

# THE SQ3R METHOD

## Survey – Question – Read – Recite - Review

<p>Before you read, <b>Survey the chapter:</b></p>	<ul style="list-style-type: none"> <li>• the title, headings, and subheadings</li> <li>• captions under pictures, charts, graphs or maps</li> <li>• review questions or teacher-made study guides</li> <li>• introductory and concluding paragraphs</li> <li>• summary</li> </ul>
<p><b>Question while you are surveying:</b></p>	<ul style="list-style-type: none"> <li>• Turn the title, headings, and/or subheadings into questions;</li> <li>• Read questions at the end of the chapters or after each subheading;</li> <li>• Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?"</li> <li>• Ask yourself, "What do I already know about this subject?"</li> </ul> <p><b>Note:</b> If it is helpful to you, write out these questions for consideration. This variation is called SQW3R</p>
<p><b>When you begin to Read:</b></p>	<ul style="list-style-type: none"> <li>• Look for answers to the questions you first raised;</li> <li>• Answer questions at the beginning or end of chapters or study guides</li> <li>• Reread captions under pictures, graphs, etc.</li> <li>• Note all underlined, italicized, bold printed words or phrases</li> <li>• Study graphic aids</li> <li>• Reduce your speed for difficult passages</li> <li>• Stop and reread parts which are not clear</li> <li>• Read only a section at a time and recite after each section</li> </ul>
<p><b>Recite after you've read a section:</b></p>	<ul style="list-style-type: none"> <li>• Orally ask yourself questions about what you have just read or summarize, in your own words, what you read</li> <li>• Take notes from the text but write the information in your own words</li> <li>• Underline or highlight important points you've just read</li> <li>• Use the method of recitation which best suits your particular learning style but remember, the more senses you use the more likely you are to remember what you read - i.e.,</li> <li>• TRIPLE STRENGTH LEARNING: Seeing, saying, hearing-</li> </ul> <p>QUADRUPLE STRENGTH LEARNING: Seeing, saying,</p>

	hearing, writing!!!
<p><b><u>Review:</u> an ongoing process.</b></p>	<p><b>Day One</b></p> <ul style="list-style-type: none"> <li>• After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined.</li> <li>• If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook.</li> </ul> <p><b>Day Two</b></p> <ul style="list-style-type: none"> <li>• Page through the text and/or your notebook to re-acquaint yourself with the important points.</li> <li>• Cover the right hand column of your text/note-book and orally ask yourself the questions in the left hand margins.</li> <li>• Orally recite or write the answers from memory.</li> <li>• Make "flash cards" for those questions which give you difficulty.</li> <li>• Develop mnemonic devices for material which need to be memorized.</li> </ul> <p><b>Days Three, Four and Five</b></p> <ul style="list-style-type: none"> <li>• Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated.</li> <li>• Make additional flash cards if necessary.</li> </ul> <p><b>Weekend</b></p> <p>Using the text and notebook, make a Table of Contents - list all the topics and sub-topics you need to know from the chapter. From the Table of Contents, make a Study Sheet/ Spatial Map. Recite the information orally and in your own words as you put the Study Sheet/Map together.</p> <p>Now that you have consolidated all the information you need for that chapter, periodically review the Sheet/Map so that at test time you will not have to cram.</p>