

A Newsletter for Grade 8 Students Level 1, Sample 1

Grade 8 Tips to Success for High School

Learning Skills

Note-Taking

There are no real trick or secret to any of these skills. In taking down notes all have to do is write them as Neat as you can. The best way to write neat is to use a kind of writing that you are best at or comfortable with. Then work on your other kind of writing in your spare time that is messier and/or weaker. Now rate yourself on how you print and write; see where you need to improve and keep on practicing.

Ok you've got some tips on how to write neatly, but a lot of people (students) complain on writing long notes. Well you don't have to write the whole note. You can just put down notes that you think you won't remember or you find it confusing. You can just skip the other sentences that you know is not that important. Or you can also write on your own pace and ask the teacher for the note afterwards. Now your all set to write or print a good, well written note.

Listening Skills

Listening Skills are like hanging onto a person's every word. You just have to make sure you understand what the teacher is saying otherwise you will get confused. If you did not listen then you can ask a classmate. If it seems like they don't know what they are talking about. Then you should probably ask the teacher. Now one of the best things you could do is be honest with a person. So be honest with the teacher say the reason for you resulting not understanding what to do. If you do have one quick question then just put up your hand and ask, but if you think your classmates will laugh at you then just completely ignore it. You do not have make yourself look smart just be smart.

Personal Management Skills

Organization and Strategy

If you are worried that you that you do not organize well than don't get frustrated: it all start's from the beginning. Once you begin a note, get a worksheet or an assignment etc. make sure it has the correct date. Now all you have to do is put the sheets in on to after another. If you do want to organize in the middle of the year which is not the best time to start you can try to put things in order according to some of the dates you have put on your sheets.

Goal Setting

The hard thing about goal setting is that when you make a goal you get distracted by other things like TV going out, doing something with friends etc. and then you end up failing to achieve your goal. Well one of the things you could do is plan your time wisely to get your work done and do whatever you like to do or what you were distracted by. Say to yourself ok I'm going to do this then that than this. You are probably going to have to make some Sacrifices, but I think it depends on the situation if its worth it or not.

Barriers to Learning

Get the Book on Tape

If you want to get the book on tape and you can't for whatever reason then you can ask the teacher and give her blank tape. If you do have a tape recorder then you can just do the recording yourself. Make sure that you have a clear loud voice. If you don't then get somebody who can talk loud and clear.

Reading Ahead of the Class

Reading ahead of the class is sometimes tough because the class can be a little fast. So you can ask the teacher for some suggestions to read ahead or maybe she might give you some other suggestions which might work better.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates a limited understanding of learning strategies required for success in high school through vague and incomplete responses (e.g., in the discussion of note taking, suggests writing neatly and skipping unimportant sentences as tips for success).
- The student demonstrates limited understanding of personal management skills through vague and incomplete responses (e.g., “put the sheets in on to after another”).

Thinking/Inquiry

- The student analyses personal barriers and the strategies used to overcome them with limited effectiveness (e.g., uses impersonal titles, such as “Get the Book on Tape”; fails to identify personal difficulties in reading and to describe the steps taken in overcoming them).

Communication

- The student communicates personal knowledge of learning strategies and skills with limited clarity (e.g., says of note taking, “There are no real trick or secret to any of these skills” and “You can just skip the other sentences that you know is not that important”; says of goal setting, “Say to yourself ok I'm going to do this then that than this”). Numerous grammatical errors (e.g., run-on sentences and sentence fragments, lack of subject-verb agreement) detract from clarity of communication.
- The student uses language and visual layout with limited effectiveness (e.g., uses a small font).

Application

- The student transfers personal ideas and strategies to the newsletter context with limited effectiveness (e.g., organizes the information in newsletter form, using centred headings, left-hand alignment, and tabs, but fails to convey an overall sense of how the ideas and strategies contribute to success).

Comments/Next Steps

- The student should review the purpose of learning strategies and the content of the guidance course.
- The student needs to review the newsletter format.
- The student and the teacher may need to review the expectations for each step of this task to raise the level of achievement.

