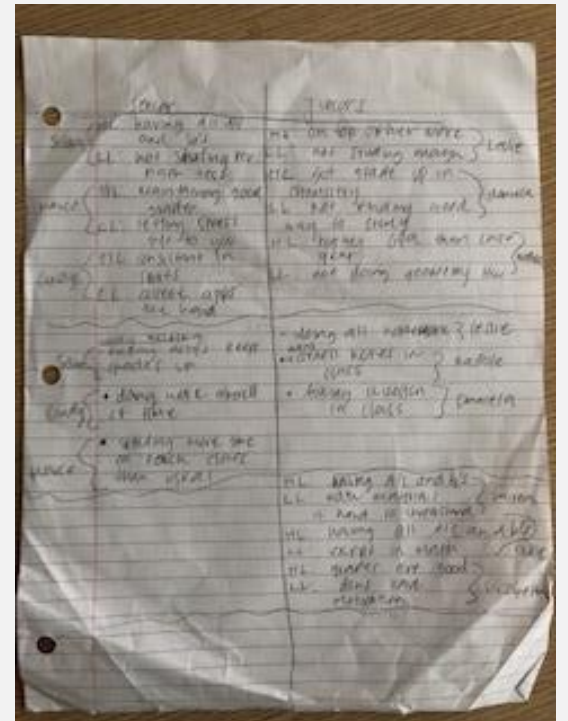
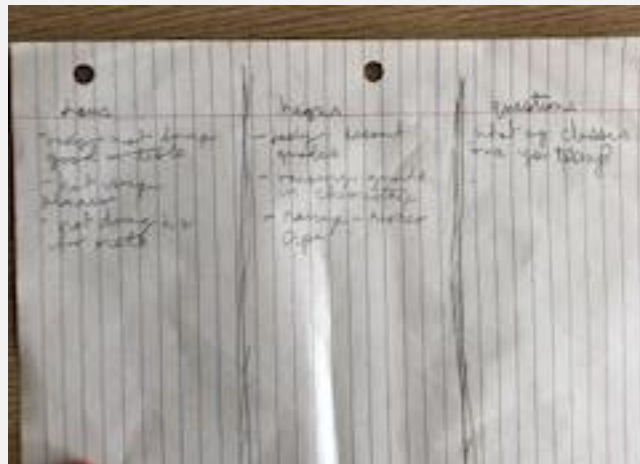
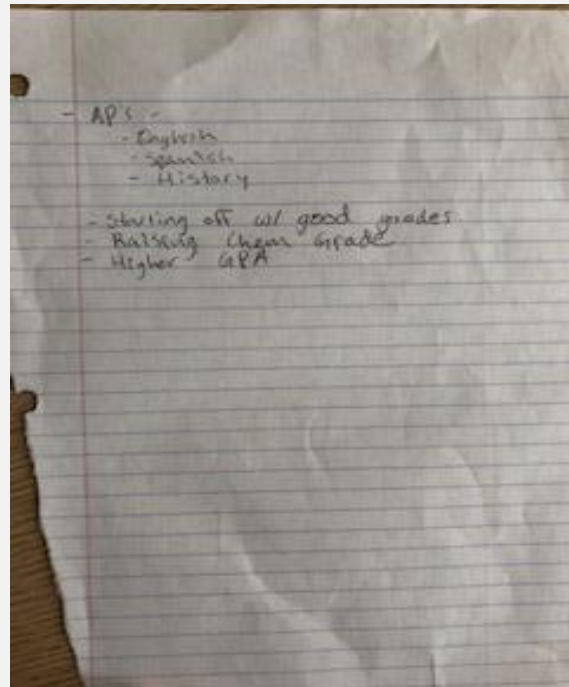
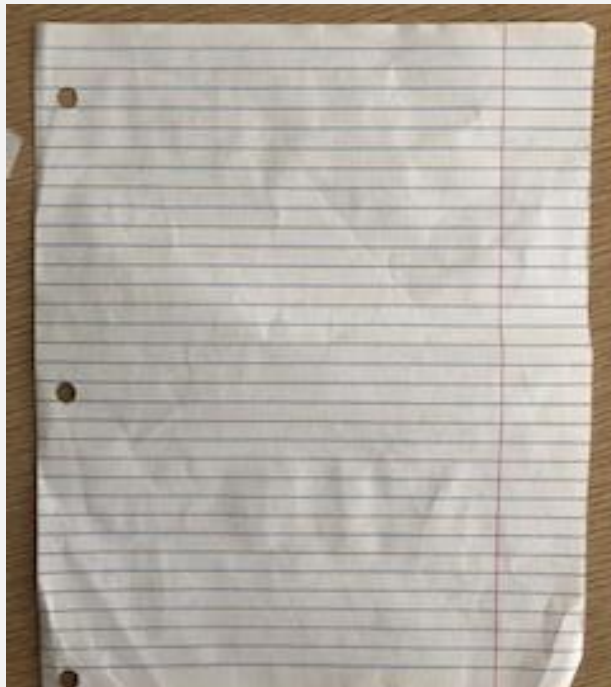


