



**E-PACKET**



Thank you so much for your interest in the Victus Study Skills System, designed to help students succeed in academics and in life.

We are pleased to send you some sample pages of each level:

Level 1 Primary

Level 2 Elementary

\*Level 3 Middle through High School

Level 4 College Bound and College

Student Planner

DIY Workbook

\*Please note that the "Student Workbook" pages and the accompanying "Teacher Edition" pages were our original product and can be adapted to any age. The "Teacher Edition" is a foundational tool and is an essential resource for all levels.

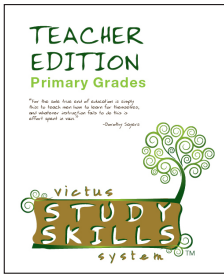
Please let me know if we can be of further help.

A handwritten signature in black ink that reads "Susan Ison".

Susan Ison, President  
Victus Study Skills System  
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HELPING STUDENTS SUCCEED IN ACADEMICS AND IN LIFE

[www.studyskillssystem.org](http://www.studyskillssystem.org)



# Victus Study Skills System

## PRIMARY TEACHER EDITION

### Including Student View

#### PROCEDURE RECAP

Procedure for each day is repeated at the beginning of each section.

#### Day 1 Develop an interest in the course and teach Lessons 1 and 2.

#### SEE WHAT THEY SEE

A thumbnail of the student page is repeated in each section.

#### SUGGESTED ACTIVITIES TO SUPPORT THE LESSONS

It's important for students to have a physical activity to support each lesson. Choose at least one activity that results in "work" that the student can include in his/her workbook.

#### Lesson 1 Study Habits

- Let students talk about what they do when they come home from school and do homework. Role play the actions. Allow as many students to be involved as possible.
- Use puppets to allow students to role play in small groups.

**Use art materials to make a paper bag hand puppet:** The student draws and decorates the fold of the bag to look like a face: the top of the mouth is on the fold; the bottom of the mouth is on the bag so that when the student puts his/her fingers into the fold from inside the bag, the mouth opens and shuts as he/she lifts the flap of the fold.

- Go over the lesson and encourage students to stand up if they answered "Yes" to a question. Vary with stand up and turn around, wave your hands in the air, etc. Allow students to applaud their answers!

#### Day 2 Pass out students' workbooks and involve students in reviewing Day 1. Teach Lesson 3.

#### Lesson 3 Goal Setting

- Go over pages 5, 6, and 7 with the students. Allow students to stand and talk about the pictures they drew in the lesson related to something they want to do, something they need to be, and something they need to do. Encourage students to talk about the steps that are necessary to reach their goals.

Let students talk about something they wanted to do and they did it! ("I wanted to make a costume for Halloween.")

- Ask the student questions such as: What did you do to reach your goal? How did it feel when you reached your goal?

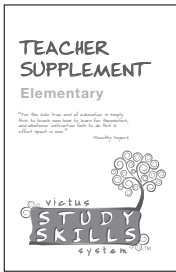
Are there different steps you could have taken to reach the same goal?

- Introduce a specific goal. Tell the students that you know a child who has a goal of getting an A in math on her next report card.

Ask the students what she could do to be better in math.

Write their responses on a board or chart. Guide them to think about practicing math facts, asking the teacher if they do not understand, and doing well everyday and not just on a test.

If the child had a C on her last report card, ask the class if a better or more realistic goal would be to get a B on the next report card instead of an A. Encourage all answers. Tell them that sometimes a goal can be too big if it is too hard to reach. Discuss setting a goal that can be reached.



# Victus Study Skills System

## ELEMENTARY SUPPLEMENT

### Including Student View

#### Lesson 2

### Learning Strengths

1. Read TE pages 25-27, including the Student Views to understand more fully.
2. Introduce the concept of learning strengths.
3. Have students complete ESW pages 6 and 7.
4. Talk to students about taking action to build on their learning strengths. Ask different types of learners to find strategies they can use on page 8.

Now write your section totals in the boxes below.

