

READERHEAD

A COMPANION WORKBOOK
By Steven Rutledge

How to Use This Book



This book is the written companion to the video series *Readerhead*. I suggest you watch a video first, and then open the book to the corresponding (or matching) chapter and answer the questions and do the further practice. For example, watch “Video One: Structure” and then open to page 2 and do the Chapter/Video one questions and practice. I hope the videos and written exercises will take your reading and studying to a higher level! -- Steve Rutledge, Author

Chapter/Video One: Structure – A “text” is a group of words that has a specific point or purpose and that can be read. In the video and chapter, discover how the different parts of a text work together to create meaning. Page 2.

Chapter/Video Two: Prereading – Find out how to use the structure of a text to prepare your brain to read an essay more effectively. Page 10.

Chapter/Video Three: Annotations – Learn how to take notes *as you read* in order to understand a text more clearly. Page 24.

Chapter/Video Four: Finding the Main Idea – Practice how to spot the main idea inside of a text. Page 34.

Chapter/Video Five: Finding Implied Main Ideas – Discover what to do if a text does not directly state a main idea. Page 43.

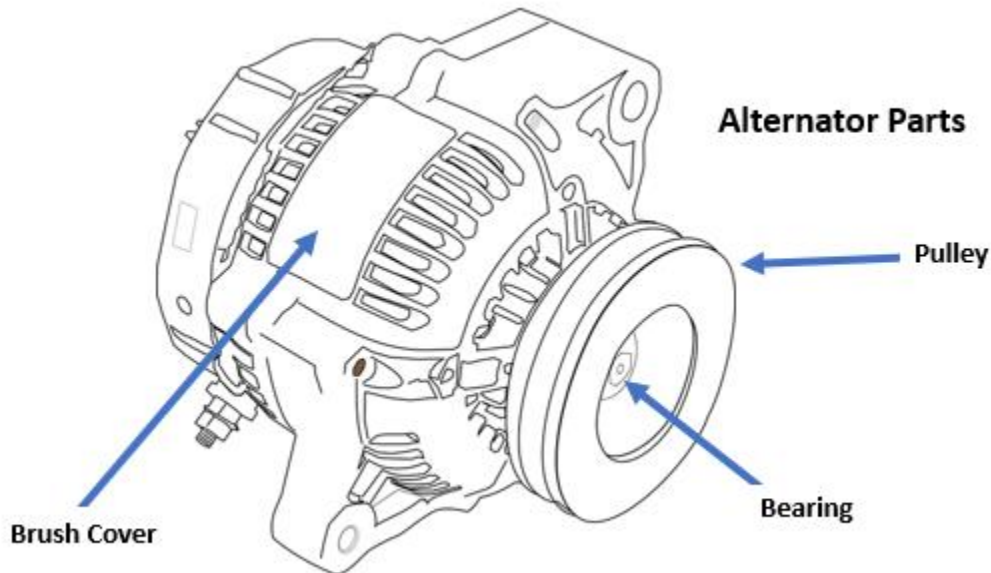
Chapter/Video Six: Vocabulary and Notecard Booklets – Learn a technique for building your vocabulary. Page 55.

Chapter/Video Seven: Word Parts – Find out how words are often created in order to understand them better. Page 72.

Chapter/Video Eight: Taking Notes with Lectures and Videos – See a technique for taking notes when you are watching a lecture or video. Page 86.

Chapter/Video One: Structure

Video one helps you understand the STRUCTURE of an essay. Now, STRUCTURE means “the arrangement and relationship between parts.” Just like the picture of an automobile alternator helps you see and understand the different parts and how they work together, so, too, understanding the parts of a text (something that can be read) can help you read it better.



Here are some key words it will be good to understand BEFORE you watch the video:

Structure: “The arrangement and relationships between the parts of something.”

Text: Something that can be read. An essay or an article is a type of “text.”

Shift: A change in something, like when a writer changes to a new idea.

If you haven’t already, watch the video and answer the questions. Afterwards, you can find the video question answers below, along with some further practice about STRUCTURE.

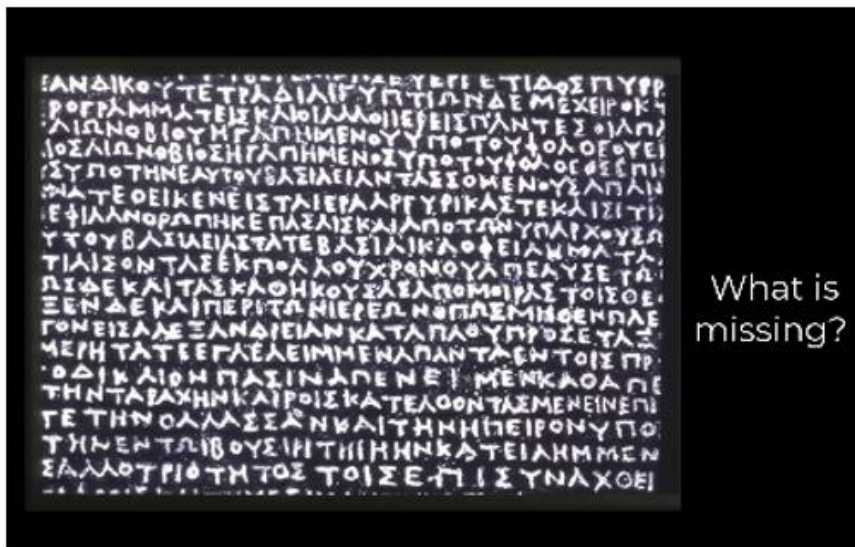


Questions and Answers from the VIDEO!

Question One: Have you ever thought about how the different parts of something you read all work together to help you understand the meaning?

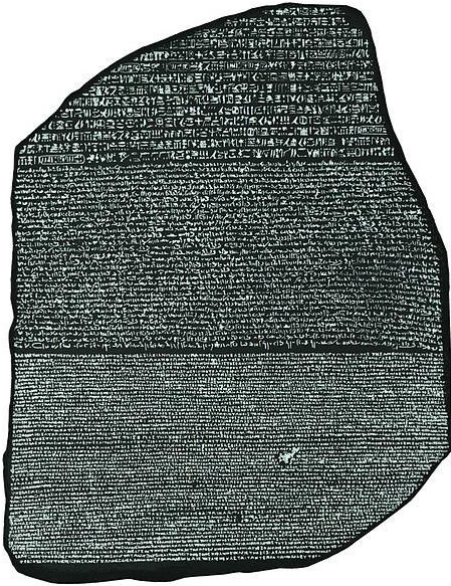
Answer: Answers will vary (or be different) for different people. But, most people probably don't stop and think about how things like titles, headings, paragraphs, and even periods work together to help us understand meaning!

Question Two: Question two on the video showed you the picture of the Rosetta Stone, an ancient stone that had writing written on it over 2000 years ago! The question on the video asked you "What is missing?"



Answer: Answers will vary. The ancient Greek writing on the Rosetta Stone has no periods, no paragraphs, no titles, no headings—not even spaces between the words! In short, the ancient Greek has NONE of the usual structures we see in things like the articles our teachers ask us to read for classes.

By the way, here is a nice, full picture of what the actual Rosetta Stone looked like when it was discovered in modern times.



Question Three: Circle the best answer: True or False: A TITLE gives the overall meaning of something you are reading.

Answer: Mostly TRUE. Some titles are clearer than others. Notice how the title from the text in the video VERY CLEARLY tells the overall main idea of the article:

Three Big-Time Mistakes College Students Make with Money

College is supposed to make you smarter, right? But, unfortunately, college doesn't always help students spend money wisely: Here are three common mistakes that are, to be , pretty dumb (and I have made a couple of them myself), that college students sometimes make.

from *Procrastinate*

Figure Above has the title of an article circled in red.

Question Four: Circle the best answer: True or False: Ancient [very old] writing did not use things like titles, headings, periods, or paragraphs.

Answer: True: Some ancient writers had yet to invent things like the period or the heading. We learned to add things like periods and titles later on in order to help readers understand meaning.

Video Question Five: In your own words, write your answer below: Why do writers TODAY add things like periods, titles, and paragraphs in writing?

Answer: Answers will vary (be different) depending on the person. However, one good answer is that writers today use things like periods, titles, and paragraphs to help GUIDE (direct) the reader to understand the meaning of what is written. Notice how the HEADING from the text in the video below helps GUIDE the reader into understanding that this section is about buying a car.

Video Question Six: This question in the video asked you what you may have learned from watching today's videos.

Answer: Since each of the possible answers was in the video, you could have selected any one or more than one of them:

- ✓ That writing did not always have the useful structures we see today.
- ✓ When groups of sentences work TOGETHER to make a main point, that is called a paragraph.
- ✓ Essays and texts today use LOTS of different "structure" tools to help the reader understand the shifts (or changes) in ideas.
- ✓ That periods show where one thought ends and another begins.
- ✓ A HEADING points to the main idea of a section of an essay or text.

For Further Practice

Practice One: Handwrite the LETTER by the arrow that points to the structure or writing it represents:

For example, I placed “A” by the arrow that points to “A picture used to give a clue to the topic of the article.”

- (A) A picture used to give a clue to the topic of the article.
- (B) A heading that gives a clue MAIN IDEA of a particular section of the article.
- (C) A title that gives a clue to the OVERALL main idea of the article.
- (D) A new paragraph that shows the writers is switching to a new main idea or example.
- (E) A side bar that provides extra, supportive information, like the definition of a key word.

Three Big-Time Mistakes College Students Make with Money

It is supposed to make you smarter, right? But, unfortunately, college doesn't always help students spend money wisely. Here are three common mistakes that are, to be honest, pretty dumb (and I have made a couple of them myself), that college students sometimes make.

Missing Student Loans:

That student loan check comes in and suddenly an eighteen-year-old has \$2,000 sitting in their bank account. Unfortunately, instead of budgeting the money for the most important things: Like school supplies, rent, and basic food—students hit the mall, the restaurant, and the bars figuring the money will never run out. But, twelve trips to Old Navy, Footlocker, GapIncubus, and Joe's Brewery later—the money does run dry. Then, the next comes due, and suddenly that same student has to take on extra hours at work to avoid eviction; those extra hours mean having to start missing some classes and being 500 tired to study, and before they know it, they flunk a few classes and find themselves on **financial aid probation** and having to pay back those loans. So, instead of seeing getting a loan as if it were a winning lottery ticket, students should the loan as a ticket to help them build a better future: Before your loan check comes, get help with a school counselor or trusted family member and make a careful budget so that your loan goes to what it should: Paying the rent and buying groceries so you can focus on school and get that job as a physical therapist or surgical tech or computer programmer.

Getting Credit Cards:

Oh, man, credit card companies make it soooooo easy. You see them set up booths near college campuses offering free t-shirts and funny packs for students just to fill out a simple form. Then, it comes in the mail. That first credit card with a \$1,500 limit instead of being smart and making lunch at home, it seems so easy to grab \$12 waffles, waffle fries, and sandwich at Chick-SEA and just slide that little piece of plastic into the slot, not realizing that one month of strawberries, waffles and waffle fries adds up to \$300 fast. I made this same mistake when I got to college: I got that first credit card and charged it up to about \$300 to \$500 dollars, and even though I had a side job at the cafeteria, I could never seem to pay off the credit card bill in full each month, and so each month, I paid the **minimum**, and because I didn't pay off the entire bill, the credit card company always charged me extra; in short, instead of working my side job to help pay for books, food, rent, and an occasional night out, I was also making credit card companies richer by paying extra each month. Simply put: Don't charge more on your credit card than you can actually pay off in a month, or, better yet, just don't get one in the first place.

Buying a Car

So, you realize that Ernie drives himself to work in a 2011 Honda Civic each day, and here you are taking the bus, freezing your rear end off in the winter when you could be sitting in a warm car seat, with the heat blasting, right? So far, you've been good with your money: You created a budget, you set up your student loan for things like rent and books, you didn't get a credit card, and you have even managed to save about \$2,000 your first year of working. Big **thousands**, it sounds like you're on your own shine. Little Honda with the front hood as full as you drive past your bus stop laughing. Besides, with a car, you could go back to the City to see your people every weekend, right? And, look, right there on Facebook Marketplace is a used 2006 Honda Civic, "Runs Good!" promise the seller, and all they are asking is \$2,800 for the car. While it might seem like you can afford the car because you have saved enough to buy it, what you are not figuring are all the other costs that go with it: What about insurance? Gas? Car charges? And, oops, yes, the car runs, but the tires are bare, and that's going to cost \$400, here month, the alternator goes out, and that's \$300 more, I know the

Financial Aid Probation: When you are on financial aid probation, you are not allowed to receive any more federal financial aid until you have met certain requirements set by your school.

