Active Classroom Guide for Taking Notes

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Active Classroom Guide for Taking Notes

Taking Notes Module Overview 3

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TAKING NOTES Module Overview

This module focuses on providing strategies for students to capture important information. The goals of this module include enabling the student to:

1. Understand how to capture spoken information more effectively.
2. Learn to recognize the barriers to capturing spoken information.
3. Learn how to capture written information successfully.
4. Develop an approach to scheduling reading.
5. Learn a specific system for reading and taking notes.
6. Learn how to apply this note-taking system in class and while reading.

First Module Section: Students learn how to capture spoken information by becoming an active listener and paying attention to nonverbal communication, which is applied in an activity that has students practice their active listening abilities.

Second Module Section: Students examine how to effectively read a textbook through the SQ3R method, which concludes with a reading activity that evaluates students' ability to successfully follow this method.

Third Module Section: Students evaluate the best strategies for taking notes, including an activity that has students practice the Cornell Note-Taking System.

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Taking Notes, Section 1

In this section, students learn how to capture spoken information by becoming an active listener and paying attention to nonverbal communication, which is applied in an activity that has students practice their active listening abilities.

LESSON OVERVIEW

SECTION 1: CAPTURING SPOKEN INFORMATION		
Learning Outcomes	1. Capture spoken information more effectively. 2. Recognize the barriers to capturing spoken information.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 1: Becoming an Active Listener
		  • Lecture/Activity
		  • Discussion
		  • LO 2: Paying Attention to Nonverbal Communication
		  • Lecture/Activity
		  • Discussion
		  • Student Activity: Practicing Active Listening
		  • Lesson Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 5–10 for lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 10–11 in the textbook—Practice Active Listening
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 1–12 • PowerPoint slides 1–17 • Detailed class notes for activity	

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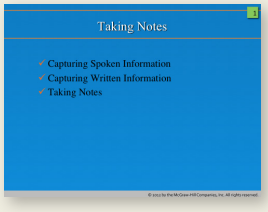
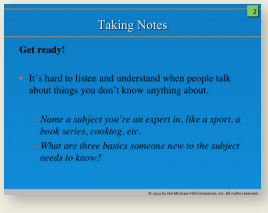
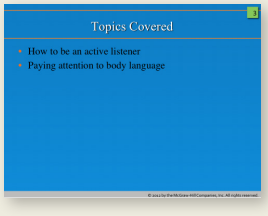
Taking Notes, Section 1 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 1–3 *Slide 1, Taking Notes*  *Slide 2, Get Ready!*  Slide 3, Topics Covered  	**Lesson Notes** *Open up PowerPoint, briefly present the module, topics, and begin with this warm-up exercise.* *Ask students to **reflect**:* It's hard to listen and understand when people talk about things you don't know anything about. Name a subject you're an expert in, like a sport, a book series, cooking, and the like. What are three basics someone new to the subject needs to know? **Elaborate:** *Ask students to further reflect:* Would your classes at school be easier to understand if you read about the upcoming topic in your textbook the night before class? **Explain:** In college, new and important information will come at you in many ways (professors, conversations, textbooks, assigned reading, study groups, discussions, events, lectures, etc.). It is crucial to learn how to capture important information, and not only remember it, but also apply it to their lives and careers in order to become more successful. **Section Overview:** *Introduce **topics covered** in this class session:* • How to be an active listener • Paying attention to body language	**TRY IT** Explain to students that capturing information you hear in college classes, and in your career is very important and learning how to do that is a great skill to acquire. Tip: Consider writing strategies on the board to give students ideas on how to extract important information from different sources.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

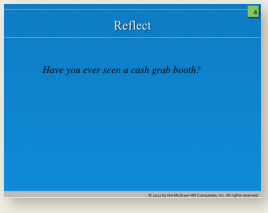
LO 1: BECOMING AN ACTIVE LISTENER (15 MIN.)

Outline

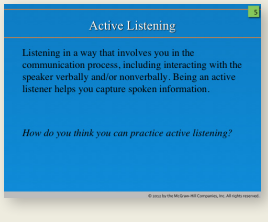
- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Resources

PowerPoint slides 4–9



Slide 5, Active Listening



Lesson Notes

Introduction Your relationship with yourself is the most important. Think about your relationship with yourself at this moment.

Build on Background: Have you ever seen a cash-grab booth? You try to grab onto as much money as you can before the time runs out. What you get is what you get to keep.

Explain: This is a lot like college. Your time in class is limited. The valuable information isn't in the air forever so you need to grab it while you can.

Connect: *A great way to getting the most from your time in college is understanding the gap between listening and hearing, and effectively capturing spoken information.*

***Ask** students:*

Can you think of a time someone was speaking and you had no idea what he or she just said?

This is an example of distracted listening—hearing, instead of listening.

Explain: When someone is speaking you may get distracted by a random thought, forming an argument, making your own judgment, a task you forgot to do, and so on.

We are still hearing the individual speaking, but we are not listening.

***Describe** how students should practice actively listening to capture all of the important information.*

Define:

Active listening: Listening in a way that involves you in the communication process, including interacting with the speaker verbally and/or non-verbally. Being an active listener helps you to capture spoken information.

*Provide a moment for students to **reflect:***

How do you think you can practice active listening?

Explain strategies to help students become active listeners.

Being an active listener means being very involved in the communication process.

*Use the PowerPoint to **describe** active listening strategies to students: Focus, Engage, and Respond.*

TRY IT

Have students reflect on some information they feel they need to catch before time runs out. List these on the board for all to ponder.

Tip: Encourage your students to take notes on this information.

TRY IT

Encourage students to share their answers with the class. Give a personal example from your life.

GOT TIME?

Model with the students what active listening looks like. Have them model with you what that it looks like.

Idea: Have a student volunteer come to the front of the class and actively listen to you describe something with multiple details and steps (i.e., a recipe, putting something together, etc.). Have them repeat back to the class what you said.

Now, have a different student volunteer come to the front of the class and model distractive listening by thinking about what they are going to do over the next weekend. Describe something with multiple details and steps (i.e., a recipe, putting something together, etc.). Have them repeat back to the class what you said.

