



Anthony Gell School
Specialist Sports College

Revision Handbook

Name:

Introduction

This is a short guide to help you focus on your revision and prepare successfully for your exams.

It contains information about how to revise including writing a revision timetable. It also has suggestions for managing the exams themselves.

There are some useful questionnaires to help you find out how you learn most effectively and how to use your time most productively.

Though we hope you will find this guide helpful, nothing is as useful as talking to your teachers and attending revision sessions.

We are confident that you have the potential to do really well this year and will do all we can to help and support you.

Healthy Eating - Eat your way to exam success

Exams are fast approaching; this means lots of revision and concentration, which can lead to tiredness and stress. One way for you to avoid feeling low during this busy time is to try to eat healthily.

We have compiled our top tips for eating well during the run-up to exams as well as advice for parents to ensure their children are getting enough sleep and staying active.

Like revision, eating well for an exam or test should start long before the day of the exam. It can be tempting when studying to reach for less healthy snacks, but eating a healthy balanced diet and getting plenty of sleep will help teenagers to stay sharp and keep their energy levels up.

It's handy to remember three things to help keep mind and body in tip-top condition:

- eat a variety of foods, choosing healthier snacks whenever possible;
- get enough sleep;
- fit some exercise into the day.

1. Eat a healthy balanced diet

It's really important to eat a healthy balanced diet all the time and not just during the exam period. This should include plenty of fruit and vegetables (at least five portions of a variety every day); plenty of starchy foods, such as bread, rice, potatoes, and pasta, choosing wholegrain varieties whenever possible; some milk and dairy foods; some meat, fish, eggs, beans and other non-dairy sources of protein and just a small amount of foods and drinks high in fat and/or sugar.

2. Base meals on starchy foods to keep energy levels up

Starchy foods, such as bread, cereals, rice, pasta and potatoes, are an important part of a healthy diet and should make up about a third of the food we eat. They are a good source of energy so they're perfect to help get your teenager through revision and exams and they are also the main source of a range of nutrients in our diet. Try to choose wholegrain varieties of starchy foods whenever you can because the energy is released more slowly, which means they provide energy to the body for longer.

Most of us should eat more starchy foods – so try to include at least one starchy food with each main meal. Your teenager could start the day with a

wholegrain breakfast cereal, have a sandwich for lunch, and potatoes, pasta or rice with the evening meal.

3. Don't skip meals, especially breakfast

If teenagers find they have trouble concentrating it may be because they're not eating regularly enough to supply their brains with the fuel they need. It's important to have regular meals and not skip breakfast.

When we wake up, our bodies haven't had any food for several hours. Breakfast provides the energy we need to face the day, as well as some essential vitamins and minerals; and eating breakfast could help control our weight.

So eating a nutritious breakfast may help concentration. For a tasty and healthy start to the day, base breakfast on starchy foods such as bread or breakfast cereals. Here are some suggestions:

- A wholegrain breakfast cereal that is lower in salt and sugar with semi-skimmed, 1% or skimmed milk, or low-fat yoghurt.
- Fit in some fruit – fresh, frozen, tinned or dried fruit all count towards our five daily portions of fruit and veg. Put slices of banana on toast, or add chunks of apple, berries, or dried fruit to cereal.
- Wash down breakfast with some fruit juice – this will count as one of the fruit and veg portions, as long as it's 100% juice. A glass (150ml) of fruit juice counts as a maximum of one portion a day.
- Blend fruit with milk or yogurt to make milkshakes or smoothies.

4. Eat healthier snacks to maintain energy levels

Teens should have healthier snacks while revising to keep them going. Snack foods, such as cakes, biscuits, chocolate and sweets can be high in sugars and saturated fat, and low in certain vitamins and minerals. Good options include an apple, some grapes, a currant bun or malt loaf with lower-fat spread. Always check the label and choose food that is lower in fat, (especially saturated fat) sugars and salt.

5. Drink plenty of fluids

Feeling tired and lethargic while trying to revise could signal that your teenager might not be drinking enough water. Our bodies need water or other fluids to work properly, so it's very important to make sure we are drinking enough.

We should drink approximately six to eight glasses (1.2 litres) of fluid every day to stop us getting dehydrated, so it's a good idea for teens to keep a glass of water on their desk and take a bottle of water into the exam if they can.

Drinks that contain caffeine, such as tea, coffee and cola, can act as mild diuretic, which means they make the body produce more urine. This can affect some people more than others and also depends on how much caffeine is drunk and how often.

It's fine to drink these sorts of drinks, but we should also drink some fluids each day that don't contain caffeine.

6. Eat iron-rich foods

A lack of iron in the diet could lead to difficulty in concentrating for long periods and lead to tiredness. Iron is important because it helps make red blood cells, which carry oxygen around the body. Girls need even more iron than boys because growth spurts in their teens and periods can leave them low in iron. Choose red meat, green leafy vegetables and dried fruit to top up iron intakes.

