

The CORNELL WAY



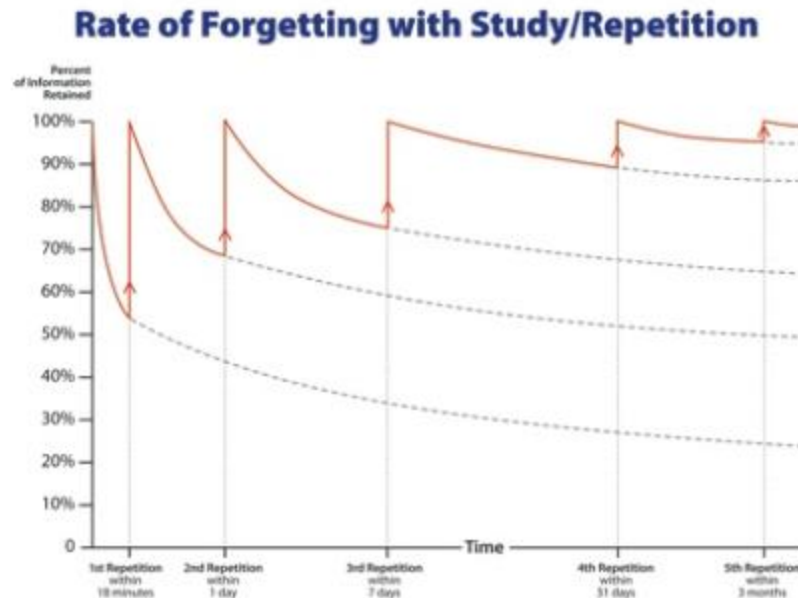
AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Objectives

- To support AVID Elective teachers with the foundational steps of the CORNELL WAY.
- To promote the use of the Focused Note-Taking DVD as a resource for learning and professional development.

Essential Question

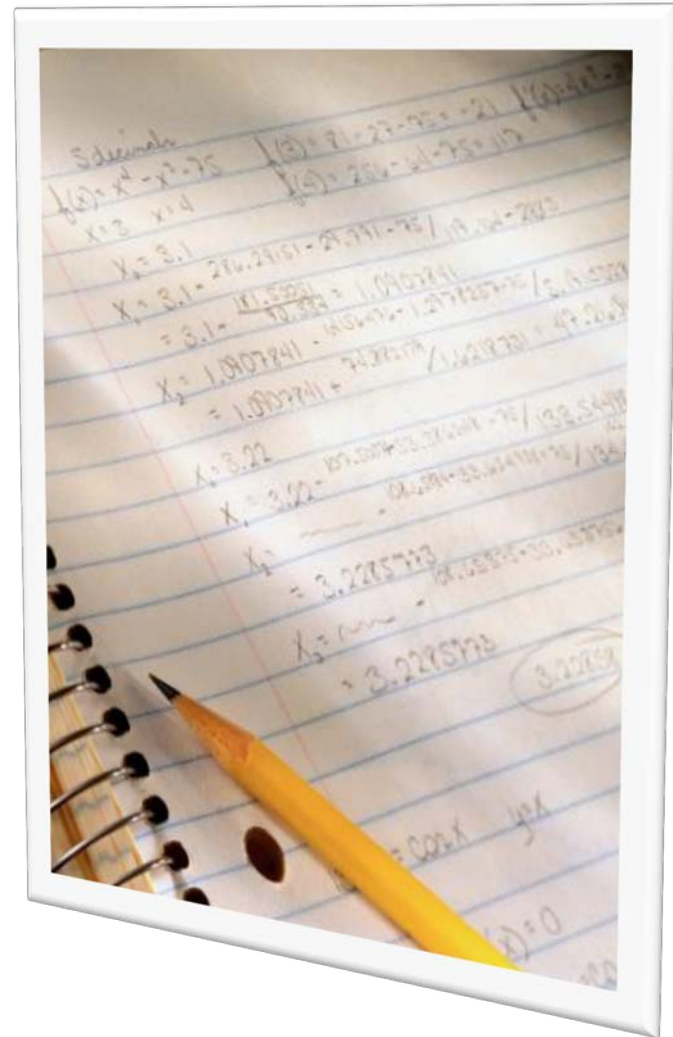
Are Cornell notes
optional or mandatory
in the AVID Elective
class? Why?



