facts >

"What did you learn?" >

Think out loud >

Positive self talk >

Dealing with distractions >

"The early bird gets the worm," "Don't cry over spilled milk," etc.

Together with your child, take a close look at television commercials and magazine advertisements. Ask your child what the main point of the ad is and whether he or she thinks the ad's message is true. Ask why or why not.

Ask your child questions that require him or her to think things through. For example, ask if it would be a good thing if every day were Christmas and to explain why or why not. Or ask your child if he or she thinks children should get to choose whether or not they would go to school, and why or why not.

Tell your child that newspaper reporters and other journalists are trained to write articles that tell readers "who," "what," "where," "when," and sometimes "why" and "how." Have him or her read an article in the local newspaper and identify what happened, who was involved, and so on.

Ask your child to tell you one or two new things he or she learned from school projects or personal experiences. Ask if he or she thinks the new learning will be helpful in the future and to explain why or why not. Suggest ways you think the new learning might be useful.

When you are trying to solve a riddle or puzzle, "think out loud" so that your child can hear you describe the steps you go through in your mind as you work toward a solution. Then have your child speak his or her thoughts aloud while attempting another puzzle or riddle.

You can also ask your child to go back and describe the process he or she followed in coming up with the answer to a problem or riddle.

Help your child to form the habit of positive self-talk. Encourage your child to approach a school assignment or test by reminding him- or herself, "I am a smart person and can do this task well," "I can relax and organize my thoughts so as to do well on this," "I have learned a lot on this subject and can write about what I know," etc.

If your child is having trouble paying attention in school or at home, see if you can identify what is interfering with his or her ability to listen attentively. Does he or she have trouble concentrating when hungry. . . or worried about something . . . or extremely interested in some personal hobby or project? Once you know what the distraction is, you can take

steps to minimize it.

Some teachers of middle school children begin teaching their students how to understand and improve their own thinking. If your child's teacher teaches such lessons, ask what you can do at home to reinforce the new skills your child is building.

When your child begins to learn something new (for school, Scouts, church, hobby, etc.), have him or her put two headings on a sheet of paper—"What I Know about (the subject)" and "What I Want to Learn"—and make a list under each heading. Have him or her indicate with arrows when each "want to learn" item becomes a "what I know."

Doing activities from this booklet with your middle or junior high school child can help him or her to succeed in school now and build skills for a lifetime of productive learning.

Other useful resources are listed on the following pages.

Be sure to see the appendices following the resources listing.

< Reinforce thinking skills

< New learning

Helpful Resources for Parents

*American Association of School Administrators. *Brush Up Your Study Skills: Tips for Students and Parents*. Arlington, VA: AASA, 1995 (ED 381 910).

American Federation of Teachers/U.S. Department of Education. "Make Reading a Family Affair: Help Parents Help Their Children Become Lifelong Readers." *American Educator* 17/4 (Winter 1993-94): 32-43.

Available from AFT Order Department, 555 New Jersey Avenue NW, Washington, DC 20001, 1-800-238-1133. Ask for item 350. 1-9 copies: \$.50 each; 10 or more copies: \$.40 each.

*Amundson, K. *101 Ways Parents Can Help Students Achieve*. Arlington, VA: American Association of School Administrators, 1991 (ED 346 973).

*Arizona State Department of Education. *Learning Activities Parents Can Do With Their Children*. Phoenix, AZ: Arizona State Department of Education, 1989 (ED 321 898).

*Association of American Publishers. *Helping Your Child Succeed in School*. New York: Association of American Publishers—School Division, 1989 (ED 350 077).

Available from Association of American Publishers, School Division, 220 East 23rd St., New York, NY 10010. \$1.50 for single copy; \$1.25 each for 10-99 copies; \$1.00 each for 100 or more copies.

Ban, J. R. *Parents Assuring Student Success (PASS): Achievement Made Easy by Learning Together*. Bloomington, IN: National Educational Service, 1993.