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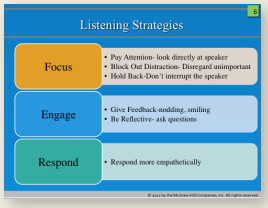
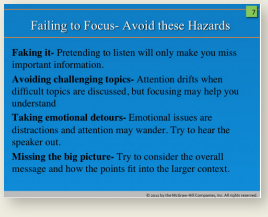
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 1: BECOMING AN ACTIVE LISTENER (15 MIN.)		
Slide 6, Active Listening Strategies  	**<u>Focus:</u>** Decide to **pay attention** and look directly at the speaker. Pay attention with both eyes and ears. Watch the speaker's facial expressions and body language. **Block out distractions**—if you tell your brain to focus, you're telling it to pay attention and disregard anything that's not important. **Hold back** on any temptation to interrupt the speaker. **<u>Engage:</u>** Actively participate by engaging your brain in a discussion. Taking notes is a great way to engage your brain. **Give feedback** either by nodding, smiling, using or gestures to show you are listening. **Be reflective** by asking reflective questions and letting the speaker know you are connected. **<u>Respond:</u>** By actively listening you will be able to respond more empathetically when you have the opportunity. ***Explain** to students that there are a few bad habits preventing people from becoming active listeners.* **Failing to focus:** Beware and avoid these hazards, which may harm your focus: **Faking it:** Pretending to listen will only make you miss important information. **Avoiding challenging topics:** Attention drifts when difficult topics are discussed, but focusing may help you understand. **Taking emotional detours:** Emotional issues are distractions and attention may wander. Try to hear the speaker out.	**TRY IT** Have students share their answers to the reflection question out loud with the class, or with a partner next to them. **TRY IT** Have students take notes of the active listening strategies. If time permits, have students stand up and model the different strategies.
Slide 7, Failing to Focus  	**Missing the big picture:** Try to consider the overall message and how the points fit into the larger context. **Being Judgmental:** Watch out for these traps that may make you become judgmental: **Making assumptions:** Making up your mind about someone's intention will make you lose ability to capture the words and ideas. **Jumping to conclusions:** Making up your mind about someone's message will make you misjudge the ideas and miss the point. **Fixating on fact accuracy:** Don't focus on small factual errors. Listen to the primary ideas. **Critiquing nonessential details:** Focus only on what's being said and don't be hypercritical of small details.	**TRY IT** Have students model to the whole class, or in pairs, what these bad habits look like. The instructor can model as well. **TRY IT** Have students reflect on if they have ever been judgmental or if someone has ever judged them. Give an example from your life if you are comfortable.

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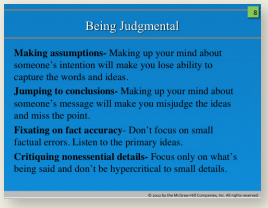
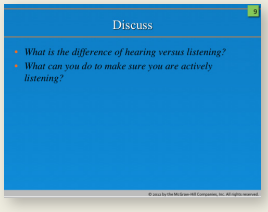
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: BECOMING AN ACTIVE LISTENER (15 MIN.)

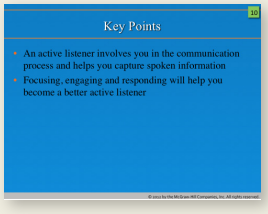
Slide 8, Being Judgmental



Slide 9, Discuss



Slide 10, Key Points



Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with a neighbor:*

- What is the difference between hearing versus listening? What can you do to make sure you are actively listening?

Conclusion: Share these important **key points:**

- An active listener involves you in the communication process and helps you capture spoken information.
- Focusing, engaging, and responding will help you become a better active listener,

TRY IT

Have students discuss the questions and share out loud as a class, or with different pairs or triads.

LO 2: PAYING ATTENTION TO NONVERBAL COMMUNICATION (15 MIN.)

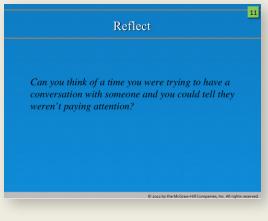
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Resources

PowerPoint slides 4–9

Slide 11, Reflect



Introduction: What we say is only a small part of how we communicate.

Build on Background: *Can you think of a time you were trying to have a conversation with someone and you could tell they weren't paying attention?*

We also use nonverbal communication to express ourselves.

Define:

Nonverbal communication. Ways of communicating without words, including body language, expressions, tone, and inflection.

Connect: There are several ways to communicate nonverbally.

Extend: Have students give examples of nonverbal communication. Ask other students to explain what that type of communication portrays. List these examples on the board.

TRY IT

Divide students into four groups. Give each group a type of nonverbal communication. Have groups become experts at that type of communication and present to the class.

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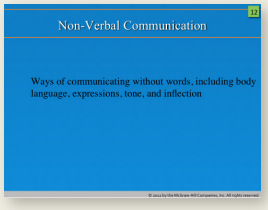
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 2: PAYING ATTENTION TO NONVERBAL COMMUNICATION (15 MIN.)

Slide 12, Nonverbal communication



*Provide a few **examples** of nonverbal communication and what it may portray.*

***Describe** different types of nonverbal communication to students.*

Body Language and Expressions:

- People communicate through facial expressions, arm gestures, and posture.
- Pay attention to a speaker's body language to "read between the lines" to truly understand the meaning.

Tone and Inflection:

- Volume, tone of voice, and context of a situation can greatly impact how you view a situation.
- We pick up on subtleties, like sarcasm, facial expressions, and the way something is said.

Context and Setting:

- Different contexts, like a private audience versus a public audience, will change the speaker's meaning.
- Use active listening skills to be aware of the context and setting.

Cultural Differences:

- Cultures have different meanings to gestures. For example, a chin lift in New York is to say, "hello," while it means pointing to a direction to someone of Navajo descent.
- Be aware of your setting and any cultural differences you may encounter.

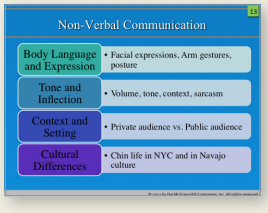
TRY IT

Have students model these different types of nonverbal communication. The instructor can model as well.

TRY IT

Encourage students to take notes on the different types of nonverbal communication.

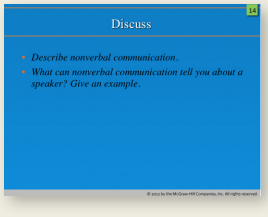
Slide 13, Nonverbal Communication



TRY IT

Ask students if they can come up with any other cultural differences. In Asian cultures, for example, they often bow instead of shaking hands.

Slide 14, Discuss



Discussion

***Small group:** Give students a brief moment to share answers to the following discussion question with a neighbor:*

- Describe nonverbal communication.
- What can nonverbal communication tell you about a speaker? Give an example.

