Note Making

Curriculum Day
September 28, 2012
Learning goals for today

- Examine guidelines for making notes
- Share best practices for teaching students to use note making
- Practice types of note making
  - Cloze notes
  - Four square
  - Three column
  - Combination
  - Cornell notes
  - Nonlinguistic representations
Discuss:

- What is the purpose of note making in my library?
- What is my personal style for note making?
- What do I do to help students make notes in the classroom?
Note making templates

- Select one of the templates provided to make notes on during this presentation if you wish to practice:
  - Three column notes
  - Combination note making
  - Cornell notes
Clues for what is important in note making

How do I know if what the teacher says is important?

- Repetition or stressed inflection
- Voice gets louder/softer or faster/slower
- Writing on the board/overhead/PowerPoint
- Gestures (hand/arm movements)
- Teacher comments:
  - “This will be on the test.”
  - “This is important.”
Why make notes?

Provides opportunities for students to capture, organize, and reflect on:

- important facts
- concepts
- processes

Why make notes?

- Summarizing and note making enhance students’ ability to retrieve, use, and organize what they already know
- Effect size of .90 (high impact treatment)

What student note making typically includes:

- Writing down next to nothing
- Writing way too much
- Copying word for word
- Disorganization

What student note making should include:

- Writing notes that are succinct and complete
- Identifying main ideas
- Using key words and phrases
- Breaking down larger ideas
- Writing only enough to convey the gist
Teaching students to make notes

- Provide students with a variety of methods and formats
- Allow students the option to select the method that works best for a particular situation
- Intentionally build in time for students to review and edit their notes
- When webbing, provide time for students to share their thinking with other students. It helps to rehearse learning and use relevant vocabulary.

Student note making guidelines

- Select the method that works best for you and the topic
- Include a heading to help remember what the notes are about
- Use key words and phrases, not sentences
- Use numbers, symbols and abbreviations
- Spread notes out – fill in details later
- Put only one fact on a line
- Paraphrase when possible
Student note making guidelines

- Revise and add to notes, consider them a work in progress
- Use notes as study guides for tests
- The more notes taken, the better
- Avoid taking verbatim notes which often result in recording and not analyzing the information
Teaching students to make notes

- Model good note making
- Provide a clear framework of important facts
- For ELL and Special Education students
  - Pictorial representations
  - Cloze notes
STAR Strategy

Set up paper: Write name, class, date
Write title of notes

Take notes: Facts details, explanations, definitions

After class: Reread notes
Highlight/underline important points

Review notes: After class, weekly and before tests
Helpful hints for note making

- Abbrev. , paraphrase
- Use symbols (asterisks ***, circles, underlining) or highlighting to emphasize important ideas and relationships
- Skip lines between ideas
- Within 24 hours, review notes and develop study questions on the left side
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>4</td>
</tr>
<tr>
<td>to, two, too</td>
<td>2</td>
</tr>
<tr>
<td>with</td>
<td>w/</td>
</tr>
<tr>
<td>without</td>
<td>w/o</td>
</tr>
<tr>
<td>within</td>
<td>w/i</td>
</tr>
<tr>
<td>and, positive</td>
<td>&amp; or +</td>
</tr>
<tr>
<td>minus, less, negative</td>
<td>-</td>
</tr>
<tr>
<td>equals</td>
<td>=</td>
</tr>
<tr>
<td>different, not equal</td>
<td>‡</td>
</tr>
<tr>
<td>school</td>
<td>Sch</td>
</tr>
<tr>
<td>no, not ever</td>
<td>Ø</td>
</tr>
<tr>
<td>part</td>
<td>prt</td>
</tr>
<tr>
<td>point</td>
<td>pt</td>
</tr>
<tr>
<td>between</td>
<td>b/w</td>
</tr>
<tr>
<td>reference</td>
<td>ref</td>
</tr>
<tr>
<td>government</td>
<td>govt</td>
</tr>
<tr>
<td>up/increase</td>
<td>↑</td>
</tr>
<tr>
<td>down/decrease</td>
<td>↓</td>
</tr>
<tr>
<td>number</td>
<td>#</td>
</tr>
<tr>
<td>at</td>
<td>@</td>
</tr>
<tr>
<td>copyright</td>
<td>©</td>
</tr>
<tr>
<td>money, dollar</td>
<td>$</td>
</tr>
<tr>
<td>important</td>
<td>!</td>
</tr>
<tr>
<td>greater than</td>
<td>&gt;</td>
</tr>
<tr>
<td>times</td>
<td>X</td>
</tr>
<tr>
<td>toward</td>
<td>←</td>
</tr>
<tr>
<td>from</td>
<td>→</td>
</tr>
<tr>
<td>question</td>
<td>Q or ?</td>
</tr>
</tbody>
</table>
Abbreviation exercise