Quickwrite

What impact did note-taking have on your performance in college?

- Elbow partner share
- Large group share



Focused Note-Taking

CORNELL NOTE-TAKING SYSTEM

NOTE-TAKING	NOTE-MAKING	NOTE-INTERACTING	NOTE-REFLECTING
STEP 1 C reate Format	STEP 3 R eview & Revise Notes	STEP 6 L ink Learning to Create a Synthesized Summary	STEP 8 W ritten Feedback
STEP 2 O rganize Notes	STEP 4 N ote Key Ideas to Create Questions	STEP 7 Use Completed Cornell Notes as a L earning Tool	STEP 9 A ddress Written Feedback
	STEP 5 E xchange Ideas by Collaboration		STEP 10 Y our Reflection

Focused Note-Taking DVD



Decades of College Dreams

Focused Note-Taking: Increasing Student Achievement in Content Classes

This program is designed to introduce users to a method that AVID utilizes for focused note-taking called the "Cornell Note-Taking System." Through this site, you will follow two students and their teachers through a cycle of note-taking. The emphasis on Cornell notes is aligned with AVID Essentials 5 and 6.

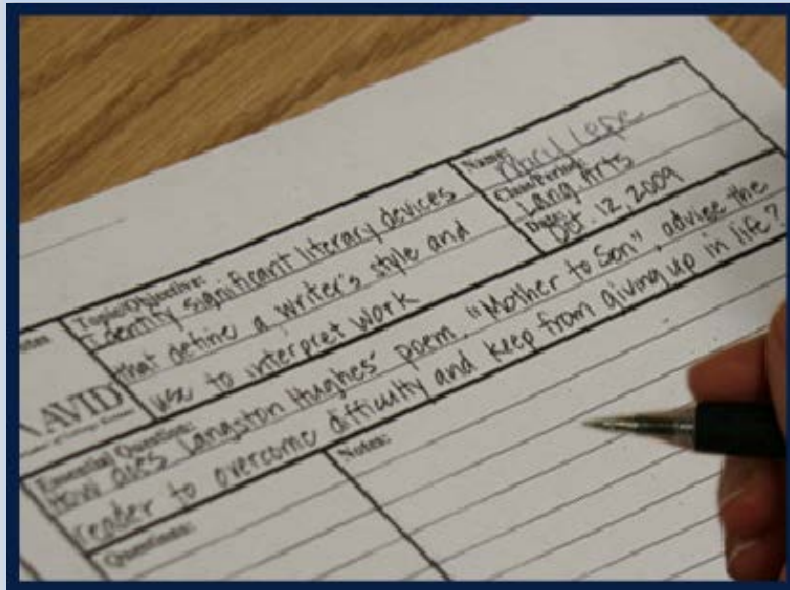
Cornell notes are a useful tool for taking focused notes, for using inquiry to highlight the main ideas, and for summarizing knowledge learned. The idea is to emphasize not only the taking of notes, but also the importance of refining and using the notes as a study aid.



"One learns through the processing of information by the brain. Words very, very seldom imprint themselves on the brain; but, one's thinking does."

- Walter Pauk


1 - Create Format



Essential Question:
What is the rationale
and research behind
Focused Note-Taking?

2 - Organize Notes

- Listen and take notes in your own words.
- Paraphrase what you hear.
- Skip lines between ideas.
- Abbreviate.
- Use symbols.
- Write in phrases.
- Use bullets/lists.
- Recognize cues.