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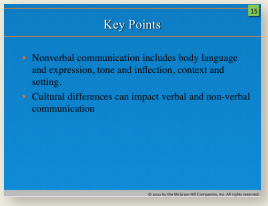
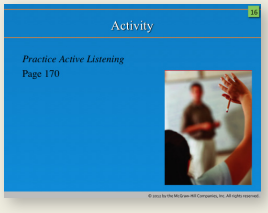
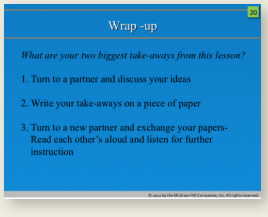
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 2: PAYING ATTENTION TO NONVERBAL COMMUNICATION (15 MIN.)		
Slide 15, Key Points  	*Call on a few students to share answers with the class.* ***Conclusion:*** *Share these key points with the class:* • Nonverbal communication includes body language and expression, tone and inflection, context and setting. • Cultural differences can impact verbal and nonverbal communication.	**TRY IT** Have students share with class any other key points they are taking away from this lesson. Summarize them on the board.
ACTIVITY: PRACTICE ACTIVE LISTENING (25 MIN.)		
Resources Textbook, pages 10–11 **Detailed Activity Notes** PowerPoint *Slide 16, Activity*  	**Activity** **Introduction:** Now that you've learned about active listening and hazards to avoid, we are going to practice active listening skills in this activity. *Use the* ***Detailed Activity Notes*** *to conduct this activity. Prepare students to locate pages 10–11, and continue with directions from the instructor guide.* **Activity Wrap-Up** *After the activity, ask students the following questions:* • Which active listening task was most difficult to execute? Why? • Which active listening task assisted you the best in retaining the information the talker delivered?	**GOT TIME?** Additional Resources/Activities: 1. Understanding Your Active Listening Role **ONLINE EXTRA** Your students can complete this exercise online in the Connect program.
LESSON WRAP-UP AND REFLECTION (5 MIN.)		
Resources *Slide 17, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.* *Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.*	Tip: Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 1: Detailed Activity Notes

PRACTICING ACTIVE LISTENING

This activity provides students with the opportunity to assess their own active listening skills by putting into practice what they have learned in this module section.

Classroom Management: This activity should be completed in pairs with students recording information in their textbook. Once everyone is finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they will be practicing their active listening skills in this activity.	• Students should be following along with the directions in their textbook.
• **Ask** your students to partner with a classmate.	• Students should be partnering with a classmate.
• Once everyone is in pairs, **tell** your students that they and their partner will each read a specific section of either Tone and Inflection or Cultural Differences.	
• **Emphasize** that they cannot both read the same passage.	• Students should be deciding on their reading selection.
• **Ask** your students to decide on their reading section with their partner.	• Students should be deciding who will start as "the listener," and who will start as "the talker"
• After everyone has determined their reading selection, **explain** to your students that one of them will first take on the role of "the listener" while their partner becomes "the talker."	
• **Elaborate** that as "the listener," they will actively listen to their partner read his or her reading selection by following these five steps:	• Students should be following along to these steps, so they understand what to do during this activity.
1. Directly look at "the talker" (make eye contact).	
2. Provide nonverbal feedback during the reading, including hand gestures and head nodding.	
3. Do not interrupt "the talker."	
4. Take notes on the areas identified on pages 10 and 11 of their textbook.	
5. Ask "the talker" three reflective questions.	
• **Ask** your students if they have any questions.	• Students should ask questions if they are confused and require clarification.
• **Explain** that once the first person finishes his or her role as "the listener," he or she will switch roles with his or her partner to complete the same process.	
• **Tell** your students to begin the active listening exercise.	• Students should be beginning the active listening activity.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• Once everyone has participated as "the listener" and as "the talker," **tell** your students to respond to the following questions in their textbook: 1. How did the active listening tasks you were asked to perform differ from your own listening strategies you typically employ? 2. Which active listening task was the most difficult to execute? Why? 3. Which active listening task assisted you the best in retaining the information the talker delivered? 4. Which active listening task will you implement from this point forward to improve your overall listening skills?	• Students should be switching roles when the first "listener" has completed his or her steps. • All students should have played the role of "the listener" and "the speaker" before responding to these questions. • Students should be responding to these questions in the space provided in their textbook.
• Then **refer** to the discussion questions on page 10 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 1 Ask your students the following discussion questions: ***How did the active listening tasks you were asked to perform differ from your own listening strategies you typically use?*** ***Which active listening task was the most difficult to execute? Why?*** ***Which active listening task assisted you the best in retaining the information the talker delivered?*** ***Which active listening task will you implement from this point forward to improve your overall listening skills?***	• Students should be rejoining the class for a discussion.

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Section 1: Additional Activity: Capturing Spoken Information

UNDERSTANDING YOUR ACTIVE LISTENING ROLE

This activity provides students with a greater awareness of their role in the classroom by evaluating their active listing characteristics and identifying areas to improve.

Classroom Management: This activity should be completed in pairs with students recording the information in their textbook. Once everyone is finished, they will reconvene for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that becoming a strong active listener requires practice, and entails a greater awareness of their role in the classroom. However, in order to work on their active listening skills, they need to know what areas could use improvement.	
• **Ask** one of your students to read the active listening characteristics presented in this activity.	• One student should be reading the active listening characteristics.
• **Elaborate** to your class that as they follow along, they should consider the success of each student these behaviors describe:	• Students should be evaluating the success of each student.
Student 1: Does not do the work that is required. Is inattentive, bored, negative, and uninvolved. In unreliable and turns in incomplete work. Misses a significant number of classes. Makes a lot of excuses and/or blames others for their shortcomings.	
Student 2: Lacks a positive attitude and the ability to work well with others. Often misunderstands assignments and deadlines. Frequent excuse: “didn’t have time.” Doesn’t ask for help or direction.	

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INSTRUCTOR GUIDE	STUDENT ACTIONS
Student 3: Frequently does more than required. Is attentive, positive, and enthusiastic. Uses critical thinking to solve problems and make decisions. Willingly participates in class discussions. Takes initiative. Attends class every day, and is on time and prepared. Takes notes regularly. Looks for ways to learn and link to other classes and their major program.	
• After your student has finished reading the active listening qualities of each student, **ask** your students to partner with a classmate.	• Students should be partnering with a classmate.
• Once everyone has a partner, **explain** to your students that they will discuss with their partner which of the three students they believe will be the most successful in college.	• Students should be discussing which student they believe will be the most successful in college.
• **Tell** your students that after each pair has reached a decision, they will record their reasons they believe this student will be the most successful in their notebooks.	• Students should be recording their decision in their notebooks.
• Then **tell** your students to discuss with their partner who of the three students they feel will be the least successful in college, and once they have reached a decision, to record their reasons why they believe this student will be the least successful.	• Students should be discussing with their partner which student they feel will be the least successful in college, as well as recording their reasons why in their notebooks.
• **Explain** to your students that after they have written about the least successful student, they will complete the next part of this exercise individually.	
• **Tell** your students to list five areas of active listening from the examples in their textbook that they want to improve for themselves.	• Students should be listing five areas of active listening from the list that they will improve for themselves.
• Then **tell** your students that they will explain the steps they will take in order to accomplish these five improvements.	• Students should be explaining the steps they will take in order to accomplish these five improvements.
• After your class has finished this last portion, **ask** everyone to rejoin for a class discussion (remind your students to record their responses in their notebooks either before or during the discussion).	• Students should be reconvening their classmates for a class discussion.
• **Ask** your students: ***How will improving these active listening skills contribute to your academic success?*** ***How will strong active listening skills benefit you in your career?***	

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Taking Notes, Section 2

In this section, students examine how to effectively read a textbook through the SQ3R method, which concludes with a reading activity that evaluates students' ability to successfully follow this method.