7. Eat more fish

Fish is a good source of protein and it contains essential vitamins and minerals. White fish, such as cod, haddock, plaice and whiting, are very low in fat and oily fish, such as salmon and sardines, are rich in omega 3 fatty acids, which are good for the heart. We should try to eat at least two portions of fish a week, including one of oily fish.

8. Get some sleep

Teenagers should think about how much sleep they're getting and shouldn't push themselves to revise too late. After deciding what time they're going to stop revising in the evening, they should allow themselves time to relax before getting an early night. That way they'll be fresher for the day ahead.

9. Get active

Getting active helps to break up the day. Suggest they could go for jog in the park, a swim, cycle, or even just walk down the end of the road to the shop. Even having a dance around their room to a favourite song can help relieve stress, clear their mind, lift their mood and make them more responsive to study when they go back to it.

Revision Techniques –Revising with Others, Flash Cards, Mind Maps etc....

Three Tough Truths

1. **YOU'VE got to do it.**

Not your teachers with their revision sessions. Revising is like giving up smoking. You can get the patches, but at the end of the day it's **YOU** that's got to do it and this involves a decision and will-power.

2. **Revision takes time.**

There is no 'instant' version which will cut corners. Sleeping with your book under the pillow doesn't do it. Stop *playing* at other things, and start *working* at your revision.

3. **Fix the information**

Revising is remembering. It's not 'revising' unless you're fixing it into your brain. If you spend five hours working in your room, but you still can't remember it in the exam, you've spent 5 hours working, but you've not done any revision.



As he raced to finish his second essay, he spotted the word or.....

Revision with others

Working in pairs or small groups can be very useful or a recipe for disaster! It's a great way to revise if you do it properly and if you are self disciplined. Here are some of the reasons why revising with others is a good idea...

- **Speed** – Revising with a friend can help to vary your revision and bring in different learning styles and help you to learn faster.
- **Motivation** – It can help your motivation and help you to gain understanding if you find a particular topic difficult
- **Family** - Don't forget, parents and older brothers or sisters can be invaluable!
- **Company** – it makes the revision process seem more worthwhile and interesting. It also reassures you that you are not on your own in this!
- **Deadlines** – if you know you have to prepare information on a specific topic to bring to the group, you are more likely to complete the work. You don't want to let your friends down.
- **Discussion** – (helps you to understand) ideas and to explore them in a way that makes them individual to you.
- **Other people's time** – you can divide the workload and take it in turns to teach the others in your group. This will help you to cover ground more quickly.
- **Other people's brains** – When you get stuck on something there is more chance you will be able to work it out if there is more than one of you.
- **Less chance of missing a bit** – sometimes if there is a bit we don't understand very well, we may not realise how important it is or even that we have missed a bit. Other people will help to fill these gaps.

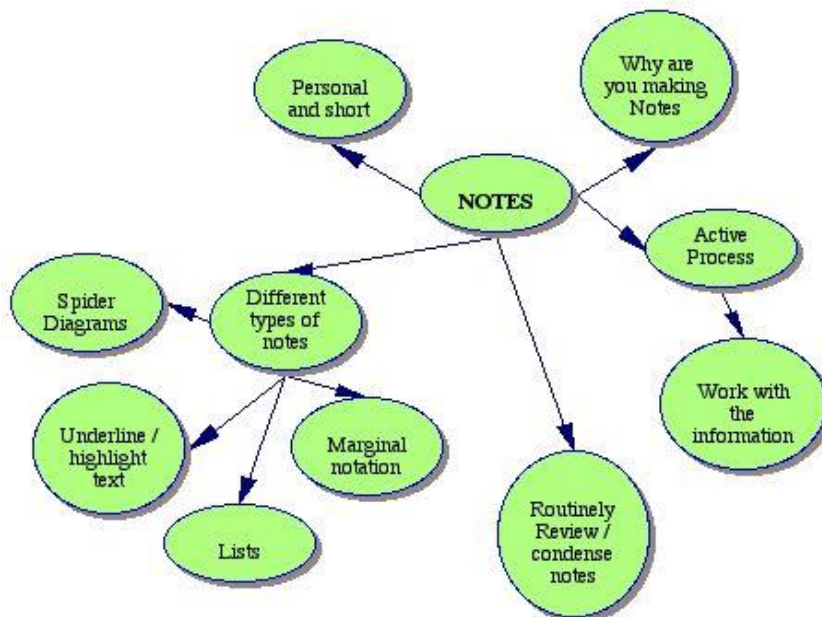
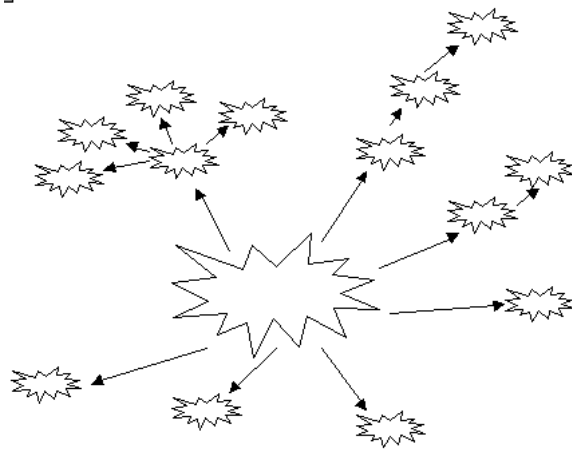
What might be some of the problems of working with others???