Cornell Notes	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Class/Period: Lang. Arts Date: Oct. 12, 2009
 AVID Decades of College Dreams	Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?	
Questions:	Notes:	
What is the significance of the speaker in the poem?	① <u>Speaker</u> - * <u>Voice that communicates a poem's ideas, actions, descriptions, & feelings</u> - similar to <u>narrator</u> - can be <u>unknown or specific</u> (like character)	
How does a poet's choice of speaker affect the mood/meaning of a poem?	Impt. - Poet's <u>choice of speaker</u> - <u>contributes to the poem's mood/meaning</u> - <u>who speaks is as imp. as what is said</u> - <u>different (points of view) regarding same</u>	

3 - Review & Revise Notes

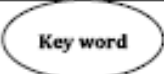


Step 3: Cornell Note-Taking Revision List


Name: _____ Date: _____

Step 3: Review and revise notes taken on right side by Cornell Note Revision Checklist

Directions: Review and revise notes taken in the right column. Use the symbols below to revise your notes.

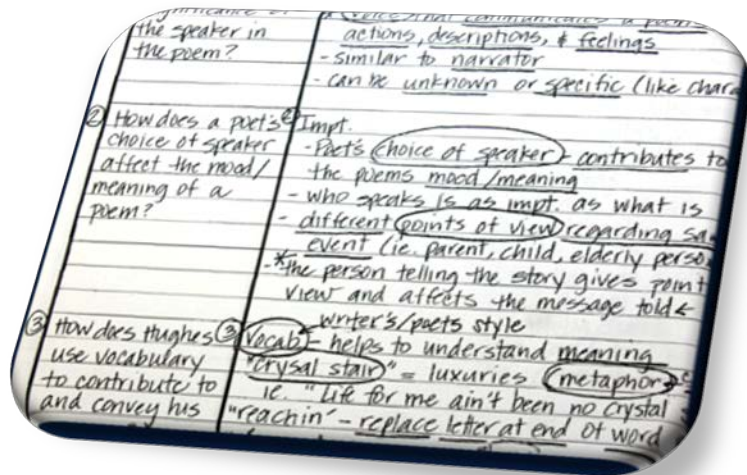
Completed	Symbol	Revision
<input type="checkbox"/>	1, 2, 3... A, B, C...	1. Number the notes each time a new concept or main idea
<input type="checkbox"/>		2. Circle vocabulary/ key terms in pencil
<input type="checkbox"/>	<u>Main idea</u>	3. Highlight or underline main ideas in pencil
<input type="checkbox"/>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

Review & Revise Notes continued...

Cornell Notes	Topic/Objective:	Name:
 AVID Provider of College Dreams	Solving <u>Systems of Equations</u> (SoE)	Class/Period: Alg. 1, 2 ^o
		Date: Oct. 12, 2009
Essential Question: How do you solve (SoE) by substitution? → solution will be an ordered pair (x, y)		
Questions:	Notes	
	System of linear equations (SoE) - 2 or more linear equations in the same variables Steps to solving by (sub): <i>if possible</i> 1. <u>Solve</u> 1 eq. for its variable. Solve for variable w/ coeff. of 1 or -1 2. <u>Sub.</u> the expression from step 1 into other eq. 3. <u>Solve</u> that eq. to get value of 1st var. 4. <u>Sub.</u> value of 1st var. into original eq. & solve for 2nd var. 5. <u>Write</u> the values from #3 & #4 as an ordered pair <u>Check</u> ? Ex. Solve $y = 3x + 2$ (Eq. #1) $x + 2y = 11$ (Eq. #2) Step 1 $y = 3x + 2$ ← Eq. 1 already solved for y $x + 2y = 11$	
Summary:		

Questions:	Notes:
	Step 2 $y = 3x + 2$ Sub. $3x + 2$ for y in 2nd eq. $x + 2y = 11$ $x + 2(3x + 2) = 11$ Simplify (Use Dist.) (Collect terms)
	Step 3 $x + 6x + 4 = 11$ $7x + 4 = 11$ Subtract 4 from both sides $\frac{7x}{7} = \frac{7}{7}$ \div by 7 <i>to isolate the variable</i> $x = 1$
	Step 4 $y = 3x + 2$ Write 1st eq. $y = 3(1) + 2$ Sub. 1 for x $y = 3 + 2$ Simplify for y $y = 5$
	Step 5 $(1, 5)$ Write SoE as ordered pair * Check: ? <i>on my test do I need to check my answer in both equations? or just one?</i> Eq. 1 $y = 3x + 2$ $5 = 3(1) + 2$ $5 = 3 + 2$ $5 = 5 \checkmark$ Eq. 2 $x + 2y = 11$ $1 + 2(5) = 11$ $1 + 10 = 11$ $11 = 11 \checkmark$
Summary:	

4 - Note Key Ideas



- Identify first “chunk” or “big idea” of the notes.
- Write a question about the main idea of that “chunk” on LEFT.
- Repeat until all “chunks” are identified with corresponding questions.


