

Format for Cornell Notes

(**Topic and Date** for the notes is written here)

Essential Question: Write 1 question that summarizes the main idea of the lecture here. This is usually provided by the teacher.

***Questions/Main Points**

* This section is for you to reflect and study after taking notes.

*It's written during review, within 24 hours of notes being taken, for best recall.

*Focuses on content of right-hand column

*Can be used as a study tool.

* Must include a minimum of 6 questions or comments.

Example – “What are Some techniques for making note taking manageable?”

***Notes, explanations, problems, and diagrams are located on the right.**

*Notes are written during lectures, textbook reading, and films.

*The information needed to formulate an answer to the Essential Question would be found here in your notes.

A reflection or summary, 1 paragraph long, is located at the end of your notes

The Cornell Way Note-taking System

Create Format

- Title, date, essential question on the top
- left hand column for memory cues and questions
- right hand side for notes

Organize Notes

- Take notes in a style you are comfortable
- Indent supporting points under the main idea to show that they're all related
- Paraphrase what the teacher says/notes on the slide
- Write down key information using cues like "this is important" or "this will be on the test"
- Use abbreviations where appropriate.
- Leave some space between main ideas for revision.

Review and Revise Notes

- Use the last 5 minutes of note taking time to compare notes with a classmate.
- Fill in any gaps in your notes.
- You should also fill in any gaps after tests/assignments/reading in the book.

Note Key Ideas to Create Questions

- You should have 1 question for every main idea in your notes
- At least 2-3 of your questions should be Costa's Level 2-3

Exchange Ideas by Collaborating

- Compare your notes to someone else's
- See if other students can clarify any points of confusion

Link Learning to Create a Synthesized Summary

- Summary goes at the end of your notes and should discuss all of the main points of the notes.

Learning Tool

- Use your completed notes to study

Written Feedback Given by the Teacher/Peer

- Graded Notes will have feedback

Address Written Feedback

- Fix any areas that are in need of help/add to your notes

Your Learning – Reflect on it!

- At the end of every Unit, reflect on your notes: Did they help? What do you still need to work on?

Steps for Creating Cornell Notes Questions

1. Read the Essential Question/Standard/Objective at the top of the assignment.
2. Review the first chunk of notes on the right side. A chunk is defined as a section of notes with the same main idea.
3. Identify the main idea of the first chunk.
4. Write a question for the first chunk that can be answered by the main idea.
5. Repeat this process until all main ideas in each chunk of notes are incorporated into questions.
6. Reread your questions. Are there any lower-level questions? At times, lower-level questions are necessary to create context for more advanced material to come.
7. Create an additional higher-level question that incorporates two of the lower-level questions. For example:
 - a. **Lower-level question 1:** What is the definition of perimeter?
 - b. **Lower-level question 2:** What is the definition of area?
 - c. **New higher-level question:** How does perimeter compare/contrast to area?
8. Create notes to address the new higher-level question created from the lower-level questions.
9. Create a few higher-level questions that relate to the notes but may require further research to answer or cannot be answered on your own.
10. Review your questions/notes to ensure the essential question/standard/objective at the top of the Cornell notes is addressed.
11. Review your questions/notes to study for test/quizzes, write essays, complete projects or use for a tutorial question.

Cornell Notes Summary Template

1. Read the Essential Question/Standard/Objective at the top of the assignment.
2. Respond to the essential question/standard/objective in one sentence – this is the introductory sentence to the summary. Use your own words in writing your summary.
3. Review the first chunk of notes on the right side.
4. Reread the first question written for the first chunk.
5. Write a one-sentence response to this question incorporating content-based vocabulary.
6. Repeat this process until all your questions are incorporated in the summary – accounting for all main ideas in your notes.
7. Reread your summary for clarity and accuracy, adding transitions when possible.
8. Review your summary to study for quizzes/tests, writing essays, completing labs or other projects.

Cornell Note Revision List

<u>Symbol</u>	
1,2,3... A, B, C...	1. Number the notes each time a new concept or main idea is presented
key word	2. Circle vocabulary/ key terms in pencil
<u>Main ideas</u>	3. Highlight or underline main ideas in pencil
^	4. Fill in gaps of missing information and/or reword/ paraphrase in another color
Unimportant	5. Delete/cross out unimportant information by drawing a line through with another color
?	6. Identify points of confusion to clarify by asking a partner or the teacher
*	7. Identify information to be used on a test, essay, for tutorial, etc.
Visual/Symbol	8. Create a visual/symbol to represent important information to be remembered.

Summary vs Reflection

	Summary	Reflection
What	<ul style="list-style-type: none"> • Condenses main points and key information of lecture, text, video • Gives the GIST, main ideas presented in notes and questions • Should address the essential question of the lesson • Main ideas paraphrased/stated in own words • Includes important content and lesson-based vocabulary 	<ul style="list-style-type: none"> • Critical thinking and mental processing about learning and experience • What, so what, now what of learning • Purposive processing relying in thinking, reasoning and examining ones own thoughts/feelings opinions and experiences • Includes important content and lesson-based vocabulary
Where	<ul style="list-style-type: none"> • On Cornell Notes • After T⁴ Notes • Cover Page 	<ul style="list-style-type: none"> • On Learning Logs • On tutorial Requests • End of Unit Reflection
Why	<ul style="list-style-type: none"> • To highlight the major points from the original text and to process the information from the notes 	<ul style="list-style-type: none"> • Connect learning to prior learning, self or real world • Reflection allows students to find solutions and draw conclusions resulting in a better understanding of content/information • It is not our experiences we learn from, but rather, reflecting on the experiences.
How	<ul style="list-style-type: none"> • Students can synthesize the information recorded in the notes to internalize learning 	<ul style="list-style-type: none"> • Students can reflect on learning, on themselves as learners and on how they learn best as a way to increase abilities/future learning
When	<ul style="list-style-type: none"> • Within 24 hours 	<ul style="list-style-type: none"> • Immediately following the learning, experience, activity or unit