

THE 21ST CENTURY STUDENT'S GUIDE TO

# STUDY SKILLS

For College & Career Readiness

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**CHAPTER 2**  
**WORKSHEETS  
& ACTIVITIES**

STUDENT  
WORKBOOK

ILLUSTRATIONS  
BY  
ZAPP!

# CLASS ACTIVITY WORKSHEET

Name: \_\_\_\_\_

## Metacognitive Muddle

**Metacognition** means *thinking about thinking*. Metacognitive students are **self-aware** students. They focus on learning as they learn. They identify their **learning goals** and **monitor progress** toward their goals. Metacognitive students **assess and adjust their learning environment** to keep it free from distractions. Read the profiles below and tell whether the student is a **metacognitive student**.

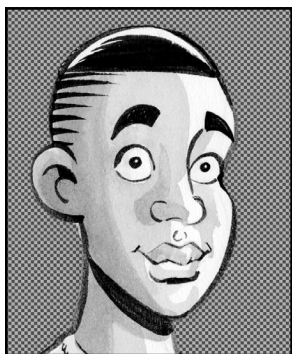
1. Is the student **focused on learning**? Are they **multitasking**? (How can you tell?)
2. Has the student **identified their learning goals**? (How can you tell?)
3. Does the student make **adjustments to their learning environment** to overcome problems? (If so what? If not, what changes do you recommend?)
4. Does he or she **make adjustments to their thinking or learning strategies** and optimize learning? (If so, how? If not, what do you recommend?)
5. Does the student **accurately gauge their progress**? (How? If not, what do you recommend?)



“Hi! I’m Ali. I usually do my algebra homework at the coffee house after school. It’s crowded and noisy, but I like listening to everyone around me as I work on problems – it makes it less boring. I have a quiz tomorrow, so today I reviewed some stuff that might be on the quiz. I hope I remember! I totally never feel like I have a good grasp of what I’m supposed to know before my teacher moves on to the next chapter, but so far this semester, I’m passing the class.” **Is Alison a metacognitive student? Why or why not?**

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“Hey, I’m Max. OK, well bio is by far my worst class. For one thing, it’s super hard. My teacher gives us way too much homework. Also, it’s first period which starts at 7:45 and it’s hard for me to stay awake that early in the morning. Agggh I am so tired. I especially struggle with the labs, because I don’t get what’s going on or what the point of it is. I usually start my science homework about 9:00 at night because I have lacrosse practice from 5:00-7:00. Then I have to eat dinner and do a little gaming. I study on my bed. I don’t get through much of the reading before I’m asleep.” **Is Max a metacognitive student? Why or why not?**

# CLASS ACTIVITY WORKSHEET

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"I'm A.J. OK, overall, I'd say I'm a pretty good student. I'm pretty good about doing homework. I follow directions. I do all of the assignments and reading for my classes. My mind wanders a lot. I lose focus but I do my homework without complaining. I don't even think about it – I just get through the reading and worksheets and that's what counts, right? I study a lot before tests and quizzes. I always think I'm prepared, but it's really weird, because my scores are low. I don't get it. It's kinda discouraging." **Is A.J. a metacognitive student? Why or why not?**

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"I'm Elena. My "problem" class is literature. I totally struggle with all those long, boring "thou" and "thee" 19th century poems. I was getting low quiz scores. I needed to improve my focus and concentration to work through those difficult passages. I was doing my homework with friends, but we talked a lot. Personally, I need total quiet to get my work done – no distractions. So I started going to the library twice a week to do the reading. That really helped. The unit on literary devices was so confusing. Allegory, allusion, alliteration – OMG they all sound the same! My teacher said that we have to be able to define the device and use it in our own writing. Now I learn three devices per week, and make three examples. I show the examples to my teacher to make sure they're right. I ace the quizzes." **Is Elena a metacognitive student? Why or why not?**

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# APPLICATION OF SKILLS

Name: \_\_\_\_\_

## Metacognitive Homework Survey

Being a self-aware, metacognitive student is about **what's going on in your head while you are learning**. When you learn, don't just go through the motions. Engage your brain and focus on one task at a time. Identify your learning goals, adjust your environment and your thinking to optimize learning. Gauge your progress. Be a metacognitive student!

What time did you start your homework? \_\_\_\_\_ What time did you finish? \_\_\_\_\_

List the subjects you worked on for homework:

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Select one of the above subjects. Identify your homework **learning goals**. Be specific.

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As you worked, were you **focused on a single task**, or were you paying attention to other tasks or activities, such as the TV, loud music, texts, phone calls, or chatting with friends? Discuss:

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Describe your **learning environment** (location, noise, activity level, etc.) where you do homework.

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Do you need to **adjust or control your environment** to optimize learning? How? Be specific.

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Do you need to **adjust or control your thinking process** to optimize learning? How? Be specific.

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## APPLICATION OF SKILLS

Do you **gauge your progress** toward learning goals by restating what you learned in your own words, testing yourself, or creating examples?

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What are your **metacognitive strengths**? Laser-like focus? Adjustable thinking? Your excellent learning environment? Discuss:

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What are your **metacognitive weaknesses**? Discuss:

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List three things you will begin doing immediately to be a **self-aware, metacognitive student**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### *Pledge of the Metacognitive Student*

I, \_\_\_\_\_, STUDENT, DO HEREBY MAKE THIS PLEDGE:

FROM THIS DAY FORWARD, I WILL NOT JUST GO THROUGH THE MOTIONS OF LEARNING. WHEN I AM LEARNING, I WILL:

- FOCUS ON THE SINGLE TASK OF LEARNING AS I LEARN.
- IDENTIFY MY SPECIFIC LEARNING GOALS.
- ADJUST MY LEARNING ENVIRONMENT TO OPTIMIZE LEARNING.
- MONITOR AND ADJUST MY THINKING TO OPTIMIZE LEARNING.
- GAUGE PROGRESS TOWARD MY LEARNING GOALS BY TESTING MYSELF, REFLECTING ON MY LEARNING, RESTATING CONCEPTS, OR MAKING EXAMPLES.

FROM THIS DAY FORWARD, I WILL BE A METACOGNITIVE STUDENT!

SIGNED: \_\_\_\_\_

