



Tips and Techniques

SQ3R System of Study

Scripture Verse: *But the Comforter, which is the Holy Ghost, whom the Father will send in my name, he shall teach you all things and bring all things to your remembrance, whatsoever I have said to you.* (John 14:26, KJV)

Grades: 5-12

Background: The SQ3R system is a method of study that was introduced in 1946 by Francis P. Robinson in his book *Effective Study*. This method includes five steps: survey, question, read, recite, and review.

Survey

This usually takes a minute or two. Have the student 1) read the title; 2) study the pictures; 3) read the first few sentences; 4) glance over the headings in the chapter to see the few big points which will be developed. Also, 5) read the final summary paragraph if the chapter has one. This survey should show the three to six core ideas around which the discussion will cluster. This orientation will help you organize the ideas as you read them later. Note what is being emphasized in the chapter.

Question

Turn the first heading into a question. This will arouse the student's curiosity and so increase comprehension. It will bring to mind information already known, thus helping the student to understand that section more quickly. Change the heading into a question, then read to find the answer.

Read

Now read to answer that question that might be listed at the back of the chapter. Read to the end of the first headed section, actively searching for answers to questions. As the student looks over the section headings, they should get an idea of what is going to be presented. This is not a passive plodding along each line, but an active search for the answer. Read for facts, ideas, and relationships.

Recite

Having read the first section, look away from the book and try to recite the answer to your question. Have the student use his own words and give an example. If you can do this, read over the section again so they know what is in that section.

An excellent way to do this reciting from memory is to jot down one phrase in outline form on a sheet of paper. Make these notes very brief! Now repeat steps

2, 3, and 4 on each succeeding headed section. That is, turn the next heading into a question. Read to answer that question, etc.

The insistence on answering the question makes it easier to force the reader to proceed with an active, inquiring mind. The recitation forces the student to test his understanding. Self-recitation to the parent to oneself helps to formulate an overview of what the reading is about. Sometimes the student can write out the answer, which is more effective since it forces the reader to verbalize the answer and, also use more sensory channels – visual and kinesthetic.

Review

When the lesson has thus been read through look over the notes to get a bird's eye view of the points and of their relationship and check his memory as to the content by reciting major sub-points under each heading. If holes exist in his memory or questions are unanswered, go back over the section to see what he missed and why.

Reviewing gives a bird's-eye view of the points and their relationships. Keep in mind that the review should be no more than five minutes. Look over the total outline to make sure that the material is properly fixed in memory and that the reader can recall the sub-points under the main points.