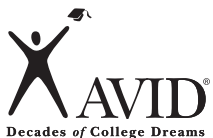
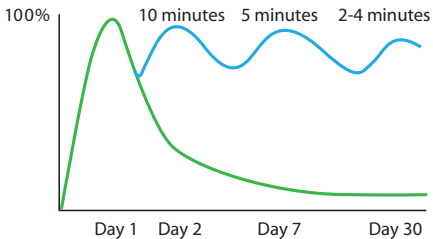


Model Cornell Notes Steps 1-2

STUDENT HANDOUT

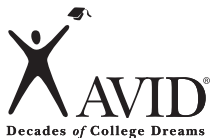
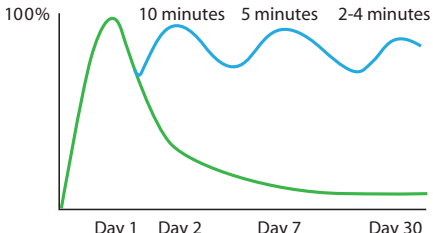

<p>CORNELL NOTES</p> 	<p>TOPIC/OBJECTIVE:</p> <p>Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.</p>	<p>NAME: Diego Lopez</p> <p>CLASS/PERIOD: ELCR, Period 4</p> <p>DATE: Sep. 9, 20XX</p>
<p>ESSENTIAL QUESTION: How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?</p>		
<p>QUESTIONS:</p>	<p>NOTES:</p> <div data-bbox="467 646 649 678" data-label="Section-Header"> <p>RATIONALE:</p> </div> <ul style="list-style-type: none"> • Hermann Ebbinghaus-Ger (1886) • COF <ul style="list-style-type: none"> - retain or get rid of info - 1 hour lecture - 100% imm after - Lose 50-80% w/in 1 day - Lose 97% w/in 1 month - shows us we must do s/t with info or we lose it • 10-24-7 model <ul style="list-style-type: none"> - 10 min—review notes - 24 hrs—revisit notes - 7 days later—revisit notes (5 min) - days 7 to 30—revisit for 2-4 min and retain 80-100% of info • 1949 • Dr. Pauk-Cornell Univ reading center—frustrated with sts. grades • Believed taking notes ^ memory <ul style="list-style-type: none"> - No notes? Retain only 59% of info for short time - Some notes? Retain 59% - Took notes, reviewed, wrote qs, wrote summ, revisited notes to fill in gaps? Retain 90-100% - takes less time to activate brain for test prep 	
<p>SUMMARY:</p>		

Model Cornell Notes Steps 1-2 (page 2)

QUESTIONS:	<div>NOTES:</div> <div><ul style="list-style-type: none">We learn by processing info in brainOur thinking is more important than wordsKey: make here in left-hand columnNeed summ to maximize learning<ul style="list-style-type: none">Synthesize infoNot just a list of facts</div> <div>4 Stages to The CORNELL WAY<ol style="list-style-type: none">Note-TakingNote-MakingNote-InteractingNote-Reflecting</div> <div><ol style="list-style-type: none">ReflectionStudent RevisionTeacher Feedback</div>
SUMMARY:	

Model Cornell Notes Steps 1-3

STUDENT HANDOUT

<p>CORNELL NOTES</p> 	<p>TOPIC/OBJECTIVE:</p> <p>Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.</p>	<p>NAME: Diego Lopez</p> <p>CLASS/PERIOD: ELCR, Period 4</p> <p>DATE: Sep. 9, 20XX</p>
<p>ESSENTIAL QUESTION: How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?</p>		
<p>QUESTIONS:</p>	<p>NOTES:</p> <div data-bbox="467 646 966 682"> <p>RATIONALE: the reason we take notes</p> </div> <ul style="list-style-type: none"> • Hermann Ebbinghaus Ger (1886) • COF (Curve of Forgetting) <ul style="list-style-type: none"> - retain or get rid of info - 1 hour lecture - 100% imm after - Lose 50-80% w/in 1 day - Lose 97% w/in 1 month - shows us we must do s/t with info or we lose it • 10-24-7 model <ul style="list-style-type: none"> - 10 min—review notes (after lecture) - 24 hrs—revisit notes - 7 days later—revisit notes (5 min) - days 7 to 30—revisit for 2-4 min and retain 80-100% of info • 1949 (60 years later) • Dr. Pauk-Cornell Univ reading center—frustrated with sts. grades • Believed taking notes ^ memory <ul style="list-style-type: none"> - No notes? (Retain) only 59% of info for short time - Some notes? Retain 59% - Took notes, reviewed, wrote qs, wrote summ, revisited notes to fill in gaps? * Retain 90-100% <ul style="list-style-type: none"> - takes less time to activate brain for test prep <div data-bbox="1047 577 1477 861">  <p>Curve of Forgetting</p> </div> <div data-bbox="1250 997 1453 1165">  </div>	
<p>SUMMARY:</p>		