FOCUSED NOTE TAKING

TABLE TALK

- What does note-taking usually look like in your classroom?
- What do you do to facilitate good notetaking?
- What are are your challenges with notetaking?

A NOTE-TAKING EXPERIMENT...



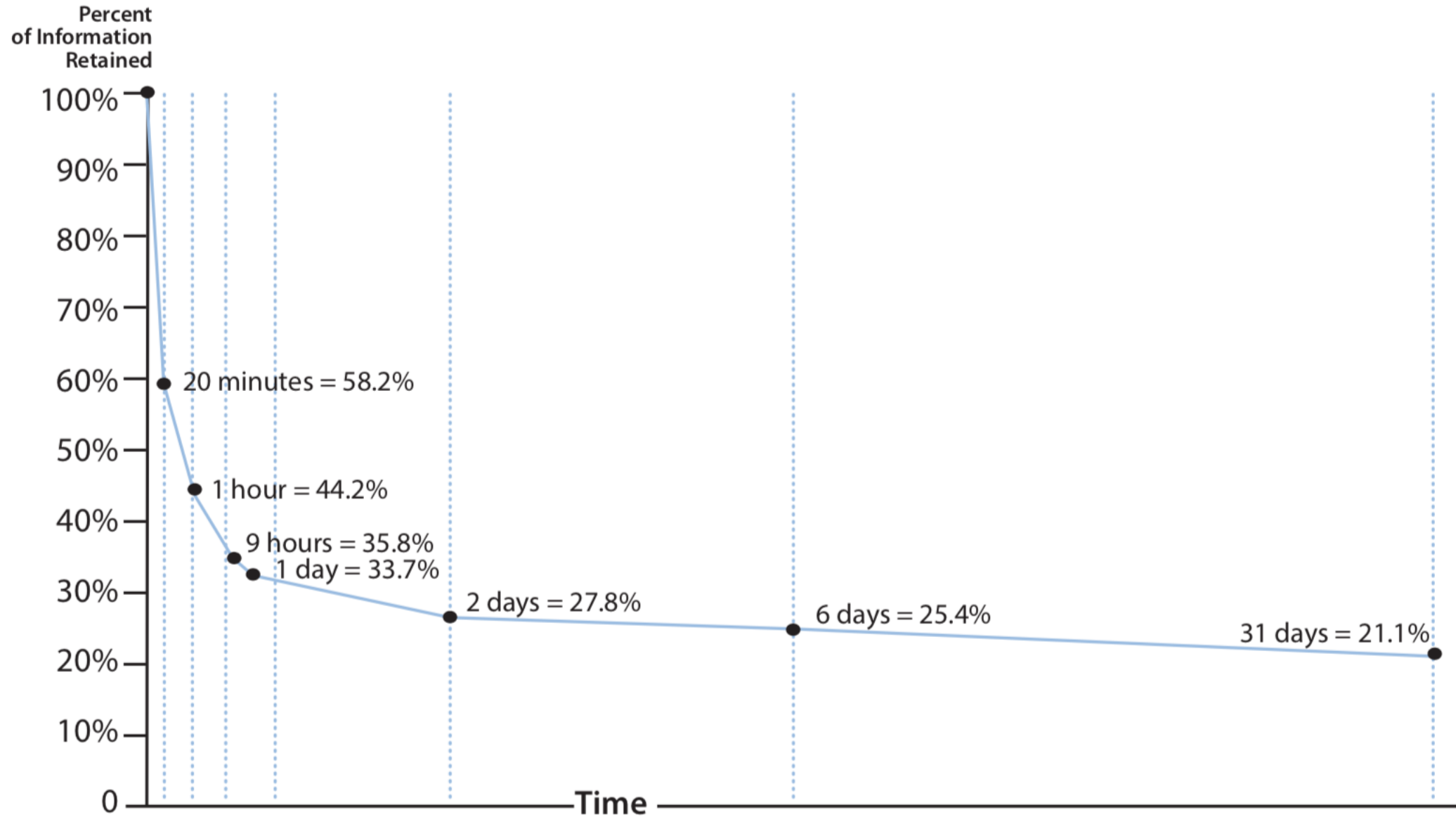
REASONS WHY...