Minimum: The smallest amount of money you are required to pay on a credit card each month.

A

Answers on Next Page!

Three Big-Time Mistakes College Students Make with Money

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Missing Student Loans:
 That student loan check comes in and suddenly an eighteen-year-old has \$2,000 sitting in their bank account. Unfortunately, instead of budgeting the money for the most important things like school supplies, rent, and basic food—students hit the mall, the restaurant, and the bars figuring the money will never run out. But, twelve trips to Old Navy, Footlocker, Applebees, and Jon's Brewery later—the money does run dry. Then, the rent comes due, and suddenly that same student has to take on extra hours at work to avoid eviction; those extra hours mean having to start missing some classes and being too tired to study, and before they know it, they flunk a few classes and find themselves on **financial aid probation** and having to pay back those loans. So, instead of seeing getting a loan as if it were a winning lottery ticket, students should the loan as a ticket to help them build a better future. Before your loan check comes, get help with a school counselor or trusted family member and make a careful budget so that your loan goes to what it should: Paying the rent and buying groceries so you can focus on school and get that job as a physical therapist or surgical tech or computer programmer.

Getting Credit Cards
 Oh, man, credit card companies make it soooooo easy: You see them set up booths near college campuses offering free t-shirts and fanny packs for students just to fill out a single form. Then, it comes in the mail. That first credit card with a \$1,500 limit instead of being smart and making lunch at home, it seems so easy to grab \$12 abaka, waffle fries, and sandwich at Old-55-A and just slide that \$150 piece of plastic into the slot, not realizing that one month of straight abaka and waffle fries adds up to \$300 fast. I made this same mistake when I got to college: I got that first credit card and charged it up to about \$300 to \$500 dollars, and even though I had a side job at the cafeteria, I could never seem to pay off the credit card bill in full each month, and so each month, I paid the **minimum**, and because I didn't pay off the entire bill, the credit card company always charged me extra, in short, instead of working my side job to help pay for books, food, rent, and an occasional night out, I was also making credit card companies richer by paying extra each month. Simply put: Don't charge more on your credit card than you can actually pay off in a month, or, better yet, just don't get one in the first place.

Buying a Car
 So, you notice that Erika drives herself to work in a 2011 Honda Civic each day, and here you are taking the bus, freezing your rear-end off in the winter when you could be sitting in a warm car seat, with the heat blasting, right? So far, you have been good with your money: You created a budget, you used your student loan for things like rent and books, you didn't get a credit card, and you have even managed to save about \$2,200 your first year of working. But, thaaaaa, it soooooo would be nice to have your own shiny, \$15k Honda with the heat and on full as you drive past your bus stop laughing. Besides, with a car, you could go back to the City to see your people every weekend, right? But, look, right there on Facebook Marketplace is a used 2006 Honda Civic, "Runs Good!" promise the seller, and all they are asking is \$1,800 for the car. While it might seem like you can afford the car because you have saved enough to buy it, what you are not figuring are all the other costs that go with it: What about insurance? Gas? Car changes? And, oops, yes, the car runs, but the tires are bare, and that's going to cost \$400. Next month, the alternator goes out and that's \$260. Listen, I know the

Practice Two: Writers think carefully when they create a heading (a smaller title that points to the main idea of a section of an article or text). Read through the paragraph below, and then write a three-to-five-word heading (short title) in the blank provided you think would point to the main idea of the paragraph.

Place your answer in this blank:

A good sports coach must communicate clearly with their athletes. For example, let's say a coach knows that one of their athletes is not fast enough to guard a player on another team. The coach might decide not to play that player during the game. The player might begin to think the coach doesn't like them, or the player may think they have not been working hard enough. It's important that the coach explain to the player the reason for their decision. The coach might say, "Look, Erica, we need someone with more speed to guard this other player, so I am going with someone else for this game. Tomorrow in practice I can show you some speed drills you can do at home to improve your speed." Yes, the player might be angry or disappointed, but, because the coach communicated with them, the player will get over it and have the chance to improve themselves during the season.

Answer: Answers will vary. Certainly the TOPIC of this paragraph is coaching, and the MAIN IDEA seems to be that coaches should communicate well. So, one good title might be: The Communicative Coach
["Communicative" means good at communicating.]

Chapter/Video Two: Prereading

This video clues you in to important structures in an article you look over BEFORE reading a whole article.

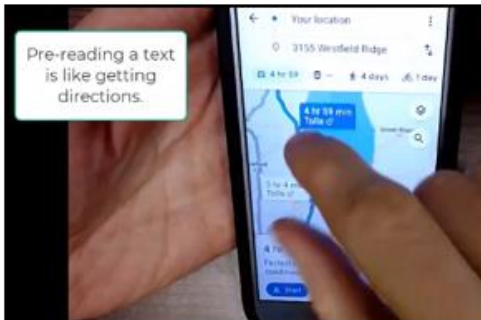
Watch the video and answer the questions it asks you to. When you are done, check out the answers to the questions in the chapter below. Finally, at the end of the chapter are some exercises you can do to practice pre-reading.



Questions and Answers from the VIDEO!

First the video begins by reminding us of a tool we often use to get us places: Google Maps (see picture below).

First the video begins by reminding us of a tool we often use to get us places: Google Maps (see picture below).



Question One: How does looking at a map BEFORE you go driving, help you drive better?

Answer: Answers may vary depending on the person. But, looking at the map provided by Google BEFORE driving helps prepare your brain before you drive, so that you are less likely to get confused when you are on the road.

Question Two: How do you think looking over things like the title, opening paragraph, pictures, and the headings in an article could help you read the article better?

Answer: Answers may vary depending on the person. But, just like looking at a map before you leave can help you understand where you are going, looking over an article BEFORE you read it can help you stay focused as you read and not get LOST in your mind!

Question Three: The video first suggests you should review the TITLE before you read the article. The title of the example article in the video is "Three Big Time Mistakes College Students Make with Money" (See a picture of the title below). What key word or words seem important in this title?

Title

Three Big-Time Mistakes College Students Make with Money

College is supposed to make you smarter, right? But, unfortunately, college doesn't always help students spend money wisely: Here are three common mistakes that are, to be honest, pretty dumb (and I have made a couple of them myself) that college students sometimes make.

Answer: Answers may vary depending on the person. But, certainly the words "Mistakes" and "College Students" and "Money" seem important. This title helps me understand that this article is going to focus on mistakes with money college students can make!

Question Four: Below is the opening (or “first”) paragraph of the article from the video. What clues can you get from the opening paragraph about the main idea of the article?

Opening paragraph:

College is supposed to make you smarter, right? But, unfortunately, college doesn’t always help students spend money wisely: Here are three common mistakes that are, to be honest, pretty dumb (and I have made a couple of them myself), that college students sometimes make.

Answer: Answers may vary depending on the person. But, certainly it is a BIG CLUE that words “MISTAKES” and “COLLEGE STUDENTS” repeat are found in BOTH the title and the first paragraph. We can be very confident that this article is going to give mistakes college students can make with money because it is repeated.

Question Five: Circle the best answer: True or False: The fact the word “mistakes” is found in both the title and the opening paragraph means it is probably part of the main idea of the article.

Answer: True. Yes, words that are repeated in key areas of the article like the title and opening paragraph are big time clues about the main idea of the article.

|

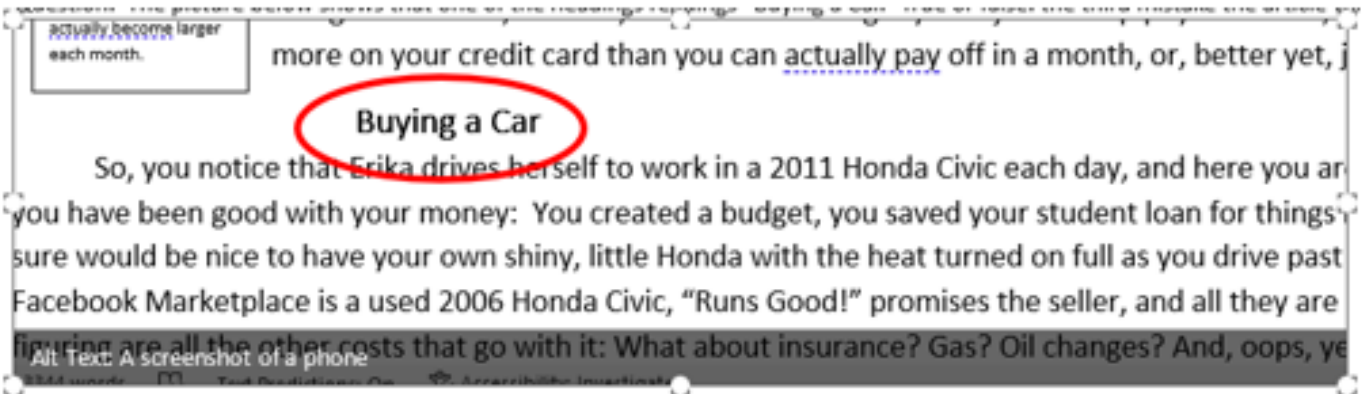
Question Six: See the picture included with the article below. The video asked, “In your own words, how does this picture included in the article connect with the main idea of the article?”



Answer: Answers may vary depending on the person. But, the picture shows what looks like a man with empty pockets, suggesting that he doesn't have any money. So, the picture connects with the main idea by showing what might happen if college students make mistakes with money.

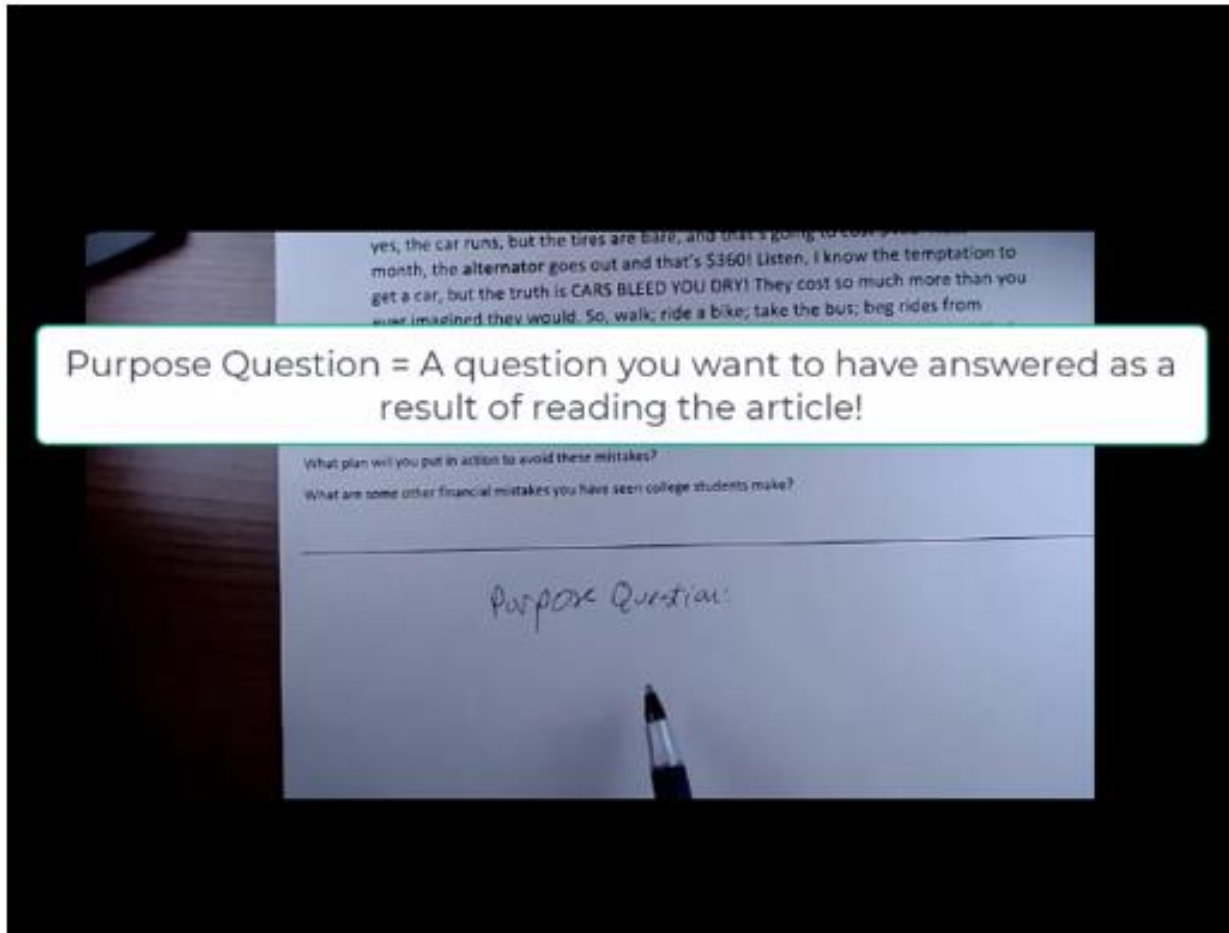
iStock image Copyrighted by John Verner and used per license agreement.

