

Strategy Scenario

Strategy: Rehearsal/Selecting and Predicting ***Content:*** Any Subject

Title: “Predicting the Future: How to Perform Better on Exams”

Time Required: two, 50 minute class periods

Target Audience: any students in middle school or above

Goal of Activity: to provide students with strategies to help them select important information from texts and to predict what might be asked on an exam

Purpose of Script: to provide students with an opportunity to practice the strategies

Learning Outcome(s), Gagne’s Taxonomy: Intellectual Domain (Concepts)

Learning Outcome(s) HEO Taxonomy: (Valuing the importance of the task)

Learner Characteristics: learners do not have to possess any special qualifications

Entry Skills: learners should be able to read at their grade level; notetaking skills should be taught prior; PQRSST study system should be taught prior to this activity, but is not absolutely essential

Setting: classroom

Media: chalkboard, textbook

- Process:***
- 1). Instructor provides overview of activity and tells the students the goals
 - 2). Instructor lists the strategies for reading a textbook on the chalkboard; also reviews the basics of the PQRSST study system
 - 3). Students are asked to open their texts and perform the strategies (eg. looking over the table of contents first, skimming the subtopics of the chapters, looking for topic sentences within paragraphs, predicting what is important in each section, associating ideas from their reading.
 - 4). Students assigned one to three chapters of reading for the next class
 - 5). Students take a quiz using the notes they took from their text
 - 6). Quizzes are graded in class

Strategy Assessment: examination of the students’ notes, their performance on quizzes and future tests

Author: Barry R. Nowlin

References: West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: Implications from Cognitive Science*. Englewood Cliffs, NJ: Prentice Hall.