

## READING BETTER AND UNDERSTANDING MORE:

### LEARNING TO THINK LIKE THE TEACHER

<p><i>BEFORE READING:</i></p> <p><b>PREVIEW</b></p>	<ol style="list-style-type: none"> <li>1. <b>Psych yourself up!</b> Create interest; set goals; ask questions.</li> <li>2. <b>Use what you already know:</b> Review old information. Make internal and external connections.</li> <li>3. <b>Intend to remember:</b> Make the conscious decision to remember what you read, and monitor your performance.</li> <li>4. <b>Anticipate test questions:</b> Select what you need to know, and begin to think like the teacher.</li> <li>5. <b>Read title, headings, subheadings, outline, summary, and end of chapter questions.</b></li> <li>6. <b>Look at pictures, graphs, charts, diagrams, etc.</b></li> <li>7. <b>THINK</b> about what you already know, what you will need to know, and what you will need to do to learn the material.</li> <li>8. <b>Begin to formulate questions:</b> Ask “Do I have a clear idea of what this chapter is about?” Ask who, what, when, and where questions.</li> <li>9. <b>Set personal and textual goals:</b> <i>Personal:</i> What do you personally want to know? <i>Textual:</i> What does the class/teacher require you to know?</li> </ol>
<p><i>DURING READING:</i></p> <p><b>READ AND ANNOTATE</b></p>	<ol style="list-style-type: none"> <li>10. <b>Be <u>selective</u> based on:</b> <ul style="list-style-type: none"> <li>What you already know</li> <li>The amount of material and the way it’s presented</li> <li>The kind of information the text and/or the teacher stresses</li> <li>The types of quizzes, exams, papers, class discussion and other “performances” you have to give</li> </ul> </li> <li>11. <b>Create meaningful organization:</b> Put away your highlighters. Write, don’t just underline. Remember that what you mark is for future reviewing.</li> <li>12. <b>Work on one “chunk” of the text at a time.</b></li> <li>13. <b>Put information <i>into your own words</i> whenever possible.</b></li> </ol>
<p><i>AFTER READING:</i></p> <p><b>REVIEW</b></p>	<ol style="list-style-type: none"> <li>14. <b>Organize and REDUCE the information.</b> Take notes on your notes.</li> <li>15. <b>Put ideas – main ideas and details – into your own words and your own format.</b></li> <li>16. <b>Use REHEARSAL STRATEGIES:</b> Mapping, concept/cue cards, matrix charts.</li> <li>17. <b>Monitor your learning.</b> Ask yourself if you’re getting your questions answered and if you understand the material.</li> <li>18. <b>Distribute your study time.</b> Don’t plan to study for more than two hours at a time.</li> </ol>

Adapted from Developing Textbook Thinking, Nist & Diehl, D.C. Heath, 1990.