

READING 96 LAB MANUAL

Preparation for College Reading



FULLERTON COLLEGE

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ROOM 801B

INSTRUCTIONAL ASSISTANT
OFFICE
801A



SKILLS CENTER
ENTRANCE

ASC COORDINATOR
OFFICE
801G

ASC
DIRECTOR
OFFICE
801H

SKILLS CENTER MAP

Room 801

R
E
A
D
I
N
G

L
A
B

8
0
1
C

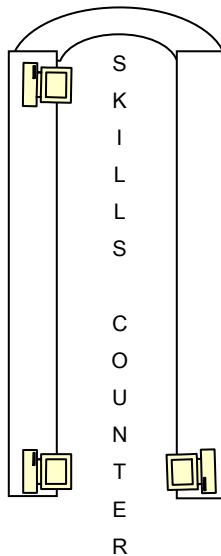
43	42	41	40	39	38	37
44	45	46	47	48	49	50

R
e
a
d
i
n
g

C
o
r
n
e
r

56	55	54	53	52	51	
57	58	59	60	61	62	

68	67	66	65	64	63
69	70	71	72	73	74



SKILLS CENTER
WORKROOM

36	35	34
31	32	33

30	29	28	27	26
21	22	23	24	25

20	19	18	17	16
11	12	13	14	15

10	9	8	7	6
1	2	3	4	5

Men' s
Restroom

Women' s
Restroom

A
D
A
P
T
I
V
E



VIDEO CARREL



ADAPTIVE CARREL



TEACHER CARREL

UNISEX /STAFF RESTROOMS

STORAGE

SKILLS CENTER LAB PROCEDURES FOR READING COURSES

<http://skillscenter.fullcoll.edu>

Attending the Center the 1st time: Obtain your FC Network account number and password.

- Take your Student I.D. to the Skills Center or any open computer lab (317, 511, 901) and use your 8 digit student ID # and six digit birthday (042382) to set-up your FC account. When access is given, we recommend that you change your password to a more secure password.
- This username and password will be used on all computers in all labs for accessing programs and obtaining the FC homepage which allows FC e-mail. This password is valid for every computer lab on campus.
- **Each time you attend the Center, make sure you BRING THESE ITEMS WITH YOU:**
 - Your Student I.D. card /or know your eight digit student number
 - Your Material Check-out Card (filled out front and back.)
 - Your Skills Center Assignment Sheet or contract (if instructor requires it.)

ATTEND THE CENTER DURING YOUR FREE TIME: Students cannot count any time spent in the lab toward their "Arranged Time Requirement" if they are supposed to be in a class at the same time, even if that class is canceled or let out early.

Scanning In To The Center:

First, scan your Student I.D. card (or key in your 8 digit student number.)

Second, key the *Number* that corresponds to the *CRN* (Course reference number) for your class.

Checking Out Materials:

Present your Material Check-out Card and tell the counter staff what material or computer program you would like to use.

Obtain a carrel seat card number that identifies the station assigned to you. (Not needed in 801C-Reading Lab)

Using Lab Materials:

Follow the Skills Center policies posted in the carrel.

Ask a counter aide or Instructional Assistant for help with any machine, program or other problem.

Let the aides at the counter know immediately when a machine or computer is not working or if there is anything wrong with any other material that you have checked out.

Checking out of the Center:

- Return the carrel card and all Skills Center material to the counter.
- Your Material Check-out Card will be returned to you.
- Scan out using your student ID card or by keying in your eight digit student number. (If you don't scan out, the TimeKeeper system will give you only 15 *minutes* for that lab session.)

VIEW THE SKILLS CENTER ORIENTATION ONLINE: <http://skillscenter.fullcoll.edu/SkillsCenterOrientation.htm>

Meeting Lab Attendance Requirements: Your instructor will receive periodic reports of your lab attendance.

KEEP YOUR OWN RECORD OF ATTENDANCE (time in, time out) **on your Material Check-out Card** as further proof of your lab attendance. Upon scanning into the lab, your total cumulative time will display on the screen (updated at midnight of each day). The time spent per visit will display in minutes on the screen when you scan out. If you want to verify your lab time, visit the myFC link through the Fullerton College homepage.

The Center's purpose is to assist you and other lab users to develop various academic skills. You must conduct yourself so that you and other lab users can accomplish this goal.

DO:

- Bring your Lab Manual Materials with you.
- Begin using the Lab the FIRST WEEK of the semester. You need to scan in up to the final exam period.
- Ask Skills Center staff for assistance and do use any of the Center's material to develop your skills.
- Work in the Center regularly to build up your lab time and maximize your learning.
- Complete your minutes in the Lab to fulfill your Lab requirement. (800 min. for Reading 27, 36, 96, 127, 142 and 1600 min. for Reading 56)
- Log off when finished working on a computer.

