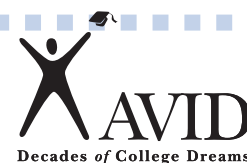


TEACHER REFERENCE



Using Cornell Notes for Learning Vocabulary

The Cornell note-taking format is particularly effective for helping students learn new vocabulary. While there are many strategies for teaching and learning new vocabulary, the following activity will help students pull together many of those strategies into one format.

Instructional Steps:

1. Instruct students to take a piece of Cornell note paper and divide the right-hand column into two separate columns. This means that their paper will have three columns. (See example on the next page.)
2. List the target vocabulary word in the left-hand column.
3. In the middle column, have students write the sentence or phrase in which the word is found (for example, a sentence from their textbook or story). Circle the target vocabulary word in the sentence.
4. Have students add the part of speech underneath the word.
5. Students may notice word parts they have been studying in these vocabulary words. It would be wise to have them draw a box around the word part as this may help them determine the meaning of the word.
6. Underline the context clues within the sentence(s) that will help them define and understand what the word means.
7. Have students write down a "best guess" definition of the word, based on their initial ideas around the word part, context clues and other background knowledge. Record this in the middle column under the sentence.
8. Repeat steps 2–7 until all of the words from the vocabulary list are examined. Students may self-select vocabulary words or you may choose to give the class a list. It is helpful to provide them with page numbers and paragraphs so they can easily locate the words within the text they are reading.
9. Pair students together to share their best guess definitions with each other and make any necessary additions or modifications to their existing definitions.
10. As a whole group, discuss the definitions and make sure that all students have a good understanding of each word. Have each student write down a "class definition" for each word in the middle column under their best guess definition. If their initial definitions were incorrect, have them cross those out with a single line to remind them which definition is most accurate.
11. If students still have questions about how the class definitions apply to the word in the sentence, they can write a question in the far left column, leaving space on the right side for the answer.
12. For English learners, ask students to identify any words that may sound/look like a word in their first language. Place that word or cognate in the far right column. If there is not a word, students should translate the word to the best of their ability.
13. In pairs, students create pictures/icons of each word and put those in the third, far right column.
14. Next, ask students to create original sentences using the new vocabulary word. Those sentences go in the third column of their notes.
15. If students have been introduced to Vocabulary Concept Maps, they can integrate those maps into these notes by placing them in the second column underneath their definitions. Or, they can simply list synonyms and antonyms underneath the definitions.
16. Since the words are now in Cornell style, students can easily use this as a study guide for vocabulary quizzes or as a reference to use these words in their writing.




Using Cornell Notes for Learning Vocabulary

"Examine the following vocabulary notes. All vocabulary words come from an essay by Richard Rodriguez entitled, 'Aria: A Memoir of a Bilingual Childhood.'"

Susana Scholar
 October 16, 2011
 Language Arts, Per. 6

Vocabulary Notes

Essential Question: How does learning vocabulary help me understand what I am reading?

<p>stray (adj.)</p> <p><i>Why are the words lost? I don't get it.</i></p>	<p>"I remember...when I first entered a classroom—able to understand about <u>fifty</u> stray English words."</p> <p>My best guess definition: words I don't understand</p> <p>Our class definition: something that has lost its way or that is disconnected or unrelated</p>	<p>perdida</p> <p>When I found a <u>stray</u> dog in our neighborhood, I put a leash on him and then knocked on doors to look for his owner.</p> 
<p>scheme (noun)</p> <p><i>Is a scheme a good thing or a bad thing?</i></p>	<p>"Now, many years later, I hear of something called 'bilingual education'—a <u>scheme</u> proposed in the late 1960s by Hispanic-American social <u>activists</u>..."</p> <p>My best guess definition: a program to improve social conditions</p> <p>Our class definition: a plan or a plot; a visionary program</p>	<p>plan, proyecto, idea</p> <p>Our <u>scheme</u> to make more money was to sell our old toys we didn't play with anymore.</p> 
<p>effusive (adj.)</p> <p><i>Are you always happy and friendly if you are effusive?</i></p>	<p>"...my father was <u>not shy</u> whenever I'd watch him <u>speaking Spanish</u> with relatives. Using Spanish, he was quickly <u>effusive</u>"</p> <p>My best guess definition: very friendly</p> <p>Our class definition: pouring out, overly expressive</p>	<p>efusivo</p> <p>My friend's <u>effusive</u> greeting made everyone feel very welcome in his home.</p> 
<p>Summary</p>	<p>I will be able to use the words <u>stray</u> (lost) and <u>effusive</u> (expressive) to describe nouns. If my dog ever becomes stray and he finds us again, I am sure that he will be very effusive when he greets us. Scheme is a noun and I think I will be able to use it when I am describing a plan or project that needs to be completed. I am still not sure if schemes are good or bad things. I think if a money-making scheme cheats people then it is bad, but if a scheme to make money works and doesn't hurt anyone else, then it is a positive thing.</p>	