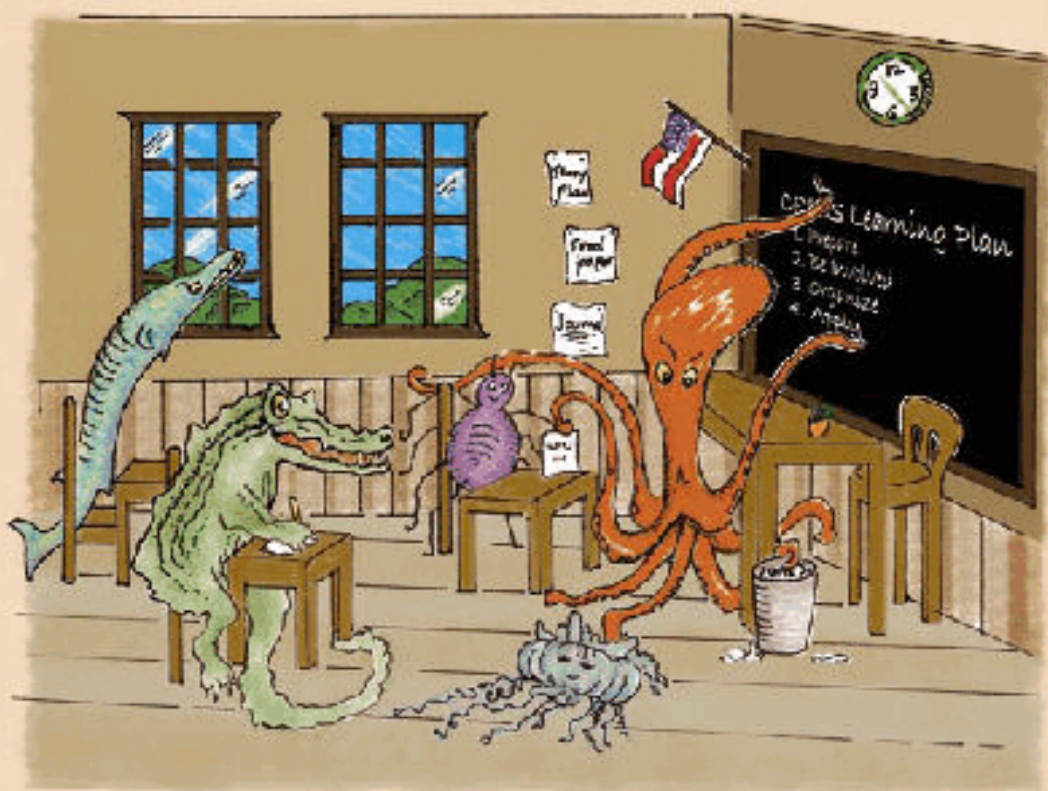


Project **CRISS**[™] *for Students*

It's a Brain Thing ~ Learning How to Learn!



*Lynn T. Havens
Bonnie J. Valdes*

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CHAPTER 1

Introduction and KEY TO LEARNING No. 1– Author's Craft

Purpose

- **Process:** To learn the purpose of this class, to become familiar with the course materials used in this class, to learn strategies for discovering the Author's Craft, and to be able to apply these strategies in other classes.

CRISSSM Learning Plan (A-1)

Prepare:	<i>Questions</i>
Be Involved:	<i>Author's Craft</i>
Organize:	<i>Two-Column Notes (Feature–Use)</i>
Apply:	<i>Author's Craft Implementation</i>

Implementation

PREPARE: *What's this class about? What do I already know?*

- Turn to page xvii and read the part of this book called "Preface."
 - In the space below, write one sentence, in your own words, that says what you think you are going to learn in this class.
-
-

- In the following chart, list the strategies you currently use to study and learn information for each type of class.

STUDY STRATEGIES I USE NOW

Class: <u>Mathematics</u>	Class: <u>English</u>
Class: <u>Social Studies</u>	Class: <u>Science</u>

BE INVOLVED: KEY TO LEARNING (A-2) No. 1–Author’s Craft with Project *CRISS*SM for Students

- Take a quick tour of this book to discover how the authors organized the information. All authors write with a message in mind, but not all authors present their ideas in the same way. One thing a reader needs to do to be successful is to figure out how the material is organized. We call this organization the “Author’s Craft.”
- As you do your whole book survey, use the following chart. Write down, in the left-hand column, features you notice and, in the right-hand column, how you can use them and how you think they can help you learn. Use an additional sheet of paper if needed.

