Christine Connerly: Welcome everyone this is the reading strategies work shop through the student learning center here. I'm Christine Connerly [assumed spelling] and I've been teaching and tutoring study skills for probably longer than any of you have been alive, so a very long time. And so I've been able to capture a lot of interesting strategies over the years. And we put them into a power point and we have some different activities we will be doing during this workshop. And so if I can make sure everyone is signed in, I am going to pass this to our newcomer here.
And we will go ahead and get started. And quite often one of the things that people are very concerned about with reading is. You know first of all what is reading? Reading is to the body, reading is to the mind, what exercise is to the body. I really like thinking of it that way because basically just like anything else good reading strategy require practice. And another quote that I really like is reading and thinking. And if you're actually reading affectively, you are thinking while you're reading. I think we have all experienced the times when we have been reading and we're not thinking and it's basically going in our eyes and disappearing. Where we don't actually even know or aren't paying attention to what we are reading. So we are going to talk about some strategies to help you focus while you're reading.
One of the things people talk a lot about and want to do is learn how to speed read. And that's something that people pay lots of money to do speed reading courses. But they are really pretty ineffective. Because you can't read faster. Everyone, the average reader can read faster, but in order to do so it actually takes more practice. And it actually takes just as much work to read faster as it does to read more slowly. But I'm also going to talk about the fact that reading faster is an advantage to you. So you're actually going to find it more effective to read faster. OK? Welcome, come on in and sit down.
So we are going to talk a little bit about what kinds of things slow down reading. Going back to reread material that's already been covered. Has anyone else ever done this before? You read something, you've may be read a whole page and then you suddenly realize you don't remember any of it? And that's happened to me many times. And you have to go back to reread it. Also having a lack of background knowledge or a limited vocabulary. That's probably one on the biggest things that prevents you from being able to read so quickly. Because if you don't know most of the words it's going to take a lot longer. And every time you are starting in a new discipline and your taking a survey course for a class you have never taken before, your learning a whole new vocabulary along with that. And that's a big piece of why those, the reading for that can be so challenging. So we'll talk about strategies to improve your vocabulary as well.
Now many people are afraid they are going to miss important words while their reading. But you may not know this but there is actually over six hundred thousand words in the English language, but only four hundred of them comprise 65% of printed material. So there's not that many words that you necessarily need to learn. A lot of words are, that are used most frequently are words like but, of, the; and you don't necessarily have to focus on those words while your reading and that can speed up your reading as well.
So to give you an example of a situation where people can actually read something without necessarily reading every word and understand, still understand it, here is a thing, can you read this, can you read this particular. According to research, it doesn't matter what order the letters in a word are the only important thing is that the first and last letter be at the right place. So it's pretty impressive you could actually read this even though the words are all mixed up. Which shows that your mind is a very powerful thing. And you can actually fill in meaning, even when you're not sure of all the words.
So this matters because you don't actually have to concentrate on reading every single word. So learning how to skim is a really important thing to do. We've talk about with some of you who arrived a little bit earlier. We talked about the fact that you have a lot of reading to do and it's very difficult to try to accomplish all of it in the amount of time that you have. So learning how to skim is going to be an essential skill. So we're going to go ahead and talk about a variety of different strategies here.
Reading with your hand is really a helpful way to skim. It helps you focus, it prevents you from backing up, it kind of forces you ahead. Has anybody ever tried this reading with their hand? Try this now? It actually does help quite a bit. Some of, people also will read with a book mark. Have a book mark under the words and read with that. And that can kind of help you force yourself a little ahead. It doesn't let your eye or mind wander as much. It also helps to hold the book about fifteen inches away from your eyes. Sometimes we read holding the book too close or to far way and it's hard to focus. So that will help you quite a bit.
Another really important thing is to break reading assignments, large reading assignments into smaller parts. This is important psychologically too. Because sometimes when you're looking at a huge reading assignment it's extremely overwhelming. So if you can break that down. It's going to help you focus, it's going to make you feel like it's not so overwhelming, it's not so intimidating. So give that a try. If you set a specific reading goal for yourself and you know that you have a certain amount to read. And you say OK, I'm going to read three pages in twenty minutes. And you look at the clock and say OK it's 3:09 right now, by 3:29 I am going to have read these three pages. And if you set a goal our going to find that you'll read a little faster to keep up. Yes that's picture of my son over there. [ Chuckle ] Crazy.
Another way to help is I saw this in a studies skills book, a reading, a speed reading book a few years back. Is to use rubber bands or bookmarks to set aside parts of the reading that you're not actually responsible for in the session that you are going to read. So if you set this aside, if you're looking at the whole book its like; oh darn I don't want to read all of this. But if you look at the part set aside with the rubber bands your mind will actually feel more, that's more approachable and it will help actually move a little bit faster because you won't feel so overwhelmed by the whole project. So give that a try. And then if you take breaks after reading longer sections, that's going to help your mind consolidate the information. Because you actually need to digest it. Your brain actually digests information just like your stomach digests food. So if you have a little bit of a break afterwards it'll help consolidate. Not too long of a break, we're not talking like a three hour you know Nintendo or My Space, Facebook break, after you know reading for twenty minutes. But just a short get up, walk around, maybe get a drink of water something like that.
Also reading faster actually helps you focus better. Sometimes people think; oh if I read more slowly it's going to help me. Not always the case. Sometimes if you read a little faster it helps and keeps your mind from wondering too much. It helps you have higher recall and comprehension. So remember if you're reading slowly it's not going to ensure your retention. The best way to improve retention of what your reading is reading is in practicing recall. And we are going to talk about some ways that you can do that not by reading more slowly. I mean there is certainly information especially when we talk about you don't have the vocabulary and the background, where you are probably going to read a little bit more slowly. But there's some strategies that we'll talk about where you can improve your vocabulary and be more efficient in your reading.
Common Study Myth

