



# Surviving Freshman Year:

Study Skills,  
Suggestions &  
Accommodations

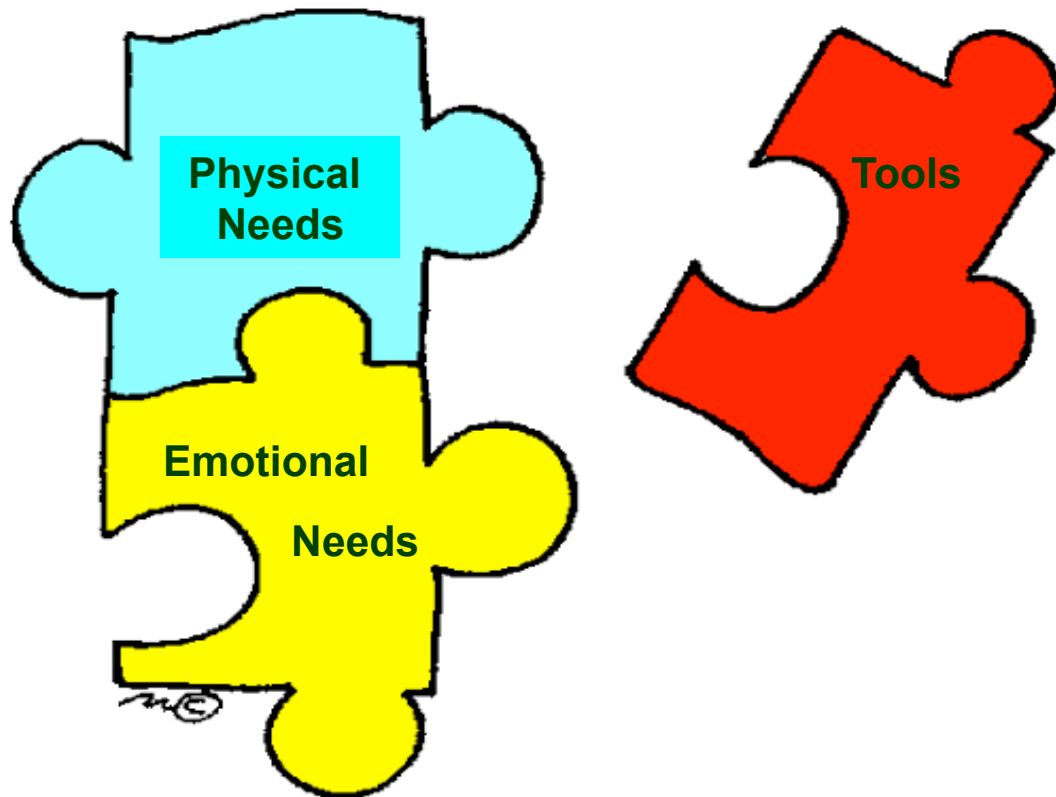
# Counseling Staff

<b>Last Name</b>	<b>Counselor</b>
A-F (and all students with accommodations)	Erika Ellwanger
G-M	Karen Phillips
N-Z	Lara King
All Students- College Counseling	Kellie Westenfeld

# Transitioning to High School

- \* Change in expectations
- \* Change in difficulty
- \* New peer groups
- \* New levels of independence

# Pieces of the Success Puzzle



# Physical Needs

- \* Quiet workspace, free from distractions
- \* Consistent **time** and **place** (e.g. after dinner in the dining room)
- \* Ability to blow off steam and de-stress

# Emotional Needs

- \* Having someone to talk to
- \* Knowing your strengths
- \* Feeling understood
- \* Believing in self
- \* Ability to blow off steam and de-stress

# Tools/Suggestions

*one size doesn't fit  
all, but...*

here are some  
generally good  
practices to follow.



# Get Organized!

- \* Map out your month, week, and day.
- \* Use your planner!
- \* Keep materials organized in your locker as well as your home.

9	Monday	10	Tuesday
	3:30 baseball practice 6:00 Soccer (Kathg)		7:00 Cub Scouts 4:00 Chess club
11	Wednesday	12	Thursday
	3:00 after school meeting 5:30 ballet lesson		3:30 baseball practice 5:00 piano lesson 7:00 shop for present
13	Friday	14	Saturday
	4:00 Den meeting 6:00 birthday party		1:00 skating lesson 7:00 family movie time
15	Sunday		Notes
	1:00 shopping for school supplies		This is a sample...

# Prioritize!

- \* Competing needs, competing bosses means you have to prioritize.
- \* Usually want to start with the most difficult tasks first.



