

## 10-2-2 Note-Taking Structure

<p><b>10-2-2 Structure and Rationale</b></p>	<ul style="list-style-type: none"> <li>• The structure involves the following:             <ul style="list-style-type: none"> <li>– <b>10 minutes:</b> <u>receiving</u> information/taking notes</li> <li>– <b>2 minutes:</b> <u>processing</u> information</li> <li>– <b>2 minutes:</b> <u>summarizing</u> information</li> </ul> </li> <li>• Allows students the necessary time to process information and concepts presented in whole group instruction or from reading text</li> <li>• The structure allows for             <ul style="list-style-type: none"> <li>– greater retention of information</li> <li>– improvement in the quality of notes, questions, and summaries</li> </ul> </li> </ul>
<p><b>10 Minutes: Whole Group Instruction or Reading Text Selection</b></p>	<ul style="list-style-type: none"> <li>• The student receives information from a lecture/presentation, audiovisual source, or from reading a text for <b>ten minutes</b> and takes Cornell notes</li> <li>• Encourage students to use abbreviations and shortcuts while taking notes</li> </ul>
<p><b>2 Minutes: Partners/Small Groups Processing</b></p>	<ul style="list-style-type: none"> <li>• “Input” pause for <b>two minutes</b> while the students take time to process the information by working collaboratively in partners/small groups to do the following:             <ul style="list-style-type: none"> <li>– Share notes</li> <li>– Revise/refine notes</li> <li>– Fill in gaps in notes</li> <li>– Clarify information/concepts presented</li> <li>– Create questions on the left side</li> </ul> </li> <li>• During this time, students are not allowed to ask the teacher questions; students should rely on the support of peers to assist them in processing the information</li> </ul>
<p><b>2 Minutes: Independent Summarizing</b></p>	<ul style="list-style-type: none"> <li>• Students then take <b>two minutes</b> silently to individually process the information and create a one sentence summary to be placed across the page just below the chunk of notes.</li> <li>• The teacher may choose to have students share out their sentence summary as a way to check for understanding.</li> </ul>
<p><b>Repeat the Process</b></p>	<ul style="list-style-type: none"> <li>• Repeat the process until all information is presented or read.</li> </ul>
<p><b>Last 5 Minutes of Class: Whole Group</b></p>	<ul style="list-style-type: none"> <li>• Reserve the <b>last five minutes of the period</b> for the students to interact with the teacher.</li> <li>• Students can ask questions to:             <ul style="list-style-type: none"> <li>– resolve unanswered questions in their notes</li> <li>– get clarification about information presented</li> <li>– sort out misconceptions/gaps</li> </ul> </li> </ul>

