Model Cornell Notes Steps 1-2

STUDENT HANDOUT

AVID Decades of College Dreams	TOPIC/OBJECTIVE: Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.	NAME:	Diego Lopez	
		CLASS/PERIOD:	ELCR, Period 4	
		DATE:	Sep. 9, 20XX	
ESSENTIAL QUESTION: How do	ELCR students use Cornell notes to r	ecord, revise, qu	lestion, review, and summarize	
new info	ormation they are learning?	The second secon	And the state of t	
QUESTIONS:	RATIONALE: the reason why Hermann Ebbinghaus-Ger (1886) COF (Curve of forgetti) 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 inf 10-24-7 model 10 min—review notes (after 24 hrs—revisit notes 7 days later—revisit notes (5 m days 7 to 30—revisit for 2-4 m 1949 (OO Years late Dr. Pauk-Cornell Univ reading cente Believed taking notes ^ memory No notes? Retain only 59% of inf Some notes? Retain 59% Took notes, reviewed, wrote?s, w Retain 90-100% takes less time to activate brain	fo or we lose it lecture) in) in and retain 80 r) er—frustrated in for short time rote summ, revision	Day 1 Day 2 Day 7 Day 30 2-100% of info with sts. grades	
SUMMARY:				
			TAMPANAMAN MARKA	

QUESTIONS:	NOTES:	
and the second s	 We learn by processing info in brain 	
Mattach da	 Our thinking is more important than words 	
	 Key: make here in left-hand column 	
	 Need summ to maximize learning 	
	-Synthesize info	
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	-more than I sentence lang	
	1	C-Create Format
	1 Stages to The COPNELL WAY	E
	4 Stages to The CORNELL WAY	O-Organize Notes R-Review + Revise
ALERSON HOUSE, AND A STATE OF THE STATE OF T	1. Note-Taking - CO	N. Note Key Ideas
	2. Note-Making RNE	E-Exchange ideas L. Link Learning
	3. Note-Interacting LL	L. Link Learning
To a - of the total probability of the second secon	4. Note-Reflecting WAY	L- Learning Tool W- Written feedback
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APA-1	Cornell way added elem	ents
	1. Reflection	
	2. Student Revision	
AND THE RESIDENCE OF THE PROPERTY OF THE PROPE	3. Teacher Feedback	
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