# Block Your Day

- \* Chunk-out your day into 50-60 minute increments.
- \* Fill in all of your “must dos”
- \* Fill in all of your “should dos”
- \* Fill in any of your “would like to if time”
- \* Be flexible but try to stick to as much as possible

3:00-3:20	Carpool home
3:20-3:30	Snack & check email
3:30-4:15	Work on Lab Report for Biology
4:15-4:30	Break
4:30-5:15	Re-do diagramming worksheet & read Girl with the Pearl Earring, chap. 2-3
5:15-6:00	Dinner
6:00-6:15	Call Melissa & have TREAT!!
6:15-7:00	Problems 12-26 in Algebra book
7:00 - 8:00	My show!
8:00-8:50	Review notes from World Geo, French, and Religion.
8:50- 9:30	Gather materials together and put by door, get ready for bed.
9:30-10:00	Read/Relax/Lights Out

# Set Goals

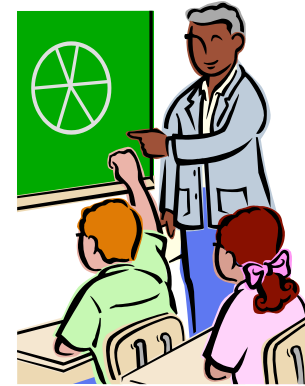
- \* Remember the STOP principle!
- \* Goals are:
  - **S**pecific
  - **T**imetable
  - **O**bservable
  - **P**ossible



# Focus on Your Strengths



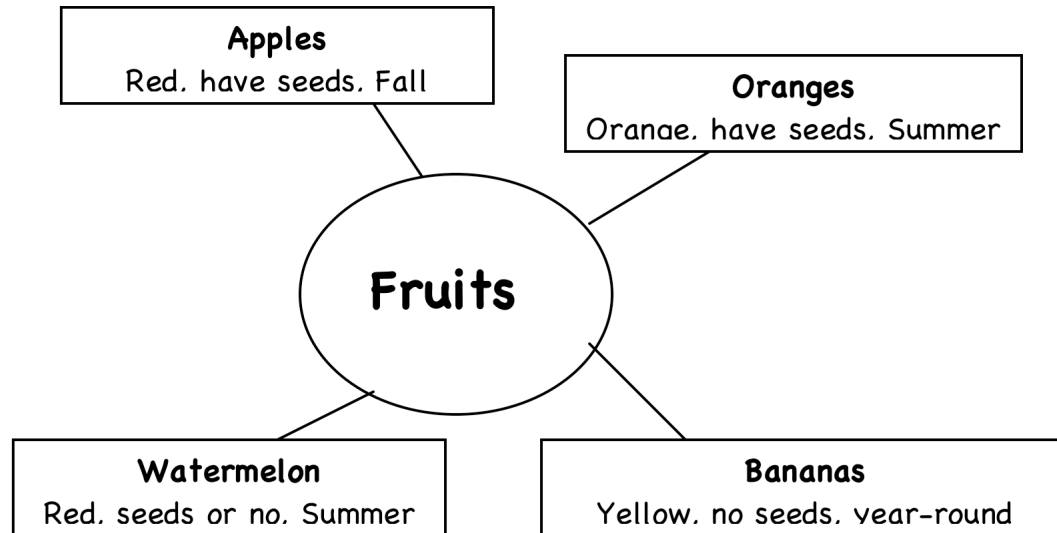
It's not *How smart are you?*



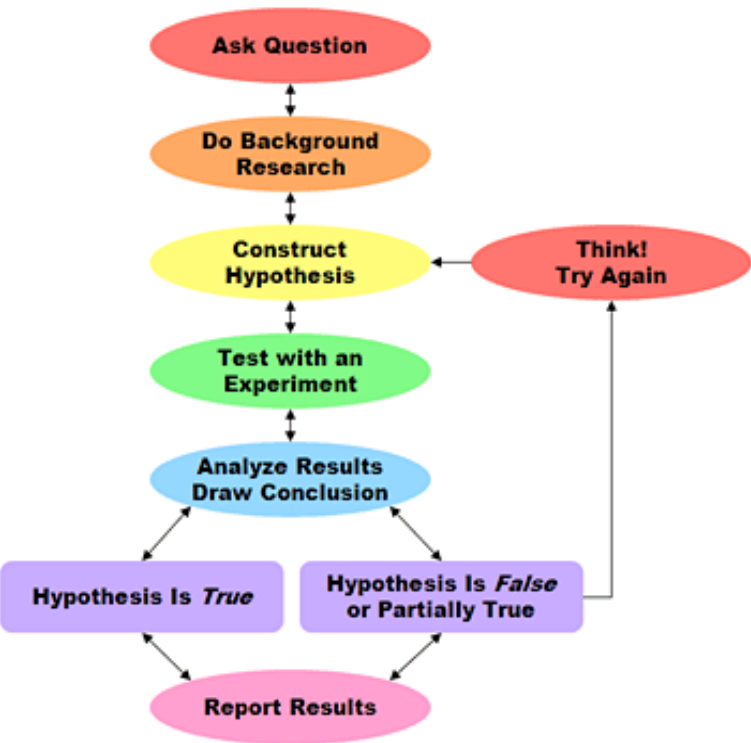
It's HOW *are you smart?*

# Concept Maps vs. Outlines

- 1) Fruits
  - a) Apples
    - i) Red
    - ii) Have seeds
    - iii) Fall fruit
  - b) Oranges
    - i) Orange
    - ii) Have seeds
    - iii) Summer fruit
  - c) Bananas
    - i) Yellow
    - ii) No seeds
    - iii) Year-round fruit
  - d) Watermelon
    - i) Red
    - ii) Seeds or no seeds
    - iii) Summer Fruit



