

Study Strategies Categories and Suggestions

What Strategies?

1. Children should be taught strategies from these eight categories. Which strategies are taught will depend on grade level; student's strengths and needs; and the reading materials, lectures, assignments, and tests used.
 - a. Motivate Yourself.
e.g., positive self-talk, goal setting, reward structures, correcting vs. criticizing, ...
 - b. Manage Materials, Environment, and Time.
e.g., learn to predict what you'll need to complete assignments so you gather materials before getting started (e.g., ruler, colored pencils, calculator), learn to evaluate environments to choose where and how it's best to study (e.g., some children do best in rocking chairs while others must be still), learn to estimate how long it will take to complete a particular assignment, ...
 - c. Locate Information.
e.g., this includes things like using the table of contents, index, chapter headings, card catalog, reference books, websites, and search engines and skills like skimming and scanning, ...
 - d. Record Information.
e.g., this category includes all types of note-taking strategies and associated skills like paraphrasing, abbreviating, identifying important vs. unimportant ideas, summarizing, ...
 - e. Comprehend Information.
e.g., There is an overlap between this category and the recording category because skills like knowing what's important and relevant vs. what's unimportant and irrelevant helps with both taking notes and comprehending what we're listening to and reading. This category includes comprehension subskills such as main ideas, details, cause-effect, comparison-contrast, and knowing how to answer the "W" questions of what, who, where, when, and how. These are usually taught best in elementary reading blocks, but there are advantages to teaching the skills in nonfiction content areas like science, social studies, and health.
 - f. Remember Information.
e.g., Many strategies from the recording and comprehending categories also help children remember information. Other strategies for this category include studying for tests, memorizing poems, ...
 - g. Use Information.
e.g., strategies in this category help children successfully take tests, write papers, complete projects, and give oral reports, ...
 - h. Regulate Learning. (Check and Correct Your Learning)
e.g., There is research that suggests that strategies from this category can have the biggest effect. Learning different phases of the writing process and different proofreading strategies for reading, writing, and math are important. The best students are those who can predict how they did on an assignment before they see their grade. Ideally, students aren't surprised by their daily or test grades. If they are, we know to work more on this category.

Principles for Teaching the Strategies

1. Use and teach a few strategies that cut across content areas (e.g., science, history, writing) and categories (the 8 above).
2. Build on what has been taught in previous grades.
3. Let your children hear and see you using the strategies. Think aloud about the processes you are using and your reasons for using them. Later, talk about the results.
4. Teach the what, how, when, where, and why conditions of the strategies. (e.g., What is effective note taking? How can I take notes well? When and where should I take notes [only when I don't understand? Only when there is a test? Only when I'm told?], Why should I take notes?)
5. Show children how they can adapt strategies so they're learning/studying with more of their intelligences. (See the description of the 8 smarts on pages 241-247 in *Start with the Heart* and in Kathy Koch's book *8 Great Smarts*.)
6. Use and teach children about all three modalities (visual, auditory, and kinesthetic). (See pages 237-239 in *Start with the Heart* and the website resource about them.)
7. Consider and teach children about environmental preferences. (See pages 236-237 in *Start with the Heart*.)
8. Use familiar and motivational content when first introducing and teaching the strategies. (For example, when Dr. Kathy lived in Green Bay, WI, she taught middle school boys about thinking strategies and study strategies using football and the Green Bay Packers and Chicago Bears. They learned about cause-effect, sequence, note-taking, details vs. main ideas, and more using what they cared about and then they learned to transfer the skills to school content.)

When we teach a new strategy with new content, neither is learned well. there's not enough brain power. Plus, if you tell children the strategy will help them learn and remember the information and they don't want to remember it, they'll resist you. Sad, but true. Therefore, use something kids already know about and find interesting when introducing and teaching strategies. They'll see that the strategy isn't that much work and that it's effective. Now they'll be more willing to transfer its use to "boring school content."