LESSON OVERVIEW

SECTION 2: CAPTURING WRITTEN INFORMATION		
Learning Outcomes	3. Capture written information more successfully. 4. Develop an approach to scheduling your reading.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 3: How to Read a Textbook: The SQ3R Method
		  • Lecture/Activity
		  • Discussion
		  • LO 4: How and When to Schedule Your Reading
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Practicing the SQ3R Method
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 16–21 lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 20–21 in the textbook
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 12–21 • PowerPoint slides 18–37 • Detailed Class Activity Notes	

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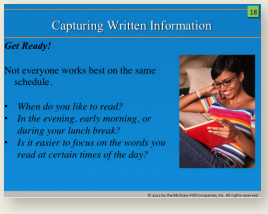
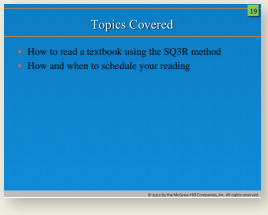
Taking Notes, Section 2 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 18–19 *Slide 18, Get Ready*  *Slide 19, Topics Covered*  	**Lesson Notes** *Ask students to **reflect:*** Not everyone works best on the same schedule. When do you like to read? In the evening, early morning, or during your lunch break? Is it easier to focus on the words you read at certain times of the day? *Call on volunteers to **share** their reflections.* **Explain** that understanding what you read is an important skill to have. There is a method to learning how to read textbooks, which will be used during your college career. ***Section Overview:** Introduce **topics covered** in this class session:* • How to read a textbook using the SR3R Method. • How and when to schedule your reading.	Tip: Give an example from your life about reading. What do you like to read? When do you read? Tip: College is a great time to practice your reading skills with textbooks and other given readings.
LO 3: HOW TO READ A TEXTBOOK: THE SQ3R METHOD (15 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
	Lesson Notes
	Introduction: There's a difference between pushing through a chapter to get the reading done and actively capturing written information.	

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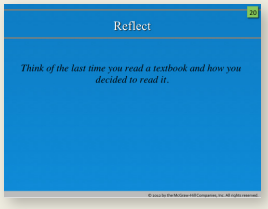
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 3: HOW TO READ A TEXTBOOK: THE SQ3R METHOD (15 MIN.)

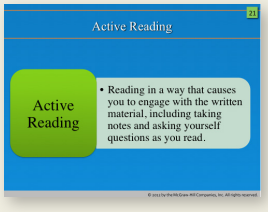
Resources

PowerPoint Slides

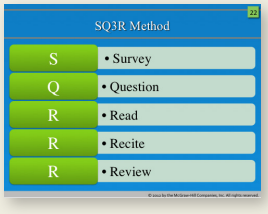
Slide 20, Reflect



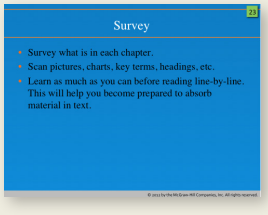
Slide 21, Active Reading



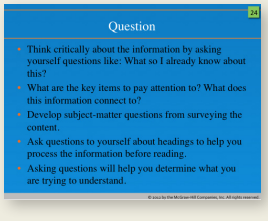
Slide 22, SQ3R Method



Slide 23, Survey



Slide 24, Question



Build on Background: Think of the last time you read a textbook and how you decided to read it.

Connect: Just like active listening, there is active reading.

Define:

Active reading: Reading in a way that causes you to engage with the written material, including taking notes and asking yourself questions as you read.

Explain: There is an active reading method outline with five simple steps, known as SQ3R Method

SQ3R Method: A method for reading a textbook that involved five steps: survey, question, read, recite, and review.

Point out the acronym and connection to the meaning.

Step 1: Survey. Survey what is in each chapter. Scan pictures, charts, key terms, headings, and more. Learn as much as you can before reading line-by-line. This will help you become prepared to absorb material in text.

Step 2: Question. Think critically about the information by asking yourself questions like: What do I already know about this? What are the key items to pay attention to? What does this information connect to? Develop subject-matter questions from surveying the content. Ask questions to yourself about headings to help you process the information before reading. Asking questions will help you determine what you are trying to understand.

Step 3: Read. You've already prepared for the reading; now read smaller sections at a time. Make your goal to identify, understand, and answer any questions you formulated. Read all graphics and headings, and use a highlighter for important information.

Step 4: Recite. Reinforce learning by speaking the material out loud to yourself.

- Speak the answers to one of the following questions out loud such as:
- What was the main point of what I just read?
- Why is this information important?
- How does this information connect to what I read earlier?
- How does this information connect with what we've discussed in class?
- How would I explain this section to a classmate struggling to understand it?

Tip: Explain to students that reading a textbook is very different from reading for leisure, so your strategy for reading it should be different as well.

Tip: Ask students if they feel they have ever actively read a textbook before. Ask them to describe how this is different from reading a novel for leisure.

TRY IT

Have students share the answers to their discussion questions out loud as a whole class, or with a different pair or triad.

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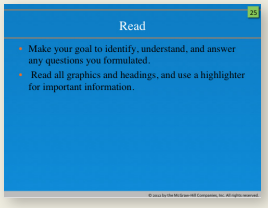
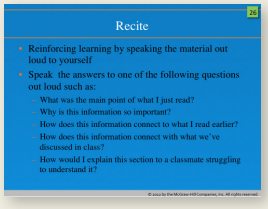
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 3: HOW TO READ A TEXTBOOK: THE SQ3R METHOD (15 MIN.)

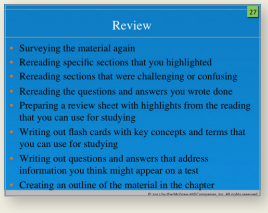
Slide 25, Read



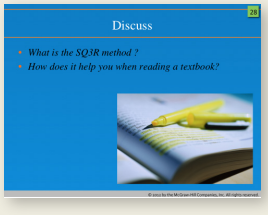
Slide 26, Recite



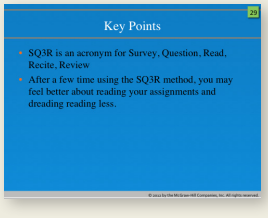
Slide 27, Review



Slide 28, Discuss



Slide 29, Key Points



Step 5: Review. As you can, include a number of activities:

- Surveying the material again.
- Rereading specific sections that you highlighted.
- Rereading sections that were challenging or confusing.
- Rereading the questions and answers you wrote down.
- Preparing a review sheet with highlights from the reading that you can use for studying.
- Writing out flash cards with key concepts and terms that you can use for studying.
- Writing out questions and answers that address information you think might appear on a test.
- Creating an outline of the material in the chapter.