# STUDY SHEET

Topic/Key Word	Notes/Details
<i>Steps of Scientific Method</i>	<ul style="list-style-type: none"><li>. Ask a Question</li><li>. Do Background Research</li><li>. Construct a Hypothesis</li><li>. Test Your Hypothesis by Doing an Experiment</li><li>. Analyze Your Data and Draw a Conclusion</li><li>. Communicate Your Results</li></ul>
<i>Steps of Scientific Method</i>	 <pre>graph TD; A([Ask Question]) &lt;--&gt; B([Do Background Research]); B &lt;--&gt; C([Construct Hypothesis]); C &lt;--&gt; D([Test with an Experiment]); D &lt;--&gt; E([Analyze Results Draw Conclusion]); E --&gt; F[Hypothesis Is True]; E --&gt; G[Hypothesis Is False or Partially True]; F --&gt; H([Report Results]); G --&gt; H; G --&gt; I([Think! Try Again]); I --&gt; C;</pre> <p>The flowchart illustrates the scientific method process. It begins with 'Ask Question' (red oval), followed by 'Do Background Research' (orange oval), 'Construct Hypothesis' (yellow oval), 'Test with an Experiment' (green oval), and 'Analyze Results Draw Conclusion' (blue oval). From 'Analyze Results Draw Conclusion', the process branches into two paths: 'Hypothesis Is True' (purple rectangle) and 'Hypothesis Is False or Partially True' (purple rectangle). Both paths lead to 'Report Results' (pink oval). The 'Hypothesis Is False or Partially True' path also leads to 'Think! Try Again' (red oval), which loops back to 'Construct Hypothesis'.</p>

# Mnemonic Devices

- \* Acronyms (**ROY G BIV**)
- \* Acrostics (**E**very **G**ood **B**oy **D**oes **F**ine)
- \* Rhyme Keys/Songs (**S-U-C-C-E-S-S**  
that's the way we spell success)
- \* Sayings (Desserts is Stressed spelled  
backwards)

# Guided Notes

The main steps of the scientific method are to:

1. Ask a \_\_\_\_\_
2. Do \_\_\_\_\_ research
3. Construct a \_\_\_\_\_
4. \_\_\_\_\_ your hypothesis by doing an experiment
5. Analyze your \_\_\_\_\_ and draw a \_\_\_\_\_
6. \_\_\_\_\_ your results.

# Parents: What Can You Do?

- \* Be involved.
- \* Be consistent.
- \* Ask them about their homework (know what it is)
- \* Ask them how you can help them
- \* Set up a reward system (allow them to reward themselves after a certain goal is met)
- \* Encourage them to talk with their teachers.
- \* Focus on their strengths! Don't compare to other siblings, friends, you. Ask **HOW** are they smart.



**What to do  
when  
there's a  
problem**

# What to do when there's a problem.

## \* Start with the Teacher

- Always best to seek help directly from the teacher.
- Offer to come in before or after school or when they have some free time

# What to do when there's a problem.

- \* Study Hall options
  - Freshman study hall after lunch
  - “Math Help” with Mrs. Stewart, Mon-Wed 3:00-3:30pm in room 208.
  
- \* Talk with your counselor
  
- \* Tutoring
  - NHS (sign up in the Commons)
  - Private tutors

# Accommodations

- \* Since we recognize that one size does not fit all, we strive to meet each student's unique needs, whether it be social, emotional, physical, or academic.
- \* Please see your counselor whenever you need something. We are here to help.

# Academic Accommodations

- \* If your student has a diagnosed condition which affects her learning and had been on an IEP or 504 plan prior to coming to Sion, please let us know.
- \* If you suspect your daughter may have an issue which interferes with her learning, please let us know.
- \* To apply for accommodations at Sion, we need:
  - Professional psychoeducational evaluation (from doctor, educational specialist, psychologist)
  - Copies of prior IEPs or 504 plans (if applicable)
  - Any other supporting documentation or information that will help us best meet her needs

# Accommodations on SAT/ACT

- \* To apply for accommodations on a standardized test, documentation (evaluation or reevaluation) must be current:
  - For ACT within last 3 years
  - For SAT within last 5 years
  - SAT: apply early!!! Accommodations can be used on PSAT, AP and other College Board exams
  - ACT: apply for accommodations at same time you register for the test at least 5 weeks out.
- \* Accommodations at Sion do not guarantee SAT/ACT will grant the same



**Any Questions?**