DON'T:

- Try to log a great number of lab hours at one time or at the end of a semester. Limit yourself to two hours maximum at a sitting.
- Write in Skills Center materials or remove materials from the Center.
- Bring food and beverages to the Center.
- Bring children to the Center.
- Socialize, use a cell phone, listen to music or the radio, or work on other homework, word processing, or personal business while in the lab.
- Leave your carrel for more than a few minutes. (You will be scanned out.)

CAMPUS PRINTING

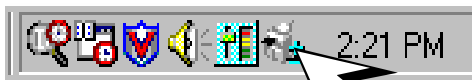
Purchase printing credit in the Bookstore.


Retain your printing receipt. See a lab aide if your account balance is not displayed.

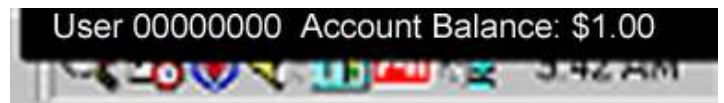
Printing is \$.05 per sheet

.....

TO CHECK YOUR PRINTING BALANCE



Roll your mouse over the  on the taskbar in the bottom right of the desktop, and your account number and account balance will be displayed.



A SKILL AT A TIME

Description

This program consists of a series of booklets; each booklet focuses on a different Reading Comprehension Skill.

Skills covered are on the next page.

Procedure

1. Check out the assigned material.
2. Turn to page 6 for detailed instructions on using each booklet.
3. The page numbers you should take notes from are listed after the book title on the worksheet.
4. Check your answers with the key in the back of your book.
5. Challenge wrong answers.

IMPORTANT: Follow your instructor's procedure for taking notes and keeping records.

Name _____

Instructor _____

A Skill at a Time Worksheet

Book Title _____

- ___ 1. Vocabulary in Context
- ___ 2. Using the Signal Words
- ___ 3. Understanding Figurative Language
- ___ 4. Getting the Author's Tone
- ___ 5. Reading Between the Lines

- ___ 6. Getting the Main Point
- ___ 7. Recognizing Traits of Character
- ___ 8. Recognizing Points of View
- ___ 9. Perceiving the Author's Intent
- ___ 10. Perceiving Structure

NOTES

NOTES

date	#	answer	
			% of score
date	#	answer	
			% of score

date	#	answer	
			% of score
date	#	answer	
			% of score

COLLEGE READING WITH ACTIVE CRITICAL THINKING

BOOK 2, Sixth Edition

By Maker and Lenier

Description:

This book introduces the active critical thinking (ACT) reading method that encourages students to become actively involved in the reading process. Your teacher will provide you with background in using this method. In lab, you will be asked to read selections and apply the ACT method.

PLEASE DO NOT WRITE IN THE BOOKS

1. Check out the book at the counter.
2. Select an article from Unit 2, Introduction, Unit 3, Textbook Reading Selections, or Unit 4, Critical Reading Selections.
3. Indicate your selection number on your worksheet (1 – 30).
4. Survey the selection by reading the title, sub-headings, first and last paragraphs, and the first sentence of each paragraph.
5. Answer the Pre-Reading questions mentally.
6. Examine the partial graphic organizer at the end of the article (Step 3 in book).to assist you in following the author's thoughts as you read.
7. Read the article actively.
8. On your worksheet answer the comprehension and vocabulary questions for your selection beginning on page 339.
9. Grade your work using the answer key found on the answer key table in the lab.
10. Record your scores on your worksheet as well as the correct answers for any questions you missed (getting answers correct is great, but you can learn more from the errors you make).
11. Challenge your wrong answers.

Name _____ Selection # _____ Date _____ Instructor _____

Comprehension Check

Multiple Choice

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Short Answer

- 9. _____

- 10. _____

Score _____ %

Vocabulary Check

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Score _____ %

ESSENTIAL SKILLS

Description

The program consists of a series of booklets of progressive difficulty. The readings cover discovering the main idea, supporting details, conclusions, clarifying devices (such as metaphor, simile and organizational patterns), and understanding vocabulary in context.

Procedure

1. Consult with your instructor for the beginning booklet number.
2. Check out the booklet and turn to the assigned reading number.
3. Think about the title of the passage. Skim the passage.
4. Read the passage.
5. Mark your answers in the upper boxes on the Essential Skills worksheet.
6. The main idea question -- question #6 -- is broken into four parts: Main Idea, Detail, Too Narrow, Too Broad. Each possible answer is lettered (a, b, c, d).
7. Place the best possible answer in each appropriate box. For example: If the answer lettered c is too broad to be the main idea, put c in the upper box of the "Broad" section. If the answer lettered b is a detail, put b in the upper box of the "Detail" section, etc.
8. Find your answers on the answer key.
9. Scoring: You should have two scores: one vertical (encompassing all the skills in each passage) and one horizontal (encompassing a single skill in several passages).