Available from National Educational Service, PO Box 8, Department V2, Bloomington, IN 47402-0008m 800-733-6786. \$21.95 (shipping/handling charges waived if prepaid; if not, \$3.00 minimum or 7%).

*Cano, L. R. *Helping Your Child Learn: A Parent's Guide = Ayudando a Su Hijo a Aprender: Una Guia para los Padres*. Houston, TX: Southwestern Bell Telephone Company, August 1988 (ED 281 966).

Dreilinger, M., and Kerner, R. *How to Help Children Succeed in School*. Plainview, NY: The Family Forum Library, Bureau for At-Risk Youth, 1992.

Available from Bureau for At-Risk Youth, PO Box 760, Plainview, NY 11803-0760, 1-800-99-YOUTH. \$1.95 each, ISBN 1-56688-007-6.

Asterisk (*) indicates that the publication may be purchased from the ERIC Document Reproduction Service, operated by DynCorp I&ET, 7420 Fullerton Rd., Suite 110 Springfield, VA 22153; 1-800-443-ERIC (3742) or 703/440-1400; FAX: 703/440-1408; Internet: <edrs@inet.ed.gov>

Giacobbe, A.; Osborne M.; and Woods, D. B. "Building a Family Learning Environment." Unit Two in *Parent and Family Involvement*. Washington, DC: American Federation of Teachers, Educational Research and Dissemination Program, 1996.

Available from Educational Research and Dissemination Program, Educational Issues Department, American Federation of Teachers, 555 New Jersey Avenue NW, Washington, DC 20001.

Jones, C. *More Parents Are Teachers, Too: Encouraging Your 6- to 12-Year-Old*. Charlotte, VT: Williamson Publishing Co., 1990.

Available from Williamson Publishing Co., PO Box 185, Charlotte, VT 05445, 1-800-234-8791. \$9.95.

*Ramos, N., and Santos, R. S. *Helping Your Children Succeed in School: A Parent's Guide*. San Antonio, TX: San Antonio I.S.D.; Texas A and I University, Spring 1988 (ED 329 370).

*Reyes, M., and Rothman, D. *Parents as Partners: Planning Early for your Children's School Success and College Attendance. Revised Edition = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio du Sus Ninos. Edicion Revisada*. Sacramento: California State Department of Education; California State University, 1995 (ED 381 254).

*Rich, D. *Summer Home Learning Recipes for Parents and Children, Grades: K-3, 4-6*. Washington, DC: U.S. Department of Education, 1994 (ED 371 907).

*Shefelbine, J. *Parents Sharing Books: Motivation and Reading*. Bloomington, IN: Family Literacy Center, Indiana University, 1990 (ED 324 662).

**Spanish Language Briefs for Parents, 1995*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1995 (ED 390 630).

U.S. Department of Education. *Learning Partners: A Guide to Educational Activities for Families*. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, May 1997.

Available in English and Spanish from National Library of Education, 555 New Jersey Avenue NW, Washington, DC 20208-5721. Or call 1-800-424-1616. Free.

*Vogler, D. E., and Hutchins, D. E. *Parents as Tutors: Minimizing the Homework Hassle*. Alexandria, VA: National Community Education Association, 1988 (ED 338 999).

Available from National Community Education Association, 801 N. Fairfax St., Suite 209, Alexandria, VA 22314. \$6.95 each; quantity discounts.