Question Seven: The picture below shows that the third heading reads, "Buying a Car." True or false: the third mistake the article will probably talk about is buying a car.



Answer: True. Headings are clues to what the main point is going to be in a section.

Question Eight: So, one thing that will help you read more effectively is to come up with a question you want to answer (See picture below from the video). If you were reading this article about mistakes college students make, what is a question you would hope the article would answer?



Answer: Answers will vary depending on the person. But, certainly you could ask something like, "What is the worst mistake college students can make?" or "Why is it a mistake to buy a car?" and so forth.

Bonus question (Not actually asked during the video 😊 True or False: A good question to ask your professor is, "Professor: What do you want us to take away from this article?")

Answer: True: Your professor can help you create a PURPOSE (or REASON) for reading the article.

Question Nine: Check the boxes below of things you can look at or do in order to PRE-READ your article:

Read the title for clues about the TOPIC.

Read the first paragraph of the article for clues about the MAIN IDEA of the article.

Look at any pictures and think about how they might connect with the main idea.

Read over the headings to see what the article will cover in each section.

Look up important vocabulary words and read a bit from the end of the article.

Come up with a QUESTION that want answered as a result of reading the article.

Answer: All of these boxes should be checked.

For Further Practice:

Exercise One: Our system of prereading is called “TOPHIEQ” and each letter stands for something you should look up or create before reading the article:

Write the full word represented by the letter for our “TOPHIEQ” method: (For example, you would write “Title” for the “T”).

Title

O _____

P _____

H _____

I _____

E _____

Q _____

Answer: Title, Opening Paragraph or So, Pictures, Headings, Important Vocabulary, End Paragraph or So, Question

Exercise Two: It's important to look up important words you don't know before you begin reading.

For example: What if an article you were reading was titled:

Avoiding the Quagmire of Student Debt

Most people probably don't know what "quagmire" means. Look up the word "quagmire" and write the definition below:

Definition:

In your own words, what is the author (the one who wrote the article) trying to say about student debt by calling it a QUAGMIRE?

Hint: Here's a picture below of a student standing in a "quagmire" of debt!



Exercise Three: Use TOPHIEQ to preread the following article (see below) and answer the questions below:

- (1) The “T” in “TOPHIEQ” stands for title. In your own words, what clue do you think the title gives to the topic of the article? (You might want to look up some key vocabulary like “Looking Glass” and “Identity”):

- (2) The “O” in TOPHIEQ stands for “Opening paragraph.” Read the opening paragraph. In your own words, what does this first paragraph suggest about the main idea of this article?

- (3) Look at the picture. How does the picture included connect with the main idea of the article?

(4) Headings: Look at the headings: What clues do they give about what the article will talk about?

(5) Important Vocabulary: What does the word “looking glass” mean? Why do you think this article talks about a “looking glass”?

(6) End paragraph: Read the last paragraph: What does the last paragraph suggest is the main idea of this article?

(7) Question: Let’s say you had to read this article for a psychology class. What would be an important question you would hope this article might answer?

Looking Away from the Looking Glass: How We Build Identity



Picture from: Public Domain Vectors. Not copyrighted.

Do you decide who you are—or do others decide for you? Or, is it a mix of the two? Over 120 years ago, Charles Cooley created a theory called “The Looking Glass Theory” that describes how *what we believe* others think about us, directly impacts how we think and feel about ourselves.

WHAT IS THE LOOKING GLASS THEORY?

First, some important definitions: “Looking Glass” is an old-timey word for “mirror”; In the picture above, the young woman seems to be looking into the mirror, trying to decide who she is. If she bases who she is on what she thinks others think of her—well, that would be the “Looking Glass Theory” in action. In Cooley’s theory, we look at others around us—as if they were mirrors—in order to reflect back how we feel and think about ourselves, at least to some degree. Here are the basic steps involved in Cooley’s theory:

- (1) First, we imagine how we appear to others.
- (2) We then imagine how people will JUDGE us based on this appearance.
- (3) We adapt our thoughts and feelings about ourselves based on how we think others judge us.

SOME REAL LIFE EXAMPLES

Let’s look at these steps in action from a real-life experience I had years ago: I was attending a friend’s wedding in Chicago. My friend was an event coordinator for a very large

bank in the big City, so she had lots of connections with caterers and venue owners, and knew just exactly how to throw a really posh party. I showed up at her wedding wearing an old tweed jacket (that I had bought from Goodwill, no kidding) and an open collared plaid shirt (so no tie), and a pair of khaki pants and brown shoes. Boy, did I stick out in that crowd!

Everyone at the wedding was dressed in dark blue, designer suits and ties—genuine Armani suits I’m guessing; they had perfectly styled hair; bright white, shiny teeth, gold rings, Relic watches, the whole works. At the wedding reception even the waiters and waitresses had white tuxedo shirts and black ties on and they carried trays of exquisite hors d’oeuvres like shrimp and French cheese and crystal glasses of champagne. . . .Quite the party. And there I was in a goodwill jacket and khakis.

Here’s how the looking glass self theory began to operate on me:

First, I imaged that I appeared like a poor country bumpkin who obviously couldn’t afford a designer suit or a Mercedes or BMW (I had driven the 120 miles to Chicago in my old Dodge Neon). Next, I imagined that they were all looking down on me, despising me, or at least laughing to themselves, saying things like, “Where did THIS poor guy come from?” under their breath. Now, I want to be clear no one *said* anything to me. These were all things I imagined they were saying based on how I figured I appeared to them. Finally, the way I imagined they judged me did begin to affect how I felt about myself: I had to fight off feelings of being very inferior to these people, and remind myself that I was a very good friend of the bride (which I was) and therefore just as important—maybe even more important—than these finally arrayed folks around me.

So, that’s how the “Looking Glass Self” theory works: We base how we think and feel about ourselves on how we IMAGINE others think and feel about us.

Let me give you another example: Suppose a young man wants to buy his mom some new slippers for her birthday. After playing some basketball at the YMCA, he stops in TJ Maxx wearing old sweatpants and a t-shirt with a couple of holes in it. When he walks in the lady at the service counter looks at him . . . a little too long, he thinks. From his perspective, it seems like a couple of other people are eyeing him, too. So, it occurs to him (1) People think I look scruffy; (2) Because I look scruffy they think I must be here to shoplift, and then (3) he begins to feel bad about himself *even though he’s not there to shoplift*.

So, the “Looking Glass Self” theorizes that (1) We imagine how people view us; then, (2) We imagine how they judge us based on how we look to them, and then (3) how we imagine they judge us affects how we think or feel about ourselves.

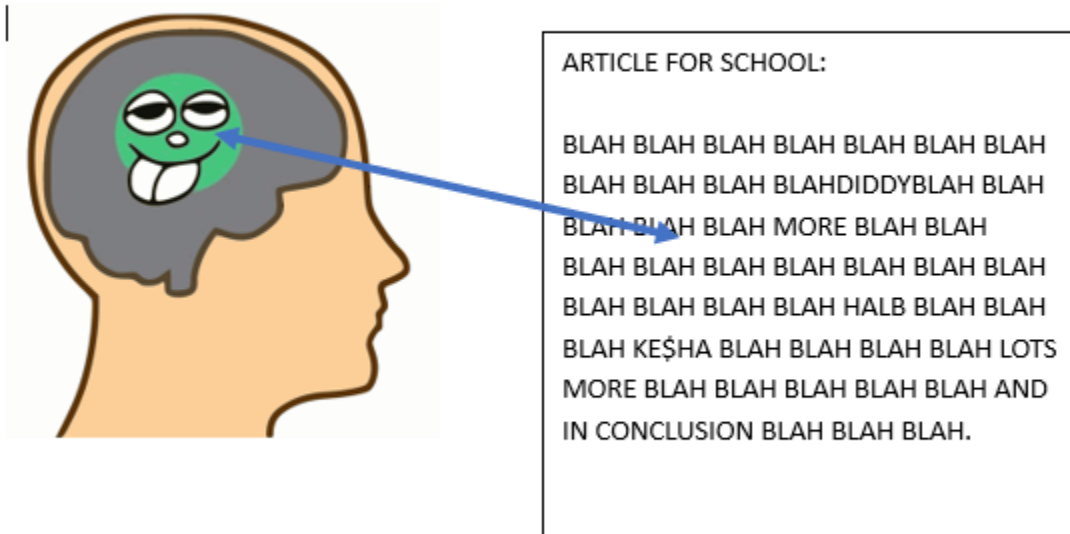
What can be even worse, though is when we let a fourth step happen: What if they way we feel and think about ourselves (based on how we think others judge us) pushes us to act in negative, destructive ways? For example, what if my feelings at the wedding caused me to believe I really didn’t belong there, and I skipped out of the back door of my friend’s wedding and missed her glorious entrance as the bride? Or, what if the young man who believes everything thinks he’s a thief says to himself, “Maybe I AM a thief” and tries to steal something? My point is that negative feelings derived from the looking glass self can become destructive, if they are left unchecked.

HOW TO LOOK AWAY FROM THE LOOKING GLASS!

So, how does one check unwanted feelings derived from “The Looking Glass Self”? A few thoughts come to mind: One, recognize that how we imagine others judge us may not be true at all. It’s possible the people at my friend’s wedding didn’t really care that I looked different or just thought, “Hmmm, that guys not from around here,” but didn’t really mind one way or the other. Or, maybe the TJ Maxx service counter lady wasn’t really looking the kid over as a suspect; maybe she has to look at all customers who come in. In short, we shouldn’t assume we know how others feel about us. Two, better yet, anchor our identity in something *other* than people. When feelings of “Oh, everybody hates me here” or “everybody judges me here” arise, maybe we need something deeper, stronger to push back—something that can’t be moved, like an anchor that holds down a boat in the wavy sea, to tell us who we are, even when we believe others think differently. I am not saying the way others view us shouldn’t be important: We are social creatures and what others think does matter. But, it’s also important to know who we are ourselves, so we have the power to look away from the looking glass.

Chapter/Video Three: Annotations

Have you ever felt like articles teachers give you are just a bunch of words:



If your brain feels like the brain in this picture above, then ANNOTATING can help you read more ACTIVELY and WITH MORE UNDERSTANDING. If you haven't already, watch the video and answer the questions it asks you. Then, come back and check out the answers and perhaps do some more practice.



Questions and Answers from the VIDEO!

Question Two from Video: Which things should you write down (with your pen) and highlight when you read?

- Questions you think of as you read.
- Thoughts and comments you think of as you read

Answer: You should select BOTH. As you read, pay attention to your thoughts and note down questions and thoughts you have. You can then use these later when you discuss the article in class or do an activity like write a response on a discussion board.

Bonus Question: True or false: Writers often state the overall main idea of an article in the OPENING (first) paragraph.

Answer: True! But, remember, not always. The article for this video did NOT happen to have the stated main idea in the opening paragraph.

Question Three from the Video: True or false “MI” stands for “Main Idea.”

Answer: True. The video spends a lot of time figuring out the main idea of each section and the OVERALL main idea of the article.

Bonus Question: Do you HAVE to use the same-colored highlighters I use in my video?

Answer: No! But make sure you use the same color to mean the same thing each time you highlight. So, if you use a purple highlighter for “Main Idea”—then you should use PURPLE for “MAIN IDEA” always.

Question Four from the Article: What is one possible answer FROM THE ARTICLE about what NOT to do with money? (To put it another way: What is one thing the article said NOT to do with money):

- Do not give money to people who ask for it on the street.
- Do not buy a car if you can help it.
- Do not ever do anything fun with your money.

Answer: The only one of these three that the article DID talk about is –
 Do not buy a car if you can help it.

Question Five from the Video: Do you remember without looking what the article said about buying credit cards?

Answer: Answers will vary. But, basically the article encourages college students to avoid them because it is so easy to charge up more than you can pay off in a month. When you can't pay off a credit card balance in a month, credit card companies charge you extra (usually through something called "interest.")

Question Six from the Video: By the end of the video, what had I NOT highlighted yet?

- The OVERALL main idea of the article.
- The main ideas of sections.
- Vocabulary.