Diagrams, Mnemonics & Maps

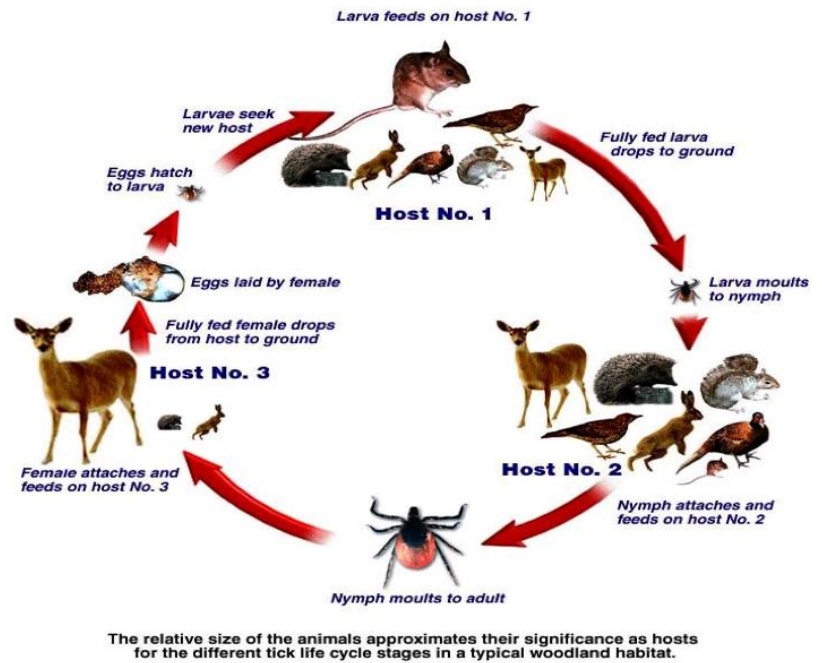
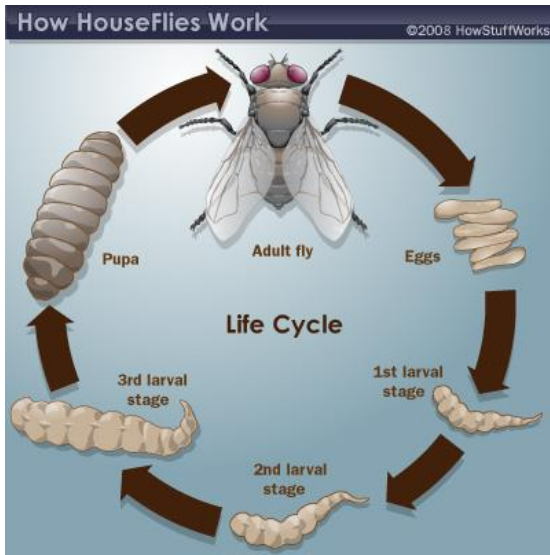
How to make a Spider Diagram

Visual learners will like this technique, but students who believe they learn by other means should not discount this revision idea...