A = \_\_\_\_ B = \_\_\_\_ C = \_\_\_\_

1. If your highest total is in **section A**, you are likely a **Seeing learner**. You remember best by using your eyes.
2. If your highest total is in **section B**, you are likely a **Hearing learner**. You remember best by using your ears.
3. If your highest total is in **section C**, you are likely a **Doing learner**. You need movement or activity while you study to remember best.

Now fill in the blanks below:

I am strongest as a \_\_\_\_\_ learner.

My second area of strength is as a \_\_\_\_\_ learner.

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#### Tips to Build on My Learning Strengths

Learning is easier — and more fun — when we connect with our learning strengths. Try some of these aids to sharpen your learning strengths:

VISUAL <small>seeing learner</small>	AUDITORY <small>hearing learner</small>	KINESTHETIC <small>doing learner</small>
<ol style="list-style-type: none"> <li>1. Write things down because you remember them better when you do.</li> <li>2. Underline or highlight information in notes or books (when possible).</li> <li>3. Draw a picture of facts, like a map to label state capitals.</li> <li>4. "See" facts in your mind, and picture correct spelling.</li> <li>5. Write vocabulary words in color on index cards with short definitions on the back.</li> <li>6. Limit detail on index cards.</li> <li>7. Take notes in class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Study with a friend/tutor/parent so that you can drill facts out loud.</li> <li>2. Recite out loud the information you want to remember (quotes, lists, dates, etc.).</li> <li>3. Put information into a rhythmic pattern: create a poem, rhyme, song, etc. Use mnemonics. (See examples in the appendix.)</li> <li>4. Write vocabulary words in color on index cards with short definitions on the back. Review them frequently by reading the words aloud and saying the definition.</li> <li>5. Learn by interviewing or by participating in discussions.</li> </ol>	<ol style="list-style-type: none"> <li>1. To memorize, pace or walk aloud while reciting to yourself or looking at a list or index card.</li> <li>2. If you need to fidget while in class, cross your legs and bounce the foot that is off the floor, or use a focus object that is not distracting to others.</li> <li>3. Trace letters and words to learn spelling and remember facts.</li> <li>4. When studying, take breaks as frequently as you need. A reasonable schedule is 30 minutes of studying and five minutes of break.</li> <li>5. Try studying in different positions.</li> <li>6. Use a dry erase board.</li> </ol>

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#### Lesson 3

### Mission and Goal Setting

1. Read TE pages 28-30. Mark ideas that you want to stress.
2. Have students turn to ESW page 12 and read aloud some of the points with each photo.
3. Have students draw stick figures in the boxes on page 13 of the ESW. Talk to them about points that you want to stress.
4. Point out important ideas from your reading on TE pages 29-30. Have students complete the mission activity on page 13.
5. Read TE page 31. Explain ESW page 14 and give students time to complete the activity.

#### Creating My Mission Statement

Five Years Ago	Me When I Grow Up

You have certain gifts and strengths and desires. You also have a purpose. When you put all these together, you have a mission. I decided in the second grade that I was on this earth to teach. Not everyone decides that young, but many dreams take root when we are young. It's a good time to start thinking about it...so let's begin!

Your mission statement declares your purpose for being on this earth. It should be no longer than 25 words, and no more than two sentences. That makes it easy to remember. Your mission statement should show emotion, because it tells others what you are passionate about!

**Write two to three sentences about what you want to be doing when you are 30 years old.**

\_\_\_\_\_

\_\_\_\_\_

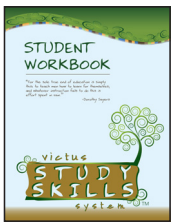
\_\_\_\_\_

**Write your personal mission statement here:**

\_\_\_\_\_

\_\_\_\_\_

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# Victus Study Skills System

## STUDENT WORKBOOK

Where am I now?

### Learning Strengths

#### Definition:

- How you take in and \_\_\_\_\_ information.

#### Benefits:

- Helps you adjust your \_\_\_\_\_ so you may reach your fullest learning potential.
- Helps process information into your \_\_\_\_\_ more effectively.

#### Three Types of Learning Strengths:

- \_\_\_\_\_ learners learn best by seeing.
- \_\_\_\_\_ learners learn best by hearing/saying.
- \_\_\_\_\_ learners learn best by doing/touching (incorporating movement).



