

# Example of SLS System – Teen Book Page Features

The following pages show you some **Special Features** on SLS Teen Book Pages

**\*Name of the Book**

**Study Skills Level – High School = HS**

**GET SET for SUCCESS – GSS – Level 2 – HS – © Larry Alvarado, M.A. 2005 – page 1**

**Author and Date of book series edition**

**GOAL – Study Smart!** If you develop better study habits, techniques, correct skills, and get psyched to learn with a good attitude, studying is easier, you understand better, ideas fall into place and you get better grades, which are the school's way to prove you've learned and understood. You'll be learning more information for the rest of your life, which helps you deal with life. You may know some of these tips, others are new, some seem like common sense and some may not make any sense at first. Learn how to use them together. Get 'As & Bs'.

**+ IN THE CLASSROOM** <\*Section heading large and different font type so they're noticed

**BEFORE you go to Class**

1. Skim your notes from the previous class to have ideas fresh in your mind, to understand the next lecture and be ready to answer questions asked. Read your 3 x 5 cards.
2. Read the paragraph headings of today's class readings and keep up with the reading so you know what the discussion is about. This puts your mind in a good frame for the class and maybe you can participate.

**Words are in bold print & underlined to stand out**

3. Have your homework, papers you needed to be signed, the paper you wrote, pens, erasers, post it notes, 3 x 5 cards, extra pens and other supplies you will need for that day.
4. If you can, read a little of tomorrow's reading – just skim it. You can see where the lesson is going. Even if you don't understand it all, the teacher can explain it and you may have better questions. Going to class is then like a review.

**\*\*Paragraphs end at the bottom of a page** rather than being carried over to the next page – Studies show that the brain remembers and understands ideas better if it can see them all at once

***\*Italicized words help ideas stand out***

**Say *Hi* to your TEACHER** – *Good morning* or *Hi Mr. Ms/Miss/Mrs....* Be sure you know how to pronounce his or her name before you do this. No one likes to hear his or her name said wrong. Wait until you know it, even if it's the 3<sup>rd</sup> class. If you know the teacher, say hi and remind them who you are, re-say your name, if they don't remember it. If you don't know them, tell them your name - first and last name. Just say hi a few times a week.

**Paragraphs are short and to the point – the brain remembers bite size ideas**

**Larger fonts for a paragraph's first sentence so the brain remembers better**

**This is not a test** to see if they are interested in or remember you. You are not trying to be their friend or kiss up. You are trying to create a good impression for you, and it's good manners. Teachers have to remember many names, there are a lot of students and some get lost in the mix. You just remember the name of one teacher here and there. You'll get a chance to impress a teacher with your grades, projects and answers. Starting out good can help them have a good impression of you. Teachers help more and give fewer bad grades to students they know more.

**Review Notes as soon as you can after class – WITHIN 24 HOURS** while they are fresh in your mind. Add ideas you now remember. Research shows – If we write a 5-minute summary of what we read or heard, we remember more after 6 weeks than what we remember the day after the lecture without the summary or review.

**Special Fonts** are for significant words – the brain likes Variety

**Record your teacher's lecture with a VOICE RECORDER** tape/digital – borrow if you don't have one. It does work & can pay off if you take the time to listen. It's a review & helps fill in what you missed in your notes. Replay it on a recorder, MP3, iPod, download it to your computer & burn a CD. If you don't listen, it's not for you. Tape notes, reminders, ideas, study drills, vocabulary, etc. Tape classes you have problem with or selected parts of a lecture. When you ask a teacher to explain ideas in class or the office, tape their explanation.

- Drink plenty of water to keep yourself flexible, alert, your skin clean, and prevent dehydration, which taxes our brain & body and tires us. Get some exercise, eat healthy and reduce stress.

\*Some **ideas are repeated** several times in all books – repetition helps the brain remember

**Giving a SPEECH in Public or in Class** – is #1 greatest fear for many. We're nervous, mouths are dry, hands are sweaty; we stutter & are confused in front of others.



\*Clip Art helps readers visualize ideas >

**Bullet points are presented in groups of 3 – 7 points** – the brain remembers ideas grouped in 3 – 4 points best

- 1) **Use props** that deal with your topic so you don't have to look at the audience so much. This calms nerves. Make or get props (posters, overheads, handouts, examples, etc.).
- 2) **Number the props**, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> so you know in what order to use them.
- 3) **Write brief notes on the props** to remember the main points you make with that prop. Your teacher wants to know if you know the subject and present it well.
  