<i>Feature</i>	<i>How I can use it? How it will help me learn?</i>
1. Preface	1. The Preface tells me what I will be learning and that I need to apply the strategies I learn to all my classes.
2.	2.

ORGANIZE: Two-Column Notes (Feature–Use)

- Your teacher will help you organize the class information so all the features that occur consistently within each *chapter* will be together and all the features that deal with the *whole book* will be together.
- To make sure you recorded the important features for the chapters and for the whole book, read through the "Did you discover the following?" sections with your teacher.
- Now, your teacher will assign several of the features to you and your partner. Create a poster to explain these features.

Project CRISSSM for Students Chapter Organization

Did you discover the following?

Meet the Strategies "At a Glance." Opposite the first page of each chapter, you will find a quick reference to strategies and KEYS TO LEARNING in a graphic format. You will also find these strategies and a few more in the Appendices at the end of this book.

Purpose. Each chapter begins with a purpose statement. In most chapters, you will see both a "Process" and a "Content" purpose. The Process purpose will include the names of the strategies to be introduced in that chapter. The Content purpose will let you know what types of information you need to pay attention to as you read *Tough Terminators*.

CRISSSM Learning Plan (A-1). Below the Purpose, you will find a brief overview of the CRISSSM Learning Plan you will use to learn the information in the chapter or in one of the chapters of *Tough Terminators*.

Implementation. This section directs your learning through the four steps in the CRISSSM Learning Plan:

1. **How to PREPARE for reading.** This will show you strategies for bringing out your background knowledge on the topic and for setting a purpose for reading and learning.

2. How to **BE INVOLVED** during reading. These strategies will help you pay attention to and focus on the most important information in the selection.
3. How to **ORGANIZE** the information you learned. Once you have actively read the selection, you need to organize the information into notes which you can study and learn.
4. How to **APPLY** the information you organized. The strategies used after you have organized the information into notes will help you study, apply, and learn for long-term retention.

Check Your Understanding. This section will help you identify if you have learned the information about a **KEY TO LEARNING** or about one of the predators in *Tough Terminators* (**MULTIPLE CHOICE** and **WRITING ITEM**) and if the strategies you used worked for you (**REFLECTION**).

Apply This to Other Classes. This is probably the most important part of each chapter. If you have truly learned the strategies, you will be able to see how they will help you learn in another subject. This gives you a chance to plan strategy use in other classes.

Project **CRISS**SM for Students Whole Book Organization

Did you discover the following?

KEYS TO LEARNING. (A-2) Mixed in with the chapters dealing with the animals in *Tough Terminators* are four chapters dealing with the five ***KEYS TO LEARNING***. These are really important ingredients for learning. Although you will not be introduced to all of them at the beginning of this book, you will see that you are already using all of them in this first chapter.

1. **AUTHOR'S CRAFT**. Authors write to convey a message. Each author has his or her own style. To more easily read and understand the information from any written piece (textbook, magazine, novel, comic book), we need to determine the Author's Craft or way of writing.
2. **BACKGROUND KNOWLEDGE**. Scientists tell us we learn and remember new information by relating it to what we already know. So, as you go through the four steps of the **CRISS**SM Learning Plan, always try to make connections to what you know or do.

3. **PURPOSE SETTING.** To be successful, you need to have a purpose for reading and learning. Usually, your teacher will tell you the purpose, but sometimes you will have to figure it out using the author's clues and your own background knowledge.
4. **ACTIVE LEARNING.** You absolutely cannot learn something if you are not paying attention. When you "actively" involve yourself in learning, you think about the information you read and try to make sense of it. Three types of strategies which will help you pay attention are (1) DISCUSSING, (2) WRITING, and (3) ORGANIZING.
5. **METACOGNITION.** "Metacognition" looks and sounds important—and it is! It means that during the Learning Plan you continually monitor your learning. Here are some questions you can use to check yourself: "Do I know the purpose for reading?" "Does this make sense?" "Is this strategy working for me?" If you have to answer "No," then you need a plan to get yourself back on track. Metacognition consists of these two parts: (1) knowing when learning is happening in your head and (2) knowing what to do if it is not.

Appendices: Strategies Reference. Starting on page 177 are several Appendices. In this section, we group the learning strategies into categories, such as "Organizing Strategies," "Writing Strategies," and "Vocabulary Strategies." For each strategy, we provide a quick overview.