Answer: While we were able to find stated main ideas of each section, THERE WAS NO ONE CLEAR STATED OVERALL MAIN IDEA OF THE ARTICLE. So, if you remember, I had to write in my own words at the top of the article what I thought the main idea was, and then highlight it in green. (See picture below):

Three: Annotations

Implied Main Idea:
Be smart with your money by using loans properly (credit cards)

Three Big-Time Mistakes College Students Make with Money

College is supposed to make you smarter, n...
But, unfortunately, college doesn't always help stu...
spend money wisely: Here are three common mist...
that are, to be honest, pretty dumb (and I have mad...
couple of them myself), that... students somet...
make.

Misusing Student Loans:

That student loan check comes in and suddenly an ei...
\$2,200 sitting in their bank account. Unfortunately, instead...
money for...

In the picture above, I had to write the implied main idea and highlight it since the article did not state one directly.

Question Seven from the Article: In your own words, what is annotating, and in what ways does it help you read an article?

Answer: Answers may vary. But, you could say annotating is writing down notes and highlighting important ideas, details, and vocabulary as you read. Annotating can help you by making reading more active (you have to move your hands and use colors as you read), forcing you to consider the main idea of each section, making you record thoughts and questions you have, encouraging you to look up vocabulary you don't know, and note important details as you read. If you annotate an article, you are better prepared for discussing it in class or using it in an activity your teacher make have you do. Annotating may not make you as excited as Steve (See picture below), but it can help make reading more interesting and understandable.

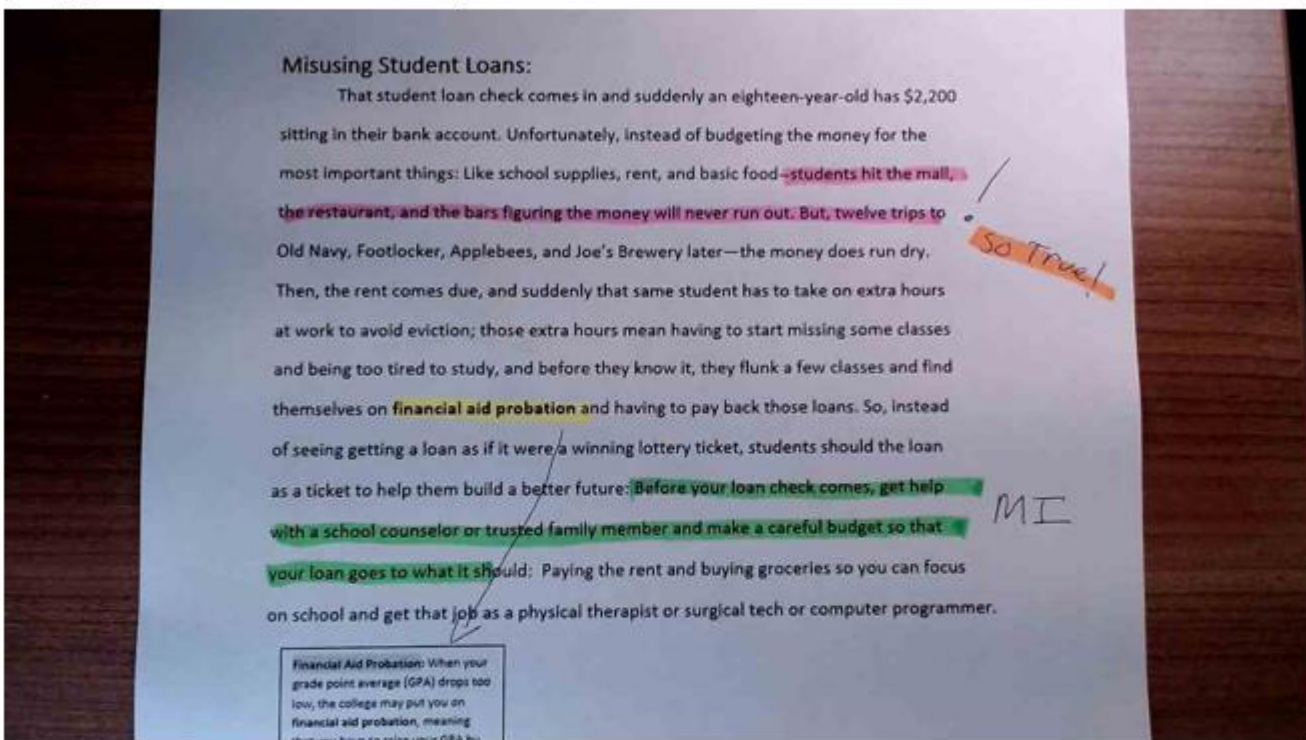


Annotating as he reads helps Steve from the video stay interested!

Further Practice:

Further Practice:

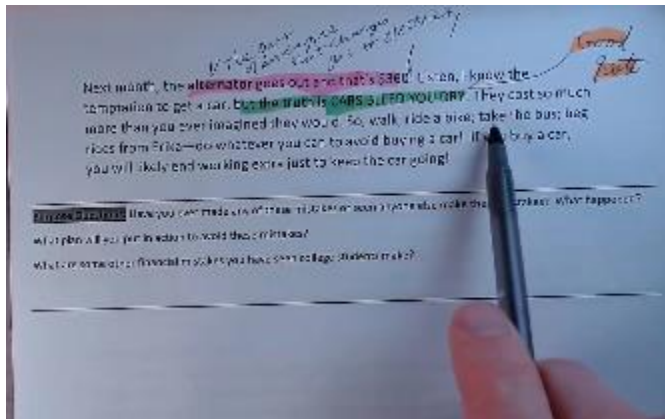
Practice One: Look at the picture below from the video, and then in your own words EXPLAIN EACH THING this reader did in order to annotate the reading. For example, one thing they did was place the main idea of the paragraph in GREEN and write "MI" by it.



Your answer:

Answer: Answers will vary, but you certainly could talk about how they highlighted an important idea in pink and wrote "i" by it; how they highlighted the main idea in green and wrote "M" by it. How they highlighted important vocabulary in yellow and drew an arrow to the definition below. How they wrote down a comment they thought of as they read and highlighted it in orange.

Practice Two: During the video, when the reader saw an important word they did not know AND THAT THE BOOK DID NOT DEFINE (to "define" means to tell what something means), what did the reader in the video do after they looked up the word? But what did the reader also FORGET to do?



Your Answer:

Answer: They wrote "V" by the word and then wrote a short definition on the article after they looked the word up. BUT, THEY FORGOT TO HIGHLIGHT IT IN YELLOW—THE COLOR THEY USE FOR VOCABULARY!

Practice Three: Preread using TOPHIEQ and then annotate using TMSVQ the article “Looking Away from the Looking Glass” found in CHAPTER TWO of this booklet. After reading and annotating, you can see a sample of what a well annotated article should look like below:

Looking Away from the Looking Glass: How We Build Identity

Public Domain Vectors. Not copyrighted.

Do you decide who you are—or do others decide for you? Or, is it a mix of the two? Over 120 years ago, Charles Cooley created a theory called “The Looking Glass Theory” that describes how what we believe others think about us, directly impacts how we think and feel about ourselves.

WHAT IS THE LOOKING GLASS THEORY?

First, some important definitions: “Looking Glass” is an old-timey word for “mirror”. In the picture above, the young woman seems to be looking into the mirror, trying to decide who she is. If she bases who she is on what she thinks others think of her—well, that would be the “Looking Glass Theory” in action. In Cooley’s theory, we look at others around us—as if they were mirrors—in order to reflect back how we feel and think about ourselves, at least to some degree. Here are the basic steps involved in Cooley’s theory:

- (1) First, we imagine how we appear to others.
- (2) We then imagine how people will JUDGE us based on this appearance.
- (3) We adapt our thoughts and feelings about ourselves based on how we think they judge us.

Annotations:

- Important Vocabulary highlighted and defined briefly on the text!** (points to “Identity” circled in yellow with a checkmark and a handwritten note: “A sense of who you are”)
- Personal questions the and thoughts the reader had are written down and highlighted.** (points to “Purpose question about Looking Glass Theory” and “How?” written in orange)
- A detail the reader found important is highlighted and marked with “!”** (points to “directly impacts how we think and feel about ourselves.”)
- The MAIN IDEA of the article or section is highlighted and marked with “MI!”** (points to the first step of the theory: “(1) First, we imagine how we appear to others.”)

Chapter/Video Four: Main Idea

So, in older times in America, the Main Street was the most important street in town. All the other streets seemed to lead up to it. In the same way, the MAIN IDEA of an essay is the most important idea because all the other details and ideas lead into it. Today's video will explain more what being the MAIN IDEA of an essay means. If you haven't already, watch the video and then come back to check your answers and then to do some more practice.



Questions and Answers from the VIDEO!

Video Question One: In your own words, what do you think teachers mean when they ask you to find the “main idea” of an essay.

Answer: Answers will vary, but you could certainly say something like, finding the main idea means finding the one idea that all the other ideas in the essay support.

Bonus question: Writers usually INDENT (push the first sentence of a paragraph over about ½ inch, as you see circled below in red). But why? What is the INDENT supposed to show to a reader?

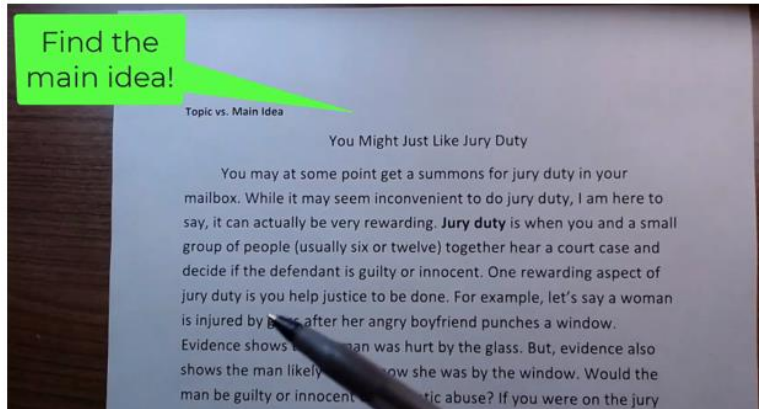
Answer: Answers will vary, but certainly you could say the indent informs the reader that the writer is beginning a NEW main idea or example. Put another way, when a writer wants to switch to a new main idea or example, they will switch to a new paragraph. The indent clues you in to the fact they are beginning this new main idea.

Paragraph = A group of sentences that all connect to a **main idea**.

You Might Just Like Jury Duty

You may at some point get a summons for jury duty in your mailbox. While it may seem inconvenient to do jury duty, I am here to say, it can actually be very rewarding. **Jury duty** is when you and a small group of people (usually six or twelve) together hear a court case and decide if the defendant is guilty or innocent. One rewarding aspect of jury duty is you help justice to be done. For example, let's say a woman is injured by glass after her angry boyfriend punches a window. Evidence shows the woman was hurt by the glass. But, evidence also shows the man likely didn't know she was by the window. Would the man be guilty or innocent of domestic abuse? If you were on the jury for such a case, you would help answer this question. Another rewarding aspect of jury duty is you get to work with different people in your community. My last time serving jury duty, my committee had an old, retired white man, a pregnant white woman, an African-American woman, and so forth. It was rewarding to work with folks of different ages, situations, and ethnicities to find justice. So, next time, don't groan when you get that jury summons because jury duty can be very fulfilling.

Video Question Two: Circle the best answer: True or False: Since “Jury Duty” is in the TITLE of the paragraph and in the first few sentences, it is probably the TOPIC of the paragraph.



Answer: True! If you see a key word or phrase in the TITLE and the BEGINNING of the paragraph or essay, then that word or phrase is probably the TOPIC.

Bonus: Remember TOPIC and MAIN IDEA are RELATED, but they are different.

The TOPIC is usually a word or small phrase:

For example, the TOPIC of the paragraph above is JURY DUTY.

--

The MAIN IDEA is usually a sentence or so, and it expresses what the writer wants to say ABOUT the TOPIC.

For example, in the paragraph above the writer is saying that

Jury duty can be very rewarding.

Bonus Question: In your own words, what are some clues you have found the MAIN IDEA of a paragraph or essay?

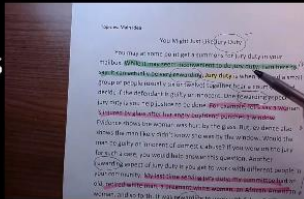
|

Answer: Answers may vary, but the video mentioned these three clues that help you find the main idea:

- (1) It contains key words or phrases that are REPEATED throughout the essay.
- (2) The main idea is stated at the beginning (and possibly the end) of the essay.
- (3) The details of the paragraph SUPPORT the main idea.