Discussion

Small group: Give students a brief moment to share answers to the following discussion questions with someone nearby:

- *What is the SQ3R method?*
- *How does it help you when reading a textbook?*

*Come back together as a **whole class** and call on students to share their goals.*

Conclusion*: Share **the key points**:*

- SQ3R is an acronym for Survey, Question, Read, Recite, Review
- After a few times using the SQ3R method, you may feel better about reading your assignments and dread reading less.

GOT TIME?

Consider handing out a short article to students and have them identify the heading, formulate questions, and highlight key points.

TRY IT

Have students share any key points that they might have taken away from this lesson.

Tip: Have students share the answers to their discussion questions out loud as a whole class, or with a different pair or triad.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO5: HOW AND WHEN TO SCHEDULE YOUR READING (10 MIN.)

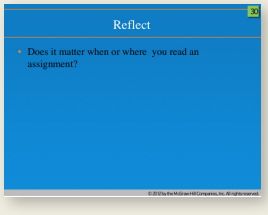
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

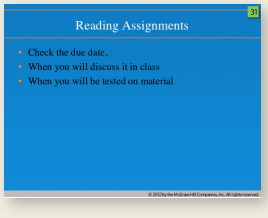
Resources

PowerPoint slides

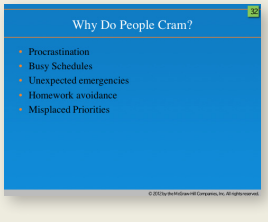
Slide 30, Reflect



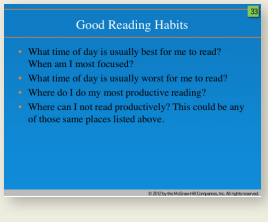
Slide 31, Reading Assignments



Slide 32, Why Do People Cram?



Slide 33,Good Reading Habits



Lesson Notes

Introduction: Scheduling your reading at the right time and giving yourself enough time to complete the reading assignment will help you reach your academic goals.

Build on Background: *Ask students the following reflection question:*

Does it matter when you read an assignment?

Connect: The answer is absolutely.

Explain: When you get a reading assignment, check the due date, when you will discuss it in class, and when you will be tested on the material.

Elaborate that you need to plan for enough time to complete the reading assignment using the SQ3R method.

Clarify that cramming never works.

Elaborate that cramming is waiting and reading an entire assignment in one sitting at the last minute. It is a common habit among college students.

Elaborate again that cramming does not allow your brain enough time to learn the way it learns best.

Explain that people cram for many different reasons.

- Procrastination
- Busy Schedules
- Unexpected emergencies
- Homework avoidance
- Misplaced Priorities

Clarify also that procrastination does not commit the content to your long-term memory or even your short-term memory

Explain that scheduling your reading is a good habit to learn.

Elaborate on the list of good reading habits:

- What time of day is usually best for me to read? When am I most focused?
- What time of day is usually worst for me to read?
- Where do I do my most productive reading?
- Where can I not read productively? This could be any of those same places listed above.

Tip: Answer as well as the students. Tell them when you do most of your reading and why.

TRY IT

Ask students if they have ever crammed for an exam before. How did they feel after the exam? How did they do on the exam?

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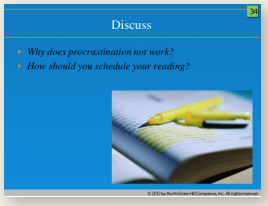
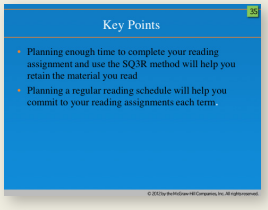
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO5: HOW AND WHEN TO SCHEDULE YOUR READING (10 MIN.)

Slide 34, Discuss



Slide 35, Key Points



Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

Why does procrastination not work?

How should you schedule your reading?

Come back together as a ***whole class*** *and call on students to share.*

Conclusion: *Share the* ***key points*** *to implementing these concepts*

- Planning enough time to complete your reading assignment and using the SQ3R method will help you retain the material you read.
- Planning a regular reading schedule will help you commit to your reading assignments each term.

Tip: Have students share the answers to their discussion questions out loud as a whole class, or with a different pair or triad.

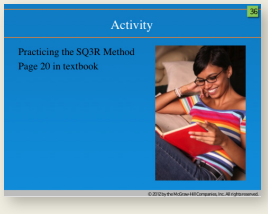
STUDENT ACTIVITY: PRACTICING THE SQ3R METHOD (25 MIN.)

Resources

Detailed Activity Notes

Textbook pages 20–21

Slide 36, Activity



Activity Notes

Introduction: Most of the information that is imperative to your academic and professional success comes from a textbook.

Use the Detailed Activity Notes to conduct this activity*. Prepare students to locate page 20 in the text and continue with directions from the instructor guide.*

Activity Wrap-Up

Ask students the following questions:

- *How did these steps for active reading vary from your own?*
- *Which step did you find the most difficult to complete? Why?*
- *Which step was the most beneficial in retaining the information from the text?*
- *Which step will you work on improving to assist in your active reading?*

GOT TIME?

Additional Resources/Activities:

1. Reading Environment Evaluation

ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

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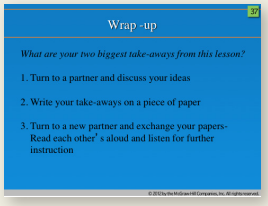
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LESSON WRAP-UP AND REFLECTION (5 MIN.)		
Resources *Slide 37, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group, ask students to share with a partner their **two biggest takeaways** from this lesson.* *Direct students to **write** these on a piece of paper, turn to a partner, and switch papers. Invite students to **read aloud** the shared takeaways to the class.*	Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 2: Detailed Activity Notes

PRACTICING THE SQ3R METHOD

This activity teaches students how to apply the SQ3R method properly to improve their reading abilities.

Preparation: You will want students to read the boxed feature in this section—Planning for Financial Success: Investing in Stocks and Mutual Funds before beginning this activity.

Classroom Management: This activity should be completed individually with students recording the information in their textbook. Once everyone is finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your class that they will apply their SQ3R reading strategies to an actual reading assignment. • **Tell** your students that they will read Planning for Financial Success: Investing in Stocks and Mutual Funds on pages 16–17 of their textbook as the reading to apply the SQ3R method. • **Elaborate** that for this reading, they will complete the following steps in their textbook as they read: 1. Survey 2. Question 3. Read 4. Recite 5. Review	• Students should be following along to the directions in their textbook.
• **Emphasize** that it is their responsibility to take their time and review each step before moving onto the next. • **Ask** your students if they have any questions. • **Tell** your students to begin the SQ3R reading practice. • Once everyone has finished the five SQ3R steps in their textbook, **ask** your students to respond to the following questions in their textbook: 1. How did these steps for active reading vary from your own? 2. Which step did you find the most difficult to complete? Why?	• Students should ask any questions before beginning this activity. • Students should begin completing the SQ3R method for this reading assignment. • Students should be responding to these questions in the space provided in their textbook.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
3. Which step was the most beneficial in retaining the information from the text? 4. Which step will you work on improving to assist in your active reading? 5. How will these steps help you to be more successful in all of your classes? • After everyone has had the opportunity to respond, **refer** to the discussion questions on page 20 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 2. **Ask** your students the following discussion questions: ***How did these steps for active reading vary from your own?*** ***Which step did you find the most difficult to complete? Why?*** ***Which step was the most beneficial in retaining the information from the text?*** ***Which step will you work on improving to assist in your active reading?***	• Students should be rejoining their class for a discussion.

