The Listening and Note-Taking Strategy

Gwen C. Berry, Ph.D. gwen.berry@louisville.edu



Learning Objectives

- Use virtual tools to engage teachers and students in learning new content
- Review the research on the SIM Listening and Note-taking Strategy
- Learn to use the manual to deliver quality instruction in note-taking
- Scaffold student note-taking, as needed

- Introduce yourself by clicking the three dots on your Zoom picture and adding your name and where you're from. (Merica Howie, Arkansas)
- lt's so much friendlier if you can turn your camera on.
- Use the réaction and chat features to interact throughout the day.
- Use mute to minimize background noise, but unmute to speak up if you have a question or comment to add.
- Make it a personal goal to contribute as much to the learning today as you take away. We want this session to be as interactive as possible, and that depends on you!



Connect2Digital Course--Merica



- Offered through the Arkansas Department of Education, University of Central Arkansas, and OUR Educational Cooperative
- Teachers chose to take the blended (Zoom and online) course for PD credit

Canvas Course-Gwen

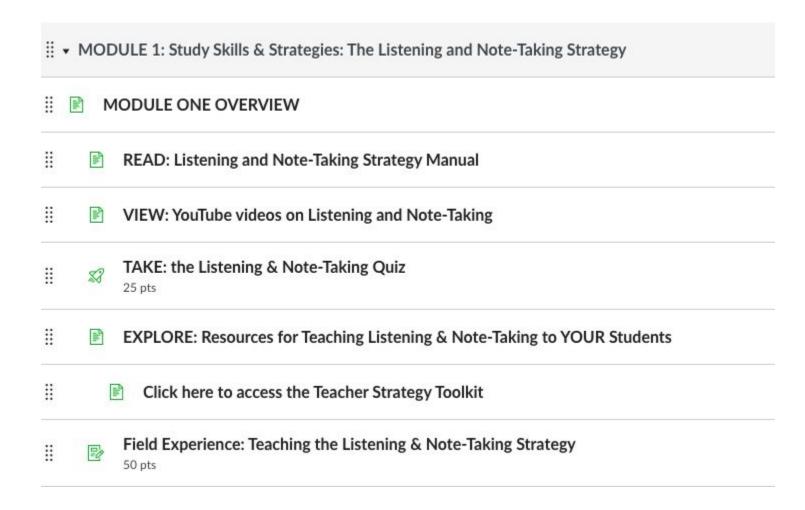
University of St. Thomas, Minnesota

- Teachers adding their LD licensure
- One Module in Canvas Course on Strategic Instruction
 202130SPED788-01 Instructional Strategies Div At









Is Note-Taking still Relevant?

Note-taking: A Research Roundup (Jennifer Gonzalez, Cult of Pedagogy)

- Note-Taking Matters
- More is Better
- Explicitly Teaching Note-Taking Strategies Makes a Difference
- Adding Visuals Boosts the Power of Notes
- Revision, Collaboration, and Pausing Boost the Power of Notes
- Scaffolding Increases Retention
- Providing Instructor Notes After Note-taking Practice Improves Learning
- Handwritten Notes May Be More Powerful than Digital

Research Findings

Study 1: College Students with Learning Disabilities

College Study Parameters

- 17 undergraduate students with learning disabilities
- Purposely limited instructional time to 4 hours
 - 2 hours on how to take notes
 - 2 hours on how to study notes
- All practice materials from actual university classes (high rigor)

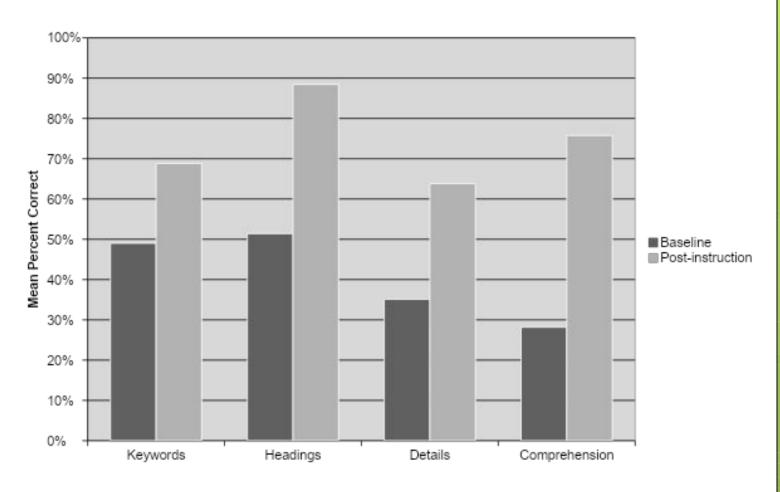


Figure 1. Baseline and post-instruction group means, Study 1.