Clues to Main Idea:

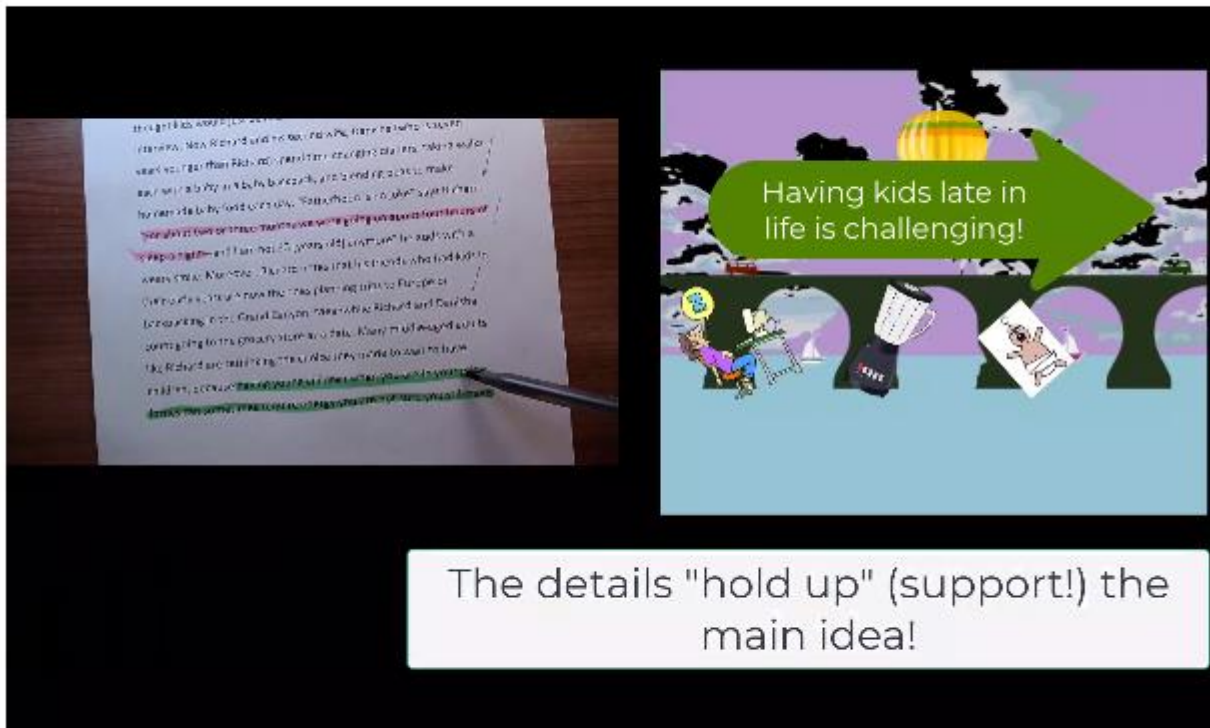
1. Repeated key words
2. Stated in the beginning.
3. Supportive details **LEAD** to the point.



Bonus Question: True or False: The author will ALWAYS state the main idea at the beginning and the end of a paragraph or essay.

Answer: False: Although beginnings and endings are common places to find the main idea of an essay, sometime the main ideas comes in the middle of an essay....and sometimes the main idea will not be stated anywhere in the essay. When the writer does not STATE the main idea, then the main idea is IMPLIED, and you have to think of the main idea in your own words. We will practice IMPLIED MAIN IDEAS in another video

Bonus Question: The video talked about how a paragraph or essay can be like a bridge. Review the screen shot taken from the video below. Then, in your own words, explain how a paragraph or essay can be like a bridge.



Your Answer:

Answer: Answers will vary, but certainly you should say the road on top of a bridge is like the MAIN IDEA: It gives the or paragraph DIRECTION. Then, the supports below the bridge are like the SUPPORTIVE DETAILS: They hold up the MAIN IDEA so that it seems true and is understandable.

For further practice:

Exercise One: Highlight and write MI by the MAIN IDEA of the paragraph below. If the paragraph states the main idea more than once, then you should highlight more than one sentence. Remember the clues to finding the main idea you see in the screen shot below:

What main idea do the details seem to support?

Are any ideas repeated?

Pay attention to the **beginning** and the **end** of the essay!

Paragraph:

The Perfect Balance

If you have played sports a long time, you have probably had coaches who were either too nice or too strict. The coaches who are too nice let players get out of doing extra sprints, let players not pay

attention during team meetings, or they always try to make other players feel good about themselves. On the other hand, you may have had a coach who always made players do all sprints, even if they felt sick or the weather was boiling hot; they never cracked a smile or let players make a joke, or they never had a nice thing to say, always criticizing. I believe that the best coaches find that perfect balance between being nice and being strict. For example, let's say it is 92 degrees outside and humid. A nice coach might call off practice because it's too hot. Or, a strict coach, might keep the practice and stick to the plan, even when players are getting sick. But, a balanced coach might STILL have athletes do some hard sprints, but they might introduce more breaks or do something creative like setting sprinklers that players can run through after each sprint. The best coaches have that nice mixture of both niceness and strictness, and seem able to do both at the same time.

Find the answer to exercise one on the next page:

The Perfect Balance

If you have played sports a long time, you have probably had coaches who were either too nice or too strict. The coaches who are too nice let players get out of doing extra sprints, let players not pay attention during team meetings, or they always try to make other players feel good about themselves. On the other hand, you may have had a coach who always made players do all sprints, even if they felt sick or the weather was boiling hot; they never cracked a smile or let players make a joke, or they never had a nice thing to say, always criticizing. **I believe that the best coaches find that perfect balance between being nice and being strict.** *MI*

For example, let's say it is 92 degrees outside and humid. A nice coach might call off practice because it's too hot. Or, a strict coach, might keep the practice and stick to the plan, even when players are getting sick. But, a balanced coach might STILL have athletes do some hard sprints, but they might introduce more breaks or do something creative like setting sprinklers that players can run through after each sprint. **The best coaches** *MI*
have that nice mixture of both niceness and strictness, and seem able to do both at the same time.

Exercise Two: What is the TOPIC of the paragraph from exercise one? In your own words, explain how the TOPIC is different from the MAIN IDEA:

Your Answer:

Answer: The topic is "Coaches" or "Coaching." The difference between the topic and main idea is that the topic is a short word or phrase, like "Coaching" or "Coaches." The MAIN IDEA is what the writer wants to say ABOUT the topic: In this case, "the best coaches find that perfect balance between being nice and being strict."

Exercise Three: The following paragraph does not DIRECTLY STATE a main idea. Instead, you will need to write your own sentence at the end of the paragraph that you believe describes the main idea the paragraph is trying to make.

No Folder, No Datebook, No Luck!

I didn't even have a folder for the class. What I did was stuff handouts and assignments in the textbook as I dashed from class. The handouts wound up scrunched in my backpack or lost on the way home. Neither did I own an assignment calendar. So, Monday would roll around and I would go play basketball at the rec center or go see a movie, never realizing we had a big assignment due that day. Neither did I have a set time to study or a reliable place—like the library or a quiet coffee house—where I could focus on work. Instead, I thought I could do my work in my bustling apartment full of guys playing video games or texting girls or taking hour long showers with their iPhones turned up. In the end, to no one's surprise, my grades were terrible that semester.

What is the TOPIC of this paragraph?

What is the MAIN IDEA (in your own words) ABOUT this topic?

Answer: Answers may vary, but the topic is certainly SCHOOL or SUCCEEDING AT SCHOOL. The main idea seems to be that in order to succeed in school, you need to get organized!

Chapter/Video Five: Implied Main Idea and Inferences

Video five shows how sometimes essays and paragraphs DO NOT STATE THE MAIN IDEA. When a piece of writing DOES NOT STATE THE MAIN IDEA, then you have to figure out the main idea yourself, by making something called an “inference.” If you haven’t already, watch the video and answer the questions, and then come back to check your answers and to practice further.



Questions and Answers from the VIDEO!

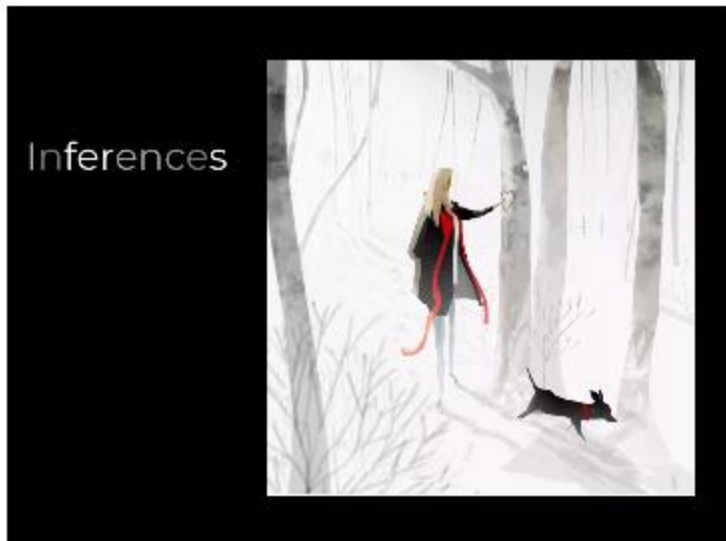
Bonus Question: Complete This statement: An “educated guess” [also known as an “inference”] is NOT just a wild guess. It is a reasonable guess based on _____.

Answer: Answers will vary. The details of an essay.

Video Question One: The video displays a picture created by artist Pascal Campion and asks you to make an “inference” [an educated guess based on details] what is happening in the picture. In your own words, what is going on in the picture?

Answer: Answers will vary. But, certainly you could say she is thinking about love, because she is touching the heart on the tree very gently as she gazes at it.

Picture below created by artist Pascal Campion



Video Question Two: True or False: A VALID INFERENCE, is one that is reasonably supported by the details.

Answer: True. VALID means to be supported by truth. So, an inference that can be supported by details WOULD be supported by truth.

Valid
Inference =
Reasonably
supported
by the
details.



Video Question Three: Is it a VALID INFERENCE that the woman is thinking about a divorce? (See picture above).

Answer: While it MAY be true that the woman is remembering a divorce, we have no details to specifically support such an inference. So, it would be an INVALID INFERENCE (one that is NOT supported directly by details) that she is

Video Question Four: In your own words, what do all the details in this essay suggest about Catherine?
(See the paragraph below).

Catherine lived with her family in a two-story brick house heated by a coal burning stove. Her three brothers slept in an unheated attic room, that sometimes dipped below freezing on the coldest winter nights. Catherine and her three sisters shared one room downstairs, where the radiator was kept boiling hot, in hopes the boys would get some of the heat in the room above. Each day the three brothers and four sisters lined up at the front door to receive a warm baked potato that would be their lunch while at school. Off they would go to walk up and down steep hills lined with snowy green pine two miles to their little school. After school, Catherine worked at an ice-cream shop from 4 PM – 8 PM, to earn extra money to help the family. At nearly 9 PM she would stumble home, tired, try to do what little homework she could, and crawl into the single-sized bed she shared with her little sister.



Answer: Answers may vary. But, certainly the details all point out what a tough person and hard worker Catherine is—she shares a bed with her sister, walks miles through the snow to school, works after school every day, and so forth.

Bonus question: The video often talks about the TOPIC of the paragraphs and the MAIN IDEA of the paragraphs. Remember, the topic is usually a short word or phrase. The MAIN IDEA is usually a sentence or so that explains what the writer is saying ABOUT the topic. Circle the TOPIC below and put a “T” by it. Put a SQUARE around the MAIN idea and put “MI” by it.

Catherine.

Catherine is a hard worker who overcomes challenges in life.

The diagram illustrates a sentence: "Catherine is a hard worker who overcomes challenges in life." This sentence is enclosed in a blue rectangular box. Below the box, the letters "MI" are positioned to the left, and the letter "T" is positioned to the right. Further to the right, the word "Catherine." is enclosed in a blue oval. Below the oval, the word "Answer:" is written.

IRA stands for Individualized Retirement Account, and these are accounts you create that you can later use for your retirement. One kind of IRA is called a ROTH IRA. When you place money into a Roth IRA, it earns interest from investments in the stock market and from something called the money market. The money earned from a Roth Ira then goes back into the account, where it then earns even MORE money through MORE investments and interest. The government cannot tax any money many made through a Roth IRA, so you never lose money from it through taxes. Because you are not allowed to use the money until you are 59.5 years old, a Roth Ira helps you leave the money alone so that you will have something to retire on. When you reach the age of 59.5 you can then take money out of your Roth IRA to use for your retirement in any way you wish, and, again, the government cannot tax money from the Roth IRA, so it's all yours. Additionally, if you pass away, whoever inherits the Roth IRA also can use the money in it tax free, once they are the appropriate age.