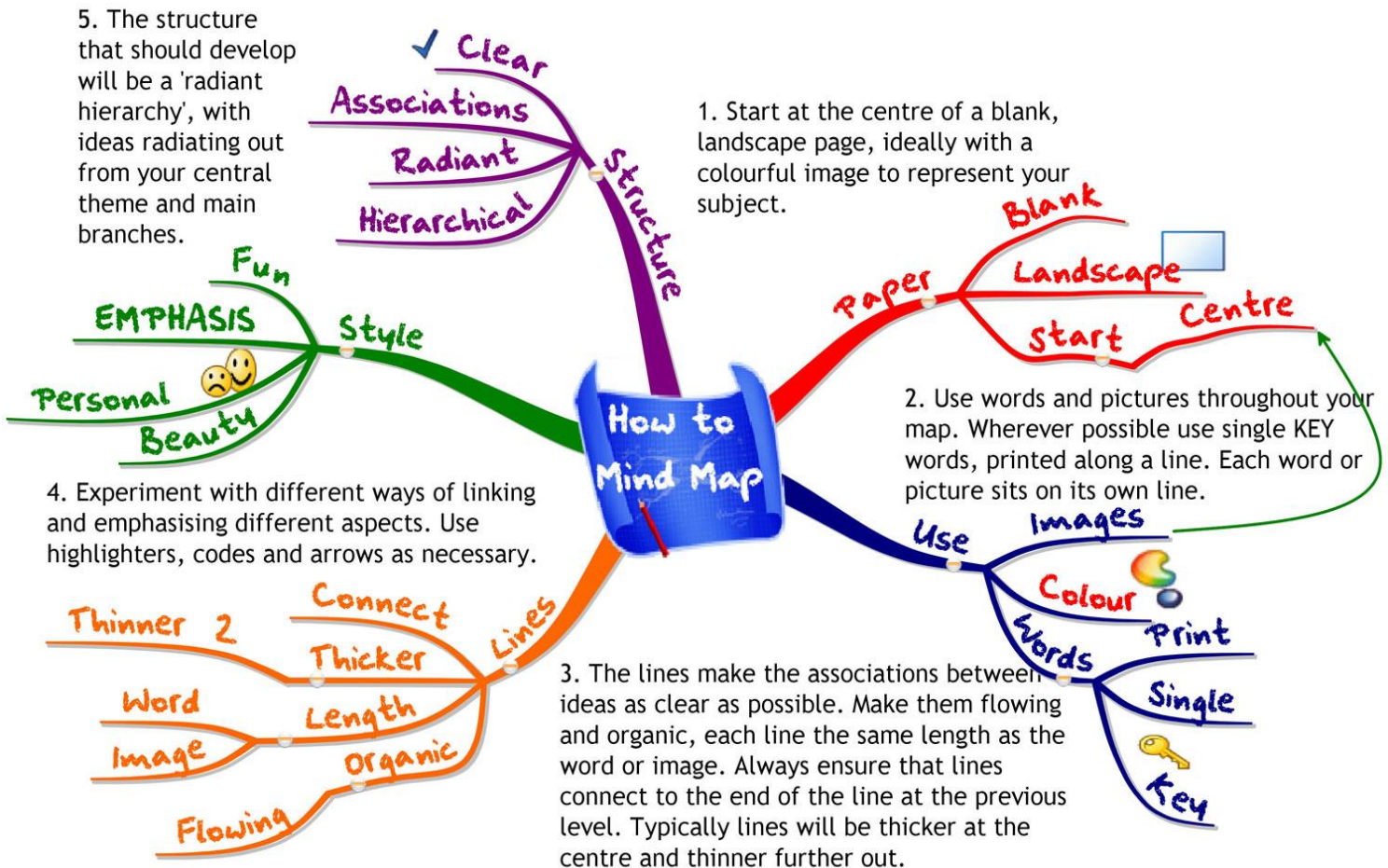
Write the name in the central area. Now think about how the topic could be organised in three or four main areas or 'sub topics.' It is worth taking some time to decide the most logical way of doing this. (Who, what, why, when, where and how.)



Cycle Diagrams



How to make a Mind Map ...A Step by Step Guide...



How to 'Draw It': A Step by Step Guide ...

The challenge is to turn this topic into a bold, eye-catching visual format. It might be a poster, cartoon strip, a diagram with lots of interesting labels on it – or anything else you can think of.

The example below is from GCSE PE.

WHAT ARE THE 5 SECTIONS OF THE VERTEBRAE?

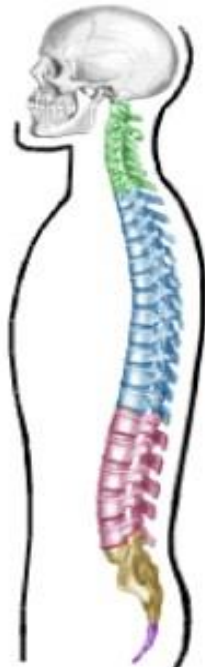
Come

To

Learn

Spinal

Column



- **Cervical** – 7 vertebrae forms the neck and allows movement at top of the spine.
- **Thoracic** – 12 vertebrae. 10 are attached to ribs and help movement whilst breathing.
- **Lumbar** – 5 large and robust vertebrae. This area allows most movement.
- **Sacrum** – 5 vertebrae which become fused together in adulthood. They form part of the pelvic girdle.
- **Coccyx** – 4 vertebrae here, all fused together.

This is also an example of a mnemonic.

Time Management and Revision Planning

Can you follow instructions?

3 minute time test

- 1. Read everything before you do anything.**
- 2. Put your name in the upper right-hand corner of the page.**
- 3. Circle the word 'name' in the second sentence.**
- 4. Draw five small squares in the upper left-hand corner of this paper.**
- 5. Put an X in each square mentioned in number 4.**
- 6. Put a circle around each square.**
- 7. Sign your name under the title of this page.**
- 8. After the title write 'yes, yes, yes'.**
- 9. Put a circle around sentences number seven and eight.**
- 10. Put an X in the lower left hand corner of this page.**
- 11. Draw a triangle round the X you have just made.**
- 12. On the back of this page multiply eight by fourteen.**
- 13. Draw a circle around the word 'paper'**
- 14. Loudly call out your first name when you get to this point in the test.**
- 15. If you are the first person to get this far, call out loudly 'I am the leader in following instructions'.**
- 16. Punch 3 small holes in your paper with your pen here .**
- 17. Now that you have finished reading carefully, do only sentences one and two.**

Tick or Cross

The purpose of this is to find out about your own study habits and your attitude to revision. Tick the statement if it is true for you and put a cross if it is not true.

