

**Some specific strategies that you might use in your classroom. Compiled by Melinda Burchard.  
Each strategy provides a reference where more information (or other strategies may be obtained.)**

# Note taking

## Cornell Notes

To help organize notes.

**D**ivide the paper into three sections.

- Draw a dark horizontal line about 5 or 6 lines from the bottom. Use a heavy magic marker to draw the line so that it is clear.
- Draw a dark vertical line about 2 inches from the left side of the paper from the top to the horizontal line.

**D**ocument

- Write course name, date, and topic at the top of each page.

**W**rite notes.

- The large box to the right is for writing notes.
- Skip a line between ideas and topics.
- Don't use complete sentences. Use abbreviations, whenever possible. Develop a shorthand of your own, such as using "&" for the word "and".

**R**eview and clarify.

- Review the notes as soon as possible after class.
- Pull out main ideas, key points, dates, and people, and write these in the left column.

**S**ummarize.

- Write a summary of the main ideas in the bottom section.

**S**tudy your notes.

- Re-read your notes in the right column.
- Spend most of your time studying the ideas in the left column and the summary at the bottom. These are the most important ideas and will probably include most of the information that you will be tested on.

# Note taking

## SCROL

To help take notes from reading material.

### **S**urvey the material to be read.

Look at the section and paragraph headings to get an idea of what will be covered in the chapter. Look at side boxes and end-of-chapter activities to get additional information.

### **C**onnect the ideas.

Look at how the section and paragraph headings relate to each other. Write down key words to show how the sections are connected.

### **R**ead the material.

Read the information under each heading.

Pay attention to words and phrases that are in boldface or are italicized because these usually express important information about the heading.

### **O**utline.

Write down the main ideas and supporting details in outline form. Use your section and paragraph headings as main ideas, whenever possible. Also, the topic sentence, or first sentence of a paragraph, will often serve as a main idea.

List at least two details under each main idea.

You may want to list additional details under detail headings if you are studying for an objective test that will include many facts.

### **L**ook.

Look back at each chapter and paragraph heading and information under each.

Make sure that your outline contains all of this information.

If you have omitted information, add it.

If there are relationships between the sections that you want to note, draw arrows to show ideas that are related.

Both Cornell Note Taking and SCROL were taken from:

Learning Toolbox. Steppingstone Technology Grant, James Madison University, MSC 193, Harrisonburg, VA, 22807.

# Time Management

## Tap- D

To help set goals

### **T**hink of things you need to do.

First make a list of things you need to do for a particular day or a particular week. Then make another list of things that you want to do for that day or week. If there are things that you need to do and also want to do, list them in both columns. Think about why you need to do each of these things and also why you want to do each of these things.

### **A**rrange the things you need to do into categories.

Use the following four categories: school, work, home, and social. Go back to the list of things you need to do and sort them into each of these 4 categories. Do the same with the things you want to do. Compare the differences between the sorting of categories for things that you want to do and the things that you need to do.

### **P**rioritize.

Prioritize each of these four categories on the basis of what is most important. School must be ranked first if a student is to be successful academically. Being successful in school will lead to being successful in the workplace. Work or home may be second depending on your specific situation. Social activities may be least important for success for you. Now prioritize each of these four categories on the basis of what is most important to you. Compare your rankings with the rankings necessary to be successful as a teenager and an adult. Ask yourself, "Am I willing to prioritize school as #1?" If you are, then you need to go back and look at all the tasks that you have to do that you listed in the category of school, and do them. As a way of helping yourself do tasks that you need to do, use tasks that you want to do as reinforcement for doing tasks that you need to do. For example, you may hate to write term papers, but you know you have to do this if you are to pass your English class. You may want to go to the movies. Use going to the movies as reinforcement after you have completed your term paper.

### **D**o it!

It is difficult to keep these priorities. It is a good idea to make the list of things you want and need to do on a daily or weekly basis and then sort them into four categories. This will help you stick with priorities that will lead to school success. Your planning is useless if you don't follow your plan.

# Time Management

## 3Cs

To help keep track of tests and assignments

### **C**reate a calendar for the marking period.

Lay out all assignments and tests for each course using the syllabus. If these are not listed in the syllabus, ask your teachers for them. Fill in all school activities, including extracurricular activities (e.g., basketball games, school musicals). Fill in after-school activities, such as hours that you work on a job. Add new items to the calendar as soon as you become aware of them. Keep your calendar up to date.

### **C**reate a weekly planner.

Lay out plans for the week based on the marking period calendar. Include all assignments, tests, school activities, and work obligations. Lay out study plans over a weekly period to give yourself enough time to study for tests or do everything needed for assignments. Review your weekly calendar at the beginning of the week, usually Sunday night or Monday morning, so that you know what to expect. As you complete each item on your weekly calendar, check it off. At the end of the week, see which items have not been checked off and decide whether to include them in the next week's planner.

### **C**reate a daily list.

Based on your weekly calendar, make a daily to-do list. If you use a daily planner, transfer the items on this list to specific times. Consult your list at the beginning of the day and at certain times throughout the day. Check off each item on the list as you complete it. At the end of the day, analyze the items you didn't do and decide whether to add them to the next day's to-do list.

# Reading

## RAP- Q

To help understand the main ideas of readings (good for text book reading).

**R**ead a paragraph or a section of the material you are working on.

Do not read long sections because you may not be able to understand the material if you don't break it up into smaller parts.

**A**sk yourself what the main ideas are.

Try to find the sentence or sentences that give the most important ideas in the section that you read.