- 4) **Outline the main points** on several 8 x 11 ½ papers and read from these papers – or –
- 5) Outline the main points **on 3 x 5 cards or business card size** - one point per card. Number the cards so you read them in order
- 6) **Take a deep breath** before you start. Have your cards, notes, props organized & some water. Say your name, topic subject, the name of your talk & what you will explain.
  
- 7) **Open with a question**, a funny story or a puzzling statement that you will explain. Get their interest. Make sure your stories are what you teacher thinks is good. Your friends may laugh but your teacher grades you. Open strong and close strong.
- 8) **Look up at the group often enough**. \*Avoid getting stuck in your notes. Pick two people – one on each side of the room and look up at them while giving your talk. If you can, look at the whole group. Keep focused on your talk. Use gestures & learn to pace it.
- 9) So you don't go over your time, **glance at the clock** to stay in time – **Practice giving your talk** at home and time your speech.
- 10) **At the end, summarize the main points**. Ending with a few good points clearly & logically presented leaves a good impression & can save a shaky speech.

\*We **avoid using the word 'don't' as a command** of what not to do. We use 'avoid' instead. Studies show that we often focus more on the words after 'don't' as a command than remember what not to do.

## **+ MEMORY** <\*Large font type for each section help make distinctions for the brain

Larger font type for first paragraph sentence help the brain notice main points

**Our BRAIN & BODY are wired to take in what we experience or are exposed to.**

We all potentially have good memories. We must intend to remember ideas on purpose to recall them when needed. Some ideas are easier to remember since

1. We have an interest or talents in the area because of how we are wired;
2. We practice remembering often and connect ideas to what we know;
3. We read or talk about the ideas often;
4. Ideas are strongly impressed on our brain through emotions – trauma, thrill, deep feelings. We must intend to remember ideas for longer than a test so they last in our memory. Our attitude affects our memory.

**Regular font size are written for paragraph ideas**

**Smaller Font Type for details of ideas of main ideas**

- Short term – What you remember for a few seconds, minutes; After 24 – 48 hours it's often gone. We can usually remember up to 7 items at a time in short-term memory.
- Long term – What you remember for a long time – months or years. We may remember on our own since we deal with these ideas regularly, they are tied to other ideas or they are deeply impressed in us and are triggered by other events (day someone died, first date, where you were when certain events happened, what your first car cost, why women act the way they do, etc.)

**Some ideas are not easy to REMEMBER**

- 1) They are **more complicated** than we can understand or put together
- 2) Its about **issues that makes little sense** or don't interest us
- 3) We **do not put ideas clearly** in a good order to easily recall them
- 4) We **don't connect ideas** to what we know or don't have much to connect them to
- 5) **Too much stress** interferes with recall – it blocks memory, limits or confuses it
- 6) **We do not intend to remember or believe** we can remember ideas for very long

**\*\*Paragraphs end at the bottom of a page** rather than being carried over to the next page – Studies show that the brain remembers and understands ideas better if it can see them all at once

**Electrical & chemical changes happen in our BRAIN** when we read and study ideas little bits at a time, many times, over time. Your muscles, body and brain have memories and our memories can be triggered. After you learn, you can remember how to drive a car or bike even years later. Our systems are set up to recall what is important to us.

- **Learn little bits at a time over time**, not crammed all at once; string ideas together and see the connections with what you know; Understand ideas, say them correctly and enter them correctly. Cramming or overview works well if you understand ideas.
- **A little stress raises awareness.** Calm down if you are too stressed when memorizing.

**REVIEW class notes within 24 – 48 hours**, even if you don't understand it all yet. After 24 hours, we forget 50%; after 48 hours, we forget 75% of what we hear or learn – if we did not review (just read it). We don't know the ideas & do not have time to make connections. Homework is a review & drill. Practicing over and over helps to restructure & reset your brain (synapse) connections. **Read, study, take in ideas – pause, rest – read, study, take in, etc.**

**We have moved from using Muscle power to Mind power** – Knowledge is power. Knowing how to find, read, organize, connect, summarize, use information and have new ideas, improves your value. We still use muscle power and machinery in the world to produce our products, but we rely more on brainpower now to create the future. Knowing how to handle information is not a matter of a high IQ or great intelligence but of learning ways and techniques that make learning more practical, usable and manageable. We now need new information to grow and survive.

**It is said that we only use 3 – 10% our Brain.** We use our brain to:

1. Maintain, organize, and keep itself in order
2. Emotions and react to what is outside of us (gut feelings, intuition, sensing with 5 senses, etc.)
3. Correct itself when it goes wrong (fight infection)
  
4. Move our body parts (limbs, face, neck, etc.)
5. Think subconsciously, Superconsciously
6. Only part of our brain (3 – 10%) is used to think consciously, plan, imagine, reason, make decisions, store & recall memories. We do so much and use only part of our brainpower – so we are using it efficiently. We will use more as technology and knowledge advance and increase.