Abbreviate the following lines:

- Hippocrates, a Greek who is considered to be the Father of Medicine, was born in 460 B.C. in Cos.

- Mark Twain fell in love with Olivia Langdon. They married in 1870 and moved to Hartford, Connecticut.
Abbreviations exercise

Answers

- Hippocrates (Gr.)
  Father of Med b. Cos 460 B.C.

- Twain - Olivia Langdon
  m. 1870  in Hart Conn
Writing a summary for note making

- Includes 10-25% of the original material
- Conveys the most important elements; probably around 4-5 main points from the notes or questions
- Shares what was learned
- Would someone else reading this summary gain the main thoughts?

Writing a summary for note making

- Remove trivial material
- Remove redundant or repetitive information
- Replace specifics or lists with general terms and phrases
- Determine the topic sentence, which is the subject plus the author’s claim about the subject

Cloze notes strategy

Why?*

- Establishes a purpose for reading
- Reduces the cognitive and language demands of the reading selection by presenting key concepts prior to reading
- Teaches key academic vocabulary

*This information will be used for a cloze note activity.
Cloze notes

Resources needed:

- Key concepts with strategically selected words omitted
- Student copy of the text
- Smart Board Slide, PowerPoint, or overhead/Elmo
Procedure:

- Display cloze notes
- Students have their own copy
- Read aloud the cloze notes and fill in the blanks
- Stop talking while students are writing (purposeful pausing)
**Cloze notes**

**Procedure:**

- When complete, read aloud the entire selection
- Use for teaching key content and high-utility academic vocabulary
- Review the summary as an entrée into the text (front-loading)
Cloze notes

- **Work well for:**
  - Upper elementary students
  - English Language Learners
  - Special Education students

- Newcomer ELLs benefit from fewer blanks

- As students progress in reading comprehension and understanding of context clues the number of blanks increases

University of North Carolina School of Education
The ________ of creating cloze notes is to establish a purpose for _______. Cloze notes reduce ________ and _______ demands of the reading selection by presenting ______ concepts prior to reading.

This note making tool also aids in teaching key academic ________.
The **PURPOSE** of creating cloze notes is to establish a purpose for **READING**. Cloze notes reduce **COGNITIVE** and **LANGUAGE** demands of the reading selection by presenting **KEY** concepts prior to reading.

This note making tool also aids in teaching key academic **VOCABULARY**.
**Four square notes**

**What is it?**
A note making method that divides information into four sections. The content of each box can vary.

<table>
<thead>
<tr>
<th>Main idea __________________</th>
<th>Main idea __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea __________________</td>
<td>Main idea __________________</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
</tbody>
</table>
Four square note making

Variations

- Title, setting, characters, plot
- Facts, supporting details, confusion/questions, connection/analogy
- Adjust for student needs
- Can develop their own four square by folding the paper into four boxes
- Adding a summary box boosts the cognitive level
## Dry Heat Cooking Methods

<table>
<thead>
<tr>
<th>Roasting and baking</th>
<th>Broiling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking foods in the oven</td>
<td>Food cooked by direct heat from the top</td>
</tr>
<tr>
<td>Shallow pan with rack to lift food off of fat drippings</td>
<td>Usually around 500°</td>
</tr>
<tr>
<td></td>
<td>Shallow pan with rack to lift food off of fat drippings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grilling</th>
<th>Convection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food is placed on a grill and heat comes from the bottom</td>
<td>Food is baked in the oven but a fan circulates the air making the food cook faster</td>
</tr>
<tr>
<td>Food is placed directly on the grill</td>
<td>Results in food browning more quickly</td>
</tr>
</tbody>
</table>