Where do I want to be?

### what's their story?

<p><b>BABE RUTH</b>          • Career Strikeouts: 1,030          • Career Home Runs: 714</p>	<p><b>WILMA RUDOLPH</b>          • As a child, was told she would never walk much less run...          • At age 16, Bronze Medalist at 1956 Olympics</p>	
<p><b>ABRAHAM LINCOLN</b>          • Endured 20 years of losing elections before becoming President of the United States of America</p>	<p><b>DR. SEUSS</b>          • Rejected by 27 different publishers</p>	<p><b>BENITO JUAREZ</b>          • Became Mexico's most acclaimed President          • Born a poor Indian peasant          • Spoke only his native language and didn't learn Spanish until he was 12 years old</p>

Where do I want to be?

### Creating Your Mission Statement

Five Years Ago

Now

Five Years From Now

10 Years From Now

Write a brief mission statement below that tells why you believe you are on this earth.

Although there are many examples of personal mission statements, it is more effective first to try to write one on your own. Later you can compare yours to others which can be found through an Internet search for "personal mission statement examples."

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How do I get there?

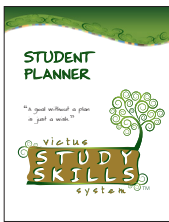
### Monthly Schedule

#### Monthly Assignment Schedule

MONTH FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Begin internet research for research paper	Decide on science project and research	Finish research for science project	Make material list	STUDY for Math test Go to store for science materials
1	2	3	4	5	6	7
	Begin science experiment	STUDY FOR MATH TEST	MATH TEST		Record data for science project	STUDY FOR ENGLISH
8	9	10	11	12	13	14
	STUDY FOR ENGLISH	STUDY FOR ENGLISH Record data for science project	ENGLISH TEST		Begin paper on science project findings	Finish paper on science project results
15	16	17	18	19	20	21
		RESEARCH PAPER DUE	Begin science project board	FINISH science project board	SCIENCE PROJECT DUE!	
22	23	24	25	26	27	28





# Victus Study Skills System

## STUDENT PLANNER

### Table of Contents

I. Introduction to Using Your Planner	4
II. My Values/Goals/Priorities/Objectives/Action Plans	5
III. How to Prioritize a Daily To-Do List	9
IV. My Weekly Calendar	11
V. Life Plan	118
VI. Grade Log	120

Dear Student,

Your Victus Student Planner will help you accomplish your goals. It will help you live out your priorities and do first things first. Keep it and each year remember important events in your life and goals you have accomplished.

Sincerely,

Susan Ison, Founder  
Victus Study Skills System  
www.studyskillssystem.org

### Values

What are three or four behaviors you will not compromise (ie: respect, love, etc.)?

Although you may never have thought of writing down your values before, this is a good time to do so. Values are standards of behavior that you believe are important. For example, respect may be a value that you will not compromise. One definition of respect is to treat all others as you would like to be treated.

Example:

Value	Definition
Respect	Treat others as I want to be treated

Below, write the three or four values that are most important to you, and a definition for each:

VALUE: DEFINITION:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

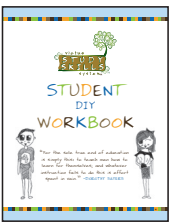
WEEK OF:

GOAL:			
OBJ:			
MON <input type="checkbox"/>			
TUES <input type="checkbox"/>			
WED <input type="checkbox"/>			
THUR <input type="checkbox"/>			
FRI <input type="checkbox"/>			
SAT <input type="checkbox"/>			
SUN <input type="checkbox"/>			

WHO SAID THAT? *Without self-discipline, success is impossible, period. - Lou Holtz*

			<b>PRIORITIZED TO-DO LIST</b> List weekly to-dos, then prioritize.

ODD BUT TRUE *The Mona Lisa has no eyebrows. It was the fashion in Renaissance Florence to shave them off!*



# Victus Study Skills System

# STUDENT DIY WORKBOOK

Where am I now?

## Study Habits Checklist

The checklist that follows will help you identify your current study skills. Please read each question and check whether you never, sometimes or always do what is asked in the question.

