

**CORNELL NOTE-TAKING in Science**

<b>Questions (OUTPUT)</b>	<b>My Notes (INPUT)</b>
	Whole process: (circular!)
<i>What happens during note-taking?</i>	Info ----- Comprehend --- Evaluate ----- (listen/read) (pick out imp.)
	Jot down Questions ----- Record -----/ (cue in later) (in own words)
<i>Why take notes?</i>	<b>Reasons:</b>
	- active learning
	- must pay attn. & think
	- forgetting slows down processing
	- have a visual record of info
<i>How does Cornell work?</i>	<b>Cornell system used worldwide</b>
	- dev. at Cornell U. in 1949/ Walter Pauk
	- steps: 1) divide paper 1/3...2/3rds, date, label
	2) take notes on right side
	<i>↪</i> in own words
	<i>↪</i> selectively
(place to ask for HELP!)	<i>↪</i> main ideas & imp. details
(point out spaces!)	<i>↪</i> indent & leave spaces (visual)
(point out yours)	<i>↪</i> abbrev. & use symbols & pictures
	**3) after class, cue in ?'s in left margin
	(questions & quiz column/Jeopardy-like)
	- clarifies/efficient/ no re-copy
	- puts in long-term memory
	- improves summarizing & quest.
	- prep for tutorials & classes
	- easy review (Q/A for next test)
	- method of mastery learning
<b>How can I get kids to take notes?</b>	<b>Modeling! modeling!</b> (on board, overhead, etc.)
	<b>Rewarding-</b>
	- make notes meaningful & useful!
(use stamps for points)	- basis for assignments
(have students submit quiz questions for credit)	- use for reviews (no more study guides!)
(use for pair/share activities & group quizzes)	- use on quizzes and tests
	- give credit and lots of praise
	- pre-punch or have 3-hole punch avail.
(after giving notes,	go back and cue in questions & memory keys together)

<b>Summary/Reflection</b>
<p>If this is a part of your Cornell system, model it and talk about its value! Write several summaries together as a class.</p> <p>Also worth mentioning: reasons for 3-ring binders, spiral notebooks learning logs, assignment sheets, quick-writes, mapping.</p>