- Reading is not studying!
- Mastering the material is studying

OK, common study myth. Do most of you think that reading is studying? Reading isn't really just, reading isn't studying. Mastering the material is studying. So if you're just reading and it's a very passive activity and we talked about the process of reading where you don't remember anything that you just read. Everybody has kind of had that experience one time or another where your mind is somewhere else, your eyes are reading over the information, but it's not going anywhere. If you're actually doing something active with the material that's studying. And we'll talk about how to do that.
So a lot of you read, you know, a lot of us read passively. I'm guilty of this too sometimes. And we just don't use the material that actively. So if you find some ways before, during, and after your reading to be active with the material it's going to help you master the material more quickly. So what kinds of things do you do to read more actively? Take notes while you're reading yeah that's a great thing to do, yeah absolutely. What else? Highlighting, highlighting is very important especially if you've figure out the main words and you don't high light everything. If you've ever bought a used book where somebody's got a little over zealous with the highlighter? You know what I am talking about? And so it's really important to be careful about what you highlight, but highlighting is extremely important. Anything else? That you can do? Alright well we will talk about some things.
I'm going to talk about a reading study strategy called SQ5R and this was essentially discovered by the military when they looked at, during World War II they were trying to get soldiers up to speed as quickly as possible. And what they did was, they surveyed people who were very good readers, very good studiers and they figured out what where the common things that they did. And these were the steps that they came up with. Now some of you may already do some of these things without calling it SQ5R. And not everybody does all of these things and you don't have to do all of these things every time you read. But it will help you read more efficiently and recall the information a little better. So the first S is survey the material that you are going to be read. And that's where this skimming comes into play, being able to skim the material. It really help, helps you focus your attention on what you're going to read. [Inaudible] look ahead a little bit and figure out what it is, your brain already has the concept and I like this analogy of it's like getting a Google Map. Before you go to a party and you've never been there before. You know what do you do? You go to Google Maps, you find some way of how to get there. And it's the same idea with surveying a chapter before you start reading. How many of you do this? Anybody do this? Kind of look it over a little bit. Well good, this is one thing that you can already use that's going to help you.
So here's some of the things that you can survey, before you start reading the chapter. What's the title of the chapter? Gives you an idea of what the chapter is about. I bet you all do that, you know, look at the title of the chapter. Look if there's a chapter summary. Look over the chapter summary. Look at the fist and the last paragraph to see what, because usually the first paragraph outlines what the chapter is about, and the last paragraph usually will summarize what's in the chapter. Are there, is there any chapter questions, if read those ahead of time, then you're going to know what the writer of the textbook thinks is important for you to know in that chapter. Is there any pictures, charts, graphs? Look at those, because those are, will give you examples and as you're reading you will find out what those relate to. Anything else that you can think of? That you can survey in a textbook. Different textbooks are structured differently. Subtitles, that's a great thing. Sub-headings, those are great. Anything else? Alright, those are great.
Questions to ask yourself as you're surveying. What do I already know about this subject? If you already have some background knowledge, either from class, may be you've already had, heard a lecture on the topic and now you're doing your reading. What do you already know about the topic? If you already have tons of personal experience with a topic then it would be really helpful to think about that ahead of time. Whatever background knowledge you bring to it, it's going to help you understand that material way, way better. You're also going to want to look at how is the information organized in this book or in this chapter. Are there sub-titles, are there questions, is there a glossary, is there an index? Indexes are really powerful things, because then if there is a specific topic that you need to write a paper on or you need to write a big essay on, you can just flip to the index look it up and find the information.
So the next part of SQ5R2 which is questions, ask yourself questions about the material. This is going to help, if you have already questions in the book, you can use those questions, but it's really helpful to kind of ask yourself questions. Like when you look at these subtitles when you're surveying the chapter, think about what is this chapter about, how does this relate to the lecture. Why do we ask questions? One thing is it motivates you to read. Kind of creates a sense of motivation, gives you a purpose for reading. It also creates what I call an artificial sense of curiosity. Just the process of asking questions creates a need to want to know the answer. And hopefully, if we're really lucky, that artificial sense of curiosity will turn into a real genuine sense of curiosity and it will make you actually want to know more about what you're reading.
So what questions should you ask as your reading? Well really there's only six questions right? Who, what, when, where, why, and how. So I am going to give you some example of types of questions like that. Who was Sigmund Freud? You might ask that in a psychology class. What is the function of the hypothalamus? That could be [inaudible] psychology or [inaudible] anatomy class. When did the Civil War begin? That would be something from a history book possibly. Why is the First Amendment part of the Constitution? [ Static ] So you know just thinking of those types of questions; where, what, when, why, how questions, as you're reading it's going to help you and survey and come up with questions [inaudible].
