



# 1 Beginning Self-Evaluation

## Your Math Study Habits and Attitudes

WS #3

The following self-evaluation will help you see how effective or ineffective your study habits and attitudes are in math. After reading each statement, circle which letter (Y, S, or N) is most appropriate to your answer. It is very important to answer each statement honestly. Then add up the number of Y's, S's and N's at the bottom of each column.

Y = yes, frequently

S = sometimes

N = no, never

- |  |   |   |   |
|--|---|---|---|
| 1. I like math.  | Y | S | N |
| 2. I believe I can learn math if I really want to.                                     | Y | S | N |
| 3. I always attend math class.   | Y | S | N |
| 4. I am always prepared for class.   | Y | S | N |
| 5. I keep up with my math assignments.   | Y | S | N |
| 6. I fearlessly ask questions of my teacher so I can fully understand.                 | Y | S | N |
| 7. I listen carefully and take good notes.   | Y | S | N |
| 8. I choose a proper study environment for doing my math work.                         | Y | S | N |
| 9. I have and use a weekly assignment planner.   | Y | S | N |
| 10. I know what my learning style preferences are (visual, auditory, and/or hands-on). | Y | S | N |
| 11. I have had a discussion with my teacher about learning styles.                     | Y | S | N |
| 12. I know ways to make learning easier based on my learning style preferences.        | Y | S | N |
| 13. I have a math study partner and/or group.  | Y | S | N |
| 14. I work well with my math study partner or group.                                   | Y | S | N |
| 15. I fearlessly ask questions while working in my group so I can fully understand.    | Y | S | N |
| 16. Before class, I preview the section of the textbook we will work on next.          | Y | S | N |
| 17. Every night, I do a quick review of the last few day's notes.                      | Y | S | N |
| 18. I am prepared and ready to take math tests.  | Y | S | N |
| 19. Pop quizzes are no problem for me.   | Y | S | N |
| 20. I do well on math tests.   | Y | S | N |
| 21. I see the mistakes I make in math as an opportunity to learn.                      | Y | S | N |
| 22. When I am learning math, I do not compare myself to others.                        | Y | S | N |
| 23. My math grades are as good as I want them to be.                                   | Y | S | N |

COUNT TOTAL:

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## 8 Your Study Environment Ways to Improve Your Concentration

WS#4

**Concentration** is necessary for learning. When you are concentrating, you are focused on learning material and content. **Daydreaming**, on the other hand, is the enemy of concentration. It is a momentary lack of concentration or focus. It may be reassuring to know that it is a very natural and human characteristic, but you can never get rid of it. You can only learn to reduce it. With a partner(s) or on your own, consider the following:

**Concentration Breakers** What are some of the causes of your daydreaming while in math class or while doing math? Consider how you feel, where you are, and what's going on in your life.

- |                                 |           |
|---------------------------------|-----------|
| 1. <u>Example: Being hungry</u> | 11. _____ |
| 2. _____                        | 12. _____ |
| 3. _____                        | 13. _____ |
| 4. _____                        | 14. _____ |
| 5. _____                        | 15. _____ |
| 6. _____                        | 16. _____ |
| 7. _____                        | 17. _____ |
| 8. _____                        | 18. _____ |
| 9. _____                        | 19. _____ |
| 10. _____                       | 20. _____ |

**Effects on My Learning** What do you think are the effects of your daydreaming on learning math?

\_\_\_\_\_

\_\_\_\_\_

**“Good” and “Bad” Daydreaming** It is important to know that there is good and bad daydreaming. Good, productive daydreaming is when you are applying what you are learning now to what you already know. For example, in math class, when you begin to graph the equations you have been learning to solve, you may be thinking about how to represent what you know on a graph. If, however, you are thinking about a party coming up this weekend or about a conversation you just had with a friend, that is bad, or non-productive, daydreaming. The idea is to reduce the non-productive daydreaming.

**Ways I Can Improve My Concentration** List as many ways you can think of that help you to develop good concentration while doing math. (*Hint: Look for opposites on your list of causes!*)

- |  |           |
|--|-----------|
| 1. <u>Reduce my “bad” daydreaming!</u> | 10. _____ |
| 2. _____                               | 11. _____ |
| 3. _____                               | 12. _____ |
| 4. _____                               | 13. _____ |
| 5. _____                               | 14. _____ |
| 6. _____                               | 15. _____ |
| 7. _____                               | 16. _____ |
| 8. _____                               | 17. _____ |
| 9. _____                               | 18. _____ |