Model Cornell Notes Steps 1-3 (page 2)

STUDENT HANDOUT

QUESTIONS:

NOTES:

- We learn by processing info in brain – not just memorizing words
- Our thinking is more important than words
- Key: make questions in left-hand column
- Need summ to maximize learning
 - Synthesize info
 - Not just a list of facts
 - More than 1 sent long



* 4 Stages to The CORNELL WAY ?

1. Note-Taking
2. Note-Making
3. Note-Interacting
4. Note-Reflecting

Need details on these stages


CORNELL WAY added elements:

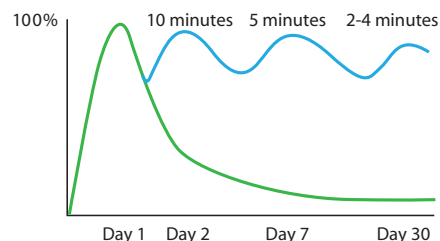
1. Reflection
2. Student Revision
3. Teacher Feedback

SUMMARY:

Model Cornell Notes Steps 1-4

STUDENT HANDOUT

CORNELL NOTES		TOPIC/OBJECTIVE:	NAME:
	<p>Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.</p>	CLASS/PERIOD:	Diego Lopez
		DATE:	ELCR, Period 4
			Sep. 9, 20XX
<p>ESSENTIAL QUESTION: How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?</p>			
QUESTIONS:	NOTES:		
What does the COF teach us?	<p>RATIONALE: the reason we take notes</p> <ul style="list-style-type: none"> Hermann <u>Ebbinghaus</u> Ger (1886) COF (<u>Curve of Forgetting</u>) <ul style="list-style-type: none"> - <u>retain</u> or get rid of info - 1 hour lecture - 100% imm after - Lose 50-80% w/in 1 day - Lose 97% w/in 1 month - shows us we must do s/t with info or we lose it 		
How does a student use the 10-24-7 model?	<ul style="list-style-type: none"> 10-24-7 model <ul style="list-style-type: none"> - 10 min—review notes (after lecture) - 24 hrs—revisit notes - 7 days later—revisit notes (5 min) - days 7 to 30—revisit for 2-4 min and retain 80-100% of info 		
How does Dr. Pauk's note-taking system build on Ebbinghaus' research?	<ul style="list-style-type: none"> 1949 (60 years later) Dr. Pauk-Cornell Univ reading center—frustrated with sts. grades Believed <u>taking notes</u> ^ <u>memory</u> <ul style="list-style-type: none"> - No notes? (<u>Retain</u>) only 59% of info for short time - Some notes? Retain 59% - Took notes, reviewed, wrote qs, wrote summ, revisited notes to fill in gaps? 		
How do we retain 90-100% of the information we receive?	<ul style="list-style-type: none"> * Retain 90-100% <ul style="list-style-type: none"> - takes less time to activate brain for test prep 		
SUMMARY:			



Curve of Forgetting

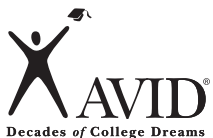


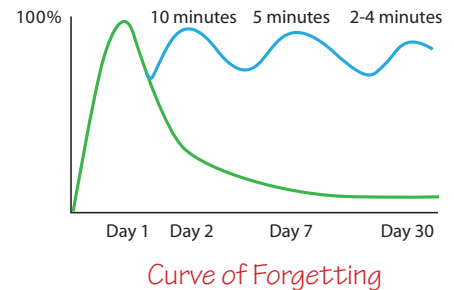
Model Cornell Notes Steps 1-4 (page 2)