So how would you turn these particular topics from a psychology [inaudible] questions. The nature of memory. How could you come up with a [inaudible]. What comprises the nature of memory and right there, if you ask that, you're going to be looking for specific things that comprise the nature of memory. Good. Explicit and implicit memories. What's a question you could ask yourself about explicit and implicit memories? Maybe you don't know anything about what that is right. OK, so what would you ask yourself? What is explicit and implicit memories? You might want to know what's the difference between explicit and implicit memories. So that's the kind of examples you can think of. Try this, try this and when tonight I bet you all have reading to do its Wednesday. I bet you all have reading to do some time this week. Try doing this and maybe even write down a couple of questions before you start reading this chapter see what it does see if it changes the way that you read.
OK, first of these five R's is read and we are talking about reading actively with a pen a pencil or highlighter in hand. How many of you read with something in your hand? Pen, pencil, [inaudible]? I really highly recommend that. It helps you interact with a textbook. If you don't feel comfortable making notes in your textbook, try making notes on the side as you read, it's really helpful. Read to answer the questions that you've asked yourself. Pay attention to important terms: italicized or underlined words and phrases.
The next R is record. Underline key words and phrases, it's really important. Create flashcards with words [inaudible] words and phrases that you're not familiar with.
And this is the piece that we're going to, we're going to practice actually. Because if you improve your vocabulary it's going to increase both your comprehension and your reading speed. The more you know, and especially if you do that at this point in the semester, because the semester is still pretty new and you're still kind of learning the vocabulary. The first few chapters of every book, are producing your vocabulary for that discipline. So if you do this, it's going to help you a lot. And I came up with this strategy it's not mine. It's from Cathleen Gabriel, who wrote a book about teaching students and she's a professor here on this campus. Really excellent book and she has done several different workshops on some great ways to do this.
And I'm going to ask you all to create a flash card using a three by five card. So we're actually going to do a couple of these. So what I want you to do is to create a flash card based on the word acquiesce. Here's the spelling, A-C-Q-U-I-E-S-C-E. So on one side of this flash card I want you to write the word; acquiesce. And on the other side what I want you to do, is draw at the bottom to write at the bottom of the card the definition which is to submit to doing something without complaint. OK? So one side of the card you'll write acquiesce and the other side of the card you'll write the definition on the bottom; to submit to doing something without complaint. And once you've written the definition down, I want you to draw a picture of something that you do, that you submit to doing without complaint, that might help you remember this word. So for example, some people have drawn pictures of things like doing the dishes. It's not something they want to do but it's something they submit to without complaint, because they don't want to have bugs in their house. OK? Something that you do. You're not being judged on your art, just do the best you can. [Chuck] Make something up even if it's just meaningful to you that will work. [Chuck] Stick figures, arrows, whatever. [Chuck] And the reason we are doing a picture, is because it actually creates background knowledge. It ties it to something that you're already familiar with. It makes that word, ties it to background knowledge that you already have and it will help you remember the word much more effectively. It creates some new neural connections in your brain. So you're actually growing little dendrites [assumed spelling] in your brain as you, as you expand your vocabulary. Kind of cool. [no speaking ] Some people get very elaborate and draw these elaborate pictures other people, stick figure, done. OK, how many of you have a picture? OK, can I have a look at your picture? Can you share it? What have you got? A book! Reading exactly, excellent. OK, what else do we have? What other pictures do we have? How about you? You don't have anything yet. [Laughing] There's nothing that you submit to doing without complaint? Or you complain a lot? [Laughing] How about coming to this workshop? [Laughing] People do that before. What else have we got? Singing a song, OK. [Laughing] If people like you doing karaoke and people make you sing a song when you don't want to. [Laughing] OK. Anything else? What have you got? [Chuck] OK. Oh wash, oh cooking, cooking yes. Cooking that's an excellent one. Anybody else? What else have you got? Nothing huh? What? Drawing OK. [Laughing] That's good! Drawing a picture when you really didn't want too. That's good. You've acquiesce to drawing a picture, that's excellent. OK try to come up with something. [Laughing] Like may be whatever, going to class would be a good one. Because that is something that we have to do right? Ideally. OK so this process of creating flash cards is actually something you could do with your textbooks that's active, it's going to help you remember the words, especially if you draw pictures that are meaningful to you. It's really going to be an effective thing. That way instead of setting a reading goal that's just, I'm going to read three pages. You say I'm going to do five flash cards for this section and that's going to give you concrete goal that you can achieve. So give it a try.