Video Question Five: What would you infer is the main idea in this article about Roth IRA's?

- (A) Roth IRA's are a waste of Money.
- (B) Roth IRA's are very complicated.
- (C) Roth IRA's can be good investments.

Note: An "investment" is something to put money in, in order to get more money out of it later.

Answer: The best answer is "C" because most of the details support that Roth IRAs are a good place to invest money. "A" is completely wrong because NO details from the paragraph support it. And while some of the details about Roth IRAs may seem complicated to the reader, THAT IS NOT THE MAIN IDEA THE WRITER IS TRYING TO MAKE. Because of all the positive details about Roth IRAs we know the author is trying to say that they are good.

Video Question Six: When you make an inference, you are asking yourself, “What do all the details suggest?” What do all the details in the essay below suggest about the Ida B. Wells?

Ida B. Wells was born into slavery. Shortly after her birth her family was set free by the Emancipation Proclamation. Her family emphasized education, and eventually Wells would become a teacher and journalist and activist, even becoming part owner of a newspaper. However, while visiting her grandmother, Wells received the dreadful news that her parents and youngest brother passed away due to yellow fever. Wells took a job as a teacher and raised her younger siblings. Not long after this, Wells sued a railroad company because they refused to honor the ticket she purchased for a first-class, women’s only train car. The company argued the car was for white women only, and Wells was what was called then, “colored.” Wells won the suit in the local courts, but a later higher court overturned the case. Additionally, tragically, a good friend of Wells’s was murdered by an angry mob of white men. Wells then dedicated her life to study and expose such mob killings, called lynchings. Moreover, Wells fought for the right of women to vote.



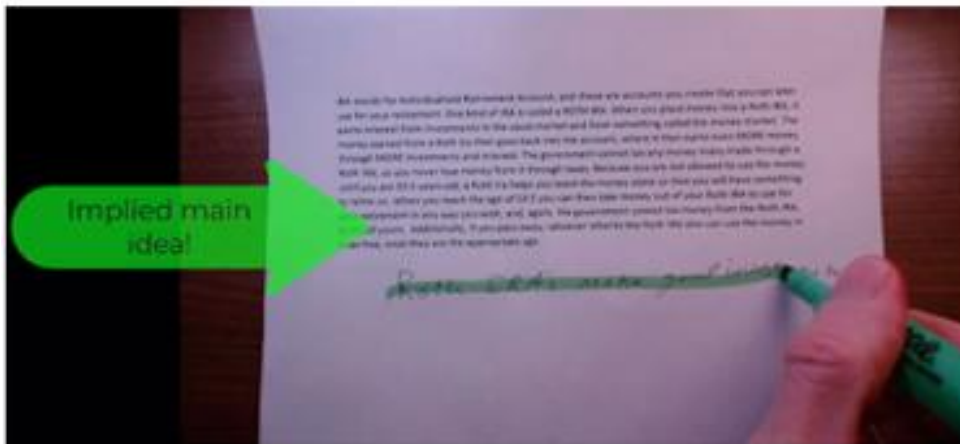
Answer: Answers will vary. But, certainly the details suggest Ida B. Wells was a strong woman who fought for justice.

Video Question Eight: True or False: Articles always have a sentence that directly states the main idea.

Answer: False: We just learned that articles and paragraphs like the ones we saw in this video, sometimes do NOT state the main idea. The reader must make an inference.

Video Question Nine: Circle the best answer: True or False When an essay or article does not directly state the main idea, you should make an inference, write it out, and then highlight it.

Answer: True: Just like you saw in the video (see picture below):



Further Practice:

Exercise One: Practicing inferences. Look at the picture below. Based on the details you see, what is a **VALID INFERENCE** you can make about what is going on. Support your answer with at least three details from the picture.



Your Answer:

Possible Answers: Answers will vary. But, certainly, you could infer [that is, make the inference] that the child caught the fish since he is holding it; that he is proud of catching the fish since he is smiling, with his eyes glowing proudly; and that he is proud of the fish because it is a rather large fish.

Exercise Two: Would it be a VALID or INVALID inference that the child ate the fish later that night? Explain your answer below:

Your Answer:

Answer: It would NOT be a valid inference that the child ate the fish later that evening. While it MAY be true that he ate the fish, there are no details in the picture that suggest he will eat it. We don't see a fish knife to gut and clean the fish. The child isn't rubbing his tummy or licking his lips hungrily. Assuming he ate the fish would be an INVALID inference because it is not directly supported by the details.

Exercise Three: Read the paragraph below, and then write what you believe is TOPIC and the IMPLIED MAIN IDEA about the topic.

Noah fished the same spot in the hot sun for over an hour. He hadn't even had a fish nibble on his line. But, he could see one big fish swimming around in the shallow areas near where he was fishing. Noah licked his dry lips, "I am GOING TO CATCH THAT BIG FISH!" he kept telling himself. His dad called to Noah, "Son, we have to go now!" but Noah begged for just five more minutes, and his Dad agreed as he packed up the other fishing poles. Noah's older brother had caught about six fish—all small ones called bluegills. But, Noah lowered his eyebrows in a laser-like look, his mouth pinched closed. "I want that big bass I keep seeing." Standing by the car in the hot parking lot, Noah's dad called, "Noah! It's hot. We're hungry. Let's go!" Noah couldn't see the big fish anymore, but he yelled back, "Ok, Dad, but just ONE MORE CAST!" He knew the fish must be out further in the depths now, so Noah reared back and fired his line as FAR as he could out from the grassy bank of the lake. Whizzzzzzzz went the fishing line in his biggest cast ever and his hook and bobber stuck the lack with a "ploop!" Then it struck. Zzzzzzip! His fishing pole suddenly bent nearly in half and started jerking left and right. This was no bluegill! "Dad! Help!" cried the little guy. "I finally caught the big one!" In the end, Noah posed for a picture, almost too tired to hold up the bass, but his eyes glowed with delight.

Your Answer: What is the TOPIC of the paragraph?

What is the implied main idea ABOUT the topic? Support your answer with at least three details from the paragraph.

Answer: Answers may vary. However, we know from the fact his name is repeated more than anyone else's that NOAH is the topic. Several details support the idea that Noah was very determined: He had been fishing for over an hour; it's hot out; he has a look of determination on his face; he begs his dad for more time, and so forth. So, the MAIN IDEA seems to be about determination. So one good answer could be, "Noah was very determined to catch a big fish, and eventually, he did!"

Chapter/Video Six: Building Vocabulary

“Vocabulary” means the WORDS used to build verbal or written communication. Think of vocabulary like keys that open doors: The more keys you have the more doors you can open: The more words you know, the more reading you can understand!

Just today, right outside of my office, a substitute teacher needed to get into a classroom, and he asked me if I had the key. Fortunately, I have a big collection of classroom keys (see picture). Because I have a big collection of keys, I can open many different doors.



A pile of keys can open a bunch of doors!

It's the same way with words:

Words help you UNLOCK the meaning to the different things you read. The more WORDS you know the more READINGS you can understand.

WORDS
WORDS
WORDS
WORDS
WORDS

Just like a pile of keys can open a lot of doors, a pile of words (in your memory) can open a lot of reading!



Questions and Answers from the VIDEO!

Bonus Question: Circle the best answer: True or False. As you annotate [take notes] while you read, you should circle words you don't know and write a short definition of the word on your copy of the reading.

Answer: True. Looking up unfamiliar words will help you build your vocabulary which will help you become a stronger reader. (See picture below for an example of what you should do as you read).

Bob lived with us for about a year. At first we were amazed by the stories he told about being a mountain man who once wrestled a mountain lion with his bare hands or when he survived a night buried in the snow after a snowmobile accident. But, slowly his stories began to unravel, and we realized he was not just a liar, but someone who tells elaborate lies, a fabulist. I mean, everyone lies sometimes, maybe about drinking the last soda or dinging someone else's car in the driveway. Not that it's right, but at least those types of lies are normal. Bob's lies were... fanstasmically fake, on a nature that's hard to believe.

Bonus Question: Circle the best answer: The video called our memories “ephemeral.” What does “ephemeral” mean?

- (A) Important.
- (B) Lasting a short time.
- (C) Simple.
- (D) I don't know. I forgot because my memory of the word is ephemeral (THAT WAS A HINT!)

Answer: B. “Ephemeral” means lasting a short time or short lived.

Video Question One: What normally helps you remember something? What memorization techniques do you use already? [A “technique” is a method for or way of doing something]. Write your answer:

Answer: Answers will vary. But, certainly you could mention some of the techniques the video mentions: Maybe you try to create a picture in your mind; maybe you create a rhyme; maybe you write notes to yourself; maybe you try to associate what you want to remember with something else you already know

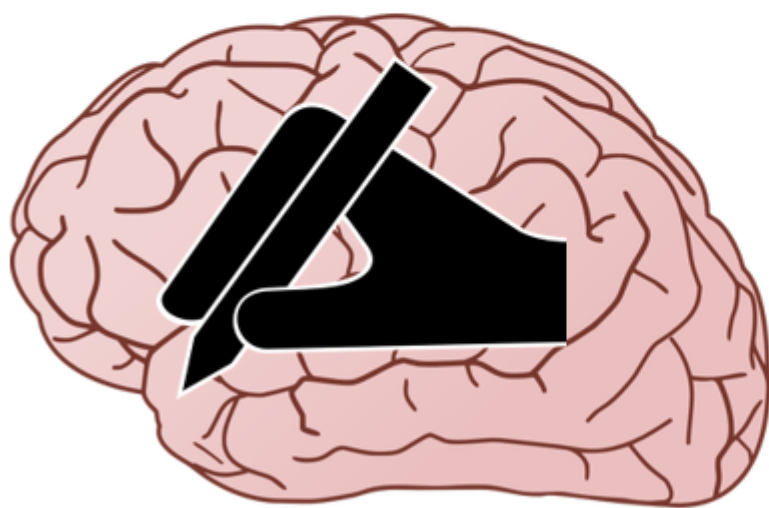
Bonus Question: Why is it important that you use a SPIRAL BOUND notecard booklet (like the one below) to write down your vocabulary words? Write your answer below:

Answer: Answers may vary. But, a good answer is that the METAL SPIRAL on top HOLDS THE CARDS so they don't get lost!



Video Question Two: Why do you think ACTUALLY HANDWRITING a word and the definition helps you remember it better than just taking a picture of it on your phone? Write your answer below:

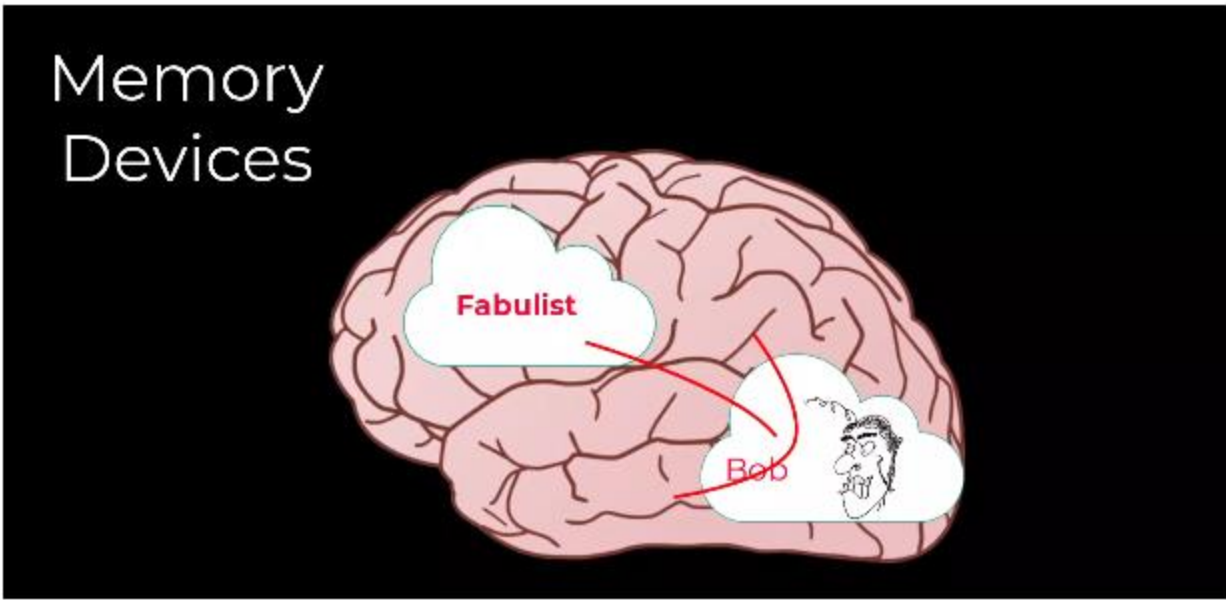
Answer: Answers will vary, but certainly you could mention that handwriting engages [puts into action] MORE of your brain because it requires more muscle use. THE MORE of your brain you can connect with a word, the more likely you are to remember it.