QUESTIONS:	NOTES:
How does learning occur?	<ul style="list-style-type: none">• We learn by <u>processing</u> info in brain – not just memorizing words• Our <u>thinking</u> is more important than words• Key: make questions in left-hand column• Need <u>summary</u> to maximize learning<ul style="list-style-type: none">-Synthesize info-Not just a list of facts-More than 1 sent long
What does CORNELL WAY stand for?	
What does each stage encompass?	<p>* 4 Stages to The CORNELL WAY ?</p> <ul style="list-style-type: none">1. Note-Taking2. Note-Making3. Note-Interacting4. Note-Reflecting <p>Need details on these stages</p>
Why are these elements necessary?	<p><u>CORNELL WAY</u> added elements:</p> <ul style="list-style-type: none">1. Reflection2. Student Revision3. Teacher Feedback
SUMMARY:	

Model Cornell Notes Steps 1-5


STUDENT HANDOUT

CORNELL NOTES		TOPIC/OBJECTIVE:	NAME:
	<p>Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.</p>	Diego Lopez	
		CLASS/PERIOD: ELCR, Period 4	
		DATE: Sep. 9, 20XX	
<p>ESSENTIAL QUESTION: How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?</p>			
QUESTIONS:	NOTES:		
What does the COF teach us?	<p>RATIONALE: the reason we take notes</p> <ul style="list-style-type: none"> Hermann <u>Ebbinghaus</u> Ger (1886) COF (<u>Curve of Forgetting</u>) <ul style="list-style-type: none"> <u>retain</u> or get rid of info - 1 hour lecture - 100% imm after - Lose 50-80% w/in 1 day - Lose 97% w/in 1 month - shows us we must do s/t with info or we lose it 		
How does a student use the 10-24-7 model?	<p>• <u>10-24-7 model</u></p> <ul style="list-style-type: none"> - 10 min—review notes (after lecture) - 24 hrs—revisit notes - 7 days later—revisit notes (5 min) - days 7 to 30—revisit for 2-4 min and retain 80-100% of info 		
How does Dr. Pauk's note-taking system build on Ebbinghaus' research?	<p>• 1949 (60 years later)</p> <p>• Dr. Pauk-Cornell Univ <u>reading center</u>—frustrated with sts. grades</p> <p>• Believed <u>taking notes</u> ^ <u>memory</u></p> <ul style="list-style-type: none"> - No notes? <u>Retain</u> only 59% of info for short time - Some notes? Retain 59% - Took notes, reviewed, wrote ?s, wrote summ, revisited notes to fill in gaps? 		
How do we retain 90-100% of the information we receive?	<p>* Retain 90-100%</p> <ul style="list-style-type: none"> - takes less time to activate brain for test prep 		
<p>SUMMARY:</p>			



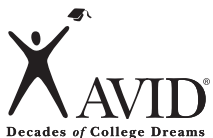
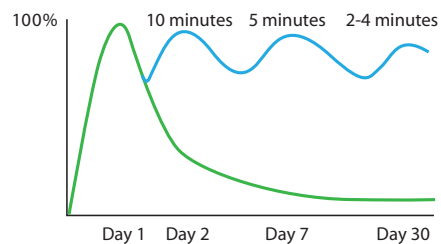

Model Cornell Notes Steps 1-5 (page 2)

STUDENT HANDOUT

<p>QUESTIONS:</p>	<p>NOTES:</p>
How does learning occur?	<ul style="list-style-type: none"> • We learn by <u>processing</u> info in brain – not just memorizing words • Our <u>thinking</u> is more important than words • Key: make questions in left-hand column • Need <u>summ</u> to maximize learning <ul style="list-style-type: none"> -Synthesize info -Not just a list of facts -More than 1 sent long
What does CORNELL WAY stand for?	
What does each stage encompass?	<p>* 4 Stages to The CORNELL WAY ?</p> <ol style="list-style-type: none"> 1. Note-Taking 2. Note-Making 3. Note-Interacting 4. Note-Reflecting <p style="margin-left: 200px;">Need details on these stages</p>
Why are these elements necessary?	<p><u>CORNELL WAY</u> added elements:</p> <ol style="list-style-type: none"> 1. Reflection 2. Student Revision 3. Teacher Feedback <p style="margin-left: 200px;">allows stud to think deeply about the note-taking exp, set goal to improve, and receive feedback from peers and tchr</p>
<p>SUMMARY:</p>	