1. I spend too much time studying for what I am learning.
2. I usually spend hours cramming the night before an exam.
3. If I spend as much time on my social activities as I want to I don't have any time to study, and if I study enough there's not enough time left to play.
4. I usually study with the radio or TV on.
5. I can't sit and study for long periods of time without becoming distracted.
6. I go to all my lessons but usually doodle or daydream after a while.
7. I lose a lot of points on tests, even when I know the material well.
8. Even when I study enough for the exam my mind goes blank when I get there.
9. I don't know how to pick out what is important in the text.
10. When the exam season starts I feel so overwhelmed that I just can't get started

The statements you have ticked relate to the categories below. If you know what the problem is all about it makes it much easier to ask for help to get it sorted. If you want help with any exam preparation see either Mrs Lowe or Mr Lovatt or your subject teacher.

Time scheduling 1 - 3

Concentration 4 - 6

Exam technique and nerves 7, 8, 9 - 10



Time Management Questionnaire

Find out how well you manage your time - Score the following statements as follows: **Always = 2** **Sometimes = 1** **Never = 0**

- I do things in order of priority _____
- I achieve what needs to be done during the day _____
- I always get assignments done on time _____
- I feel I use my time effectively _____
- I tackle difficult or unpleasant tasks without putting them off _____
- I force myself to make time for working _____
- I am spending enough time planning _____
- I prepare a daily or weekly "to do" list _____
- I prioritise my list in order of importance _____
- I am able to meet deadlines without rushing at the last minute _____
- I keep up-to-date on my reading and research assignments _____
- I prevent interruptions from distracting me _____
- I avoid spending too much time on trivial matters _____
- I am spending enough time studying _____
- I plan time to relax and be with friends in my weekly schedule _____
- I have a weekly schedule on which I record fixed commitments _____
- I try to do the most important tasks during my most energetic periods of the day _____
- I make constructive use of my time _____
- I often re-assess my activities in relation to my goals _____
- I have stopped any wasteful or unprofitable activities or routines _____
- I make sure telephone calls do not interrupt my learning _____
- I judge myself by how much I get done rather than by how long I spend _____
- My actions are determined primarily by me, not by circumstances or by other people's priorities _____
- I have a clear idea of what I want to achieve during the coming month _____
- I am satisfied with the way I use my time _____

Results

45 to 50 points: You have outstanding time management skills

38 to 44: You have strong time management skills

30 to 37: You are managing your time fairly well, but sometimes feel overwhelmed

25 to 36: Your work career is likely to be stressful and less than satisfying unless you take steps to begin to manage your time more effectively

Less than 25: You need to work on your time management skills

Getting Ready

Set aside a place for study and study only.

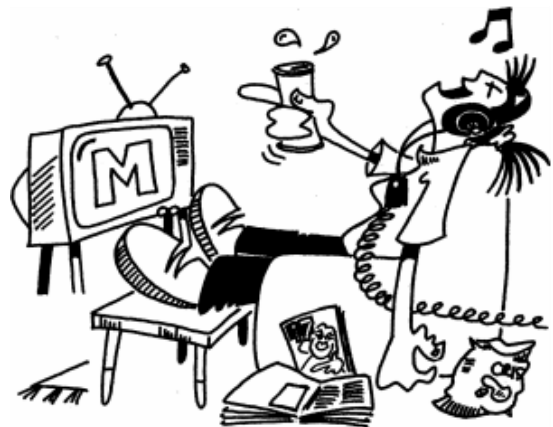
You are trying to build a habit of revising when you are in this place so don't use it for texting, playing on your X-Box or daydreaming!

Ensure that your study area has the following:

- Good lighting
- Ventilation
- A comfortable chair (but not too comfortable!)
- A desk or table large enough to spread out your materials

Ensure that your study area does NOT have the following:

- A distracting view of other things you'd rather be doing!
- A telephone, mobile phone or I-Pod
- A loud stereo
- A TV – revising whilst watching a TV is a mistake
- A computer loaded with your favourite games
- An X-Box, PS3, etc
- Anyone who talks to you a lot



Jenny was in her room trying out some novel revision

Last Night: How Did You Spend Your Time?

Fill in the chart below with specific details about what you did with your time last night.

Time	What I did	Comments
3.30 - 4.00		
4.00 - 4.30		
4.30 - 5.00		
5.00 - 5.30		
5.30 - 6.00		
6.00 - 6.30		
6.30 - 7.00		
7.00 - 7.30		
7.30 - 8.00		
8.00 - 8.30		
8.30 - 9.00		
9.00 - 9.30		
9.30 - 10.00		
10.00 - 10.30		
10.30 - 11.00		
11.00 +		

Planning your Revision

How much time have I got?

You really need to plan how to spend the months leading up to the exams very carefully. There isn't much time left before the exams start.

Leaving things to the last minute does not work!



Make a timetable early on

Make sure you take into account your family commitments and social events. Give yourself little treats and lots of small breaks.