5 – Exchange Ideas



When peers work together to review their notes, the collaboration results in enhanced learning.

6 – Link Learning

- Review notes.
- Synthesize and combine main ideas.
- Address the Essential Question.
- Link the answers from the questions on the left.

Cornell Notes		Topic/Objective:	Name:
		Identify significant literary devices that define a writer's style and use to interpret work	Class/Period: Lang. Arts
			Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?			
Questions:	Notes:		
① What is the significance of the speaker in the poem?	① <u>Speaker</u> - * <u>voice that communicates a poem's ideas, actions, descriptions, & feelings</u> - similar to <u>narrator</u> - can be <u>unknown or specific</u> (like character)		
② How does a poet's choice of speaker affect the mood/meaning of a poem?	② <u>Imp.</u> - Poet's <u>choice of speaker</u> - <u>contributes to the poem's mood/meaning</u> - <u>who speaks is as imp. as what is said</u> - <u>different points of view regarding same event</u> (i.e. parent, child, elderly person) * <u>the person telling the story gives point of view and affects the message told</u> ← P.O.V.* <u>writer's/poet's style</u>		
③ How does Hughes use vocabulary to contribute to and convey his message?	③ <u>Vocab</u> - helps to understand meaning * <u>"Crystal stair" = luxuries</u> (metaphor) → <u>compares 2 things</u> i.e. "Life for me ain't been no crystal stair" * <u>"reachin'" = replace letter at end of word</u> (dialect) * <u>"'cause" = because</u> → slang <u>var. lang. used by group speech act.</u>		
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."			

7 – Learning Tool

What can we do to ensure students use their notes as a learning tool?



Steps 8, 9, and 10

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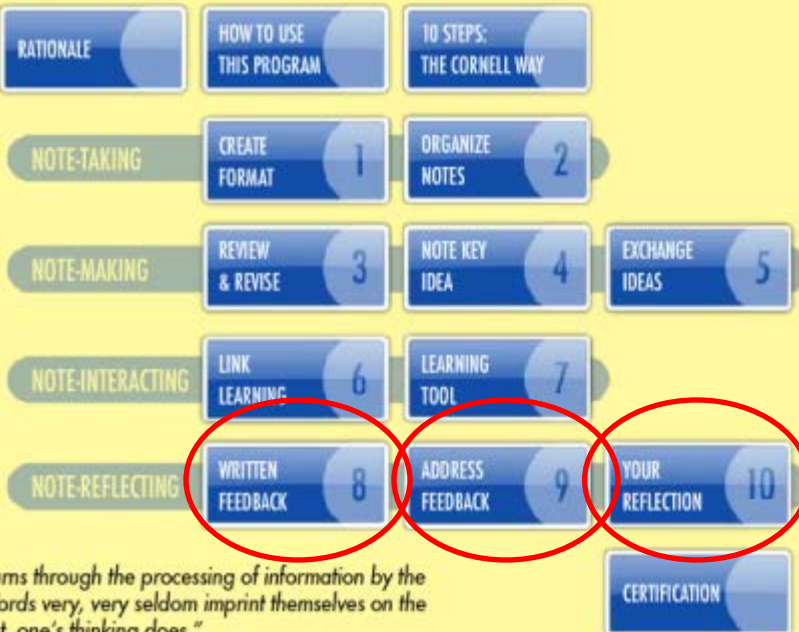
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Essential Question

- What is the benefit of the Essential Question?
- Where can students get this?
- Let's watch a teacher provide the Essential Question...