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Section 2: Additional Activity: Capturing Written Information

READING ENVIRONMENT EVALUATION

This activity has students assess the effectiveness of their reading environment and commit to making any necessary changes to create a more ideal space.

Classroom Management: This activity should be completed individually with students recording the information in their textbook. Once everyone is finished, they will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that in order to make the SQ3R reading method effective, they need a successful reading environment.	• Students should be following along to the activity instructions.
• **Ask** your students to examine their reading environment: What is the location? What is the time of day? Are there any distractions?	
• **Tell** your students to use their notebooks to describe their reading environment.	• Students should be describing their reading environment in their textbook.
• **Remind** your students to use the example for guidance and to be as honest and specific as possible.	
• Then **tell** your students that from what they have learned in this section about the importance of reading environments, to describe the ideal reading environment in their notebooks.	• Students should be describing the ideal reading environment based on what they have learned in this section.
• **Emphasize** that they may need to review this information in this module if necessary.	
• Once they have described an ideal reading environment, **ask** your students to respond to the following question in their notebooks:	• Students should be responding to this question in their notebooks.
• How does this environment differ from the one you have?	
• **Explain** to your students that in order to make their reading environment more effective, they need to examine several areas that could use improvement:	• Students should be examining the areas they could improve for their reading environment.
• Location: home/school/library/park/café	
• Time of day: morning/afternoon/evening/night	
• Space: couch/bed/desk/kitchen table/floor	
• Distractions: television/people/pets/phone/computer	
• Music: on/off/genre	
• From this list, tell your students to select two areas in which they could improve.	• Students should be listing the two areas in which they could improve from the list. • Students should be writing an explanation for how changing the two areas they listed will create a more effective reading environment.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• Then **tell** your students to explain how they will modify these areas to create a more effective reading environment in the space provided in their textbook. • **Ask** your students to respond to the following question in their notebooks: • How will modifying your reading environment positively affect your ability to read? • **Ask** your students to rejoin the class to discuss the following questions: ***What are some of the most common areas for improvement?*** ***What are some of the strategies you developed to create a better reading environment?*** ***What are benefits you will gain by making a more effective reading environment?***	• Students should be responding to this question. • Students should be reconvening with their classmates for a discussion.

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Taking Notes, Section 3

In this section, students evaluate the best strategies for taking notes, including an activity that has students practice the Cornell Note-Taking System.

LESSON OVERVIEW

SECTION 3: TAKING NOTES		
Learning Outcomes	5. Learn a specific system for reading and taking notes. 6. Apply this note-taking system in class and while reading.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO5: The Value of a Note-Taking System
		  • Lecture/Activity
		  • Discussion
		  • LO 6: Taking Notes in Class
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Practice the Cornell Note-Taking System
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 27–32 for lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 28–29 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 22–29 • PowerPoint slides 38–61 • Detailed Class Activity Notes	

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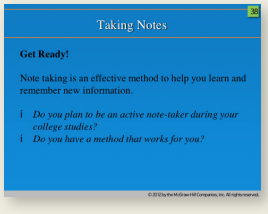
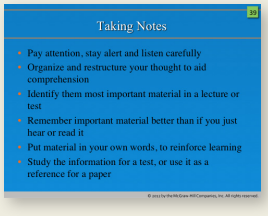
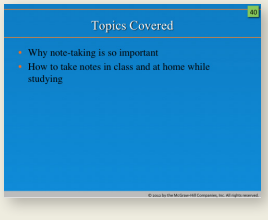
Taking Notes, Section 3 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview	**Lesson Notes** *Ask students to **reflect:*** Note taking is an effective method to help you learn and remember new information. • Do you plan to be an active note-taker during your college studies? • Do you have a method that works for you?	Tip: Encourage students to participate in how they can better take notes.
Resources PowerPoint slides 38–39 *Slide 38, Get Ready*  *Slide 39, Taking Notes*  *Slide 40, Topics Covered*  	***Ask** students to volunteer to share their* answers. **Elaborate** that taking notes can help you do the following: • Pay attention, stay alert, and listen carefully. • Organize and restructure your thought to aid comprehension. • Identify them most important material in a lecture or test. • Remember important material better than if you just hear or read it. • Put material in your own words, to reinforce learning. • Study the information for a test, or use it as a reference for a paper.	Tip: Have students model and find examples of these listed items.
	Section Overview: Introduce **topics covered** in this class session: • Why note taking is so important. • How to take notes in class.	

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 5: THE VALUE OF A NOTE-TAKING SYSTEM (15 MIN.)

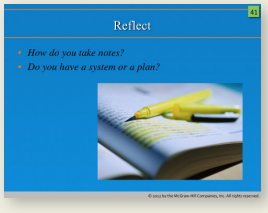
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

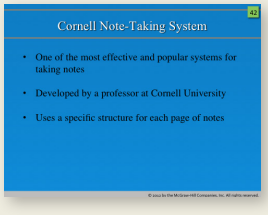
Resources

PowerPoint slides 41–44

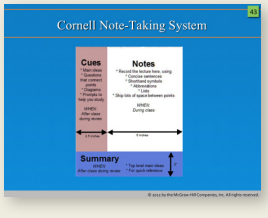
Slide 41, Reflect



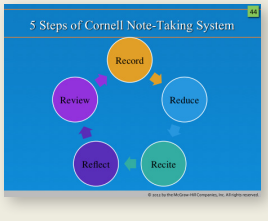
Slide 42, Cornell Note Taking



Slide 43, Cornell Note Taking



Slide 44, Five Steps



Lesson Notes

Introduction: Having a system when taking notes is very beneficial and creates consistency, simplicity and predictability

Build on Background: *Ask students to reflect:*

- How do you take notes?
- Do you have a system or a plan?

Connect: The Cornell Note-Taking System is one of the most effective and popular system for taking notes.

Elaborate: Cornell Note-Taking System was developed by a professor at Cornell University to help students take notes better.

Illustrate that this system uses a specific structure for each page of notes. Students can use a pen, ruler, and notebook paper.