Improving Reading Skills

By Milan

1. Check out the book at the desk.
2. Use your own notebook paper to record answers.
3. DO NOT WRITE IN THE BOOK.
4. Write down the title of the article you choose to do and the date.
5. Read the short introductory information and “Vocabulary Preview.”
6. Read the article.
7. Answer the questions at the end of the story except the section on “Topics for Writing and Discussion.”
8. Locate the answer key and check your answers. Place an X over wrong answers. For any incorrect answers, copy the correct answer onto your paper.
9. Reread any question you missed. Try to understand why your answer was incorrect.

KEY TO 100,000 WORDS

These 14 basic words will help you master a vocabulary of 100,000 words.

Prefix	Its other spelling	Its meaning	Master Words	Root	Its other spelling	Its meaning
DE-		down or away	DETAIN	TAIN	tent, ten, tin	to have or hold
INTER-		between	INTERMITTENT	MITT	miss, mis, mit	to send
PRE-		before	PRECEPT	CEPT	cap, capt, cip, ceiv, ceit	to take or seize
OB-	oc-of-op	to, toward, against	OFFER	FER	lat, lay	to bear or carry
IN-	im-il-ir	into	INSIST	SIST	sta, stat	to stand, endure, or persist
MONO-		one or alone	MONOGRAPH	GRAPH		to write
EPI-		over, upon or beside	EPILOGUE	LOG	ology	speech or science
AD-	a-ac-ag-al-an-ap-ar-as-at	to or toward	ASPECT	SPECT	spec, spi, spy	to look
UN		not	UNCOMPLICATED	PLIC	plex, ply	to fold, bend, twist or interweave
COM-	co-col-con-cor	out, formerly				
NON-		not	NONEXTENDED	TEND	tens, tent	to stretch
EX-	e-ef	out, formerly				
RE-		back or again	REPRODUCTION	DUCT	duc, duit, duk	to lead, make, shape or fashion
PRO-		forward or in favor of				
IN-	ir-il-im	not	INDISPOSED	POS	pound, pon, post, pos	to put or place
DIS-	di-dif	apart from				
OVER-	<u>sur</u>	above	OVERSUFFICIENT	FIC	fac, fact, fash, feat, fect	to make or do
SUF-						
MIS-		wrong, wrongly	MISTRANScribe	SCRIBE	scribe, scrip, scrib, script	to write
TRANS-		across or beyond				

READING IN THE CONTENT FIELDS

Description

This program is geared to assist the student in developing reading skills conducive to studying certain content area courses. There are middle and advanced levels in most of the following content areas:

English (middle level only)
Social Studies
Science
Mathematics (middle level only)
Practical Arts (middle level only)

Procedure

1. Select appropriate content area. Begin at the middle level.
2. Turn to the page titled "How to Use This Book." Be sure you are looking at the instructions for the program as it is used "Without Accompanying Cassette."
3. Follow directions carefully. Record all answers on your own paper.
4. Check answers with the answer key at the back of the book.
5. Reread any question you missed. Try to understand why your answer was incorrect.

RFU KIT 3/C

(Reading for Understanding)

Description

This program breaks reading progress into 100 levels of difficulty. Each level contains 3 cards designated by symbols (circle, square or triangle) all of approximately equal difficulty. Each card has 10 short answer completion items that can be answered quickly, so RFU cards are especially useful for small segments of time remaining in a lab hour.

Procedure

1. Select a card at the starting level indicated by the RFU placement test, or at a level suggested by your instructor.
2. Read the selection and answer the 10 items on the RFU Worksheet.
3. Check your answers with the Answer Key, putting an X through incorrect answers and inserting the correct answer.
4. Then "argue" with any answers that do not agree with yours. The secret of real improvement and great progress in this program lies in your analysis and understanding of why you missed an item.
5. If your score was 8, 9, or 10 correct, proceed to the next level. If you had 7 or fewer correct, stay at that level until you do get 8, 9, or 10 correct. (Your instructor may change this system of progressing.)
6. One card can generally be completed in 4 to 8 minutes.
7. Check with your instructor for validation procedures.

SPECIFIC SKILLS SERIES

Description

Each booklet at each level focuses on one of two topics, either Getting the Main Idea or Drawing Conclusions.

Procedure

1. Check out the assigned booklet at the Lab counter.
2. Read the assigned units and answer the questions. Put your answers on the worksheet provided.
3. Check your answers with the keys posted on the walls or in the back of the book. Insert the correct answers.
4. Scoring: Challenge your incorrect wrong answers.

Specific Skill Series *Main Idea and Drawing Conclusions* Worksheet

Name _____

Instructor _____

Skill _____

SKILL																
Unit #																
Level																
Date																
A N S W E R S	1															
	2															
	3															
	4															
	5															
Score																

SKILL																
Unit #																
Level																
Date																
A N S W E R S	1															
	2															
	3															
	4															
	5															
Score																

SKILL																
Unit #																
Level																
Date																
A N S W E R S	1															
	2															
	3															
	4															
	5															
Score																

TOPICS FROM THE RESTLESS

Description

This program consists of 4 book levels. We will be using levels 3 and 4 only. Each book contains 20 sections which increase in difficulty as you progress through the book. The program is designed to improve comprehension, vocabulary, word analysis, and word meaning skills. Phonics, spelling and syllabication, dictionary skills, contextual aids, prefixes, suffixes and roots, and expectancy skills are also covered.