## **The world has changed**

- 1) We compete for education, jobs, degrees & training with USA residents and those from other countries. Others work in the USA & in other countries for USA or other companies.
- 2) We use technology for more jobs, to work and communicate worldwide. Even small companies have access to information like big companies.
- 3) We need more and ongoing training and education for today's jobs since life continually changes.

*Learning to learn* has become even more important! You need to Learn more to Earn more.

Your competition is doing it!

**We have gone from – Muscle power to > brainpower** for earning ability

**Lifetime employment to > lifetime employability**

**One-time learning to > lifetime learning** – to update skills

**Ages:** Hunter/gatherer → Agriculture → Industrial → Service → Information → Communication

10,000+ years ago, we used stones & trees to live by **Hunting animals and Gathering plants**

7 – 9,000 years ago we started ***farming*** to produce food & domesticating animals – **Agriculture**

– We used muscle, wind, water, steam, sun & animal power to make things work – natural

1815 – **Industrial Age** – we began using machines to make products – electrical/steam/diesel/gas powered engines – metal, plastics, chemical, manufacturing plants, vehicles, rockets, etc.

1960s – **Service Age** – we provided services to others – financial, advertising, organizing, accounting – electrical machines – large companies use big mainframe computers

1970s – **Information Age** – we gathered and share information with each other – with personal computers and big mainframes – knowledge becomes raw power – more people have access

2000 – **Communication Age** – we gather, organize, put together information; buy, sell and work thru the Web, cell-phone/phone, fax, text message, mail/overnight, wireless technology, laser, Fiber optic cable, satellites, e-mail, iPod, MP3; using software, tele/videoconference, Video, Audio books, Internet class & sites, CDs, DVDs – from anywhere to anywhere in the world

**USA Population living on farms** – (early 1900s – 50%) (2000 – 3%) (2004 – 1%)

Most live in cities/towns. With fewer people, we grow food for our country and a surplus.

# Example of SLS System – Adult Book Page Features

The following pages show you some **Special Features** on SLS Adult Book Pages

**GET SET for SUCCESS – GSS – COLL – Level 3 – © Larry Alvarado, MA 2005 – Intro IV**

**Introduction Page at the beginning of a SLS System Book** – with ideas specific to that learning level to motivate the reader and help them understand ideas better

**GET TESTED** – Ask the staff at the school counseling center or your advisor about getting tested to understand your strengths, weaknesses, and natural abilities in general and for various types of subjects. Use the tools available to you in school that can help you. Get tested your freshman year to give you an idea of what you think of picking as your major or the types of classes that interest you. We often pick a major because of a class we took, an experience we had, talking to someone, looking at the job market, relatives, a job we had, etc. This is just one more way to help you see what you might do. You have 4 or so years to study and prepare for your career and life. Pick classes you love and are interested in to expand your horizon.

**Going to COLLEGE** is a great experience. Your focal point is to get educated about ideas of the world, experiences for your life, prepared & trained for a career. Your degree is starters. You may or may not continue working in the field of your degree over the years. You will meet many people from different parts of the state, country and world; you will encounter many different types of thinking, beliefs and faiths; you can learn to think critically and evaluate ideas differently or better; you can learn to manage and handle your life; you can form friendships you may keep for the rest of your life; you may make connections that can serve you in the future, etc. Use your time wisely and enjoy your college years, but make sure you get a degree in time.

**You can take EXTRA CLASSES** in college that you may not normally take such as: art history, astronomy, music survey, anthropology, comparative religion, literature survey, drama, photography, etc. These classes may not fit your major but they're enjoyable and valuable later in life – they expand your horizon, you can converse with others about their interests, knowing references made in advertising or thinking of creative ideas in your job. Fit them in when you can. Whether they cost extra or not, it's worthwhile.