**P**ut the main ideas in your own words.

Paraphrasing is when you put material that you read into your own words. When you paraphrase the main ideas, make sure you try to think of other words to say the same thing as in the book.

**Q**uestions about the reading.

Based on your paraphrasing of the main ideas, write a question and an answer on the back of a note card so that you can use this for studying. Compare the note cards that you wrote on the main ideas of previous paragraphs or sections, so that you can see how the ideas of one section are related to the next.

# Reading

## CONAIR

To help study from books.

**C**opy chapter headings and subheadings from notes onto colored note cards.

Use different colored note cards to show that these are main ideas.

**O**rganize important facts, definitions, and information onto white note cards.

Use white note cards to indicate that these are specifics that go under different main ideas. On one side of the card, write a fact, definition, or information. On the other side write a question that asks for this fact, definition, or information.

**N**umber the white note cards to show the order they appeared in the book.

Put a number on each card to show the order the material was given in the book.

**A**rrange the colored note cards in columns.

Leave space under each colored card to place the white cards underneath.

**I**dentify each card's correct place underneath the colored cards.

Put the cards in numbered order under each colored card. Try to remember the location and order of the cards when you take a test.

**R**eview information on each card.

Shuffle the white cards and then place them under the corresponding colored cards. Test yourself on the information on the white cards.

Read the questions, answer them, and then check for the correct answer on the backs.

# Double Entry Journal

So many best literacy teaching practices are all about getting students' fingerprints all over the text. Teachers want students to do more than glide over the text, decoding with ease, but making only limited amounts of meaning. They want students to handle the text, take it apart, manipulate it, look for its heart, find out what makes it tick, chunk it into meaningful bits and then interrogate each bit.

Double entry journals are ways to help students read with an investigating eye. It helps students to slow down and pay attention when they read. (Where did students get the idea that the best readers were the fastest readers?) Double entry journals teach students the critical art of close reading.

## Different Ways to Keep a Double Entry Journal

Left Hand Side	Right Hand Side
Quotes from the text	Visual commentary (drawings, visual analogies, doodles)
Quotes from the text	Written reactions, reflections, commentary, musings ("Hmmm...")
Quotes from the text	Connections <ul style="list-style-type: none"> <li>➤ Text to text</li> <li>➤ Text to Self</li> <li>➤ Text to world</li> </ul>
Observations, details revealed by close reading	Significance
What the text says...	Why the text says this...
Questions: "I wonder why..."	Possible answers: "Maybe because..."
Quotes from texts	Questions (Clarifying & Probing)
Quotes from texts	Social Questions (Race, class, gender inequalities)
Quotes from texts	Memories
Quotes from texts	Naming Literary or Persuasive (Rhetorical) Techniques

Taken from: [http://www.turningpts.org/pdf/Double\\_Entry\\_Journal.doc](http://www.turningpts.org/pdf/Double_Entry_Journal.doc)



# SQ3R

To help get the most out of reading assignment and to help create useful notes from reading assignments.

**S urvey-** Carefully preread the chapter. Look at the title, subtitles, boldface, and italics, graphs, and diagrams, summary and/or conclusion, and questions at the end of the chapter.

**Q uestion-** Reading is a thinking process; inquiry makes you an active reader. Formulate questions before you read. Convert titles, subtitles, etc., into questions. **WRITE THESE DOWN!**

**R ead-** Thoroughly read the chapter and fill in the answers to your questions as you go along. **Important: Read for meaning, not only the answers! Write down any information you sense is important.**

**R ecite-** Talk to yourself. Read your questions, answers, and notes out loud. Translate key ideas and new terms into your own words. Research any answer or information that doesn't seem clear enough.

**R eview-** Read your notes as often as possible. Frequent review enables you to better retain the information.

**Be flexible!** At first go through SQ3R step- by- step, and later alter it to suit your own purposes and style.

Taken from:

Center for Teaching and Learning, Sweet Hall, Stanford University

Adina Glickman (650) 723-8676 or [adinag@stanford.edu](mailto:adinag@stanford.edu)

# CRAM

To help take multiple choice tests.

**C**over the answers.

Use a blank note card or your hand to cover the choices.

**R**ead the question carefully.

Highlight the important words.

Put the question in your own words.

Remember where you saw the answer in your textbook or notes.

**A**nswer the question without looking at the choices.

**M**atch your answer to one of the given choices.

Select the choice that matches your answer.

If no choice matches your answer, try to eliminate some of the choices.

Look for key words to help you select the best answer.

# Memory

**An acronym** is an invented combination of letters. Each letter is a cue to, or suggests, an item you need to remember.

**Example:**

**IPMAT, the stages of cell division**

**Interphase, Prophase, Metaphase, Anaphase, Telephase**

**An acrostic** is an invented sentence or poem with a first letter cue: The first letter of each word is a cue to an idea you need to remember.

**Example:**

**Every Good Boy Deserves Fun**

**An acrostic for remembering a sequence of musical notes (G-clef notes on sheet music)--E, G, B, D, F**

**Chaining: (for ordered or unordered lists)** Create a story where each word or idea you have to remember cues the next idea you need to recall. If you had to remember the words Napoleon, ear, door, and Germany, you could invent a story of Napoleon with his ear to a door listening to people speak in German.

**The Image-Name Technique: (for remembering names)** Simply invent any relationship between the name and the physical characteristics of the person. For example, if you had to remember Shirley Temple's name, you might ingrain the name in memory by noticing that she has "curly" (rhymes with Shirley) hair around her temples.

Information taken from:

Study Guides and Strategies. St. Paul, Minnesota

Joseph Frank Landsberger- creator of website.

<http://www.studygs.net/index.htm>