Your book and starting selection will be assigned by your instructor.

Procedure

1. Check out the assigned book (See material checkout procedure).
2. Preview before reading: read the title, then the opening and closing paragraphs, then skim through--trying to discover the author's approach to his subject.
3. Read the selection carefully.
4. Your answers and your time should be recorded on the Topics from the Restless Worksheet. Use the Diagnostic Worksheet only if specifically indicated by your instructor.
5. Keep track of your reading time: note clock time on worksheet when you start and finish the reading. Do not include the time spent on skimming or on answering the questions.
6. Answer vocabulary questions: the vocabulary words are printed in context to help you recall how the words are used. The location of the word in the selection is given so that, if necessary, you can find it again and read the adjoining sentences to understand it better.
7. Answer comprehension questions: read each question carefully and, without looking back, select one of the 4 choices which answer the question most accurately or most completely. All 4 choices may sometimes be correct, but only one is the best answer.

(Comprehension questions are diagnostic: Each comprehension skill being measured is identified so you can detect your area of weakness.)

8. Complete the accompanying exercises to improve word analysis and word meaning skills.
9. Answer Key: the Key is in the Answer Key Bin under the clock by the offices. Find the answers for your selection. When you find a wrong answer, circle it and insert the correct one. Examine the wrong answers and determine which skill you miss most often.

TOPICS FROM THE RESTLESS WORKSHEET

Name _____

Instructor _____

Date _____

Date _____

Book # _____ Selection # _____

Book # _____ Selection # _____

Reading time _____ WPM _____

Reading time _____ WPM _____

Comprehension Vocabulary – Part 2 Understanding Through Writing

Comprehension Vocabulary – Part 2 Understanding Through Writing

1. _____ 1. _____

1. _____ 1. _____

2. _____ 2. _____

2. _____ 2. _____

3. _____ 3. _____

3. _____ 3. _____

4. _____ 4. _____

4. _____ 4. _____

5. _____ 5. _____

5. _____ 5. _____

6. _____ 6. _____

6. _____ 6. _____

7. _____ 7. _____

7. _____ 7. _____

8. _____ 8. _____

8. _____ 8. _____

9. _____ 9. _____

9. _____ 9. _____

Study Skills

Study Skills

10. _____ 10. _____

10. _____ 10. _____

Score _____% Score _____%

Score _____% Score _____%

Vocabulary – Part 1

Vocabulary – Part 1

1. _____ 4. _____

1. _____ 4. _____

2. _____ 5. _____

2. _____ 5. _____

3. _____

3. _____

Score _____%

Score _____%

Score _____%

Score _____%

EFFICIENT AND FLEXIBLE READING MC WHORTER WEB PAGE

Description

This web page allows you to get extra practice related to chapters in the text, EFFICIENT AND FLEXIBLE READING, 6th edition, by Kathleen McWhorter.

To Access

You will need access to the internet via computer.

Directions: In the lab

1. Log on to the network using your computer ID and your password
2. Click on “Reading Resources”
3. Click on “Reading 96”
4. Click on “Internet Resources”
5. Click on “Efficient and Flexible Reading”
6. Click on “Student Resources”



7. Click on the chapter you want.



If you are on a computer outside of the lab:

1. Type the following address:

http://wps.ablongman.com/long_mcwhorter_efr_6 and then click “go.”

Follow steps 6 and 7 above.

INSPIRATION

This program creates “idea maps.” Each instructor has specific instructions for using this program. See your instructor for more information.



1. Click on the **Reading Resources** folder on your desktop.

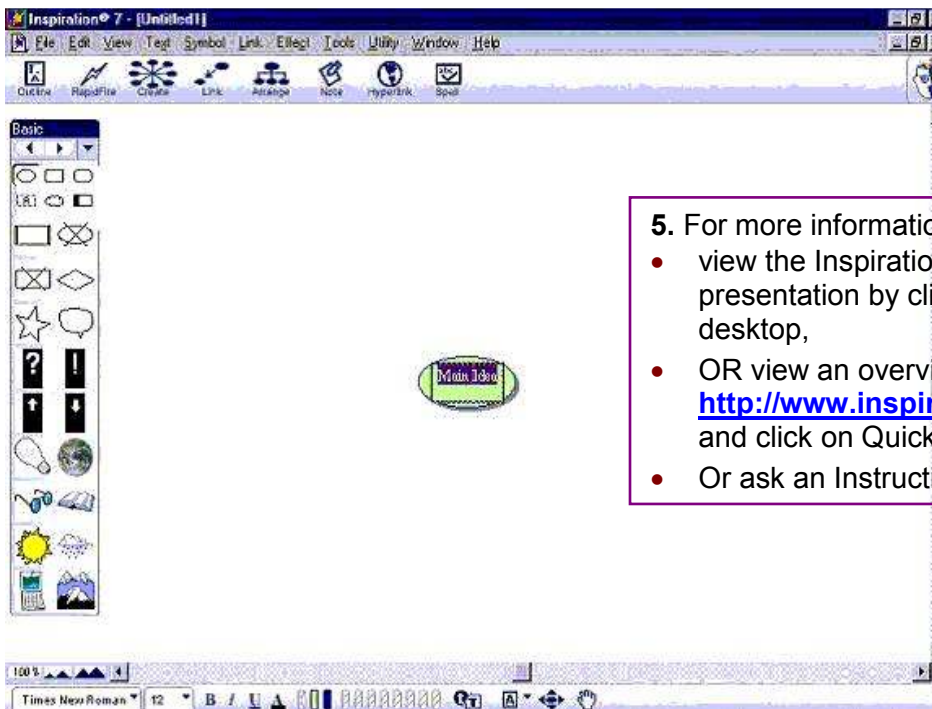
2. Click on the “**Reading 56**” folder.