Actually handwriting (instead of typing) may leave MORE OF A MEMORY in your brain!

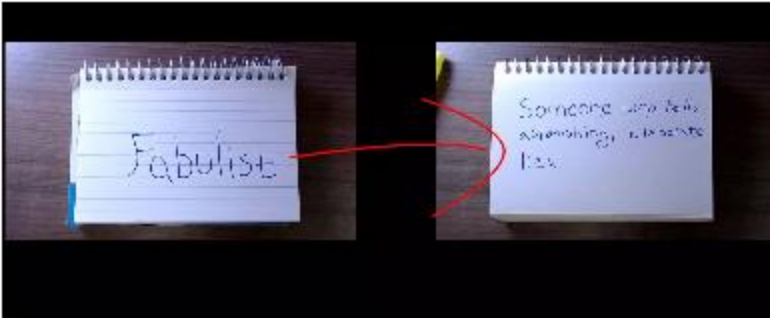
Bonus Question: Circle the best answer: True or False: The more you can associate with a word, the easier it is to remember.

Answer: True. Usually, it is true. In the picture below, I associate the word "fabulist" with my old big-time liar roommate named Bob.



Bonus Question: Circle the best answer: True or False: The first step in using your vocabulary notebook is writing the WORD clearly on one side of a card and then a simple, accurate definition of the word on the other side.

Answer: True. See picture.



Bonus Question: Circle the best answer: True or False: "Fabulist" and "liar" mean exactly the same thing.

Answer: False. Although both words mean someone who does not tell the truth, "fabulist" is a much stronger word than "liar." A "fabulist" makes up crazy, incredible lies. That's the beauty of having a larger vocabulary: You can match the word to your meaning more precisely.

Video Question Three: Circle the best answer: True or False: Matching the word to a picture that relates to it can help you remember it better.

Answer: True. Drawing a picture that relates to the word creates an association the brain, and this association can help you remember the word better. See picture below:



For the word "Fabulist" I drew a picture of a big lie that I told my friends at school: namely, that I lived in a biiiig, rich mansion. (I didn't!). The picture AND personal memory will help me remember the word!

Bonus Question: What is the association I am making on the vocabulary card below? Write your answer:



Answer: I am matching the SOUND of the word FABULIST with the sound of the word FABULOUS and also creating a rhythm if I say it out loud: "A Fabulist tells FABULOUS lies!"

Bonus Question: How did knowing the word root [where the word comes from] help me remember the meaning

of the word? Write your answer here:



Answer: The root (or where the word comes from) is "Fabula" from where we get the word "fable" which basically means "fairy tale." A "fairy tale" is a made up, amazing story, just like the find of lies a FABULIST tells! (*Adelita* by Tomi DePaola pictured here is an example of a fairy tale.)

Video Question Four: Below are the steps for keeping a notecard booklet mentioned in the video. Place the steps in the correct order. Place a “1” by the step that would be the first step, a “2” by the step that would be the second step, and so forth!

_____ By the word, create an association: Draw a picture, create a rhyme or rhythm, write a memory that connects to the word, or look up the origin of the word and write it down.

_____ Flip the card over, and on the back write the definition [meaning] of the word.

_____ Keep a notecard booklet and pen with you always.

_____ When you see a new word [it can even be a place or name of someone famous or historical] write the word down on one side of the notecard.

_____ When you have some free time, like George, pull out your notecards and review your words.

Answers: 4,3,1,2,5

For Further Practice: The paragraph below is a college-level reading, so it is challenging and probably has some words you are less familiar with or do not know. So, follow the instructions below to practice building vocabulary.

- ✓ Circle a word in the paragraph below you are less familiar with or do not know.
- ✓ Look the word up and write a simple version of the definition in the margins of the paragraph.
- ✓ When you are done, write the word clearly on side one of the pretend notecard below.
- ✓ Next, write the definition of the word on side two of the pretend notecard below.
- ✓ Finally, create an association back on card two: You could draw a picture, link to a memory, look up the word origin/root (where the word comes from) and write that down, or create a sound/rhythm combination.

Paragraph: Life is either a meaningful important phenomenon, or life is utterly meaningless and absurd. It is up to me to decide whether life has meaning or not. No one else can decide for me, since I would already have to have chosen the person to evaluate life, and that would be my own decision. I choose to evaluate life as meaningful. Indeed, there is an infinite amount of meaning in life. Every small event is packed with meaning; it signifies something; it is a clue to a deep mystery. But what is the meaning of small event? I must interpret the meaning. There may be an infinite number of possible interpretations of any one event. I select the meaning of an event by deciding what it signifies or points toward. For example, suppose I find a dollar bill on the sidewalk. I could interpret the event as mere random chance, a physical event of gravity pushing the dollar bill to the ground from someone else's hand. It would signify a random event that is part of a larger random event, the universe itself. Or I could interpret finding the bill as an event of justice; I lost a dollar bill previously, now I have found one, and this re-establishes order and justice in the universe. I would then interpret the universe as a just and balanced place. There are countless other interpretations I could make of the event, and countless ways of looking at the larger picture. It is up to me, and my choices make me who I am. [Paragraph written by Professor Gregory Whitlock, Parkland College. Used with permission.]

Pretend Notecard: **Front Side** (For vocabulary word):



Pretend Notecard: **Back Side**: Look up the definition and write a short definition of the word below:



Now, go back up and create an association with the word on **FRONT SIDE** of the notecard. Remember, you could draw a picture, link to a memory, look up the word origin/root (where the word comes from) and write that down, or create a sound/rhythm combination.

Explain below in a few words how looking up the vocabulary word you chose has helped you understand the paragraph more:

Answers: Answers will vary. I chose to circle the word “signifies” and to write a short definition above it, like you see below. After writing the word on SIDE ONE of the card, and the short definition on SIDE TWO, I went back to side one and created an association: Below are FOUR possible ways to create an association: A picture, a memory, a rhyme, and remembering the word origin or root.

... something; it is a clue to a deep mystery. But what is the meaning of small event? I must interpret the me
... of an event by deciding what it *The act of showing a deeper message with a physical object* signifies or points toward. For example, suppose I find a dollar bill on the
... e dollar bill to the ground from someone else’s hand. It would signify a random event that is part of a lar
... llar bill previously, now I have found one, and this re-establishes order and justice in the universe. I woul

DRAW A PICTURE: In the card below I matched the meaning of the word “Signifies” to the picture of a hand with what looks like an engagement ring on it. In some cultures, a ring on this finger is a physical object that shows the deeper meaning that someone is committed to marriage with someone else:

Signifies



Attach to a memory: Below I attached a memory of buying Adidas sweatpants, especially because they are the specific brand “real” soccer players and coaches wear. The physical object of “Adidas” sweatpants signifies that I am a “legit” coach.

Signifies

*When I ordered my Adidas
sweatpants for coaching
soccer.*

Create a rhyme: The rhyme below reminds me that something that SIGNIFIES shows a deeper meaning to the eyes, like my Adidas sweatpants supposedly show I play soccer.



Look up the word origin: See what its roots (beginnings) are or to see if the word has an interesting story behind it that can create an association in your brain: In this case, remembering that the root of the word is “SIGN” should help me remember that something that SIGNIFIES is a SIGN (or visual display) of some other message, just like my Adidas sweatpants were supposedly a sign that I was a “real” soccer coach.

Signifies

The ROOT is SIGN

Chapter/Video Seven: Word Parts

“Big” complicated words can seem so intimidating. But, if you realize that many BIG words are simple smaller parts put together, you realize, “Hey! These big words aren’t so tough after all!” Video six shows you how you can break words down into parts called *the prefix, the root, and the suffix*. And, if you break words down, and especially work at memorizing the word roots, you can grow your vocabulary and attack words more confidently!



Learn to break down big words into smaller parts!

If you haven’t yet, watch the video and answer the questions, then look back here for the answers and more practice.

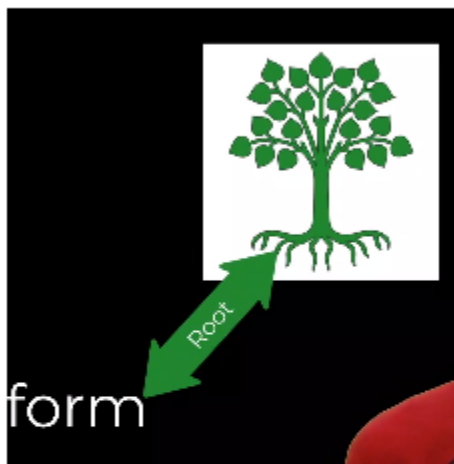


Questions and Answers from the VIDEO!

Video Question One: Write what you think the word “absquatulate” might mean! Do you remember what you wrote when watching the video:

Answer: Answers will vary. To be honest, one person thought it sounded like another word for . . . going the bathroom. . . . maybe behind a tree or something! We will be reminded of the true meaning further down this chapter.

Bonus Question: The picture below taken from the video shows how both TREES and WORDS have “roots.” In your own words, how is a word root like a tree root?



Answer: Answers will vary. The main idea is that just like a BIG TREE begins with a ROOT, a WORD begins with a smaller word called a “word root.” For example, from the video we learned the ROOT (or beginning) of the word NONCONFORMIST is “form” (or “shape”!).

Video Question Two: Circle the best answer: True or False: A “prefix” is a small part added to the BEGINNING of a word root, and a SUFFIX is a small part added to the end of a word.

Answer: True. For example, if we add the PREFIX “con” to the root “form” we get the word “conform” which means to shape with or go along with. If we add the suffix “ist” which means “someone who believes or does something” we get the word “conformist” which means someone who goes along with the shape or rules of society.

Bonus Question: In few words explain your answer below: Do you consider yourself to be a *conformist* or a *nonconformist* (or somewhere in between)?

Answer: Answers will vary, but certainly if you more or less go along with what everyone else does, you are a CONFORMIST, but if you behave or think differently than everyone else then you are a nonconformist. Most people are probably a mix of the two. Since people do not normally try to fly by themselves or run around with homemade wings and a tail on themselves, the person pictured below from the video would be a NONCONFORMIST:



Bonus Question: In your own words, explain what the picture below from the video shows about words:



Answer: Answers will vary. But, certainly, it shows how BIG WORDS are made up of smaller parts. "Nonconformist" has FOUR PARTS to it!

Video Question Three: Circle the best answer: What do you think the word INTROSPECTION means? Circle the best answer:

- (1) The act of building something with good materials.
- (2) The act of looking inside oneself.
- (3) The act of playing a musical instrument.

Answer: 2. "Introspection" means the act of looking INSIDE oneself.

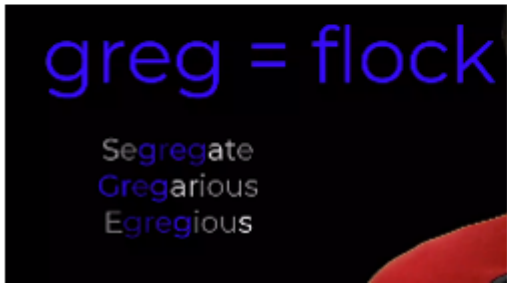
Bonus Question: Write your answer below: What is the ROOT of the word INTROSPECTION, and how does knowing this root help you understand the word? See picture below from the video for a hint.



Answer: The root is "SPEC" which means "to look" or "to see." Once you know the word ROOT is to "look" then you know that the word must have SOMETHING to do with LOOKING or SEEING!

Bonus Question: Circle the best answer: True or False: It's a good idea write down a word root when you learn one, because if you know the root of ONE word, you can also figure out other words. |

Answer: True. For example, look below: knowing the word root "GREG" means "flock" (a group of animals), then you can make a good guess what all three of the words below mean:



So, the main idea of today's video is that words have PARTS. If you can break down and learn these parts, you can sometimes figure out the meaning of words.

A final example from the video is the word I (Yes, I, Steve Rutledge) invented by putting two word roots together:

BudsnuB

Bonus Question: Draw a line to separate the two word parts.