	Never	Sometimes	Often
<b>Making a Schedule</b>			
1. Do you keep a schedule showing the time you plan to spend each day studying? .....	_	_	_
2. Do you keep up to date with your homework? .....	_	_	_
3. Do you get enough sleep? .....	_	_	_
<b>Arranging a Place to Study</b>			
1. Do you study in a place where you are free from distractions? .....	_	_	_
2. Do you study in a place where you have access to resources to help with studying (ie. textbooks, computers, dictionaries, etc.)? .....	_	_	_
3. Do you consider your optimal study environment each time you study? .....	_	_	_
<b>Listening</b>			
1. Do you look at the person who is speaking? .....	_	_	_
2. As you listen in class, do you write down the main points? .....	_	_	_
3. Do you take part in class discussions? .....	_	_	_
4. Do you ask questions when you are not sure of something? .....	_	_	_
5. Can you listen in class without taking mind trips or daydreaming? .....	_	_	_
<b>Reading</b>			
1. As you read, do you keep in mind questions that you are trying to answer? .....	_	_	_
2. Do you look a chapter over before reading it in detail? .....	_	_	_
3. Do you find the main ideas in what you read? .....	_	_	_
4. Do you use the table of contents, index and other helps in a book? .....	_	_	_
<b>Taking Notes</b>			
1. Do you take notes? .....	_	_	_
2. Do you revise your notes as soon as possible? .....	_	_	_
3. Do you review class notes as soon as possible after class? .....	_	_	_
4. Do you use shorthand and outline form when taking notes? .....	_	_	_
<b>Preparing for a Test</b>			
1. Do you begin preparing for a test many days before you take it? .....	_	_	_
2. Do you daily review facts taught in class? .....	_	_	_
3. Do you have a sure method for memorizing facts? .....	_	_	_
4. Do you make up a sample test for yourself and try to answer it? .....	_	_	_
<b>Taking a Test</b>			
1. Do you budget your time? .....	_	_	_
2. Do you double check all of your answers? .....	_	_	_
3. Do you review the test papers when the teacher returns them so that you will not make the same mistakes again? .....	_	_	_
4. How often do you take a test without anxiety? .....	_	_	_

As you look over your answers on the Study Habits Checklist, you will begin to understand honestly where you are now in your study habits. You already may be seeing skills you want to improve, which helps you know what to do.

Where am I now?

## Part 1: Review

1. You have read in this section that *if you are honest about where you are, then you will know what to do.*

What does that mean?

2. Define the term *learning strength*.

3. Name and define three possible learning strengths.

4. Why is it important to know your learning strength?

*If you don't know the answers to these questions, go back and try to find them in the pages you just read.*

Where do I want to be?

## Part 2: Where do I want to be?

In this part of the workbook we are answering the question: *Where do I want to be?* You will learn about mission, goals and objectives.

In the spaces below, draw four stick figures of yourself. Below the heading **Five Years Ago**, draw a stick figure of something you might have been doing then.

Below the heading **Now**, draw a stick figure of something you might be doing now. Below the heading **Five Years from Now**, draw a stick figure of something you might be doing five years from now. Finally, below the heading **Ten Years from Now**, draw a stick figure of something you might be doing ten years from now.



**Five Years Ago**

**Now**

**Five Years From Now**

**10 Years From Now**

How do I get there?

How does your calendar compare with the following?

## Monthly Assignment Schedule

MONTH FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	Begin internet research for research paper	3	Decide on science project and research	4	Finish research for science project
5	6	Make science materials list	7	Continue internet research	8	Go to store for science materials
9	10	STUDY FOR MATH TEST	11	Begin internet research for research paper	12	Record data for science project
13	14	STUDY FOR ENGLISH	15	Go to library for research paper	16	STUDY FOR ENGLISH
17	18	STUDY FOR ENGLISH	19	Begin final draft of research paper	20	FINISH final draft of research paper
21	22	RESEARCH PAPER DUE	23	Begin science project board	24	FINISH science project board
25	26	FINISH science project board	27	SCIENCE PROJECT DUE!	28	