## HOW SMART LEARNING SKILLS (SLS) HELPS YOU

- 1) You **study easier and do the work faster** (studying & learning still take time)
- 2) You have **more time to explore other ideas and subjects**, whether it be through other classes, light magazine or books you read, which help in your discussions with others and you can enjoy more what you study
- 3) You **stay on track & graduate in 3 or 4 years** (average time is now 5+ years)
- 4) You have **less school debt** since you finished school more quickly (books, tuition, parking, food, extras, loans, housing, etc.) – costs often go up each year
- 5) You start to **make serious money more quickly** to get what you want, live a lifestyle you want and start to pay off debts you have
- 6) You have a better chance of **graduating with a degree** (many students leave college without a degree) & get started with higher education (MA, PhD) if you pursue this
- 7) If you **change your major** you can change sooner if you discover other interests

## + DEALING WITH PROFESSORS

**Section heading is in large font type** - Each section has very large special fonts for easy reading

**THINK like your PROFESSOR** to improve grades – It's what's important to them about the subject, what kinds of answers or reasoning they like that counts. In college, the lecture is the class structure or emphasis, the readings are the body and your skills analyze & put ideas together so ideas make sense. It's not parroting back what a professor teaches. Two professors teaching the same course using the same textbook emphasize different ideas and judge your work differently. Your professor's emphasis in class should affect and guide how you study. TAs grade tests too so their views also count.

**Professors must DEAL with many students.** You're often a number or name on a page. It's why leaving a positive impression helps grades when you ask for help. Professors and TAs give more breaks to & treat students better if they know & have a positive impression of them.

**\*\*Paragraphs end at the bottom of a page** rather than being carried over to the next page – Studies show that the brain remembers and understands ideas better if it can see them all at once

**TALK to Your PROFESSOR** – after class, in his/her office/e-mail – Get to know them

1. **Ask them questions** about what you don't understand from class or the readings – ask them what is the focus of a test. Make sure you do the readings and your question is clear before you ask or you'll offend them. You can cut your study time in ½ by focusing on what's important in the readings & lecture to the professor.
2. **Make an appointment** to ask about a paper or project you are writing – to help you pick a topic, an approach and direction, and see how your paper is going.
3. **Notice items in their office** and make positive remarks about them especially if you have similar interests. You might hit it off. You will need recommendations from them.

**Important words are in BOLD print and underlined**

**Get Grades to go YOUR WAY** – It's heartbreaking to get a C+ when a few more points could give you a 'B or A'. **There is nothing wrong** with putting a little pressure on a professor to get grades to go your way. It's your grade. It's one reason you must know your professor.

- 1) **Check assignments & tests when you get them back.** Professors & TAs grade many papers – they may miss some of your information. You wrote your answer in a way they weren't used to seeing or it was a little off and a little explaining may help. They are often looking for key words & phrases & if you didn't use them, they missed your point.
- 2) **Ask them what about your answer was incorrect.** If you think you should get credit, have good information to back up your view and explain clearly. It's up to you to prove your point and convince them since your answer was not clear. Having several issues lets them say 'yes' to some and 'no' to others. Ask a TA to read your paper for extra points.
- 3) **Bring this up in their office** or when they are by themselves. After class, they may not have enough time so you can explain your point or they may not give you a break in front of others. Respect their schedule.
- 4) **It helps if you usually get good grades in their class.** It may not matter if you get good grades in other classes. This time might have been a glitch.
- 5) **Professors don't like to change grades after they've turned them in.** Ask soon.

**LEFT-BRAIN Tendencies** – has strong verbal skills; likes math, science, medicine, sequential, logical, analytical arguments, accounting, etc. may be rigid thinkers at times. Find it harder to deal with artsy or less defined ideas, does not enjoy what is vague; Need proof. See the parts more than the whole – detailed learner, following a plan.

**Larger fonts for paragraph first sentence** – Each paragraph has larger fonts for the first phrase

**RIGHT-BRAIN Tendencies** – has strong visual skills; like pictures, faces, music, drama, art, business writing, drawing; inventive, daydreamer, may not remember names easily. May be more flexible but more distractible; has a harder time with science and what is exacting. Work from intuition. See the whole more than the parts – global learner, skip among ideas, sees trends.

**Knowing your TENDENCIES does not pigeonhole you** as left or right brain. Your tendency shows how you take in information at first, your view, your lead or strength. We can all learn to adjust and use other ways too. If you have strong math skills you can still see ideas in picture form, but it takes more effort. If you enjoy music, you can still understand science, but it takes more effort. You must adjust to be able to use different tendencies. We use both sides of our brain, but our automatic response is often from one side or the other side of our brain.

**To see your left or right BRAIN Tendencies** – Put your hands together, fold your fingers together interlaced – if your left thumb is on top, you may have a tendency to be more left-brain – if your right thumb is on top, you have right-brained tendencies. We have a mixture of both but we are stronger on one. Watch your professor – if he or she looks often to the left, they are right brain oriented; if they often look often to the right, they are left brain oriented. Sit on the side of the room they look at more often to get more of their attention. They often explain ideas better when they look to that side of the room.