Prioritise your topics

You may wish to allow more time for your weaker areas. Decide whether you want to revise one complete subject at a time or whether you will change between subjects at, say, hourly intervals. Organise your notes.

Exam Alert!

It's a good idea to explain to those around you how important the exams are to you, and persuade them to help wherever possible (e.g. with household chores, no interruptions and even testing your knowledge when you're ready!) You can promise to repay the favour when the exams are over.



Some questions were harder than others

Managing your Revision

We remember 20% of what we see, 30% of what we say, 40% of what we hear, 50% of what we do ... and over 80% of what we see, hear, say and do!

- Make yourself spend time revising – it will be difficult at first, but you will get into a pattern and be more motivated as you start to achieve.
- Most people work better in the early evening, not late at night.
- Most people work best before their evening meal.
- Most people work best at the weekend when they have not spent all day at school, but you can't leave all of your work until then.
- You will revise better if you work for 20-40 minutes then take a 5-10 minute break. Find the times which suit you, you will probably find you can work for longer after some practice.
- Make sure you have a clear aim for each revision session. Choose a topic from your timetable and break it into manageable chunks.
- Revise using the different techniques you have been taught.
- At the end of your session, review your work for five minutes.
- Tick off what you have covered on your revision plan and subject topic list; it will help you see progress made.
- Take a break and move away from your place of work. Relax and do some stretches. Listen to a favourite song. Drink some water. Make sure a short break does not become a major digression.
- When you start your next revision session, spend a few minutes going back over the last one. **We forget 70% of what we learn within 24 hours if we don't repeat it.**



Environment & Equipment

- Make sure your study area has the following: good lighting, ventilation, a comfortable chair and desk which is the right height and big and tidy enough for your notes.
- Make sure you are free of distractions and have all your equipment ready.
- Some people work better if their environment is stimulating, inviting and a place they like. Others need something more impersonal.
- Some people work better to music, but it should be non-lyrical and about 60 beats a minute. Avoid music that will dramatically slow down the brain's ability to learn.
- You are kidding yourself if you think you can revise successfully in front of the TV. It is better to revise properly for less time than for hours without focusing.



DRAW UP A REVISION TIMETABLE

- Some revision timetable sheets are provided in this booklet. There is a long term plan so that you can get an overview and some short term plans to help you structure each week. Use these plans, ask for some larger copies or design your own in a notebook or on a computer.
- Have a go at filling in the timetable; it will take time to sort it out and fit everything in. Make sure that you use it once you have invested the time preparing! This is a good place for parents to help.
- Start by filling in the days and times of your exams. Work backwards with a realistic schedule for each subject.
- Mix subjects and topics you find difficult with those you find easier or more interesting. Don't give all topics equal importance, but don't over-concentrate on weak subjects either. Plan a varied programme of revision so you don't get bored by doing too much of one subject.
- Aim to build in a spare block of time each day. This is flexitime when you can catch up or relax if you've done well.
- Make sure your timetable is challenging but realistic.



Five words instantly came to mind

Weekly Planning Sheet

	<u>3-4pm</u>	<u>4-5pm</u>	<u>5-6pm</u>	<u>6-7pm</u>	<u>7-8pm</u>	<u>8-9pm</u>	<u>9-10pm</u>
<u>MONDAY</u>							
<u>TUESDAY</u>							
<u>WEDNESDAY</u>							
<u>THURSDAY</u>							
<u>FRIDAY</u>							
	<u>9-11am</u>	<u>11-1pm</u>	<u>1-3pm</u>	<u>3-5pm</u>	<u>5-7pm</u>	<u>7-9pm</u>	<u>9-11pm</u>
<u>SATURDAY</u>							
<u>SUNDAY</u>							

	<u>3-4pm</u>	<u>4-5pm</u>	<u>5-6pm</u>	<u>6-7pm</u>	<u>7-8pm</u>	<u>8-9pm</u>	<u>9-10pm</u>
<u>MONDAY</u>							
<u>TUESDAY</u>							
<u>WEDNESDAY</u>							
<u>THURSDAY</u>							
<u>FRIDAY</u>							
	<u>9-11am</u>	<u>11-1pm</u>	<u>1-3pm</u>	<u>3-5pm</u>	<u>5-7pm</u>	<u>7-9pm</u>	<u>9-11pm</u>
<u>SATURDAY</u>							
<u>SUNDAY</u>							

REVISION PROGRAMME: LONG TERM PLAN

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Exams Finished!							

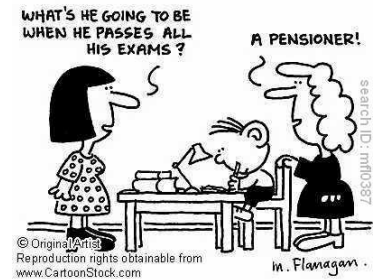
Revision Time

Don't you just love it?

