



See an example of a study guide or find it in *THE First Days of School* on page 240.

## Study Guidelines Define Lesson Objectives

**S**tudy guidelines help students and those at home assisting with learning see the expectations for success. Ignore the subject matter on the two examples of study guidelines shown here. Focus on how the objectives written so the students know what they are responsible for learning.

### The Digestive System

The digestive system breaks down food into usable forms for the body's cells.



Just as you would use a map to guide you to a destination, use these sentences to guide you in your study of this unit.

1. Define all the vocabulary words.
2. State the function of the digestive system.
3. Give examples of the different types of nutrients.
4. Differentiate and give examples of nutritious and nonnutritious foods.
5. Compare mechanical and chemical digestion.
6. Draw the digestive system, and state the function of each part.
7. Explain how nutrients get into the blood.
8. Devise a healthy diet for a weeklong trek into the mountains.
9. Assess the effectiveness of different weight-loss programs.



## Study Guidelines Define Lesson Objectives (continued)

### YOUR STUDY GUIDE FOR MAGNETISM

#### “Nature of a Magnet”

Your textbook has these four objectives at the beginning of the chapter:

1. Explain how magnets are similar to objects with electric charges.
2. Use examples of the action of magnets to explain what magnetic poles are.
3. Explain how you can locate a magnetic field.
4. Use two magnets to demonstrate the effect of magnetic poles on each other.

I have prepared this study guide to help you learn these objectives. This guide breaks the objectives into smaller questions or tasks. As you work through them, please:

- Write the page number where you found the answer in the left margin. This will help you find it again when you go back to study.
- Note the number in parentheses before each question or task. This tells you which objective it is matched to.

Thank you.

PAGE

- ( 2 ) What is a magnetic pole?
- ( 1 ) In what three ways are the magnetic force and electrical forces alike?
- ( 4 ) Demonstrate these combinations for attracting and repelling:
  - N with N \_\_\_\_\_
  - S with N \_\_\_\_\_
  - S with S \_\_\_\_\_
- ( 2 ) What is a temporary magnet?
- ( 2 ) What is a permanent magnet?
- ( 2 ) Why does rubbing one end of a steel needle with a magnet magnetize it?
- ( 3 ) What is a magnetic field?
- ( 2 ) List five items that are attracted by a magnet.
- ( 2 ) List five items that are not attracted by a magnet.
- ( 4 ) How can you show that a magnet has two poles?

**I hope you are not *repelled* by this lesson!**