Clarify *by showing students the PowerPoint slide.*

Elaborate that when using this system, your page is divided up into three sections:

- Notes
- Cues
- Summary

Explain that there are five steps in the Cornell Note-Taking System:

Record:

- During class, use notes column on the right hand side.
- Capture as much meaningful information as you can.
- Don't worry about grammar or spelling.
- Consider developing your own abbreviations.

Reduce

- As soon after class as possible, look back at information.
- Clarify or add details.
- Write down cues on the left side of the page.
- Cues: memory triggers used to help you remember important points from a lecture or book.

Tip: Ask students if they have ever heard of any note-taking strategies.

Tip: Explain that Cornell is a private university in New York.

Tip: Explain to students that this note-taking technique is like chunking information to help you remember.

Tip: Encourage students to take notes for this chapter using the Cornell note-taking technique

TRY IT

Break students into five groups and give each a step. Have the groups become experts in that step and present to the class.

Tip: As you explain each step, give an example.

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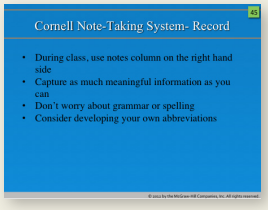
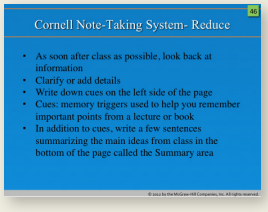
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 5: THE VALUE OF A NOTE-TAKING SYSTEM (15 MIN.)

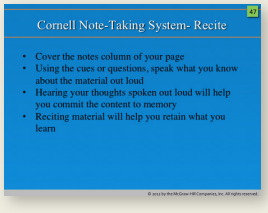
Slide 45, Record



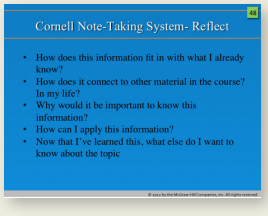
Slide 46, Reduce



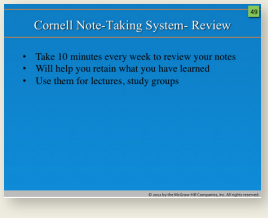
Slide 47, Recite



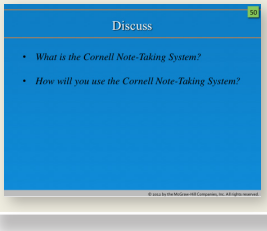
Slide 48, Reflect



Slide 49, Review



Slide 50, Discuss



In addition to cues, write a few sentences summarizing the main ideas from class in the bottom of the page called the Summary area

Recite

- Cover the notes column of your page
- Using the cues or questions, speak what you know about the material out loud
- Hearing your thoughts spoken out loud will help you commit the content to memory
- Reciting material will help you retain what you learn

Reflect Ask yourself the following questions:

- How does this information fit in with what I already know?
- How does it connect to other material in the course? In my life?
- Why would it be important to know this information?
- How can I apply this information?
- Now that I've learned this, what else do I want to know about the topic?

Review

- Take 10 minutes every week to review your notes.
- Will help you retain what you have learned.
- Use them for lectures, study groups,

Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What is the Cornell Note-Taking System?
- How will you use the Cornell Note-Taking System?

Close *the discussion by showing the key points slide.*

Key Points

Using the Cornell Note-Taking System will help you take notes during class, and while you are reading.

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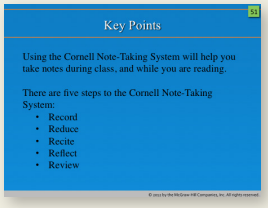
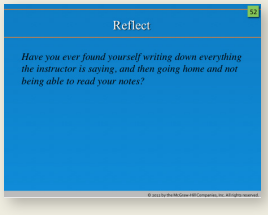
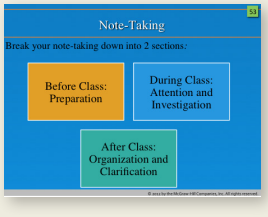
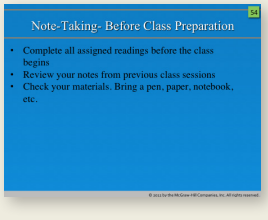
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 5: THE VALUE OF A NOTE-TAKING SYSTEM (15 MIN.)		
Slide 51, Key Points  	There are five steps to the Cornell Note-Taking System: • Record • Reduce • Recite • Reflect • Review	
LO 6: TAKING NOTES IN CLASS (15 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
 	
Resources
Slide 52, Reflect
 
 	
	Lesson Notes
	Introduction: Taking notes is about capturing the important information the instructor is sharing so you can learn and apply it.
	
	Building on Background: *Have students reflect on note taking.*
	• Have you ever found yourself writing down everything the instructor is saying, and then going home and not being able to read your notes?
	Connect: You should break your note taking down into three stages:
	• Before Class: Preparation
	• During Class: Attention and Investigation
	• After Class: Organization and Clarification
		TRY IT
		Discuss what students think could be in each of these stages.

Slide 53, Three Stages  *Slide 54, Be a Team Player*  	**Elaborate** on the three stages. **Before Class: Preparation** 1. Complete all assigned readings before the class begins. 2. Review your notes from previous class sessions. 3. Check your materials. Bring a pen, paper, notebook, and so on. You should have the right mind-set when you go into class. Going to class passive or resistant will hinder your learning and motivation.	Tip: Model good note-taking strategies. Students learn best from seeing.

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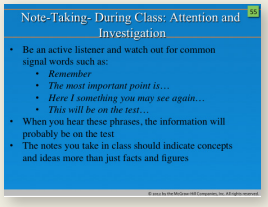
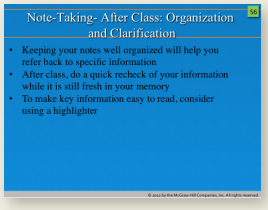
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 6: TAKING NOTES IN CLASS (15 MIN.)

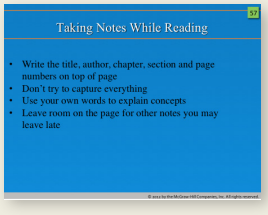
Slide 55, Attention and Investigation



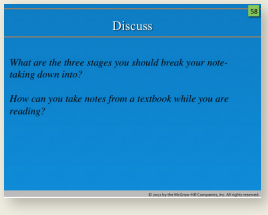
Slide 56, After Class



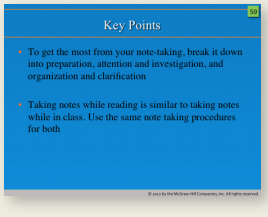
Slide 57, Taking Notes While Reading



Slide 58, Discuss



Slide 59, Key Points



During Class: Attention and Investigation

Be an active listener and watch out for common signal words such as:

- *Remember.*
- *The most important point is . . .*
- *Here I something you may see again . . .*
- *This will be on the test . . .*

When you hear the above phrases, the information will probably be on the test.

The notes you take in class should indicate concepts and ideas more than just facts and figures.

