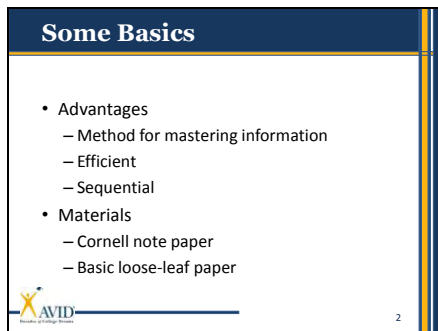
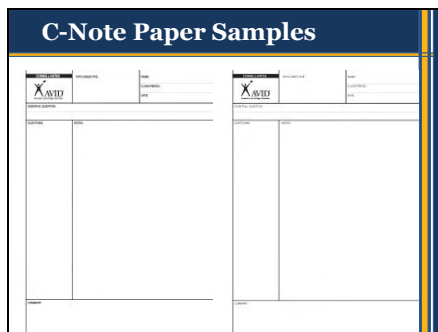


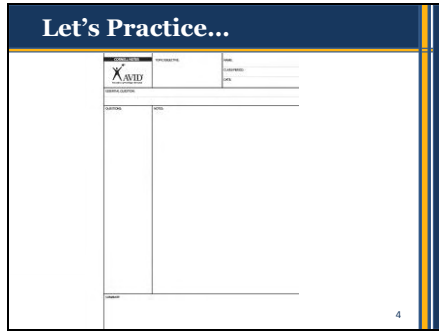
Introduce students to Cornell Notes.
 Relay that note-taking is a cornerstone of a GREAT student and more specifically a successful AVID student



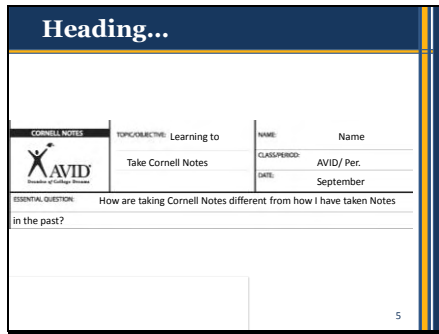
Discuss the Advantages of Cornell Notes
 Let them know if they run out/don't have C Note paper they can draw a 2 ½ inch line



Discuss the various types of Cornell Notes



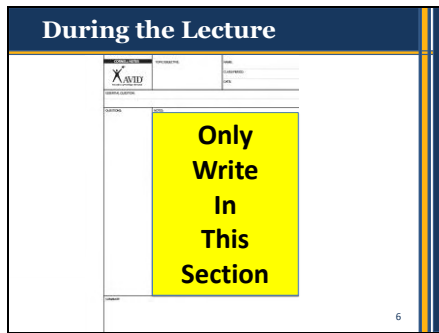
Tell students they should begin taking notes now!



Have students fill out the heading (Topic, Name, and Essential Question)

Make sure that students Fill out this part in PEN!

****Note: Be sure to Update the Heading in the ppt before you begin the lecture**



During a lecture they record their information on the RIGHT Side ONLY

Tell them to ignore the Questions and summary section until the lecture is over

Why Take Cornell Notes?

- Help you work on assignments and study for tests outside of class
- Stimulates Critical Thinking skills
- Helps organize and process information
- Help you recall information and use your notes multiple times



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Topic Essential Question	First & Last Name Class Title Period Date
Questions, Subtitles, Headings, Etc.	Class Notes
← 2 1/2" →	
3 to 4 sentence <u>summary</u> across the bottom of the last page of the day's notes	

Tell Students To fill out the heading before the lesson begins

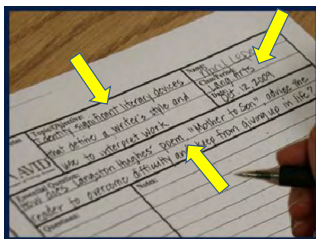
Make sure they have the line down the left side

Take Notes on the right side (ONLY) during the lecture

When the teacher is done, they should go back to write Questions on the left

That night they should summarize learning

Before the Lecture Fill in Heading




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Here is an example of a properly filled out heading:


- Name, Class, Period, and date (In PEN)
- Topic of the Notes for the day
- Essential Question (Is a question that captures the point of the lesson)

When there is no Essential Questions	
Standard/Objective (ELA)	3.6-Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style.
Essential Question	How do literary devices such as metaphor, symbolism, dialect, and irony define the writer's style?
Standard/Objective (Math)	Alg. 9.0- Students use substitution to solve a system of two linear equations in two variables algebraically.
Essential Question	How is a system of two linear equations solved by substitution?
Standard/Objective (SS)	10.5.2- Understand the role of Appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
Essential Question	Why is Appeasement a contributing factor to the start of World War II?
Topic (Science)	Diffusion and Osmosis
Essential Question	• What is the process of diffusion and osmosis in a membrane system?

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If a teacher does not give the students an Essential Question:
 Have them take the daily standard and turn it into a question.
 Discuss how this can be done in all classes


During the Lecture	
<ul style="list-style-type: none"> • From “lecture”, text, video, projects, etc. • Paraphrasing • Skip lines between ideas • Abbreviate • Use phrases • Use bullets/lists • Recognize cues from teachers • Use outline style, diagrams, pictures, graphs 	

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Point out when they take notes and some of the skills that will help them be more effective

- From “lecture”, text, video, projects, etc.
- Paraphrasing
- Skip lines between ideas
- Abbreviate
- Use phrases
- Use bullets/lists
- Recognize cues from teachers
- Use outline style, diagrams, pictures, graphs

After the Lesson...	
<ul style="list-style-type: none"> • Highlight important information • Cross out non-essential information • Star (*) any information that might show up on a test/quiz. 	

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Once the teacher has stopped talking or the project is over
 On the right hand side students should

- Highlight important information
- Cross out non-essential information
- Star (*) any information that might show up on a test/quiz.

After the Lesson...

Compare your notes with a partner!



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If Students missed information during the lecture they should work with a friend in the class to:

- Fill in Gaps
- Correct information they copied wrong
- Identify important information

Generate Good Study Questions

What type of question should I write?

Phrase the Question on the left so that it helps you recall the information on the right

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Tell Students that the Questions on the left side should

- Reflect the information on the right side
- Be Good study questions that will help them remember the information on the right side
- Be phrased like possible test questions
- Areas of confusion
- Gaps in Notes

At home that night...

- Look over that page of notes (1-3 mins.)
- Write a 3 or 4 sentence summary
- Identify the most important pieces of information.
- Answer the Essential Question and your questions on the left side in that summary.

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They can think of the summary at the bottom of the page as a nightly Quickwrite
It should reflect the most important information from the lecture

Using your notes to Study

Cover the notes on the right

Rework/Answer questions on the left

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- Students should later go back and study their notes
- Have students cover up the information on the right with a blank piece of paper
 - Rework the questions on the left
 - Then see if the information matches

Let's Focus on your Notes

- Look over your notes
 - Underline/highlight important information
 - Cross out unnecessary information
- Meet with your Northwest Partner
 - Fill in missed information
 - Generate two good study questions in the left column

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- Here students are going to use their notes from THIS lecture on C Notes
- Have students independently highlight and cross out unnecessary information
 - Then have students meet with their Northwest Partner in order to:
 - Fill in missing information from the lecture
 - Generate Two questions

Tonight's homework

- Insure you have 2 good study questions on the left
- Set a timer for 3 minutes (or watch the clock), and do a Quickwrite summary answering:
 - How are taking Cornell Notes different from how I have taken Notes in the past?
- Take Cornell Notes in at least 2 academic classes

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Review homework, and tell students they will need this for tomorrow.