Essential Vocabulary

| | | |
|-------------------------------|-------------------------|----------------------------|
| Adults Only | Drive Carefully | Keep Away |
| Antidote | Dynamite | Keep Closed at all Times |
| Ask Attendant for Key | Elevator | Keep Left (Right) |
| Beware | Emergency | Keep Off (the Grass) |
| Boys | Emergency Vehicles Only | Keep Out |
| Bridge Out | Employees Only | Ladies |
| Bus Only | End Construction | Lane Ends |
| Bus Station | Entrance | Last Chance for Gas |
| Bus Stop | Escalator | Left Lane Must Turn Left |
| Caution | Exit | Left Turn Only |
| Closed | Exit Only | Left Turn This Signal Only |
| Combustible | Exit Speed 30 | Live Wires |
| Condemned | Explosives | Loading Zone |
| Construction Zone | External Use Only | MPH |
| Contaminated | Falling Rocks | Mechanic on Duty |
| Curve | Fire Escape | Men |
| Danger | Fire Extinguisher | Men Working |
| Dangerous Curve | First Aid | Merge Left |
| Dead End | Flammable | Merging Traffic |
| Deep Water | Found | No Admittance |
| Deer/Cattle Crossing | Four-way Stop | No Checks Cashed |
| Dentist | Fragile | No Credit |
| Detour | Freeway | No Diving |
| Dim Lights | Garage | No Dumping |
| Dip | Gasoline | No Fires |
| Doctor (Dr.) | Gate | No Fishing |
| Do Not Block Driveway | Gentlemen | No Hunting |
| Do Not Cross | Girls | No Left Turn |
| Do Not Enter | Handle with Care | No Loitering |
| Do Not Inhale Fumes | Hands Off | No Minors |
| Do Not Push | Help | No Parking |
| Do Not Refreeze | High Voltage | No Passing |
| Do Not Use Near Heat | Hospital Zone | No Pets |
| Do Not Use Near Open Flame | In | No Right Turn |
| Don't Walk | Information | No Right Turn on Red |
| Down | Inspection Station | No Smoking |
| | Instructions | No Standing |

These are commonly used words and phrases that warn or give instructions. Explain these terms to your child (or look them up) and review them occasionally.

R e s e a r c h

Y o u C a n U s e

L i f e l o n g

L e a r n i n g

| | | |
|--------------------------|----------------------------|------------------------------|
| No Stopping | Railroad | Taxi Stand |
| No Swimming | Restrooms | Thin Ice |
| No Trespassing | Resume Speed | This End Up |
| No Turns | Right Lane Must Turn Right | This Lane May Turn Left |
| Not for Internal Use | Right Turn Only | This Side Up |
| Nurse | Road Closed | Traffic Circle |
| Office | Road Ends | Truck Route |
| One Way—Do Not Enter | Safety First | Turn On (Off) Lights |
| Open | School Zone | Up |
| Out | Shallow Water | Use Before (date) |
| Out of Order | Shelter | Use in Well Ventilated Area |
| Pedestrians Prohibited | Slide Area | Use Low Gear |
| Playground | Slippery When Wet | Use Other Door |
| Poison/Poisonous | Slow Down | Violators Will Be Prosecuted |
| Police | Slower Traffic Keep Right | Walk |
| Posted | Smoking Prohibited | Wanted |
| Post No Bills | Speed Checked by Radar | Warning |
| Post Office | Steep Grade | Watch Your Step |
| Private | Step Down (Up) | Wet Paint |
| Private Property | Stop | Winding Road |
| Proceed at Your Own Risk | Stop Ahead | Women |
| Pull | Stop for Pedestrians | Yield |
| Push | Stop Motor | Yield Right of Way |

*Reprinted with permission
from the Arizona State
Department of Education*

Assignment Organizer

Task Definition

Name _____

Teacher _____

What am I supposed to do?

_____What information do I need in order to do this?

1. _____

2. _____

3. _____

4. _____

5. _____

Research _____

You Can Use _____

Lifelong _____

Learning _____

Information-Seeking Strategies

What are the possible sources to find this information?

_____Which are the best for me to use?

Location and Access

Where will I find these sources?

_____Who can help me find what I need?

Use of Information

How will I record the information that I find?

- ☐ take notes using cards
- ☐ take notes on notebook paper
- ☐ take notes using a data chart
- ☐ draw pictures
- ☐ talk into a tape recorder
- ☐ other

How will I give credit to my sources?