Measure	Our Study	Other Research
	(LD)	(NLD)
Keywords	68.8%	50-70%
Headings	88.5%	70%
Details	63.8%	38%
Comprehension Pre	28.2%	42%, 60%, 63.8%
Comprehension Post	75.8%	57%, 67.7%, 74.7%

Major Finding: College students with LD can achieve at levels that meet or exceed the performance of NLD college students after four hours of intensive instruction.

Research Findings

Study 2: Ninth Grade Students with and without disabilities in an Inclusive Class Setting

High School Study Parameters

- Two 9th grade co-taught social studies classrooms (gen ed and sped teacher)
- 23 of 57 students with disabilities
 - 20 students with LD
 - 1 student with OHD
 - 1 student with speech/language disability
 - 1 student with emotional/behavioral disability

High School Study Parameters

- Strategy taught in 1 week(5, 50 -minute class periods)
- Strategy taught in large-group, inclusive setting
- Describe, model, practice format used
- Students scored their own practices

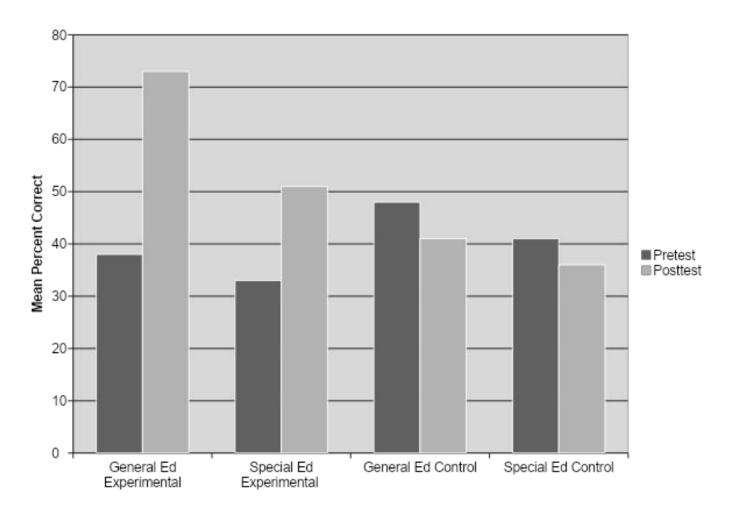


Figure 2. Pretest and posttest group means, Study 2.

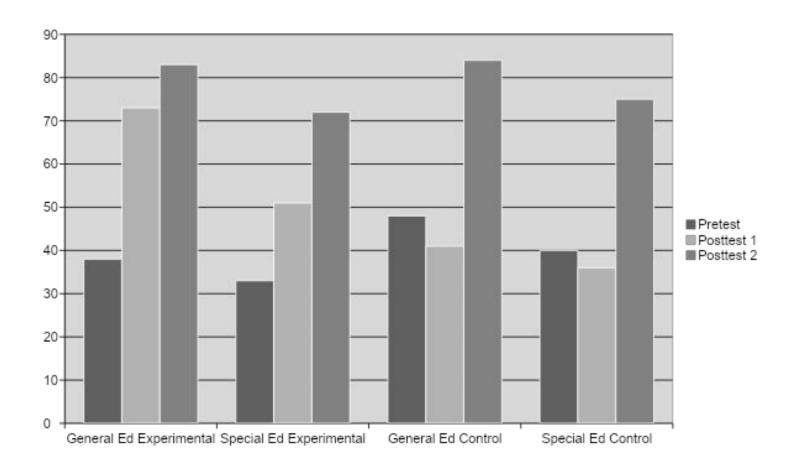
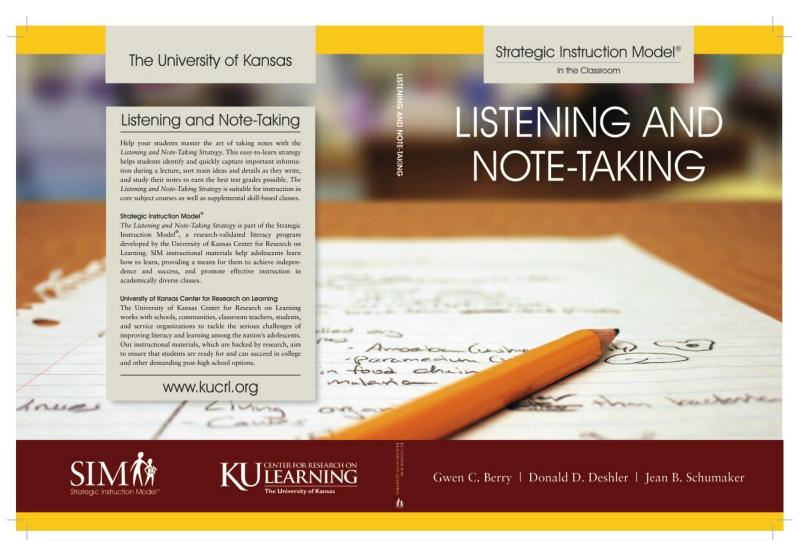