9. Teach so children have many quality opportunities to practice and use the strategies with meaningful content. (e.g., school content and textbooks, current events and news sources, websites, social media posts, etc.)
10. During discussions and on assignments, ask children about the strategies they use so you can give specific feedback about their choices of strategies and the accuracy and ease with which they use them. (See "After-A-Test" on the next page. You can adapt this to use with writing and reading. For example, "After-I-Write-A-Paper" and "After-I-Read-A-Chapter.")

Name: _____

Date/Test: _____

AFTER-A-TEST

1. Now that the test is over, I think I did well / did okay / really blew it (circle one) because . . .

2. After thinking about it, I now feel I was well prepared / kind of prepared / not prepared (circle one) to take this test because . . .

Therefore . . .

3. If I had one question to ask about the material or the test, it would be...

4. The *easiest* thing about this test was . . .

5. The *hardest* thing about this test was . . .

6. Next time I *study* for a test, I will . . .

7. Next time I *take* a test, I will . . .

Using Scripture to Teach Character Qualities and to Motivate Children

By Steve and Joyce Baker

“Train up a child in the way he should go and when he is old he will not depart from it.”
Proverbs 22:6

The Hebrew word *chanak* for “train up” in Proverbs 22:6 gives a visual picture of a mother rubbing the palate of a new born baby with oil or crushed dates to motivate the sucking response. As parents it is our responsibility and privilege to motivate our children toward those things which are good for them and pleasing to God. Much of today’s church culture diminishes the effectiveness of the Word of God as not motivational enough to direct a child in the way he or she should go. The world and culture have so many sensational stimuli pulling for our and our children’s attention and interest. One of the current cultural lies is that personal faith and the Bible are irrelevantly boring. Nothing could be further from the truth!

Using scripture to motivate your child should be as natural as telling them about when you were a child or relating a story about their grandparents. It needs to be personal and practical. Children need to understand the ‘why’ and ‘how’ of life’s questions. They crave the security that the boundaries of foundational truths of the Bible provide. So to accomplish the feat of answering their questions you must be in the Bible yourself. Be ready to meet daily opportunities that arise as training moments. You also need a plan for expressing the truths of the Bible to them.

As a parent you know the difficulties and busyness of life. Sometimes we want nothing more after a hard day at work than to crash in front of our TV, computer, or a good book. When the weekend comes we look for amusement to relax and unwind. There is nothing wrong with rest for the body and mind. Even Jesus got away to the mountains to rest from the pressing ministry to crowds that followed Him.

But the spirit needs renewing as well. Let Jesus be our example to rest and refresh in fellowship with the Father. Have a set plan to read your Bible and worship. Be active in your church for discipleship and spiritual growth. Two of the tools I recommend for personal development are a daily Bible reading plan and a devotional guide. There are hundreds of these to choose from on-line or at your local bookstore. Remember it’s not a legalistic obligation that you are fulfilling, but a routine exercise for your spiritual growth. This exercise will become your greatest joy and source of strength, and it will definitely prepare you for training your children.

Meeting the daily needs of your children does not have to be a daunting task. It is as simple as the Bible says itself. *“And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and you shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of you house and on your gates,”* Deut. 6:6-9.

Share what comes from your own heart. As you read and learn – talk about it as you drive the kids to school, share it around the dinner table. Teach them to pray the Word of God. Be involved in a church that teaches the Word of God to you and your children. They need to know that you believe it is an investment. Also, use every opportunity to share the principles and truths of scripture when a teaching moment arises. When your children are hurt by friends at school take them to 1 Peter 2:23. If they are facing a difficult challenge remind them of stories like David and Goliath, Esther, or Nehemiah and Sanballat. Regularly remind them of God’s love and redemptive plan through passages like John 3 and 4. Don’t be afraid to put the scripture verses you cherish up in your home as art work. It gives the children a visual reminder of the value you place on the Word of God.