When each strategy is introduced, we give the Appendix listing. For example, "(A-2)" after "KEY TO LEARNING" below lets you know to look in Appendix A, the second illustration. The Appendices also include a few additional strategies you might like to try.

APPLY: KEY TO LEARNING (A-2) No. 1—Author's Craft with Tough Terminators

- To make sure you understand how to determine the Author's Craft or style, you will now evaluate the *Tough Terminators* book using the process you just learned in evaluating this book.
- In the chart on the following page, list features and how you can use them.

- Create two posters to display in your classroom, one which explains the whole book features and one which explains the chapter features.

Check Your Understanding

MULTIPLE CHOICE: (*Circle the letter of the correct response*) According to the authors, the five KEYS TO LEARNING are really important ingredients to learning. In addition to the Author's Craft, what do the authors list as the other FOUR Keys?

- A. Prepare, Be Involved, Organize, and Apply
- B. Preface, Introduction, Chapters, and Strategy Reference
- C. Purpose, Strategies At a Glance, Implementation, and Check Your Understanding
- D. Background Knowledge, Purpose Setting, Active Learning, and Metacognition

WRITING ITEM: Why do you think it is important to know the Author's Craft? In your response, include three ways this knowledge could help you learn.

REFLECTION

- Talk about how the strategy of Two-Column Notes and the KEY TO LEARNING No. 1–Author's Craft helped you understand and remember the styles in which the authors of this book and the author of *Tough Terminators* wrote.

- What could you have done to be more successful with your learning?

Apply This to Other Classes

- Think about how you can apply the learning strategy of Two-Column Notes and the KEY TO LEARNING No. 1–Author’s Craft to your other classes. Record your thoughts below.

- Remember to save samples of successful applications to share with the class and to place in your folder.

Implementation

1

Have several students share their comments. If you have additional goals for this class, let your students know.

2

Before your students complete the “Study Strategies I Use Now” chart, talk about the word “strategies” to make sure your students understand the term. Ask for synonyms such as plan, scheme, system, or tactic. Have students share some of their *strategies* for success playing cards, games, or sports. Then, in each quadrant, they should record all the things they do to learn the material in each class. Ask them to be specific: for example, outline the chapter, read and reread the text, study with a friend, create a map, or “nothing.” In groups of four, have them share their entries and see if they use any of the same strategies. Share the results with the whole class. Emphasize the point that not all of us learn in the same way. Generate and post a list of the strategies they use now (include today’s date). Using a different colored marker, add to this list as you work through the *CRISSSM for Students* book.

PREPARE: *What’s this class about? What do I already know?*

- Turn to page xvii and read the part of this book called “Preface.”
- In the space below, write one sentence, in your own words, that says what you think you are going to learn in this class.

1

2

In the following chart, list the strategies you currently use to study and learn information for each type of class.

STUDY STRATEGIES I USE NOW

Class: <u>Mathematics</u>	Class: <u>English</u>
Class: <u>Social Studies</u>	Class: <u>Science</u>

NOTES

BE INVOLVED: *KEY TO LEARNING (A-2) No. 1—Author’s Craft with Project CRISSSM for Students* 3

- Take a quick tour of this book to discover how the authors organized the information. All authors write with a message in mind, but not all authors present their ideas in the same way. One thing a reader needs to do to be successful is to figure out how the material is organized. We call this organization the “Author’s Craft.”
- As you do your whole book survey, use the following chart. Write down, in the left-hand column, features you notice and, in the right-hand column, how you can use them and how you think they can help you learn. Use an additional sheet of paper if needed.

Feature	How I can use it? How it will help me learn?
1. Preface	1. The Preface tells me what I will be learning and that I need to apply the strategies I learn to all my classes.
2.	2.

NOTES

3

Look in Chapter 3 of the third edition of the *CRISSSM* manual for background information on Author’s Craft. Review **BLM 1-1** with your students. You can have your students work in pairs or small groups to identify the features of their student workbook. Before they start, you should model a few entries on **BLM 1-2**. [NOTE: Write on a blank transparency placed over BLM 1-2. This will protect your original blackline master.] As you flip through the pages, say, “I see at the beginning there is a ‘Table of Contents’ (write this in the left column of your notes), which will help me navigate the book more easily (write this in the right column). Following that, I see the authors start with a ‘Preface’ (left), which lets me know the purpose of this class (right).” You can let the students complete the chart on their own at this point or have them provide you with the next few entries.