**Using both sides of your BRAIN is best** – Balance your brain. Program your brain for success by keeping both sides flexible. We all use the dominant or strong brain side. Go with your strength but learn to use your other side too, for tasks that need that side of your thinking. Practice opposite brain tasks to expand your brain's ability. Use the less dominant hand more often. Right-handers use the left hand; Left-handers use the right hand more. Some of us are ambidextrous and can use both hands, but most of us tend to use mainly one hand.

**Do MENTAL EXERCISE & GAMES** to keep your brain, flexible, limber and in shape. Play brainteasers, puzzles, Sudoku, crosswords, board games, chess, checkers, backgammon, mazes, word problems, Jeopardy; see patterns, draw, sketch, memory games (remember ideas forwards and backwards, remember steps, games in the car – spot license plates, I see...), video games, etc. Watch TV programs that put information together for you (history, culture, art, science, travel, adventure, etc). You can raise your IQ scores 5 – 6 points. Your brain needs rest, challenges and variety. Go beyond your comfort zone. Do what you are not used to. **S-t-r-e-t-c-h!**

**Examples are in smaller pitch** than regular paragraph pitch

+ **For Example** – Angela studies literature. She starts to notice that TV reporters and personalities, actors in the movies mention some of the characters she is studying in literature class. They had mentioned them before but now she is paying attention to the comments, references and connections others make. Rod studies science, and starts to notice the physics and chemistry principles in daily life – gravity, fizz in sodas that gets us to belch, the arc in throwing a ball and hitting a moving target, wind resistance in a car design.

**Words and phrases are in a pitch and type** that reflects the point being made

**STUDY for shorter time periods** – The mind needs intervals in long study times to help it remember & store information. Our long-term memory grows if you take breaks between learning periods.

1. **Study for 50 minutes straight.** Plan what you will study 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> during this time.
2. **Take a 10-minute break to regroup.** When we study, our attention starts good at first but starts to fade after about 20 – 30 minutes. We can get tired, distracted or bored.
3. When you return to study, **review some of what you read.** We remember the 1<sup>st</sup> and last ideas we see, hear or read better than the middle. Create many beginnings and endings.
4. **Change the subject you start to study each night,** and the order of the subjects. The mind likes variety. We need bite size pieces of information, taken in several times often enough with some variety. Study hard ideas in 15-minute bites, then read other ideas.
5. **Take a 5-minute break when you change the subjects you study** – it gives you time to refocus and gives your brain time to digest ideas. Study for 2 – 4+ hours at a time.
6. **Read material – understand it first.** Ask it in the form of a question then say & write the answer. Review the material that you start to forget in short sessions; you can imprint this into long-term memory in about 6 review sessions if you focus well.
7. **Its better not to take sleeping pills** – they affect the brain and reduce recall by 5 – 10%.

**RELAX after Studying** (5-10 minutes) before getting involved with other activities, so ideas settle in your brain – meditate, yoga, deep breathes, music, back/scalp rub, shower, bath, etc.



\*Clip Art helps readers visualize ideas >

**What to do during BREAKS** – Read magazine; take a shower, walk around; message your head; splash cold water in your face; eat a snack; do chores; stretch, exercise, relax, meditate, listen to music. Use a timer that rings after 5 or 10 minutes to help you get back to studying.

### **Ideal STEPS that help you RECALL up to 6 x more – go thru a ritual**

(Bullet points are visually written in 3 – 4 points per grouping; Studies show the brain remembers better ideas that are grouped in 3 – 4 points up to 7 points)

- 1) **Relax & take a deep breath**, prop your feet up, eat something sweet, get ready to study
  - 2) **Read, study and learn** (30, 50 minutes); start during daylight – make idea maps & notes on what you read & possible test questions; mark words, phrases with pencil in the book, make associations & connections with what you know; Write down important ideas
  - 3) **Take a break** (5 – 10 minutes) – relax; (if you study 3–4 hours, take 5 – 8 breaks)
  - 4) **Return to study** more – repeat ideas in step #2; have a plan & study with purpose
  
  - 5) **Summarize** what you learned – say it aloud, write it out in your own words
  - 6) Briefly **review just before bed** – ask 1 – 2 questions; write them down
  - 7) **Sleep 7 – 9 hours**; write down ideas you get in the middle of the night
  - 8) **Briefly review** class ideas and ask the hard questions when you wake up the next day.
- ✓ Drink plenty of water to keep yourself flexible, alert, your skin clean, and prevent dehydration, which taxes our brain & body and tires us. Get some exercise, eat healthy and reduce stress.

**Reminders of important points** are repeated often in the book

**\*\*Paragraphs end at the bottom of a page** rather than being carried over to the next page – Studies show that the brain remembers and understands ideas better if it can see them all at once