So what is this passage about? Human memory, like memory in a computer allows us to store information for later use. In order to do this, however, both the computer and we, need to master three processes involved in memory. The first is called encoding; the process we use to transform information so that it can be stored. For a computer this means transferring data into 1's and 0's. For us, it means transforming the data into a meaningful form such as an association with an existing memory, an image, or a sound. What is this passage about? Anyone? What? Encoding, exactly! It's about encoding. Of course we notice the word is underlined. [Laughing] So that helps us identify that this is a word, that's what this is about. OK, so guess what I am going to ask you to do with your second little card?
That's right I'm going to ask you to now create a flash card for the word encode. I want you to write the definition on the bottom, the process we use to transform information, so that it can be stored in long term memory. And guess what we're doing while we are doing this card? We are transforming information so it can be stored into your long term memory. That's, so anything that you do to transfer memory, transfer information into long term memory. Which could include taking notes in class, reading your book, talking about it, going to class, drawing pictures. [Chuckling] Typing up your notes, reviewing, making flash cards. [Chuckling] OK I can already see that some people really enjoy this process of drawing pictures and other people not so much. [Laughing] [no speaking] Those of you, who are watching this online, be sure to draw your pictures. [Chuckle] So who's got a picture? Have you got one this time? What do you got? Somebody's reading a book. Excellent way of transferring information into long term memory. How about you? Anything? Nothing? [Laughing] How about you? Somebody what? Drawing something. Excellent. OK good, drawing. One more. What? Discussion, discussion that's excellent. Discussing information is going to help you a lot and help you to remember it. Especially if you're a very auditory learner. So discussing things, I really like that one. Someone had a saying about the best way to learn something is talk about it with friends, family, yourself in the mirror, stuffed animals, pets, whatever. Just makes sure you talk about. So try this process, try making these flash cards and see how it works for you. Might really help a lot; with both learning new vocabulary, creating neural connections, and helping you read faster, and more efficiently.
The next R is recite. This is our third R, which means to recall what you've read. So you're organizing the information, you're going to form associations and fit into what you already know, when your reciting.
So a way to do that is to maybe write a brief summary of the chapter. Just like sum it up in one sentence. Or create some kind of little short little study guide of the main topics. How many of you, does anybody write a little summary of a chapter or take notes that the end, something like that? Excellent, that's a really good strategy to do. It helps you read actively once again. And it also gives you something to study later. So instead of having to go back to reread the whole book, which is what my sons does he's driving me crazy. He's a freshmen at VUDE [assumed spelling] this year and he tends to just say oh I studied by rereading the book, the chapter. I'm like, well that's so inefficient. That just takes a lot of time and it doesn't really help you kind of weed out what's important. So I really recommend you try to come up with some kind of short, shorter way to do that.
Then you go head and move onto the fourth R, which is review. Look over the material to make sure that you understand it. And go over it regularly to keep it fresh. And that's the part that I think a lot of people don't do. Like so you have test over chapters one through five and you don't look over the information from chapter one until the night before the test and you've forgotten a lot of it. If you review it regularly and go over it regularly it's going to help you significantly.
In fact I have a chart here that shows the advantages of regular studying. If you go over information and you review it within one day, you're likely to remember between 80 and 95% of what you learned. If you don't, look at how much you lose. You lose a significant amount 41%, 45% something like that is what you remember if you don't recall, if you don't do some kind of review to recall it. So if you go over information more quickly, more soon after your, you've read it or after you've done read or gone to class and learned it in lecture, you're going to remember a lot more. And over the weeks it decays even more. So if we are looking at our test grades we're obviously going to want the test grades that are the higher test grades. So review it regularly to keep it fresh. It also takes less time. If you try to do a big cram session at the last minute, you may spend ten, twelve hours studying the same material. Whereas if you review it just a little bit at a time, it's going to take you less time and you will be more prepared for the test. Does this, do people do this, does anyone do this? Excellent, good job. So and also another part of reviewing that you can do is to go over your flash cards. Some people will just put a little hole in the flash cards and put them on a little ring and take them with them. Their waiting for coffee, their standing in line at the BMU, I was there over there this afternoon for lunch and there were huge lines. You know pull out the flash cards out the pocket start looking, looking away at them. If you do that regularly it helps you remember the information a lot better. Another thing that is really important is to go over information just before you go to sleep. When you sleep it actually consolidates information even more. You don't, it's not good to learn new information right before you go to sleep, but if your reviewing information that you already know it will help consolidate as you sleep. So I recommend doing that.
The last R, finally the end of the R's, is to reflect. And that means thinking about the material, how does this information fit in with what we learned in lecture? And then think of examples and applications and concepts from the, from this information. How does it connect with other things that you already know? How does it connect with processes in the real world? Those of you, how many of you are taking some sort of political science class this semester, a lot of you seem to be?