Making a plan for expressing the Word of God is in part doing what we previously mentioned as you share what you have read or studied. You also need to lead the children in their own personal time with the Lord. This varies greatly with the age and attention of the child, but the value and influence of it never changes. *“The judgments of the Lord are true and righteous altogether. More to be desired are they than gold, yea, than much fine gold; sweeter also than honey and the honeycomb. Moreover by them your servant is warned, and in keeping them there is great reward.”* Psalm 19:9-11.

With young children I recommend using an age appropriate devotional book or Children’s Bible and reading and discussing a short passage every day. You may choose a verse each week to memorize that teaches a necessary precept for your child like Psalm 51:5 *“Behold, You desire truth in the inward parts, and in the hidden part You will make me to know wisdom.”* Encourage older children to begin their own time in the Word as well. In the evening you may want to read the devotional guide or Bible together before bedtime or after dinner.

In my devotional guide, *O Taste and See*, I encourage breaking devotions into practical bites: a biblical reading, an applicable story, a relatable activity, and a discussion period. These can be done throughout the week so that every day is fresh and different. Here is an example of one of those devotions.

LOVE

Love - "a feeling of strong affection as in romance, attraction, and devotion to another person or thing."

"I have been crucified with Christ: It is no longer I who live; But Christ who lives in me. And the life I now live in the flesh I live by faith in the Son of God, who loved me and gave himself for me." Galatians 2:20

Scripture Text: 1 Samuel 18:1-4

The giving of gifts has always been a mark of love. According to Gary Chapman in his *The Five Love Languages*, it is one of the ways in which people communicate or understand love. Jonathan, the son of King Saul must have been one who demonstrated his love through the giving of gifts. This scripture passage clearly states that his soul was knit with David's and he loved him. Jonathan expressed his love by giving to David: his robe, personal garments, his sword, bow, and belt. These were not just contemporary gifts of fad or fashion. These represented Jonathan's understanding of David's calling to be King and his acceptance and submission to that position. These gifts showed Jonathan's commitment to care, serve, and protect David. The truth of this commitment was played out in their relationship through the years to follow as seen in 1 Samuel 19:11-7, 20:4, 23:16-18. These gifts were both valuable and precious to David.

Paul exclaimed in 2 Corinthians 9:15, *"Thanks be to God for His unspeakable gift."* God too has given because of love, and what He has given as a gift is extremely valuable and precious to all who will receive it. John 3:16 expresses that truth with the beautifully poetic phrase, *"For God so loved the world, He gave...."* God's gift was expressed over time and unwrapped at just the perfect moment. From the beginning of creation God foretold He was sending a gift of salvation - a Savior, who would conquer the works of Satan, destroy the curse of sin, and bring eternal life, peace, and forgiveness to all who would believe. A Savior was promised as the 'seed of woman' in Genesis 3:15, as the blessing of Israel to Abraham in Genesis 12, as Job's ransom in Job 33:24, the Deliverer and Redeemer of Israel in Psalm 72, the foundational corner stone of Israel in Isaiah 28:16, the righteous Lord in Jeremiah 23:5-6, and the list goes on. The gift was given when the time on earth was perfect in God's plan according to Galatians 4:4 and as a fulfillment of those previous prophecies. *"She will bear a son, and you shall call his name Jesus, for he will save his people from their sins. All this took place to fulfill what the Lord had spoken by the prophet: 'Behold, the virgin shall conceive and bear a son, and they shall call his name Immanuel'."* Matthew 1:21-23.

The gift was not only the gift of God the Father, though. Truly the godhead is always in perfect unity. Jesus did not come as the sent one without also being willing to come. Jesus confessed he came to seek and to save that which was lost. Titus 2:14 declares

concerning Jesus, *"Who gave himself for us to redeem us from all lawlessness and to purify for himself a people for his own possession who are zealous for good works."* How did he give himself? The consequences and penalty of sin is death because to take life one must pay a life for a life. Mankind's sin caused death to occur, that was explained in the Garden to Adam, therefore the cost for man's sinful disobedience is death. Death, however, is more than the ceasing of physical life to exist, it is separation from God. So every person who dies in their sin is forever separated from God as they pay the penalty and cost of their own sinful condition. Jesus came according to God's plan to give us the gift of eternal life by paying the price for our sin. *"For our sakes he made him (Jesus) to be sin who knew no sin, so that we might become the righteousness of God,"* 2 Corinthians 5:21. In love God has offered a gift of immeasurable value - redemption. He offers to take our sin away in exchange for Jesus' righteousness giving us a clean blank slate on the record of God's judgment. As John proclaimed in 1 John 3, *"O, What love the Father has bestowed on us that we should be called the sons of God!"*