A Newsletter for Grade 8 Students Level 1, Sample 2

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GET THE GOSSIP ON GRADE 9

Hey all you grade 8's a little scared about high school? Well I'm here to help you. Read and follow along and you'll live through 4 great years of high school.☺
Get the high school news!

Learn What?

Have you ever heard of a learning strategies? Well I didn't till my first year of high school. I took this very awesome and helpful class called Learning Strategies/Family Studies. It helped me to understand easy ways to study for tests and feel more positive about myself.☺ What are learning strategies you maybe thinking. Well here are some examples..
1.re-read notes no more than 48 hours before tests

or exams
2.high lite important info on hand out sheets
3.keep writing/printing neat.
These are



just a few of many useful hints it is just a help to get you started.

So hold the key to your success!

Being A Manager

What a grade 9 a manager? Ya that's right you a manager!

Take control over your own life with personal management skills. You must get lots of sleep (go to bed early not sleep in) You should try and get up at the same time each day to fall into a routine. Don't fall behind!! If you start to slack off it is very hard to get caught up! Be responsible for you and your school work. Take pride in your grades! Try out for teams and clubs don't be shy!



Me, Myself, And I

What I think of high school has nothing to do with you. I can't make you like it and make you join clubs and all that, but I can **try** to and is what I have done. I have enjoyed my first year

B

of high school and found it to be fun. I like to do things on my own and take charge of my own life. In high school, you are your own boss. So try your best, be responsible and make everyone you know jealous.



Be the judge of your life!

Get Up And Over!

When I started high school I was very shy. I would keep to myself afraid to speak out. Next year I am going to join and try out for some of the teams here. So don't make the same mistake I did and be shy!☺ You may also get a lot of homework like

I did. I would like to tell you this! "Do NOT leave it until the night before it is due!" That's what I did and let me tell you my marks were not good! I have now learned to start working on it bit by bit until I am done. You may want to try the same thing. It works great if you have to go out one night then you have some of it done so you are not behind. This is a great way to work on a project without taking up the whole night. So overcome your fears and worries and take part. GET UP AND OVER THE HIGH SCHOOL BLUES!●

I would just

like to say that my first year at High School has been a blast and I am looking forward to the upcoming 3 years I have left!

HIGH SCHOOL ROCKS!!!!



Teacher's Notes

Knowledge/Understanding

- The student demonstrates a limited understanding of learning strategies and personal management skills through incomplete responses (e.g., does not specifically identify the learning strategy).
- The student demonstrates limited evidence of knowing the definition or understanding the importance of learning strategies or personal management skills.
- The student shows limited evidence of identifying learning strategies required for success in high school (e.g., gives tips about taking notes but does not identify note taking as a learning strategy).

Thinking/Inquiry

- The student analyses a personal barrier (shyness) with limited effectiveness (e.g., names a personal barrier and two aspects of it: "I would keep to myself afraid to speak out").
- The student shows limited evidence of applying an inquiry process.

Communication

- The student communicates personal knowledge of learning strategies with limited clarity (e.g., "re-read notes no more than 48 hours before tests or exams").
- The student identifies with the audience but uses slang and makes grammatical errors (e.g., uses run-on sentences: "Try out for teams and clubs don't be shy!") that detract from the clarity of communication.
- The visual layout detracts from the message in the newsletter (e.g., the narrow width of columns makes reading difficult).

Application

- The student transfers ideas and strategies to the newsletter context with limited effectiveness (e.g., "What I think of high school has nothing to do with you").
- The student uses technology with limited effectiveness (e.g., the columns are too narrow; the graphics – the folded newspaper, the man with his hands in the air, the chequered flag – are inappropriate).

Comments/Next Steps

- The student should review the purpose of learning strategies and the content of the guidance course.
- The student needs to review the newsletter format.
- The student and the teacher may need to review the expectations for each step of this task to raise the level of achievement.