[ Laughing ]

OK. So think about how that information might connect to real things in the real world, from the news, things like that. And it will help you remember a lot. So think about the material, connect it to what you've learn in lecture. How many of you read before you go to lecture? Sometimes, OK. After you go to lecture is that usually what most people do, tend to read after they go to lecture? A really good way to do it and get the most out of it is to skim the information before you go to lecture. Go to lecture, get the information, get the notes, find out what's most important, and then read focusing on what was emphasized in lecture after the lecture.
So reading without reflecting is like eating without digesting. I do like to use this digesting analogy because the brain processes information very similarly to the way that the digestive system processes food. So digest the information, meaning it becomes a part of you, right? Because if you're eating something it becomes part of you and the idea is we want this information to become part of you.
And once you've reflected that means you've mastered the material and you're studying. Now this, a lot of this stuff many seem like it seems this SQ5R seems like oh this is so much more work. It's actually for efficient work, so it may actually take you either less time or the same amount of time that you're spending now, but you're going to get more out of it and remember more.
Common Reading Problems

• Falling asleep while reading
  • Solution: Try reading aloud while walking (read at the WREC center on the treadmill!)
  • Do not pick a chair that is too comfortable.
  • Don't read in bed.
  • Sit at a desk with a straight-backed chair and plenty of light.

Anybody ever fall asleep while their reading? Anybody? Nobody's ever, oh come on. I don't. [Laughing] I know I have. Falling asleep while reading is a very common problem that people have. Solution, try reading out loud, aloud while walking. An excellent place to do that is the new WREC center, those treadmills. I've seen people doing this, it's a great way. Especially if you're a very active learner, a very ascetic learner, if you have problems paying attention try reading on the treadmill. Obviously it makes it a little harder to highlight or take notes but at least you can be active and physically doing something while you're reading. Also not picking chairs that are too comfortable, don't read in bed, anybody here read in bed? Willing to admit that they read in bed? [Chuckling] Sit at a desk with a straight back chair, plenty of light, that's really helpful. The library is a great place to read, most of the time.
Reading Actively

• Why is your bed NOT a good place to read?
• Your mind associates bed with sleep - if you study in bed, you will either fall asleep or have trouble sleeping in bed when it is time to sleep.