After Class: Organization and Clarification

- Keeping your notes well-organized will help you refer back to specific information.
- After class, do a quick recheck of your information while it is still fresh in your memory.
- To make key information easy to read, consider using a highlighter.

Explain some tips for taking notes while reading:

- Write the title, author, chapter, section, and page numbers on top of the page.
- Don't try to capture everything.
- Use your own words to explain concepts.
- Leave room on the page for other notes you may take later.

Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are the three stages you should break your note taking down into?
- How can you take notes from a textbook while you are reading?

Come back together as a ***whole class*** *and call on students to share their goals.*

Conclusion: *Share the* ***key points*** *to implementing these concepts:*

- To get the most from your note taking, break it down into preparation, attention and investigation, and organization and clarification.
- Taking notes while reading is similar to taking notes while in class. Use the same note-taking procedures for both.

Tip: Ask students to add some of their own ideas to this list of tips.

GOT TIME?

At the end of this lesson, ask students to share the notes they took. What do they plan to do with these notes? How was it organized? What do they plan to do differently?

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

ACTIVITY: PRACTICING THE CORNELL NOTE-TAKING SYSTEM (25 MIN.)

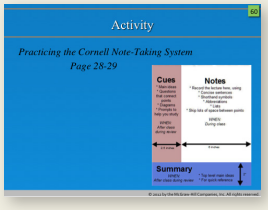
Resources

Textbook, pages 28–30

Detailed Activity Notes

PowerPoint

Slide 60, Activity



Activity

Introduction: We are going to practice role-playing in a team.

*Use the **Detailed Activity Notes** to conduct this activity. Prepare students to locate pages 28–30, and continue with directions from the instructor guide.*

Activity Wrap-Up

After the activity, ask students the following questions:

- How long did the lecture last?
- Was it easier for you to record the information on the board? Why or why not?
- What could you improve upon in order to be more successful in taking notes during class?

Your students can complete this exercise online in the Connect program.

GOT TIME?

Additional Resources/Activities:

1. Revising Notes in the Cornell System
2. Class Discussion

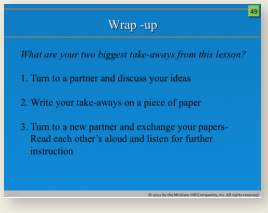
ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

Resources

Slide 61, Wrap-Up



Lesson Wrap-Up

Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.

Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.

Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 3: Detailed Activity Notes

PRACTICING THE CORNELL NOTE-TAKING SYSTEM

This activity teaches students how to use the Cornell Note-Taking System to structure their notes, which will make them more successful at capturing important spoken information.

Preparation: You will need to determine the topic/focus of your lecture for this activity. It would be prudent to create a lecture that does not last longer than 20 minutes, as well as include some visual engagement periodically throughout the lecture (writing information on the whiteboard).

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they will have the opportunity to practice the Cornell Note-Taking System. • **Ask** your students to turn to page 28 in their textbook. • **Tell** your students that the structure of the Cornell notes system has already been created for them; all they will need to do is to fill it out with the information they learn from a lecture. • **Explain** to your students that you are going to give them a 15–25 minute lecture in which they will take notes following the Cornell Note-Taking System. • **Clarify** that you will verbally announce the start of the lecture, as well as the end of it. • **Elaborate** that you will also occasionally write pieces of the spoken lecture on the whiteboard to assist the visual learners. • Remind your students that, if necessary, they may ask you to repeat something or ask a question. • **Ask** your students if they have any questions. • **Tell** your students that you are going to begin the lecture, so they will be taking notes in the Cornell format on pages 28 and 29 in their textbook.	• Students should have their textbooks open to page 28. • Students should ask any questions before beginning the activity. • Students should be writing notes following the Cornell Note-Taking System. • Students should be finished with their notes and with their summary. • Students should be responding to these questions in their textbook.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• Once you have concluded your lecture and your students have finished filling out the summary section, **ask** them to respond to the following questions in their textbook: 1. How long did the lecture last? 2. Was it easier for you to record information that was on the board? Why or why not? 3. What could you improve upon in order to be more successful in taking notes during class? • **Refer** to the discussion questions on page 32 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 3. **Ask** your students the following discussion questions: ***How long did the lecture last?*** ***Was it easier for you to record the information on the board? Why or why not?*** ***What could you improve upon in order to be more successful in taking notes during class?***	• Students should be rejoining their class for a discussion.

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Section 3 Additional Activity: Taking Notes

REVISING NOTES IN THE CORNELL SYSTEM

This activity teaches students how to more effectively use past class notes by revising them to fit the Cornell Note-Taking System.

Preparation: You will need to ensure that students bring notes from any course to class the day of this activity.

Classroom Management: This activity will be completed individually, and then students will compare students and discuss this experience.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that after learning how to take Cornell notes, they should practice applying this new skill to their old notes to improve their organization of important class information. • **Ask** your students to open their binder and locate one page of notes. • **Explain** that for this page of notes, they will need to review these key Cornell strategies: – The cues – The notes – The summary	• Students should be selecting a page of notes from this class or another class. • Students should be reviewing these strategies.
• With these three strategies in mind, **instruct** your class to rewrite their notes following the Cornell method in the template provided in their textbook.	• Students should be rewriting their old notes.
• After your students have reorganized their notes following the Cornell method, **tell** them to respond to the following questions in their notebooks. 1. Did you find it difficult to reformat old class notes to fit the Cornell structure? 2. What was the most challenging aspect of rewriting your notes to fit the Cornell method? 3. Are your notes easier to understand in the Cornell format? Why?	• Students should be responding to these questions in their notebooks.
• Once your students have completed their responses, **ask** them to partner with a classmate.	• Students should be partnering with a classmate.
• **Explain** to the pairs that each of them will share their before notes and their after (Cornell) notes with their partner.	• Students should be showing their old and revised notes to their partner.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Elaborate** that after they have each read the before and after notes, they will discuss the following questions with their partner: ***Which set of notes were easier to understand? Why?*** ***What information did you miss including without using the Cornell notes?*** ***Which set of notes are better organized?*** ***How will you benefit from using Cornell notes to capture important information in class?*** ***How will using Cornell notes assist you in your professional success?***	• Students should be discussing these questions with their partner.
• At the conclusion of the discussion, **tell** your students to set a note-taking goal in their notebooks: What would you like to improve about how you take notes?	• Students should be setting a note-taking goal in the space provided in their notebooks.

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Class Discussion

This discussion has students examine the best ways for capturing information, the techniques that were the most successful for them, and how they can overcome any barriers to capturing important information.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Ask** your class the following questions: ***What is the best way for you to capture important information?*** ***What are study techniques that have worked well for you?*** ***What is the single greatest barrier for you for studying?*** ***What can you do to overcome the barriers you see for effectively capturing important information?***	• Students can use a separate sheet of paper to respond before participating in the class discussion, or students may simply share their answers verbally.

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