3. Click on the “**Inspiration**” folder.



4. Click on the “**Inspiration 8**” icon.



5. For more information:

- view the Inspiration Tutorial PowerPoint presentation by clicking on the icon on the desktop,
- OR view an overview on <http://www.inspiration.com/videos/inspiration> and click on Quick Tour,
- Or ask an Instructional Assistant for help.

WEAVER INSTRUCTIONAL SYSTEMS

Procedures and Description

Your information must first be input by Skills Center staff before you can begin work in this program. The program will begin with a Placement Test. Do your best on this test as it places you in a level of the program based on your results. The program includes:

4 Comprehension levels: FA, GH, IJK, LMN

Instruction and practice lessons for each lesson include:

- Subject
- Main Idea or Ideas
- Supporting Details
- Action



9 Vocabulary levels: FA, GA, HA, IA, J, K, L, M, N

Study the vocabulary lists prior to beginning the computer practice.

Each lesson introduces 10 new words. There are 4 sections in each lesson:

- a) A definition of each word
- b) The Word in context - you provide a synonym
- c) An exercise requiring you to choose a word from a list to complete a sentence
- d) You fill in a word that is a synonym, an antonym, that makes an analogy and that draws a conclusion

TO LOG ON AS A STUDENT

1. From the Desktop click on the **Reading Resources** folder.
2. Click on the folder for your class.
3. Click on **Weaver Comprehension and Vocabulary**.
4. At the Student Log on Screen enter

User ID: **YOUR STUDENT ID#**
Password: **STUDENT**

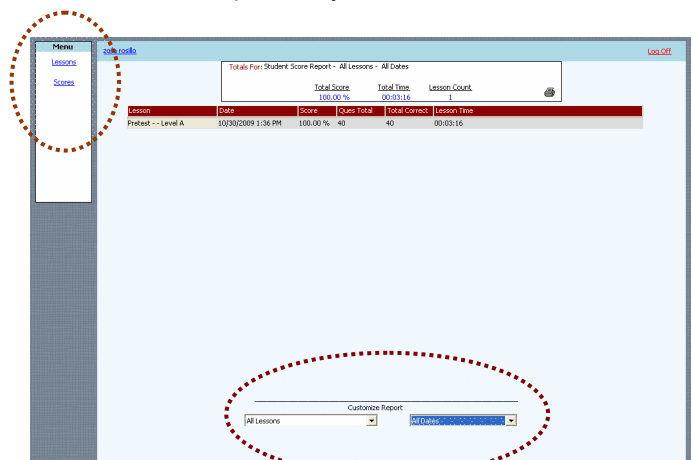


5. Then click **Log on**.
6. The first time you log in, you will take a Placement test. After finishing the test you will be shown your placement score then, prompted to go to the Comprehension and Vocabulary Menu for your level. Your instructor will give you directions on which lessons you need to complete.
7. Contact an Instructional Assistant if you get an error message while you are working in Weaver.

ATTENTION: If you exit during the Placement Test or in the middle of a lesson you will lose your score and will have to start again the next time you start a lesson.

TO PRINT STUDENT DATA

1. When you have finished your Lessons click on the **Scores** link at the top-left of your Menu screen.
2. Click on the printer icon.
3. If you need to specify a date range, click on the **Customize Report** section to select the desired option.
4. Go to the lab printer and pick up your printed report.
5. To exit, click on the **Log Off** option on the top right portion of your screen.



Word Smart Vocabulary



Click on the "Reading Resources" folder on the desktop after logging in.

Click on the Reading 142 folder.