Figure 3. Phase 2 group means, Study 2.



Based on literature review and these research findings...

Strategy Overview

Critical Skills Taught	Lesson
Identify important information	1
Write quickly and capture essential information	2
Sort main ideas from details	3
Study your notes	4



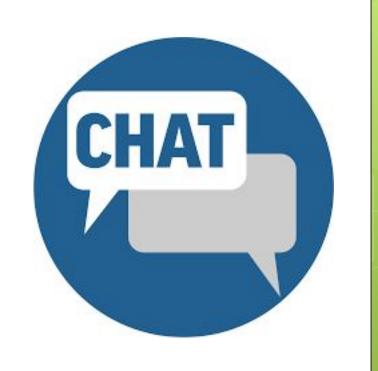
Strategy Mnemonics

- Strategy contains 2 smaller strategies with mnemonics:
 - NOTeS teaches you how to take better notes
 - GRADE teaches you how to study your notes



What do your kids **do** when you ask them to take notes?

Please share your responses in the chat box



What **should** your kids be doing when you ask them to take notes?

Please share your responses in the chat box

Lesson 1

Notice the Introduction and Observe Cues

Cue Card #1

The NOTeS Strategy

Notice the introduction

Observe cues



Transform the information

e

Sort main ideas and details

Notice the Introduction (pg 14)

- Discuss with students what they should be doing at the beginning of class when teachers...
 - Review previous content
 - State important announcements
 - Start a new lecture

Observe Cues (pgs 15-18)

- Discuss and share examples of:
 - Mannerism Cues
 - Organizational Cues
 - Emphasis Cues



Raise your hand if you can think of an example of any of these cues

Why Observe and Practice Identifying Cues?

- Cues provide the organizing structure for a lecture
- Cues signify important information
- Students with learning disabilities have difficulty recognizing and "hearing" common cues



Cue Card #2

Mannerism Cues

Specific ways of speaking or acting that indicate important information

Writing information on the board

Underlining information on the board

Gesturing

Pausing before beginning a new main idea

Speaking loudly or softly

Speaking slowly



Organizational Cues
Words that help the listener understand the order, sequence, or relationship of material in a lecture

INTRODUCTORY CUES Can introduce the: • lecture topic • main ideas	 Today we'll be talking about Our topic for today is Let's talk about some of the reasons 	
BIG IDEA QUESTIONS Can introduce the: • lecture topic • the main purpose of the lecture • the big idea you should learn	 How did the U.S. get to such a point? Why is reading history important? How do you develop a research paper? 	
SEQUENTIAL CUES Can identify either: • main ideas • details	 First Second Third The fourth technique Next Then Finally Several Many Another Specifically In particular 	
SUMMARIZING CUES Can repeat the: • lecture topic • main ideas • details	 To summarize In conclusion To review To go back over what we just discussed 	

Emphasis Cues

Repeating/paraphrasing information

Again...

So...

Let me repeat...

In other words...

Emphasizing critical information

This is important/key...

Let me emphasize...

This will be on the midterm...

You need to remember/note/understand...

Listen carefully...

Write this down...

Amphibian...that's spelled a-m-p-h-i-b-i-a-n.

Clarifying information

Let me clarify/explain...

Let me make this clear...

