***“CORNELL”* Reading Notes** (keep in notebook for reference!)

*Cornell Notes with a Colorful, Interactive Twist!  Thank you to Amy Jones at Bountiful High School in Utah for this idea!*

***The Rationale:***

* The brain likes contrast and novel stimuli.  Color does that for the brain.  This note-taking system is not meant to replace the specific note-taking style of Cornell Notes, but to add to it to and to add that stimulation to the brain. Don’t like too many pens? Write your notes in blue or black ink and then use highlighters, or get one of those click pens that has the four primary colors on it and pair it with a highlighter.  Feel free to experiment with this system by using colors that work for you – be creative! Make your notes highly individual! Just remember to follow the overall Cornell format and get ready to have fun taking notes!
* All reading notes are to be handwritten (sorry, no typed notes!) and to be kept in your 5-subject spiral notebook.  All notes will be due **on the day of the test!**Make sure your notes are thorough and contain information that you will remember and be able to “decipher” later on during our review for each chapter test and the AP Exam.  Notes are a part of your interactive notebook and will be turned in for each chapter and account for your **formative assessment grade**.  More than the grade, they are an essential tool for success on the AP Exam.  Good luck and happy reading!

***The System:***

In ***RED***, pose the **key** **question (this is the same as an essential question in AVID)** for the section you are reading.  The key question can be found at the beginning of each section in a chapter. When you review, try first to answer these **key questions** from memory.

In ***GREEN***, list the **subheadings, and vocabulary terms** that answer the question you listed at the top.  All of this should be on the **left-hand side** of the page. When you review, to test your recall of the **vocabulary** and **subheadings**, fold the right side of the paper over to cover the answers, then, uncover the answers and check your recall.

In ***BLUE***, next to the vocabulary, put their **definitions** – don’t write the exact definition out of the book – try to use your own words.  Also, next to the **subheadings**, **paraphrase** the information from each subheading.  **Note: Vocabulary alone is not enough to understand the info!** Define the key terms/concepts; copy or summarize important figures, diagrams, and tables that summarize concepts; circle or underline names of important researchers or key thinkers you find (you will need to know names on the AP Exam!); don’t forget the information from the “Psychology in your life” sections - this is information that will appear on the exam!

In ***yellow highlighter*** (or a highlighter of your choice), put your **associations** for the terms, vocabulary or information that was listed on the left side and place these **at the far right of the page or right after the information in blue.** When you make **associations**, you are connecting on a deeper level with the information being presented.  Think about what the terms remind you of – maybe a person or a place or a similar sounding word.  When you review, which could be weeks or months later, these **associations** will help trigger some of the memories of when you first saw the material, activating your context cues and your state dependent memory, insuring recall!  **Hint: I like to see a lot of yellow. The more the yellow, the better!  However, you may not need an association for every concept, and I am fine with that.**

In ***BLUE***, after you finish reading each section (not just at the end of the chapter, but for each key question), **summarize** in a few sentences/paragraph what you learned.  This is to be **centered at the bottom (like Cornell)**.  Include your own main insights and feelings about what you gained personally from the reading.  Again, you are insuring the material is meaningful and relevant to you because you have made connections to your life experience.  **Note: Rewriting the core concept is not a summary!  Use your own words to summarize the information.**

In ***BLACK***, write 2-3 **recall questions for each key question.** These could be fill-ins, multiple choice, short response, or potential essay questions (hint, you could even use some of the “check your understanding questions” located in your book at the end of each section.)  These should be placed **below** your summary.  When you review, you could start with your **recall questions** and use them to drill yourself before you go back and review the bulk of the notes.  Or, you can use these as review questions with a partner.

**Here is an email from a former student who benefitted from this note-taking system!**

"This is Kenric Rimoni, from the class of 2008 (By the by, I got a 4 on the AP test, so yay :D!) I'm currently enrolled in Southern Adventist University in Tennessee, and I'm slowly overcoming the homesickness, but I continually remained focused on the end-result: my education. Anyways, school started last week and I am using the “CORNELL” format of note-taking. I just wanted to write and thank you for making us do our notes that way. Our classes started last Thursday, and while others are struggling to retain the information they read, I am chuckling because I know EXACTLY how to take reading notes.  By using your method, I am able to retain the information while actively reading. Advice to your students: You may hate taking notes this way now, but once you enter college, that format will stick with you and you will be eternally grateful (like I am) that Mrs. B. made you do them."

**COLORED CORNELL NOTES TEMPLATE - Sample**

|  |  |
| --- | --- |
| **Name: Bio Student** | **Page(s): 1-8** |
| **Chapter # and Title: 1- Introduction: Themes in the Study of Life** | **Overview: Inquiring about the world of life** |

|  |
| --- |
| **Key Question(s): Which themes connect the concepts of biology?**  **What is the Core Theme?**  **What are the two main forms of Inquiry?** |

|  |  |
| --- | --- |
| **Questions/ Vocab/Headings** | **Notes/Charts/Graphs** |
| **Evolution:**   |  | | --- | |  |   **Overview:**  **Concept 1: Themes connect the concepts of biology**  **Evolution**  **Theme: New Properties emerge at each level in the biological hierarchy**  **Emergent Properties**  **Power & Limitations of Reductionism**  **Systems Biology**  **Theme: Organisms interact with their environments, exchanging matter & energy**  **Ecosystem Dynamics**    **Energy Conversion**  **Theme: Structure & Function are correlated at all levels of biological organization**  **Theme: Cell are an organism’s basic units of structure & functions**  **Theme: Continuity of life is based on heritable info in the form of DNA**  **DNA Structure & Function** | **Defined as the process of change that has transformed life on Earth from its earliest beginnings to the diversity of organisms living today.**  **(here you would paraphrase the info. from that paragraph of text)**  **(here you would paraphrase the info. from that paragraph of text)**  **Definition -  in your own words**  **(here you would paraphrase the info. from that paragraph of text)**  **Paraphrase this information in 1-2 sentences - use your own words!**  **Definition in your own words (try to make your own associations, too!)**  **Paraphrase this information in 1-2 sentences - use your own words!**  **Definition in your own words (try to make your own associations, too!)**  **Paraphrase this information in 1-2 sentences - use your own words!**  **(here you would paraphrase the info. from that paragraph of text)**  **Definition in your own words (try to make your own associations, too!)**  **Paraphrase this information in 1-2 sentences - use your own words!**  **Definition in your own words (try to make your own associations, too!)**  **Paraphrase this information in 1-2 sentences - use your own words!**  **(here you would paraphrase the info. from that paragraph of text)**  **(here you would paraphrase the info. from that paragraph of text)**  **(here you would paraphrase the info. from that paragraph of text)**  **Definition in your own words (try to make your own associations, too!)**  **Paraphrase this information in 1-2 sentences - use your own words!** |

|  |
| --- |
| **Summary: Give a summary of what you read.** |

**Recall Questions: What are the seven themes connecting biological concepts? What accounts for unity & diversity of life? What are the differences between discovery and hypothesis-based science?**