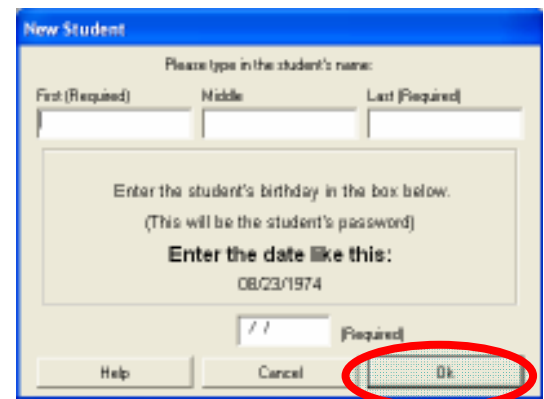
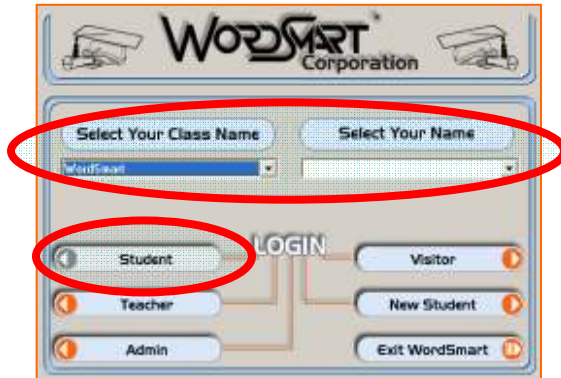


Click on the "Word Smart" icon.

To use the program

1. Select **Your Teacher's Name** from the *Select Your Class Name* section
2. Choose **your name** from the *Select Your Name* section
3. Click on **Student**.

4. Type In Your **birthday** as your password.
5. Click **OK**.



You will begin with a placement test. Do your best to answer before your time runs out!

Check with your instructor for information on the mastery level and group and volume that you should be working in. Use the Word Smart worksheet to record your scores.

Word Smart Vocabulary Worksheet

Mastery Goal _____	Group:	Group:	Group:	Group:	Group:
	Level:	Level:	Level:	Level:	Level:
	Date:	Date:	Date:	Date:	Date:
	Time Spent:	Time Spent:	Time Spent:	Time Spent:	Time Spent:
Matching %					
Flashcards %					
Column Matching %					
Sentence Compl. %					
Laser Review %					

Mastery Goal _____	Group:	Group:	Group:	Group:	Group:
	Level:	Level:	Level:	Level:	Level:
	Date:	Date:	Date:	Date:	Date:
	Time Spent:	Time Spent:	Time Spent:	Time Spent:	Time Spent:
Matching %					
Flashcards %					
Column Matching %					
Sentence Compl. %					
Laser Review %					

Mastery Goal _____	Group:	Group:	Group:	Group:	Group:
	Level:	Level:	Level:	Level:	Level:
	Date:	Date:	Date:	Date:	Date:
	Time Spent:	Time Spent:	Time Spent:	Time Spent:	Time Spent:
Matching %					
Flashcards %					
Column Matching %					
Sentence Compl. %					
Laser Review %					

Cambridge Education Videos

Description

This video series contains the following titles:

- Effective Study Skills 25 minutes
- Effective Test-Taking 25 minutes
- This is a Test: This is only a Test 30 minutes
- This Way to An “A” 30 minutes

To Access

You will need:

- Video (check out at the counter)
- Notebook paper and pen or pencil

Directions

As you view the tape, take notes on your notebook paper. Your instructor may request that you turn in your notes. Complete any exercises on a separate sheet of paper.

Please rewind the tape as a courtesy to the next student.

Purdue Video: Academic Success Skills

Description

This video consists of five lessons. The following topics are covered in each lesson:

- | | |
|---|------------|
| • Lecture Note-Taking | 27 minutes |
| • Increasing Reading Efficiency: Rate and Comprehension | 29 minutes |
| • How Do I Know What to Study? | 27 minutes |
| • How Can I Organize My Textbook Reading? | 36 minutes |
| • Guidelines for Taking a Multiple-Choice Exam | 35 minutes |

The entire program will take between 75-90 minutes to complete. The video portion takes 30 minutes to complete. The speed reading exercises (2-4 per lesson) take 5-10 minutes each to complete depending on your speed of reading.

To Access

You will need:

- Video (check out from the counter)
- Handout packet for your video (ask for it when you request the video)
- Notebook paper and pen or pencil

Directions

As you view the tape, take notes on your notebook paper. Your instructor may request that you turn in your notes. Complete all exercises on a separate piece of paper.

Please rewind the tape as a courtesy to the next student.

Other Videos

SVE: You Can Study Smart

45 minutes

This video may be completed in 45 minutes.

The content of this program covers a variety of general study skill tips including:

- SQ3R
- Outlining
- Listening Skills
- Memory Skills
- Note-Taking Skills

You will need:

- Video and Packet of Skills Sheets (check out from the counter)
- Notebook paper and pen or pencil

Super Mapping

60 minutes

This video consists of one video tape. The video portion may be completed in 60 minutes.

- The content of this program illustrates techniques for improving recall and organizing information through mind mapping, a learning strategy that uses both the left right hemispheres of the brain.

You're Not Listening

18 minutes

This video describes good listening habits.