### Summary

There are 4 types of dry heat cooking: roasting surrounds the food with heat, so does convection, but it cooks faster. Broiling cooks from the top, grilling cooks from the bottom.
### Three column notes

<table>
<thead>
<tr>
<th>Main idea</th>
<th>Notes</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary or Key words</td>
<td>Facts, details, explanations, definitions, examples</td>
<td>Native Language Examples Sketches</td>
</tr>
</tbody>
</table>
3.1 Point, Line, Plane

Point (an exact location)

Line (straight path that extends without end in opposite direction)

Segment (two points)

Plane (a flat surface that extends without end in every direction)

Ray (one endpoint, the other extends forever)
# Three column notes

## 3-Column Notes (5th Grade)

<table>
<thead>
<tr>
<th>X = POSITION</th>
<th>PLAYERS’ POSITIONS</th>
<th>PE Baseball/Softball</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Base</td>
<td>PLAYER THAT PITCHES/THROWS THE BALL OVER HOMEPLATE</td>
<td></td>
</tr>
<tr>
<td>2nd Base</td>
<td>PLAYER THAT CATCHES THE BALL BEHIND HOMEPLATE</td>
<td></td>
</tr>
<tr>
<td>3rd Base</td>
<td>PLAYERS(3) ASSIGNED TO PLAY 1st BASE, 2nd BASE + 3rd BASE (INDIVIDUALLY)</td>
<td></td>
</tr>
<tr>
<td>CATCHER</td>
<td>PLAYER THAT DEFENDS THE INFIELD AREA ON THE THIRD BASE SIDE OF SECOND BASE</td>
<td></td>
</tr>
<tr>
<td>OUTFIELDERS</td>
<td>PLAYERS(3) THAT DEFEND THE FIELD</td>
<td></td>
</tr>
</tbody>
</table>
### 3-Column Notes (6th Grade)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOUN</td>
<td>Names a person, place, thing, idea, proper = specific, common = nonspecific</td>
<td>The new principal yelled at the teacher during lunch.</td>
</tr>
<tr>
<td>PRONOUN</td>
<td>Word used in place of a noun</td>
<td>Sammy hugged her uncle after he pinched her cheeks.</td>
</tr>
<tr>
<td>VERB</td>
<td>Word that shows action</td>
<td>Hurricanes and tornadoes cause tremendous damage.</td>
</tr>
<tr>
<td>ADJECTIVE</td>
<td>Word used to describe a noun or pronoun</td>
<td>The San Diego Museum has a mummy exhibit.</td>
</tr>
<tr>
<td>ADVERB</td>
<td>Word used to modify a verb, adjective, or another adverb</td>
<td>The little dog barked loudly.</td>
</tr>
<tr>
<td>PREPOSITION</td>
<td>Word that shows position, direction, relationship between two things</td>
<td>The cat hid under the bed.</td>
</tr>
<tr>
<td>CONJUNCTION</td>
<td>Word that connects phrases or clauses or words</td>
<td>“Conjunction Junction”</td>
</tr>
</tbody>
</table>

**Western Hills 6th Grade**

34 Compound Event:
- An event made of two or more simple events.
- Tree diagram: a diagram that shows all possible outcomes of an event.

- **Fundamental Principle of Counting:**
  - If one event has $n_1$ possible outcomes and a second independent event has $n_2$ possible outcomes, then there are $n_1 \times n_2$ total possible outcomes.
**Combination note making**

<table>
<thead>
<tr>
<th>Notes</th>
<th>Symbol or sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary**
Combination note making

Begin with an inverted T the on paper

- **Left:** Record facts and notes
- **Right:** Nonlinguistic representation
  - make a sketch and label it
  - best if not a clip art graphic
- Summarize on bottom
### Notes