I must do my revision
I must do my revision
I must do my revision
I must do my revision
I must do my revision



- Do not just sit staring at your notes. It is essential that you interact with the material you are revising in some way.
- Make sure your focus is very clear
- Make revision notes – this is a form of revision in itself. Use a variety of resources and make use of space, colour and patterns to help you remember
- Use a variety of notes, ideas, charts, cards and lists
- Find your own ways of remembering things. Try saying things out loud or sticking reminders around the house.
- Use revision websites but do not just sit there passively, make notes of key areas
- Test yourself
- Do not neglect past papers and practice essays



The Meaning of Exam Words



Describe

Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'

Design

Create a plan, proposal or outline to illustrate a straightforward concept or idea

Explain

Set out in detail the meaning of something, with reasons. More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'

Identify

Point out or choose the right one or give a list of the main features

Illustrate

Include examples or a diagram to show what you mean

Compare/Contrast

Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages

Define

Clearly explain what a particular term means and give an example, if appropriate, to show what you mean

List

Provide the information in a list, rather than in continuous writing

Outline

Write a clear description but not a detailed one

Summarise

Write down or articulate briefly the main points or essential features

Criticise

Review a topic or issue objectively and weigh up both positive and negative points before making a decision

Draw conclusions

Use the evidence you have provided to reach a reasoned judgement

Interpret

Define or explain the meaning of something

Evaluate

Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements

Evaluate critically

Decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead

Justify How/Why

Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions

Analyse

Identify separate factors; say how they are related and how each one contributes to the topic

Demonstrate

Provide several relevant examples or related evidence which clearly supports the arguments you are making. This may include showing practical skills

Note Taking and Extended Writing

EXTENDED WRITING IN GCSE EXAMS

Lots of GCSE exams have an element of extended writing in them, whether they have long essay style questions or shorter 5 or 10 mark answers. Most of these are marked for the quality of your writing in addition to what you write. This means you need to think about the following:

Clear Structure	
Paragraphs	
Topic Sentences	
PEE	
Discursive Markers	
Punctuation	
Specialist Vocabulary	
Spelling	

Discursive Markers

To add information

and also moreover furthermore

To show order

Firstly secondly next meanwhile initially eventually

To introduce examples

for example for instance such as to illustrate this

To compare

equally likewise similarly like in the same way

To contrast

whereas instead of alternatively on the other hand

To show the results of a point you have made

because therefore as a result consequently

To show a shift in your argument

although however unless except apart from

To emphasise

above all in particular especially significantly

To show you are coming to a conclusion

eventually finally to conclude in conclusion to sum up

Revision Techniques and Strategies

Subject: _____ **Reflective Revision**

Topic to Revise: _____

Where to start?

Level One
I don't know where to start revising this!

Retrieval
Go over what you know to see what you need to revise.

How?
Quick Quiz
List 5
RAG Rating

How did you do? If you're confident with your knowledge go to Level Two. If your unsure, try another activity.

Level Two
I know some parts of this topic!

Know The Facts
Learn the key information.

How?
Mindmaps
Flashcards
Dual Coding
Lotus
Read a min, Bullet a min

How did you do? If you're confident with your knowledge go to Level Three. If your unsure, try another activity.

Level Three
I can recall the facts!

Explanation
Understand why the information matters & apply it.

How?
Essay plans
Sample Q's
Revision Guide Q's
Essays Q's

Check your Learning

Did you do this to the best of your ability? Yes/No

Did you focus on the facts and try to remember them? Yes/No

Is what you put down correct?—Check your notes and revision guide to be sure Yes/No

Do you feel confident answering a question on this in an exam? Yes/No

Would different activities have helped you make more progress? What activity would you do instead?

TOP TIP
Missed a bit? Use a different colour pen to add this info in. Try to remember it next time you revise this topic.

My Revision was:

Very Successful ☐

Somewhat Successful ☐

Partially Successful ☐

In my next revision session I will ...

The Three Rs of Revision

www.internetgeography.net/revision

Refine it



know
the course

Make sure you have an overview of the full course so you know what to revise.



identify
priorities

Based on past assessments identify the areas you need to focus on. Use a PLC.



create
a plan

Plan what you will revise and when. Spread out study over time. Create a calendar.

DON'T leave it until the last minute, plan to cover only areas you like and make your plan unrealistic.

Revis(e)it



dual
coding

Combine text and images.



flash
cards

Question on the front, answer on the back.



condense
text

Condense text to a sentence then key words.



mind
maps

Spider diagram with images and text.



blank
page

Write as much as you can on a blank page.



revision
clock

Five minutes per chunk. Write...

DON'T copy text, Highlight text, underline text and re-read text.