To Access

You will need:

- Video and Packet of Skills Sheets (check out from the counter)
- Notebook paper and pen or pencil

Directions

As you view the tape, take notes on your notebook paper. Your instructor may request that you turn in your notes. Complete any exercises on a separate sheet of paper. Answers to the exercises are usually provided on the tape or in an accompanying workbook.

Please rewind the tape as a courtesy to the next student.

Percentage Conversion Chart Part I

NUMBER CORRECT

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	100																										
2	50	100																									
3	33	67	100																								
4	25	50	75	100																							
5	20	40	60	80	100																						
6	17	33	50	67	83	100																					
7	14	29	43	57	71	86	100																				
8	13	29	38	50	63	75	88	100																			
9	11	25	33	44	56	67	78	89	100																		
10	10	22	30	40	50	60	70	80	90	100																	
11	9	20	27	36	45	55	64	73	82	91	100																
12	8	18	25	33	42	50	58	67	75	83	92	100															
13	8	17	23	31	38	46	54	62	69	77	85	92	100														
14	7	15	21	29	36	43	50	57	64	71	79	86	93	100													
15	7	14	20	27	33	40	47	53	60	67	73	80	87	93	100												
16	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100											
17	6	13	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100										
18	6	12	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100									
19	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100								
20	5	11	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100							
21	5	10	14	19	24	29	33	38	43	48	52	57	62	67	71	76	81	86	90	95	100						
22	5	10	14	18	23	27	32	36	41	45	50	55	59	64	68	73	77	82	86	91	95	100					
23	4	9	13	17	22	26	30	35	39	43	48	52	57	61	65	70	74	78	83	87	91	96	100				
24	4	9	12	17	21	25	29	33	37	42	46	50	54	58	62	67	71	75	79	83	87	92	96	100			
25	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100		
26	4	8	12	15	19	23	27	31	35	38	42	46	50	54	58	62	66	69	73	77	81	85	88	92	96	100	
27	4	8	11	15	19	22	26	30	33	37	41	44	48	52	56	59	63	67	70	74	78	81	85	89	92	96	100
28	4	7	11	14	18	21	25	29	32	36	39	43	46	50	54	57	61	64	68	71	75	79	82	86	89	93	96
29	3	7	10	14	17	21	24	28	31	34	38	41	45	48	52	55	59	62	66	69	72	76	79	83	86	90	93
30	3	7	10	13	17	20	23	27	30	33	37	40	43	46	50	53	57	60	63	67	70	73	77	80	83	87	90
31	3	7	10	13	16	19	23	26	29	32	35	39	42	45	48	52	55	58	61	65	68	71	74	77	81	84	87
32	3	6	9	13	16	19	22	25	28	31	34	38	41	44	47	50	53	56	59	63	66	69	72	75	78	81	84
33	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	52	55	58	61	64	67	70	73	76	79	82
34	3	6	9	12	15	18	21	24	26	29	32	35	38	41	44	47	50	53	56	59	62	65	68	71	74	76	79
35	3	6	9	11	14	17	20	23	26	29	31	34	37	40	43	46	49	51	54	57	60	63	66	69	71	74	77
36	3	6	8	11	14	17	19	22	25	28	31	33	36	39	42	44	47	50	53	56	58	61	64	67	69	72	75
37	3	6	8	11	14	16	19	22	24	27	30	32	35	38	41	43	46	49	51	54	57	59	62	65	68	70	73
38	3	5	8	11	13	16	18	21	24	26	29	32	34	37	39	42	45	47	50	53	55	58	61	63	66	68	71
39	3	5	8	10	13	15	18	21	23	26	28	31	33	36	38	41	44	46	49	51	54	56	59	62	64	67	69
40	3	5	8	10	13	15	18	20	23	25	28	30	33	35	38	40	43	45	48	50	53	55	58	60	63	65	68
41	2	5	7	10	12	15	17	20	22	24	27	29	32	34	37	39	41	44	46	49	51	54	56	59	61	63	66
42	2	5	7	10	12	14	17	19	21	24	26	29	31	33	36	38	40	43	45	48	50	52	55	57	60	62	64
43	2	5	7	9	12	14	16	19	21	23	25	28	30	33	35	37	40	42	44	47	49	51	53	56	58	60	63
44	2	5	7	9	11	14	16	18	20	23	25	27	30	32	34	36	39	41	43	45	48	50	52	55	57	59	61
45	2	5	7	9	11	13	16	18	20	22	24	27	29	31	33	36	38	40	42	44	47	49	51	53	56	58	60
46	2	4	7	9	11	13	15	17	20	22	24	26	28	30	33	35	37	39	41	43	46	48	50	52	54	57	59
47	2	4	6	9	11	13	15	17	19	21	23	26	28	30	32	34	36	38	40	43	45	47	49	51	53	55	57
48	2	4	6	8	10	13	15	17	19	21	23	25	27	29	31	33	35	38	40	42	44	46	48	50	52	54	56
49	2	4	6	8	10	12	14	17	18	20	22	24	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55
50	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54
51	2	4	6	8	10	12	14	16	18	20	22	24	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53
52	2	4	6	8	10	12	13	15	17	19	21	23	25	27	29	31	33	35	37	38	40	42	44	46	48	50	52
53	2	4	6	8	9	11	13	15	17	19	21	23	25	26	28	30	32	34	36	38	40	42	43	45	47	49	51
54	2	4	6	7	9	11	13	15	17	19	20	22	24	26	28	30	31	33	35	37	39	41	43	44	46	48	50
55	2	4	5	7	9	11	13	15	16	18	20	22	24	25	27	29	31	33	35	36	38	40	42	44	45	47	49
56	2	4	5	7	9	11	12	14	16	18	20	21	23	25	27	29	30	32	34	36	38	39	41	43	45	46	48