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KNOWLEDGE **HOW TO USE THIS PROGRAM** **10 STEPS TO THE CORNELL PLAN**

NOTE-TAKING **CREATE FOLDABLE 1** **PREPARE NOTES 2**

NOTE-MAKING **REVIEW & REVISE 3** **NOTE BY IDEA 4** **DISCUSS IDEAS 5**

NOTE-INTERACTING **LINK LEARNING 6** **LEARNING TOOL 7**


NOTE-REFLECTING **WRITEN FEEDBACK 8** **ADDRESS FEEDBACK 9** **YOUR REFLECTION 10**

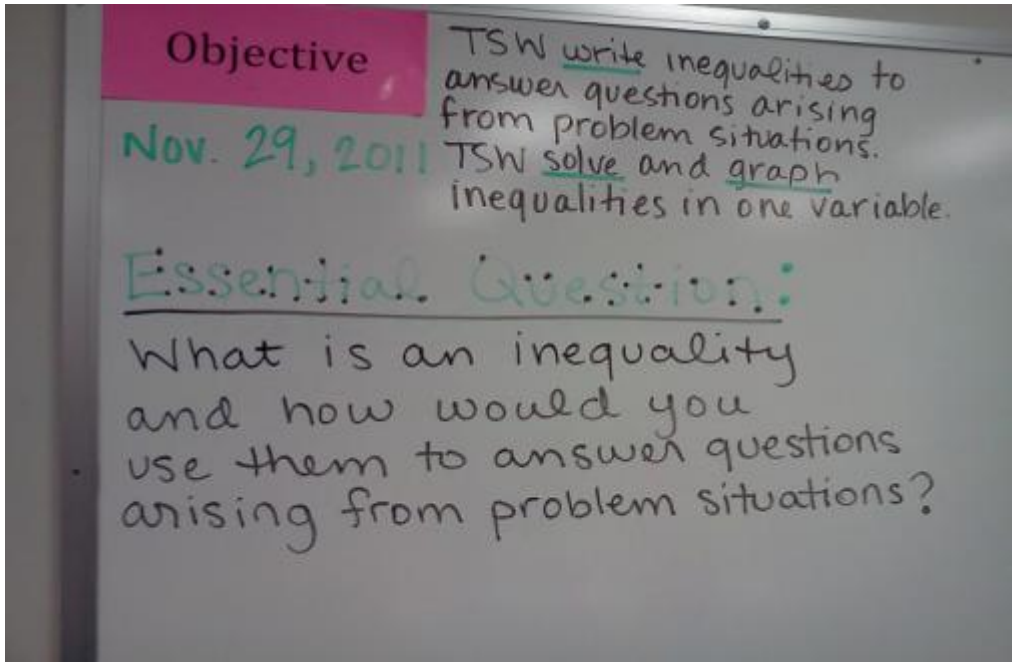
CONCLUSION

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Practice with Essential Questions

- Read “Creating Essential Questions” Handout.
- Choose three sample standards.
- Create corresponding Essential Questions.

CORNELL NOTES  AVID Decades of College Dreams	TOPIC/OBJECTIVE: _____ _____	NAME: _____ CLASS/PERIOD: _____ DATE: _____
ESSENTIAL QUESTION: _____ _____		
QUESTIONS: _____	NOTES: _____	



What is Really New?

- Essential Question
- Note Key Ideas — “Chunking”
- Linking the Learning — “Summary”
- Processing, Reflecting, Reviewing, Revising, and Studying (Using notes as a TOOL)



Applications

“How do we get students to actually do all of these things?”

- Give time in AVID class.
- Grade the notes to provide feedback weekly (at least!).
- Train your faculty.



Create a SMART Goal



Specific



Measurable



Attainable



Relevant



Timed

Want More Resources?

- MyAVID—E-Learning—On Demand Modules
 - *Video to teach students the value of Cornell Notes*
- MyAVID—Community—File Sharing—AVID Elective Resources and Beyond—Essential 5
 - *Various types of Cornell Notes*



Recall

Essential Question:

What is the rationale and research behind Focused Note-Taking?

Contact Information