Review it



self
testing

Test yourself using flash cards.



do a
quiz

Complete multiple choice quizzes.



past
papers

Complete past exam questions and papers.

name:

class:

subject:

Be clear about what you know and what you don't know before you begin.
First, use a contents page or a topic list for the subject you are going to revise.
Then, fill in the following table – the topics, and how well you know them.
Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

Ranking triangle

name:

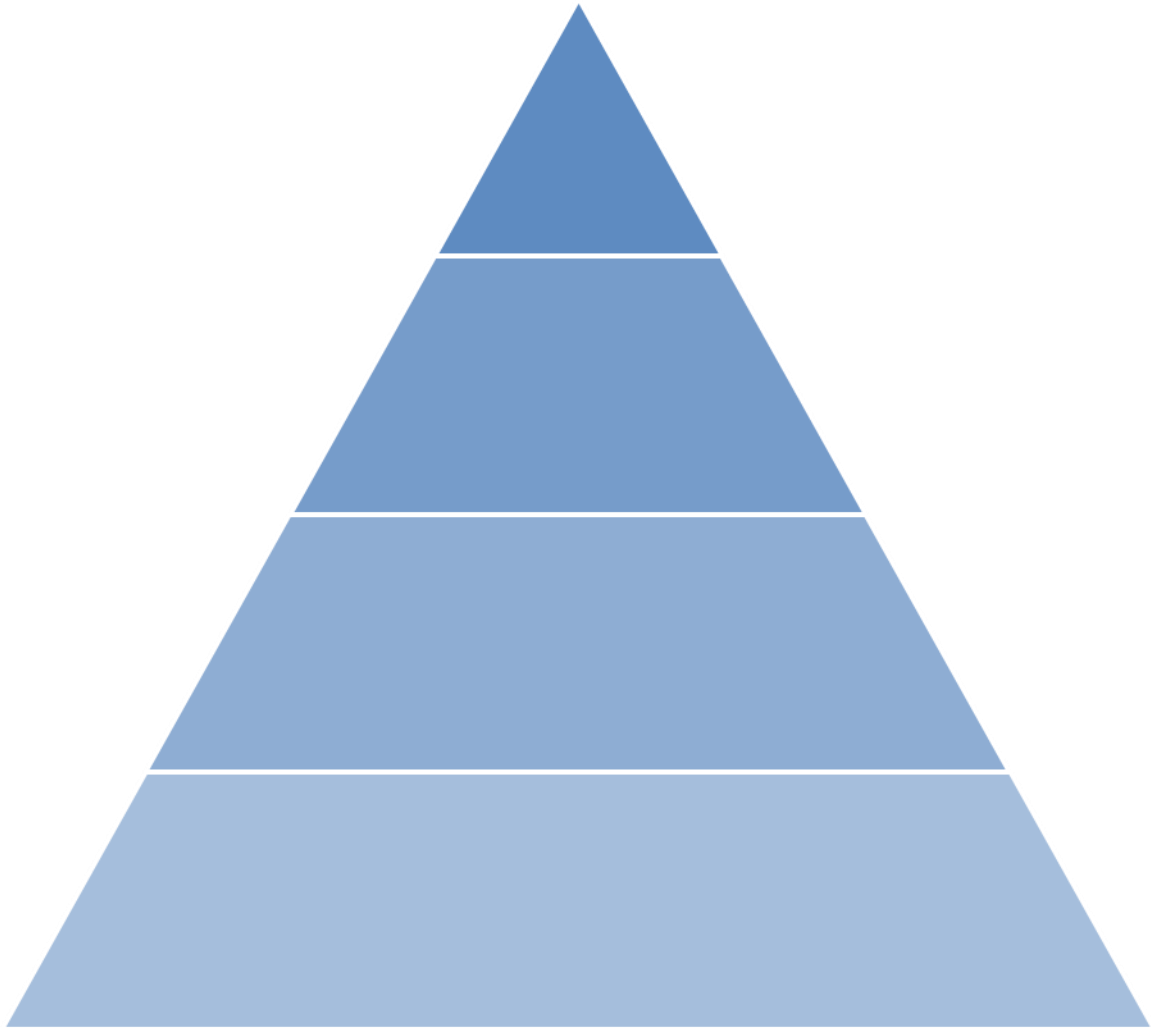
class:

topic:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?



Prioritise, Reduce, Categorise, Extend

name:

class:

topic:

Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

Reduce: reduce the key information to 20 words.

Categorise: sort out the information into three categories. Give each category a title which sums up the information.

Extend: write down three questions you would like to ask an expert in this subject.

Boxing up

name:

class:

topic:

Take a section of text. Read it and put your thoughts about the text into different boxes.

Needs a boost: 3 things I did not know:

Almost there: 3 things I understand better now:

I've got these: 3 things I already knew:

Quizzing

name:

class:

topic:

Read the text and transform it into 10 questions to ask someone.

	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Question stems:

State...

Describe...

Explain...

Evaluate...

Suggest...

Compare...

Pictionary

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.
4.	5.	6.

LINKS

NAME:

CLASS:

TOPIC:

Write down the key words involved in this topic. Draw lines between those that are linked together in some way. If it is a strong link, use a thick, bold line. If it is a weak link, use a dotted line.

Other ideas

Steps → flow chart Transform a sequence of steps into a flow chart or a diagram.

Flow chart → steps Transform a flow chart or a diagram into a sequence of steps.

Look, cover, write, check Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.

Link key words Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.