Model Cornell Notes Steps 1-6

STUDENT HANDOUT

CORNELL NOTES		TOPIC/OBJECTIVE:	NAME:
	<p>Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.</p>	Diego Lopez	
		CLASS/PERIOD: ELCR, Period 4	
		DATE: Sep. 9, 20XX	
<p>ESSENTIAL QUESTION: How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?</p>			
<p>QUESTIONS:</p> <p>What does the COF teach us?</p> <p>How does a student use the 10-24-7 model?</p> <p>How does Dr. Pauk's note-taking system build on Ebbinghaus' research?</p> <p>How do we retain 90-100% of the information we receive?</p>	<p>NOTES:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>RATIONALE: <i>the reason we take notes</i></p> <ul style="list-style-type: none"> Hermann <u>Ebbinghaus</u> Ger (1886) COF (<i>Curve of Forgetting</i>) <ul style="list-style-type: none"> <u>retain</u> or get rid of info - 1 hour lecture - 100% imm after - Lose 50-80% w/in 1 day - Lose 97% w/in 1 month - shows us we must do s/t with info or we lose it <u>10-24-7 model</u> <ul style="list-style-type: none"> - 10 min—review notes (<i>after lecture</i>) - 24 hrs—revisit notes - 7 days later—revisit notes (5 min) - days 7 to 30—revisit for 2-4 min and retain 80-100% of info 1949 (<i>60 years later</i>) Dr. Pauk-Cornell Univ <i>reading center</i>—frustrated with sts. grades Believed <u>taking notes</u> ^ <u>memory</u> <ul style="list-style-type: none"> - No notes? <u>Retain</u> only 59% of info for short time - Some notes? Retain 59% - Took notes, reviewed, wrote qs, wrote summ, revisited notes to fill in gaps? * Retain 90-100% <ul style="list-style-type: none"> - takes less time to activate brain for test prep </div> <div style="width: 35%; text-align: center;">  <p><i>Curve of Forgetting</i></p>  </div> </div>		
<p>SUMMARY:</p>			

Model Cornell Notes Steps 1-6 (page 2)

STUDENT HANDOUT

QUESTIONS:	NOTES:
How does learning occur?	<ul style="list-style-type: none"> We learn by <u>processing</u> info in brain – not just memorizing words Our <u>thinking</u> is more important than words Key: make questions in left-hand column Need <u>summ</u> to maximize learning <ul style="list-style-type: none"> -Synthesize info -Not just a list of facts -More than 1 sent long
What does CORNELL WAY stand for?	 <p> C-Create Format O-Organize Notes R-Review and Revise N-Note Key Ideas E-Exchange Ideas L-Link Learning L-Learning Tool W-Written Feedback A-Address Written Feedback Y-Reflect on Your Learning </p>
What does each stage encompass?	<p>* 4 Stages to The CORNELL WAY ?</p> <ol style="list-style-type: none"> Note-Taking Note-Making Note-Interacting Note-Reflecting <p>Need details on these stages</p>
Why are these elements necessary?	<p><u>CORNELL WAY</u> added elements:</p> <ol style="list-style-type: none"> Reflection Student Revision Teacher Feedback <p> Note-Taking: Steps 1-2 Note-Making: Steps 3-5 Note-Interacting: Steps 6-7 Note-Reflecting: Steps 8-10 </p> <p>allows stud to think deeply about the note-taking exp, set goal to improve, and receive feedback from peers and tchr</p>
SUMMARY:	<p>We learn from Ebbinghaus' s Curve of Forgetting and Pauk's research the rationale for taking notes, writing questions, and writing summaries. We will retain the information we receive if we PROCESS it by reviewing our notes within 10 minutes, 24 hours, and 7 days of learning it. We should review our notes, questions, and summaries for 2–4 minutes during days 7–30 to best prepare for our tests. The CORNELL WAY has 4 stages of note-taking that will help us do that.</p>