Test:

Giving is such an awesome way to express love. God loved us when we did not even know Him or love Him back. Romans 5:8 *"But God shows His love for us in that while we were still sinners, Christ died for us."* Choose someone you know who may not know Jesus. Put together a gift package that includes something they will really need and appreciate. Add to your gift an invitational card that invites them to join you for church, or a card that tells your personal testimony of how you came to know Jesus. Deliver this gift and let them know you love them.

Discussion:

Read Romans 3:21-26. If any in your family have never made the decision to trust Christ as their own personal Savior, now would be a perfect time to share this truth and discuss their need. Let the Holy Spirit guide their heart to their own decision. Then read Romans 5:1-11 and list all the blessings we have as the recipients of God's gift.

Character review:

The love of God is the single most amazing and incomprehensible feature of His character. How He could love mankind who is sinful and rebellious goes beyond our understanding, but not beyond our grasp. He makes Himself available and that great love gives us the security of knowing we can trust Him and run into His arms of grace.

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The "Love" devotional is from *O Taste and See: A Family Devotional Guide* by Steve Baker. You may purchase this book from Celebrate Kids, Inc.

Using Three Modalities to Memorize Bible Verses

Visual Style

[Remembering what I see.]

Carefully look at the verse and read it aloud. Notice the punctuation and phrasing.

Close your eyes and see the verse. See pictures that relate to the meaning of the verse.

Open your eyes and write as much of the verse as you can. Check for accuracy.

Study it phrase by phrase. Close your eyes and see it. See the meaning in pictures.

Open your eyes and write as much of the verse as you can. Draw the verse's meaning.

Look up to the left and see the verse in a bright color. See the meaning in pictures.

Hide your written sample and write it and/or say it, phrase by phrase. Check for accuracy.

Repeat these steps, as necessary, with paper and pens, etc. of different colors.

Auditory Style

[Remembering what I hear.]

Carefully look at the verse and read it aloud, pronouncing each word carefully.

Read the verse aloud, slowing down to exaggerate the pronunciation and punctuation.

Write each phrase as you read each phrase.

Read the verse as if you're in a speech competition. Hide it and say it that way.

Say the verse as if you're in a play. Check it.

Without looking at the verse, write each phrase as you say each phrase. Check for accuracy.

Read it several times with expression as you concentrate on the meaning. Check it.

Sing the words to the tune of a song or jingle you know.

Repeat these steps, as necessary, using the meaning to guide your expression.

Kinesthetic Style

[Remembering what I do.]

Carefully look at the verse and trace over each letter and punctuation mark with your index finger. Read each word.

Draw boxes around the phrases that follow the letter/word shapes. Notice the tall and short letters, long and short words, and the number of phrases.

Get up and move while reading the verse. For example, take one step for each word in the verse.

Act out the meaning of the verse or key phrases, even if you don't have an audience.

Without looking, "write" the verse in the air. Write it on paper or a chalk board. Check.

"Write" the phrases on your arm with your finger, in shaving cream, salt in a box, finger paint, pudding, etc. Have someone use a finger to "write" them on your back.

Say the verse aloud, as if you're in a play, with appropriate body language, facial expressions, and gestures.

Hide your written sample and write it again. Check for accuracy.

Repeat these steps, as necessary.

Referenced on page 237 in *Start with the Heart*, by Kathy Koch, Ph.D. She adapted these ideas from *Teaching Kids with Learning Difficulties in the Regular Classroom* by Susan Winebrenner, Free Spirit Publishing, Inc.

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