- We were just talking
- I didn't know we had to take notes
- I was taking "mind notes"
- I wrote down a few things, but then got distracted
- I didn't know what to write
- They were going too fast

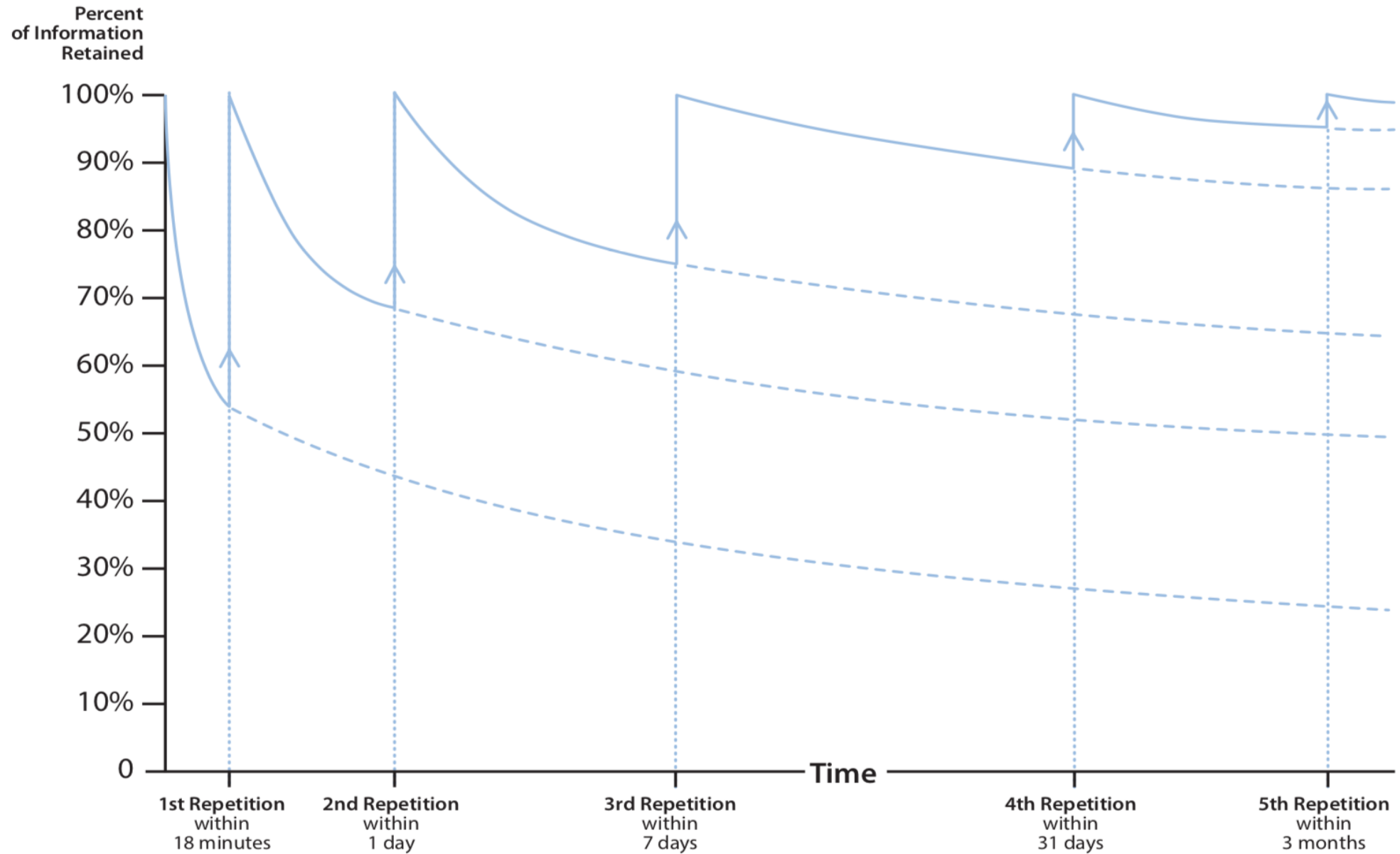
ESSENTIAL QUESTIONS

- How can we explicitly teach and make time for focused notetaking in our classes?
- How can we shift student thinking about notes from “busy work” to valuable, effective learning tool?
- How can we get all students to take notes like pros?

Rate of Forgetting Without Study/Repetition




Rate of Forgetting With Study/Repetition



TAKING NOTES: FORMATS



CORNELL NOTES		TOPIC/OBJECTIVE:	NAME:
		CLASS/PERIOD:	
		DATE:	
ESSENTIAL QUESTION (EQ)			
QUESTIONS:		NOTES:	
SUMMARY:			

Cornell Notes

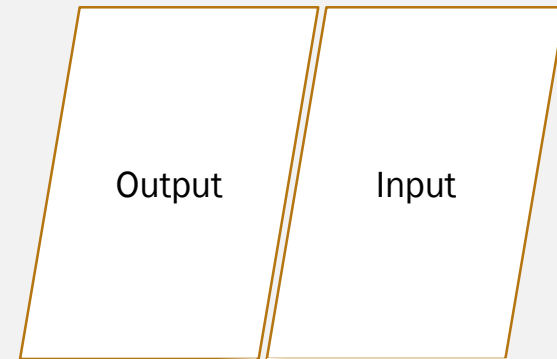
Two- and Three-Column Notes

Term	Definition	Examples

Mind Maps



Graphic Organizers



Interactive Notebooks

CONNECTING THINKING



Think beyond the notes

Ask questions
about the notes

Wonderment questions

- Comprehension
- Prediction
- Anomaly Detection
- Application
- Planning and Strategy

Costa's Levels of Thinking

Add original
thinking

Make connections to

- what you already know
- content from the course or from outside the course
- your life or the world around you
- your note-taking purpose

SUMMARIZING AND REFLECTING ON LEARNING



**Think
about
the
notes
as a
whole.**

Summarize

- **What have I learned?**
- Capture the most important aspects of your notes
- Answer the Essential Question

Reflect

- **How will this be useful?**
- Consider how the learning helps you meet the note-taking objective
- Plan where you go from here

APPLYING LEARNING



- Use the notes for their intended purpose.
- Demonstrate what you've learned or apply it to a new situation.

Socratic Seminar Philosophical Chairs Debates Problem-solving
Researching Writing Narratives Arguments Essays
Reports Presentations Proposals Speeches Teaching others
Panel Discussions Project-Based Learning Quizzes Tests
Studying Letters Articles Scripts Documentaries Reviews
Critiques Experiments Lab Blogs Conclusions

BRAINSTORM

- Look carefully at your assigned “step” in the notetaking process.
- Read the descriptions of a *pro*, *developing*, and *newbie*
- At your table group, brainstorm strategies, ideas, and ways in which you, in your classroom and content area, could help move students from the *newbie* to the *pro* column.

- Student presenters:
- Describe your notetaking process
- How do you use your notes beyond class/as a tool
- What results have you seen
- One thing that teachers do or could do that would really help me take effective notes is...