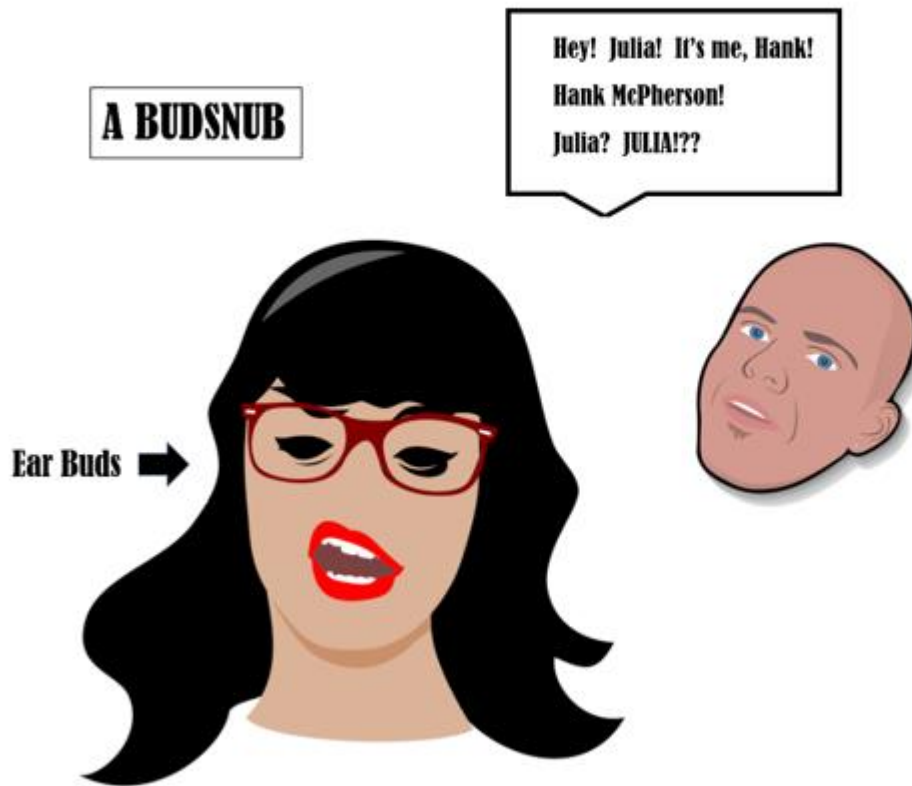
Answer:

BudsnuB

Bonus Question: Based on BUD (that is, EAR BUDS) and SNUB (that is, to rudely ignore someone) write what you think the word means when the parts are combined below:

Answer: Answers will vary. Basically, it is when someone ignores someone else because they have their earbuds in and do not notice them.

Here's a visual of the word below: Check Urbandictionary.com and look up the real word if you want!



Video Question Four: Circle the best answer: What is the root of the word "Absquatulate"?

- (1) Ab
- (2) Squat
- (3) Ulate

Answers: The ROOT of the word absquatulate is "squat"—orto bend down in a sitting position.

The man below is squatting down to talk to the child:



Bonus Question: Write your answer below: The prefix “Ab” means to “move from” so, in your own words, what is good

definition of ABSQUATULATE?



Answer: Answers may vary: The word "Absquatulate" means to get up (as in from a squatting position) and quickly move out! The ranchers in this picture are absquatulating!

For Further Practice: Let's practice breaking down words through understanding a word root.



Question One: You are probably familiar with the word "satisfied." Google "Satisfied" + "Word Root."

Write the word root and the simple meaning of the root below:

Answer: Answers may vary. The root of the word "satisfied" is "satis" which means "enough."

So, a “satisfied” person feels that they have had ENOUGH to eat or done WELL ENOUGH on a test or HAVE A GOOD ENOUGH JOB, etc.

Question Two: What happens when we add the PREFIX (a word added BEFORE the root) “self” to the word “satisfied.” What do you think “self-satisfied” means?

Answer: Answers may vary, but certainly the word could mean “someone who is satisfied with themselves” or “the feeling of having done or been ENOUGH.”

Question Three: INTERESTINGLY: Being self-satisfied can be POSITIVE or NEGATIVE. Circle the sentence below that uses “self-satisfied” in a NEGATIVE way:

Sentence One: Even though others criticized her for giving up a career to raise a family, Roberta glowed with self-satisfaction as she watched her last child graduate.

Sentence Two: The self-satisfied politician didn’t care that he had voted to give himself a big pay raise, even though the rest of the country was in a recession. [A “recession” happens when regular people are not making enough money to pay for their needs]

Answer: Sentence two uses self-satisfaction as a negative, because the politician is satisfied even though they are doing something negative to others.

Question Four: So, we know the word root “sati” means enough: In the sentence below you will see the word “satiated”; Think of what you know about the word root “sati” and then circle what you think is the best meaning of the word below:

Sentence: Chewing mint leaves can sometimes **sate** cravings for sweets.

- (A) Increase
- (B) Make fun of.
- (C) Fulfill.

Answer: C. Fulfill: When you see the root “sati” (or “satis” – same thing), the word will have something to do with filling up with enough.

Question Five: The word **insatiable** has THREE parts to it (a prefix, root, and suffix). Draw lines in the word below to separate the different parts:

Insatiable

Answer: In|sati|able

Question Six: The prefix “in” means “NOT”; the root “sati” means “enough”; the suffix “able” means “able to be”. Using what you know of these word parts write what you think is a decent definition of the word “insatiable” below:

Answer: Answers may vary. But, “notable to be satisfied” seems like a good guess.

Question Seven: So, it’s a good idea to write down WORD ROOTS in a vocabulary notecard booklet (like we talked about in video six). Write the word “satis” or “sati” on the pretend card side one;

then, on side two write the definition; then return to side one and use one of the four memory devices to create an association in your brain. (Note: I would also write “word root” on card one as a reminder that this is the root of MANY words).

Notecard Side One: (On next page)



Notecard Side Two:



Answers: Answers will vary. See below.

Satis



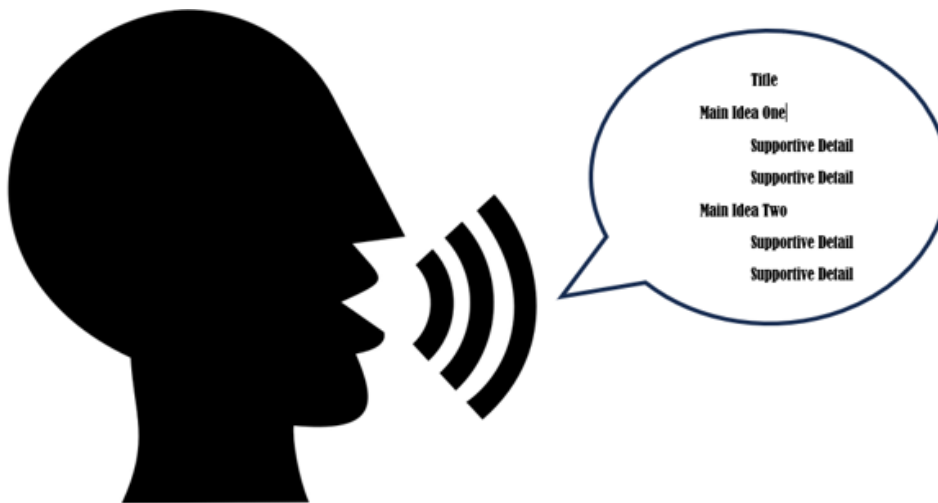
Word root

Enough
(as in
“satisfied”)

Chapter/Video Eight: Notes on Lectures and Videos

So far, we've focused on reading WRITTEN texts like articles and textbooks. But, often in school you will be asked to watch videos and listen to class lectures—neither of which can be ANNOTATED like written texts. But, the good news is that things like videos and lectures often use the SAME STRUCTURES as written texts. Videos and lectures use things like TITLES and HEADINGS and SUPPORTIVE DETAILS—and if you can learn to recreate these structures by taking notes when you watch videos and listen to lectures, you can understand their meaning much more clearly.

If you haven't yet, check out the video, and then come back here for answers and further practice.



The spoken word—in things like lectures and videos—often uses the same organizational structures as the written word.



Questions and Answers from the VIDEO!

Video Question One: When you are assigned a video to watch for class, when and where do you usually watch it? Do you take notes while you watch it?

Answer: Answers will vary. But, hopefully you do take notes while you watch the video.

Video Question Two: Circle One: True or False: Just like we ANNOTATE when we read an article, we should take NOTES as we listen to a lecture or watch a video.

Answer: True. Taking notes while watching a video can help you understand what's being said and shown.

Video Question Three: Circle one: True or False: Lectures and Videos can use headings just like articles use articles use headings.

Answer: True. While the speaker in a lecture or video might not SHOW a heading, when they switch from point to point to point, they in a way they are using headings. We will show you this in a bit.

Bonus Question One: Explain in your own words how the expert in the video pictured below is using HEADINGS in a similar way that an article uses headings.



Answer: Answers will vary. But, certainly you can see he has FOUR MAJOR SECTIONS to his talk. Each section has its own topic and main idea.

Bonus Question Two: In your own words explain what the slide below is trying to show.



Answer: In the notes I am taking from the video, I am noting, by using a Roman Numeral II that the expert has switched to a new topic. Here's what my notes might look like in the picture below (note the II) indicates a new topic):

I] Unprocessed foods

(A) Things like NUTS, FRUITS, EGGS.

(B) These are very good for you (3:12)

II] Processed culinary ingredients

(A) Things like salts and cooking oils.

(B) Soybean oils should be avoided.

Notice how I track when the speaker switches from one main idea to another. In a sense he is using something like HEADINGS in an article to help me know when he is switching points.

Bonus Question: In the notes above you can see (3:12). Explain what that means and what purpose it serves.

Answer: Answers will vary. (3:12) That means that I took those notes from minute "3" and second "12" of the video. The purpose of writing the time from the video is in case I need to go back to look up the information more thoroughly.

Bonus Question: Circle One: True or False: You should try to write down EVERYTHING the lecturer says or the video shows.

Answer: False. Just focus on getting the main ideas and most important supportive details. Write down TIME STAMPS (like the 3:12 above) so you can look up any information you might need later.

Video Question Four: Circle one. True or false. So far we've learned that you can use a Roman Numeral to indicate a MAIN idea and letters like [A], [B], and [C] and so forth to indicate supportive ideas.

Answer: True. So, notes on a lecture about FOODS TO AVOID might look like this:

[I] Foods to avoid:

(A) Trans fats

(B) High refined sugar

Video Question Five:

YOU MAY SELECT MORE THAN ONE ANSWER FOR THIS QUESTION:

What are some STRUCTURES in the video that you notice are also used in WRITTEN ESSAYS?

- Titles -- to show the overall point.
- Main Ideas indicated by HEADINGS.
- Details that support the main ideas.
- Quotes [exact words] that are worthwhile writing down.

Answer: All of these boxes should be checked. Because lectures and videos often use these just as written texts do.

Answer: All of these boxes should be checked. Because lectures and videos often use these just as written texts do.

Video Question Six:

What is one way taking notes from a video or lecture in class is DIFFERENT from writing annotations on an article?

- You need to pay attention to shifts in main ideas.
- You should write down important supportive details.
- You should write down important quotes.
- You may not always SEE when a video or lecture presentation is shifting to a main idea, so you have to pay attention.

Answer: The FINAL BOX should be checked. The main difference is that in a lecture or video you may not SEE things like HEADINGS. You have to listen for when the presenter is switching to a new main idea.

For Further Practice:

Check out the video “Enclothed Cognition” produced by YouAreNotSoSmart:
<https://www.youtube.com/watch?v=MtPPaCBJdw0&t=1s>

(You can simply search for the short video using the key words above.) Take notes as you listen to and watch the video. Feel free to pause the video in order to get notes. Afterwards, compare your notes to what I produced. Below are reminders of what notes on videos and lectures should do:

So, get some paper and a pen. YOU are going to practice taking notes while you watch this video. Try to create an overall title: Use ROMAN NUMERALS to write down the main points of each section. Below each major point, use [A], [B], and [C] and so forth to write down important details. Feel free to pause the video if you need to. You can also write down any important quotes ALONG WITH the time counter (the time in the video where the quote comes from). Good luck!

Answer:

A thought about what the MAIN IDEA of the video/lecture might be.

A title that reflects the overall TOPIC of the video/lecture.

Enlothed Cognition
ME? Clothes have power over your Mind.
I] Experiments
Group A: Normal Clothes
Group B: Lab Coats
II] Experiment two
Both wore lab coats
one told printers smocks
One told des. lab coats
half as many mistakes
III] Depends on the symbolic meaning
(A) "(1:30) Change the way you see yourself"
perform much better

Roman numerals such as I] or II] to show when the presenter switches to a new major section in the video/lecture.

Extra details or thoughts!

Letters like (A) or (B) to show details that SUPPORT or ILLUSTRATE that particular section.

A quote (exact words) from the video along with the time stamp (time in the video where the quote is spoken).