Why is your bed not a good place to read? Exactly, your mind associates your bed with sleep. So your either going to fall asleep while your reading or you're going to have trouble sleeping when it's time to sleep, because your brain is so active with the material. We wish that would happen more often maybe. But your, break, you just definitely not a good idea to read on a too comfortable location. So finding a good place to read is extremely important.
Another common reading program, problem is getting distracted easily, anybody get distracted really easily while their reading? That can happen extremely easily as well.
Minimizing distractions is really helpful. I have two sons, one is a freshman at Butte, and the other one is a sophomore at Chico high. And the sophomore at Chico high; he tends to read at his computer. He's got iTunes up, My Space up, and he's trying to do like six things at the same time. And I've seen plenty of people doing this and maybe we have all done this at one time or another. So try to minimize distractions. Turn off the TV. There are some people who claim that they study better with the TV on. I don't buy that because the commercials alone are really distracting. Not have the radio on, turn your cell phone off. Is that possible? Can people do that? I don't know. Try to turn off the cell phone or at least turn it to silent. Yes?

Student: What about like. [ Inaudible ]

Christine Connerly: OK so instrumental, using instrumental music can somewhat help. I think that if that helps you and does anybody here fell like they study better with music playing? If you feel like it helps you focus and you can do it and its instrumental music. Then I would say go ahead and use it. Whatever works best for you? But there are songs that the lyrics draw you in and you get really into the song and you get more focused on the song than on the reading. So I would say judge it based on your own experience what works best for you. Other people can be a huge distraction while you trying to read. And so some people actually don't want to study in their room if they have a roommate who's tend to want to get their attention. So if you can find a place that is around people that you don't want to talk to, that don't want to talk to you. That's a good place to study. Are there some places on campus that people find the best to read? How many of you read in the library? Anybody try that? OK, how does that work? Good? OK good, library. What else bookstore? Not the bookstore but the coffee shop? Anybody read down there? That might work. Starbucks, I see a lot of people studying in Starbucks, a little coffee to keep them going. Anything else? How many of you try to study at home in your room? And is that working or is that depend? Sometimes it works sometimes not so good. OK. [ Chuckling ] So try to find a good place to read. Also as I mentioned earlier, take short breaks after extended reading sessions. Five or ten minutes after every hour is good. Just get up, get a snack, get something to drink. Anything that you can do to give your brain just a little bit of a break to consolidate that information will be helpful.
Also there are additional resources that you may not be aware of. This study guides and strategies is one of my favorite websites ever and. See if I can find it. They have a great section on reading speed and comprehension.
They have all these great additional strategies; reading critically, pre reading, taking notes, reading essays, they have some different things on speed reading, speed and comprehension. So check that out that's a great, a great thing to try and its basically just www.studygs.net and that's all you really need. And then it will take you to all kinds of different study strategies.
Know Additional Resources

- **Helpful Websites:**
  [http://www.studygs.net/reading.htm](http://www.studygs.net/reading.htm)
- **Textbook websites**
  Many textbooks have helpful websites with practice tests, study guides, vocabulary, and other resources

Also many of your textbooks have websites. And those websites are a treasure, treasure trove of information. They have questions about the chapters, tests, have anybody, has anybody checked out websites for their textbooks? Did you find it useful?

Student: Yeah. For political science.

Christine Connerly: For political science?

Student: It actually helped me a lot for [inaudible].

Christine Connerly: That's great! I'd love to hear that. And because they have a practice test that you could take? And a study guide?

Student: For every chapter.

Christine Connerly: For every chapter that's an excellent thing to have a study guide for every chapter and practice test. So definitely check out website textbooks, textbook websites.
Alright what is the meaning of the word acquiesce? Without looking at your cards, submitting to something without complaint. How many of you remembered that? Oh come on you, raise your hands, I knew you did. [Chuckling] I know you did, OK.
Alright, food for thought, outside of a dog and book is a man's best friend; inside of a dog it's too dark to read. OK silly bad joke. And yes that is a picture of my very intelligent dog, reading.
So what is one strategy that you're going to use to improve your reading? I want you to think about that, and then I would like you to turn to somebody else and tell them what that strategy is that you're going to use. Find somebody at your table, tell the people at your table, if you don't have people at your table turn to your neighbor behind you there. And tell them one strategy based on today that you're going to do to improve you reading. Did you come up with one? Alright tell me what your strategy is going to be. Take notes while you read. Excellent! How about you? Take a break; OK breaks are good we like breaks. How about you? Great make the flash cards with vocabulary, for vocabulary that's great. Alright that's the most important thing for you to do. So that's the end of the presentation I'm going to give you a little evaluation that I would like you to fill out, we have some hand outs that you can pick up if you'd like to. If you don't want them don't bother to pick them up, but if you would like them you can have them. And if those of you that are watching online, there are online surveys that you can go to as well.