EFFECTIVE NOTE TAKING STRATEGIES:

Cornell Note Taking System & Learning Log



Lesson Objective

 The student will learn how to properly record notes and utilize both the Cornell Note Taking System and the Learning Log.

AT/ID Date:		Period	
Decades of College Dreams		10000	17
	Student Activity 4.5		
	Learning Log	poW	
QUESTIONS	NOTES		20
What did you learn today?			
	DE-CHEST		
What did you find interesting			
in what you learned?			
	Control Manager Carl	79	
What questions do you still have	II live myltonic		
bout what you learned?			

	OFIC/OBJECTIVE rential Question:	Name: Class/Period: DATE:	
Main Points/Questions:	Notes:		
SUMMARY:			

Bellwork!

???Have you ever tried to take notes and then had a difficult time understanding them at a later date? If so, describe your experience.

Terminology

Cornell Note Taking System

 The Cornell method provides a systematic format for condensing and organizing notes.

Learning Log

 This technique is used to help with focusing on what is learned in class by writing thoughts, reactions, and responses to class lectures, videos, or discussions.



Name:	Grade:	
	V 27 7 1	
Date:	Period:	- 2

Student Activity 3.2 (1 of 2)

Cornell Notes Format

Topic:	Name: Class: Period: Date:
Questions/Main Ideas	Notes:
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Summary:	most entire the person and a convey tertity of the
Summary:	5 of 5
2 M TEMPORAL C	part 5

Career & Technical Education

TOPIC/OMECTIVE Essential Question:

Part 2

Name: Part 1

DATE:

Main Points/Questions:	Notes:
	_
	Part 3
Part A	
Pa.	

SUMMARY:		
	part 5	
	Par	

Your Name's Notes Page

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The 5 Parts of Cornell Notes

- Part 1: Heading
 - Your name, date, class/subject, and topic
- Part 2: Topic
- Part 3: Notes
 - Record the lecture here
- Part 4: Questions/Cues
 - Main ideas, questions that connect the points, diagrams, and prompts
- Part 5: Summary
 - Summarize main idea for quick reference after class during review

STEP #1 - RECORD

RECORD



- Listen and write your notes using concise sentences
- Use shorthand symbols, abbreviations, or lists
- Skip a space between points for easy reading

STEP #2 - QUESTIONS



- Develop questions either during the lecture or immediately after class
- Questions help clarify meanings or any misunderstandings
- Strengthens memory

STEP #3 - RECITE

RECITE



- Cover the "Notes" column with a sheet of paper or fold it over
- Then, looking at the questions in the "Cue" column only, say aloud in your own words, the answers to the questions or main ideas

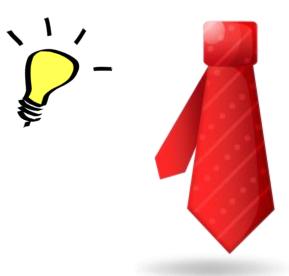
STEP #4 - REFLECT

REFLECT

WHAT'S THE

IDEA HERE?

 Ask yourself—"What's the 'BIG PICTURE' and how can I TIE everything together?"



STEP #5 - REVIEW

REVIEW



- Spend at least 10 minutes every week reviewing all of your previous notes.
- By doing the above, you will retain a lot of knowledge for the exam!

Active Participation

- (1) Reflect on what was learned during 1st hour and record in Learning Log.
- (2) Using your copy of the Cornell Notes, label and circle the <u>five parts</u> involved in this note taking process. (complete during lecture)
- (3) Record 5 steps of "Notes" from the Power point on their Cornell Notes copy, under the section, "Notes". (complete during lecture)
- (4) Independently, formulate and write questions in the "Questions" column. Analyze the information and develop a summary based on the lecture, "Plotting Points."
- (5) Discuss with a partner the questions that you developed.

CLOSURE-CORNELL NOTE TAKING

 Teacher calls on non-volunteers to share with the class one item that is entered under the "Questions/Cue," "Notes" and "Summary" columns; teacher assesses and provides feedback.

Ticket-out-the-Door

- Students demonstrate the completion of the Cornell Notes page, which includes:
 - Labeled parts
 - Notes
 - Questions
 - Summary.

* Based on "Plotting Points" Lesson