**Types of forces**
- Contact force
- Gravity
- Friction

### Symbol or sketch

- Contact force
- Gravity
- Friction

### Summary:
There are three types of forces: contact, gravity, friction
Why Cornell notes?

- 3-part organization
- Create higher-level thinking questions
- Create summaries
- Interact multiple times with information
  - Write
  - Review for category or question
  - Write a summary
  - Review notes before a test
  - Review for a test by asking questions
- Use as study guides
Example: Cornell notes

Phylum arthropods is made up of subphylum chelicerata. Subphylum chelicerata is characterized by two parts called prosoma and opisthoma. The prosoma and cephalothorax are sensory, feeding, and locomotor tagsma. The chelicerae is the first appendage and refers to the pincerlike.

The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes: feeding, locomotion, and reproduction.
Cornell notes

- Main idea
- Add key questions (after notes are completed)

- Key words and ideas
- Important dates, people and places
- Repeated or stressed information
- Ideas or brainstorming written or discussed
- Information from textbooks or stories
- Diagrams and pictures
- Formulas

Summary
What belongs in the bottom space?

Summary, questions, sketches

- **Summary** - review notes after class and write a summary about the main ideas
- **Student questions**
- **Sketches**
Concept – Nouns

- What is a noun?
- What are the two types of nouns?
- What is a compound noun?
- In what ways are compound nouns different from abstract and concrete?

Noun - person, place, thing, idea

Types - concrete & abstract
  - Concrete - taste, touch, smell, see
  - Abstract - ideas (emotions)

Compound - two or more words combined to create one thing; ex: fireman, bedroom

Summary – Nouns are people, places and things. They can be concrete or abstract. Teachers, pets and toys are examples.
Summary – There are many genres used to categorize literature. Each one has its own special elements which help us determine what book we might like to read.
Nonlinguistic representations

- Mind maps
- Graphic organizers
- Flow charts
- Venn Diagrams
Benefits of nonlinguistic notes

- Information is processed in different modalities:
  - Linguistic
  - Nonlinguistic
- Ideas are presented in a visual, connected way, showing linkages and relationships between elements
- Student created diagrams ensure that information is interpreted in their own unique way
- Effective in helping to visualize structure and classify ideas
- Start in the center with a key word representing a concept
- Connected ideas radiate from the center concept
- Free flowing thoughts are generated and visually displayed
Graphic organizers

- Help to structure notes from lectures or reading
- Useful for seeing the relationships between concepts such as:
  - cause/effect
  - sequence of events
  - problem/solution
Graphic Organizers

Religions:
- Islam
- Buddhism

South East Asia

Economy:

Politics:

Climate:
- Monsoonal
## Note making with graphic organizer

<table>
<thead>
<tr>
<th>Market Economy:</th>
<th>Visual Representation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main ideas</td>
<td>Supply</td>
</tr>
<tr>
<td>Questions</td>
<td>Product</td>
</tr>
<tr>
<td></td>
<td>Demand</td>
</tr>
</tbody>
</table>
Procedure:

- Write the main idea in a shape
- Add shapes around it with related vocabulary words and important details
Main idea web

**Definition of work**
Work is the use of force to move an object

**Formula**
Work = force $\times$ distance

**Force is necessary to do work**

**Definition of joule**
The joule is the unit used to measure work

**Important detail**
Work depends on the size of the force

51
What instructors need to do

- Keep in mind—it’s not easy
  - Skills do not come automatically
  - Do not assume students in high school have mastered the skills
- Difficult to learn/difficult to teach
- Model repeatedly
- Give students practice time
What instructors need to do

- Initially the school should use the same note making method school wide
- After at least one year of using a consistent note making process school wide, a school may want to expand the menu of note making options
- Teachers may let students select a method from a few chosen methods depending on the task and student preferences
Recommended district note making practice

- Note making in grades 3-6: 3 column notes or combination notes
- Note making in grades 7-12: Cornell notes (with sketches embedded)
Did we meet our goals for learning today?

- Examine guidelines for making notes
- Share best practices for teaching students to use note making
- Practice types of note making
  - Cloze notes
  - Four square
  - Three column
  - Combination
  - Cornell notes
  - Nonlinguistic representations
Bibliography