PRONUNCIATION GUIDE

VOWELS		CONSONANTS	
		VOICELESS	VOICED
1. ă or e	<u>f</u> at (Dan, Kathy, have)	21. f <u>f</u> un (enough, phone, muff)	31. v <u>v</u> oice
2. ě or e	<u>E</u> d (ready, Elvis, Pepsi, mess)	22. p <u>p</u> ath (apple, strap)	32. b <u>b</u> ubble
3. ĩ or i	<u>i</u> s (stick, Olympic, miss, myth)	23. ch <u>ch</u> urch (Dutch, choose)	33. j <u>j</u> George
4. ȝ or o	<u>n</u> ot (John, walk, tall, cough, Maude, awesome)	24. th <u>th</u> ink (bath, through)	34. th <u>th</u> e
5. ŭ or u	<u>u</u> p (come, stomach, tough, couple, does, was)	25. s <u>s</u> ocks (assume, cent)	35. z <u>z</u> oo (ooze, was, dizzy)
6. ā	<u>a</u> le (gray, weigh, maid, steak, May)	26. sh <u>sh</u> ine (ocean, patient)	36. zh <u>zh</u> Asian (treasure, seizure)
7. ē	<u>e</u> el (kilo, weed, flea, piece, gasoline)	27. t <u>t</u> ale	37. d <u>d</u> esk
8. ī	<u>d</u> ie (fry, tribe, dial, island, sign, high)	28. k <u>k</u> ite (ache, check, bacon)	38. g <u>g</u> egg
9. ȝ	<u>J</u> oe (go, blow, coach, depot, oh though)		
10. ū or yōō	<u>c</u> ute (Utah, fuel, skewer, puke, Eunice, unit)	29. h <u>h</u> ow (aha!)	
11. ä	<u>f</u> ather (palm, chart, heart, garage, bah)	30. hw <u>hw</u> which (whale, whisper)	
12. ȝȝ	<u>f</u> ull (butch, wood, would, pussy, book)		
13. ȝȝ or ü	<u>b</u> oo (do, you, ruby, blew, through, blue)		39. m <u>m</u> ish <u>m</u> ash (smack)
14. oi	<u>b</u> oy (loyal, oil, Detroit, noise, Troy)		40. n <u>n</u> ose (gnash, pneumonia)
15. ou	<u>c</u> ow (pouch, crowd, gouge, luau, Schnauzer)		41. ŋ <u>ŋ</u> think (sing, uncle, anger)
16. âr	<u>a</u> ir (there, their, they're, scarce)		42. l <u>l</u> ove (sleep, lull)
17. îr	<u>e</u> ar (beer, here, beard, weird, fierce)		43. r <u>r</u> oast (pray)
18. ôr	<u>o</u> r (oar, warm, quarrel, mourn, roar, door)		44. w <u>w</u> itch
19. ûr	<u>h</u> er (air, fur, word, earn, colonel, adjourn)		45. y <u>y</u> oyo (unyielding, yes)
20. ɹ	<u>a</u> round (label, missile, gallop, circus)		

S Q 3 R

A Study Formula that can be used to study more efficiently any text book assignment, particularly in the area of social studies, science, and literature.

SURVEY

S

1. Locate the exact pages of the assignment.
 2. Survey the entire chapter.
 3. Note the heading of the main sections.
 4. Survey pictures, maps, charts, tables, graphs.
 5. Read the summary at the end of the chapter.
 6. Look over questions at the end of the chapter.
 7. Be aware of any new vocabulary presented.
-

QUESTION

Q

1. As you SURVEY, you automatically ask QUESTION.
 2. What does the title mean?
 3. What does a visual aid have to do with the chapter?
 4. What does a certain new word mean?
 5. Turn chapter heading into questions.
-

READ

3

Now do the serious, concentrated READING of the assignment after this S-Q warm-up.

RECITE

1. You might orally recite the main ideas to yourself to see how much of the assignment you recall.
2. You might also make notes now in order to fix details in your mind.
3. Your recitation will reveal the weak parts of the chapter that will require more attention.
4. Using as many senses as possible will strengthen learning--sight, sound, touch.

R

REVIEW

1. Organize the ideas and information of the chapter.
2. Tie up cause and effect.
3. Think of the writer's plan and his main ideas.

