

Program Title: Cornell Notes

Goals/Objectives: To enable students to summarize, explain, determine, and describe concepts in becoming strategic readers.

Description:

The driving force behind the utilization of Cornell Notes was to help students become strategic readers. Cornell Notes guide students in their selection of the main concepts and important details regarding a specific topic, allow for clarification of meaning, and provide an opportunity to synthesize information. Cornell Notes support a close reading of the text and can be used as a way to incorporate the essential components of comprehension: reading, writing, talking, and listening. In terms of lesson framework, this strategy can be used in the acquisition and extension phases. In this case, adding the essential question for the unit at the top of the template provided an opportunity for students to access background knowledge on the subject at the start of the lesson, and therefore, served a motivation exercise.

Evaluation Tools & Procedures:

Students wrote succinct summaries based on reading, writing, talking, and listening. Students' writing improved over time.

Results of Activity:

Students utilized Cornell Notes to consider an essential question, pre-read and chunk notes based on headings, think-pair-share notes, followed by whole group discussion, and finish with a summary of the two page reading. Results were success due to student engagement and understanding of the process.

Resources and Other Related Information:

Duffy, James Modern Automotive Technology. 7th ed. Tinley Park, IL; Goodheart-Wilcox, 2009

Forget, Mark MAX Teaching with Reading and Writing: Classroom Activities for Helping Students learn New Subject Matter While Acquiring Literacy Skill. Victoria, BC: Trafford, 2004

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