Write title, author, page number

- ☐ on note cards
- ☐ on notebook paper
- ☐ on data chart

Synthesis

What product or performance will I make to finish my assignment?

How will I give credit to my sources in my final product or performance?

- ☐ include a written list (bibliography)
- ☐ after the performance, tell which sources I used
- ☐ other

Evaluation

How will I know that I have done my best? (All must be checked before the assignment is turned in.)

- ☐ What I made to finish the assignment is what I was supposed to do in Task Definition, above.
- ☐ Information found in Use of Information matches information needed in Task Definition.
- ☐ I gave credit to my sources (even if I used a textbook).
- ☐ My work is neat.
- ☐ My work is complete and includes my name and the date.

Copyright © 1995
by Barbara A. Jansen.
Reprinted with permission.

Commonly Used Words in Assignment and Test Directions

| | | |
|--------------|-------------|-----------|
| add | fill in | rhyme |
| after | first | rhyming |
| alike | fold | right |
| aloud | folder | ring |
| alphabet | fourth | row |
| alphabetical | glue | same |
| answer | hold | say |
| answers | homonym | second |
| antonym | horizontal | section |
| around | how | sentence |
| array | in between | sentences |
| before | in front of | seventh |
| begin | last | silent |
| beginning | left | silently |
| behind | line | singular |
| below | make | sixth |
| beside | mark | space |
| blank | match | spaces |
| bottom | middle | spell |
| box | miss | spelling |
| circle | missing | start |
| color | multiply | stop |
| column | ninth | subtract |
| corner | opposite | suffix |
| cross out | order | tenth |
| cut | over | third |
| difference | page | top |
| different | paint | trace |
| direction | paper | twice |
| divide | paragraph | under |
| dotted | part | underline |
| draw | paste | vertical |
| end | phrase | what |
| ending | picture | when |
| erase | plural | where |
| estimate | prefix | which |
| example | question | who |
| fifth | read | why |

These are words that appear frequently in directions for assignments and tests. Go over them (or look them up) with your child to make sure he or she understands what they mean.

Reprinted with permission from the Arizona State Department of Education



U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI)
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

REPRODUCTION RELEASE (Specific Document)

Lifelong Learning Series, 3/98: LIFELONG LEARNING SKILLS FOR THE PRESCHOOL/
KINDERGARTEN CHILD; LIFELONG LEARNING SKILLS FOR THE ELEMENTARY SCHOOL CHILD;

I. DOCUMENT IDENTIFICATION LIFELONG LEARNING SKILLS FOR THE MIDDLE/JUNIOR HIGH SCHOOL STUDENT

Title: FROM HIGH SCHOOL STUDENT TO LIFELONG LEARNER: YOUR ROUTE TO INDEPENDENCE;
EDUCATION FOR LIFELONG LEARNING: LITERATURE SYNTHESIS

Author(s): Kathleen Cotton

Corporate Source (if appropriate): Northwest Regional Educational Laboratory

Publication Date: 3/98

II. REPRODUCTION RELEASE

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche and paper copy (or microfiche only) and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the options and sign the release below.

CHECK
HERE



Microfiche
(4" x 6" film)
and paper copy
(8 1/2" x 11")
reproduction

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Northwest Regional
Educational Laboratory

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

OR



Microfiche
(4" x 6" film)
reproduction
only

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed in both microfiche and paper copy.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction of microfiche by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: Jerry D. Kirkpatrick Printed Name: Jerry D. Kirkpatrick
Organization: Director, Institutional Development and Communications
Northwest Regional Educational Laboratory Position: Director
Address: 101 S.W. Main St., Suite 500 Tel. No.: (503) 275-9517
Portland, OR Zip Code: 97204 Date: 4/30/98

III. DOCUMENT AVAILABILITY INFORMATION (Non-ERIC Source)

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS.)

Publisher/Distributor: _____
Address: _____
Price Per Copy: _____ Quantity Price: _____

IV. REFERRAL TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

