



EL SEGUNDO USD PROFESSIONAL DEVELOPMENT

Cornell Notes Activity Guide

NOTES:

OBJECTIVES:

As a result of this activity, participants will:

- Acquire practical ideas for using Cornell Notes in their classrooms;
- Identify teaching strategies to help students develop the skills needed to use Cornell Notes effectively;
- Have a deeper understanding of how Cornell Notes can provide insight into what their students are learning and thinking.

INTRODUCTION:

El Segundo USD's teachers and administrators decided to implement a consistent note-taking strategy throughout grades 4 through 12. The Cornell Note-taking Strategy was selected because it has been shown to be an effective learning tool for students. Today's activity will provide opportunities to share ideas about how Cornell Notes can be used by students across grade levels and content areas, and how they can become a source of data regarding students' understanding of key concepts and information.

A list of small work groups (8-10 teachers) with a mixture of grade levels and departments – 4th/5th grades together; 6th/7th/8th grades; high school -- will be provided. Facilitators familiar with Cornell Notes will be identified for each group.

Materials needed:

- Chart paper (at least 5 sheets), a chart rack and markers -- for each group.
- "Cornell Notes" packet – including this activity guide, the "+ / ?" two-column chart, the "Levels of Implementation" chart, and a Bloom's Taxonomy of question starters.
- Journals and pens that participants use to record notes.

Timing may be adjusted to fit the needs of the group. The purpose for structuring the conversation is to ensure that all group members have the opportunity to participate and that the time is used efficiently.

ACTIVITY: (approximately 1 hour 10 minutes)

Step 1: Introduction (2 minutes)

- The facilitator briefly reviews the objectives and activity process to the group.
- A timer and 2 charters for the group are identified.
- Participants may want to introduce themselves now or as they read aloud their summaries in step 2.

Step 2: Cornell Notes Strategy (20 minutes)

- (5 min.) Participants complete the “summary” and “questions” sections of the Cornell Notes format, based on the notes they have taken of the video clip content.
- (4 min.) Participants read aloud their summaries, in a round-robin style. As summaries are read aloud, ask participants to notice what was similar to their summary and what was different.
- (1 min.) Ask participants: “What did you notice about sharing the summaries, and what implications does that have for your practice?”
- (4 min.) Individual Reflection: Using the “+ / ?” two-column chart, participants individually list:
 - The “pluses” – “What worked for you during this Cornell Note-taking experience?”
 - The “questions” – “As you think about using this process in your classroom (or if you have already used Cornell Notes), what questions do you have that you would like addressed today?”
- (6 min.) Group Sharing: Group shares “pluses” and then “questions”, as charter(s) chart responses.

Step 3: Classroom Implementation Ideas (15 minutes)

- Individual Brainstorm: (4 minutes) In your journal, brainstorm all the possible ways that you could incorporate Cornell Notes in your classroom. (This may include ways that Cornell Notes are already being used in your classroom.)
- “Give One, Get One”: (7 minutes) Participants circulate within the group, pairing up and reading aloud their lists to each other. Add one idea from each person’s list to your own. Try to get to as many people as possible, one at a time.
- Chart favorite implementation ideas. (4 minutes)

Step 4: Levels of Implementation (20 minutes)

- Individual Reflection: (5 minutes) Using the “Levels of Implementation” chart, identify where you are *currently* in implementing Cornell Notes in your classroom. Identify:
 - The skills students already bring to the task.
 - The skills students need to develop to use Cornell Notes at this level.
 - The skills students need to develop to use Cornell Notes at the next level.
- Small Group Discussion: (8 min.) In groups of 3-4, share ideas about how to move up the levels of implementation.
 - Discuss your next step/s for using the Cornell Notes strategy in your classroom. You may want to strategize how to teach students to summarize more effectively or ask questions at a deeper level.
 - Be prepared to share a couple of key ideas with the group.
- Whole group discussion: (7 min.) – Share and chart ideas for teaching “key skills” that students will need in order to effectively use Cornell Note-taking related to grade level and content.

The charts of “implementation ideas” and “teaching student skills” will be typed by the district office and distributed to all participants.

Step 5: Using Cornell Notes as Data to Inform Instruction (5 minutes)

- Group discussion:
How might the Cornell Note-taking process provide a window into what students are thinking and learning?

Step 6: Reflecting on Our Questions (5 minutes)

Review the questions charted earlier by the group. Check off those that have been answered, answer those that *can* be answered by your group, and put a * by those that you would still like addressed.

(Optional) If time permits . . . Sharing with Other Groups

If other small groups in the room have finished, you may want to do a gallery walk to read their charted ideas or informally share key ideas between groups.



Cornell Notes Graphic Organizer

Subject _____

Date _____

RECALL COLUMN / MAIN IDEAS	NOTES / DETAILS
PAGE SUMMARY	