Practice Identifying Cues

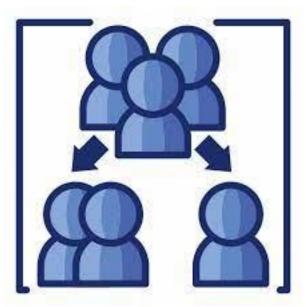
- Scaffold practice from guided to generalization practice
- Instructional target = 80% of students recording 80% of the cues
- Resources for mini-lectures
 Appendix B = 8 lectures (generic content)
 Newsela, Kahn Academy

Flipgrid Examples

BEST: Your class content (especially well-organized and brief review material)

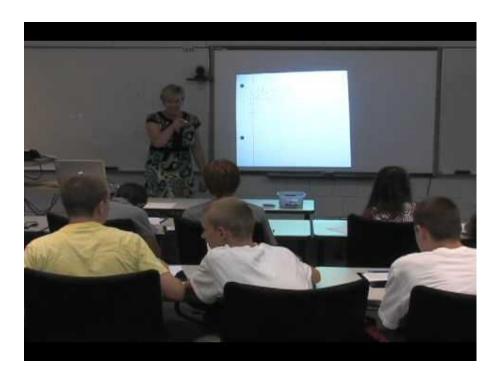
Let's Practice Observing Cues

One person reads the Humor lecture, the other person records the CUES



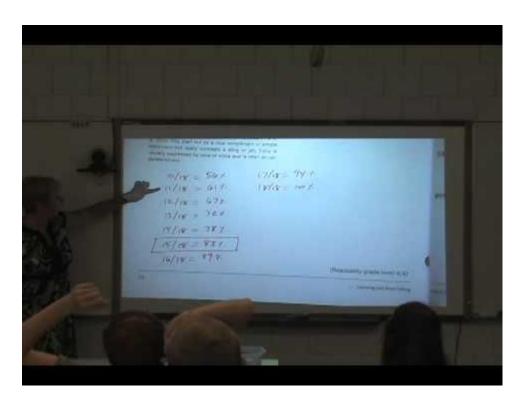
- Use Breakout Rooms
- Humor Lecture on page 74 or copy in folder

Scoring Cues



For more video examples of SIM Listening & Note-taking: https://www.youtube.com/user/gwenberry/videos

Calculating a Percentage Correct



For more video examples of SIM Listening & Note-taking: https://www.youtube.com/user/gwenberry/videos

- Raising hand or <u>colored cue</u> <u>cards</u> to indicate cues
- Tallying rather than writing out the cues
- Treasure Hunt to find cues
- Slower pace or line-by-line discussion

REALITY CHECK

ACCOMMODATIONS and SUPPORTS

Cue Card #1

The NOTeS Strategy

Notice the introduction

Observe cues

Transform the information

e

Sort main ideas and details

Lesson 2:

Iransform the Information

Review the N and O steps of NOTeS



- Link the practice of "texting" to taking notes
- Describe and model how to take notes quickly (using Cue Cards 5, 6, & 7)







How to Take Notes Quickly

Write key words, not sentences.

English test, 8 parts speech, Dec. 10

Omit small words.

a, the, of

Cross out mistakes rather than erase.

Penicillin discovered 1927 1928

Use synonyms.

"hurt" instead of "hindered"

Use abbreviations and symbols.

Adult ♂ > exercise

Adult ♀ < car accidents

Cue Card #6

Examples of Common Synonyms

USE THIS INSTEAD OF THIS

gym gymnasium

get acquire

starving famished

helpful beneficial

people individuals

ways methods

red scarlet

trash garbage

many multiple

huge gigantic

Common Abbreviations & Symbols

Eng	=	English	US	=	United States
Govt	=	Government	∴	=	therefore
Hist	=	History	α α		proportional to
Biol	=	Biology	→		causes; leads to
Trig	=	Trigonometry	<u> </u>	=	rises; increases
w/	=	with	\downarrow	=	falls; decreases
w/o	=	without	\$	=	dollar
lb	=	pound	#	=	number
b/t	=	between	3	=	male
b/c	=	because	2	=	female
b/4	=	before	+-		
e.g.	=	for example	1		
ex	=	example			
=	=	equals	1		
≠	=	not equal to			
<	=	less than			CHAT
>	=	more than			
≤	=	less than or equal to			
≥	=	more than or equal to			
&	=	and			
1st	=	first			
2nd	=	second			
6	=	six			What other abbreviations do
St.	=	Street, Saint			what office apprevious do
MN	=	Minnesota			you use?
Feb	=	February			700000.
rep	=	representative			
intro	=	introduction			
prblm	=	problem			

Let's Practice Transforming Information

- Scaffold practice from guided to generalization practice
- Instructional target = 80% of students recording 80% of the <u>key words</u>
- Resource for practicing this skill:
 - 5 statements in Lesson 2 (pgs 24-25)
 - 8 mini lectures in Appendix B



Scoring Enthusiasm



- IEP students must show their notes to receive a copy of the teacher notes
- Provide Topic and Main Ideas
- Provide guided reading questions with time to think before the lecture
- Provide specific abbreviations for that lecture (can even produce flash cards to practice)

REALITY CHECK

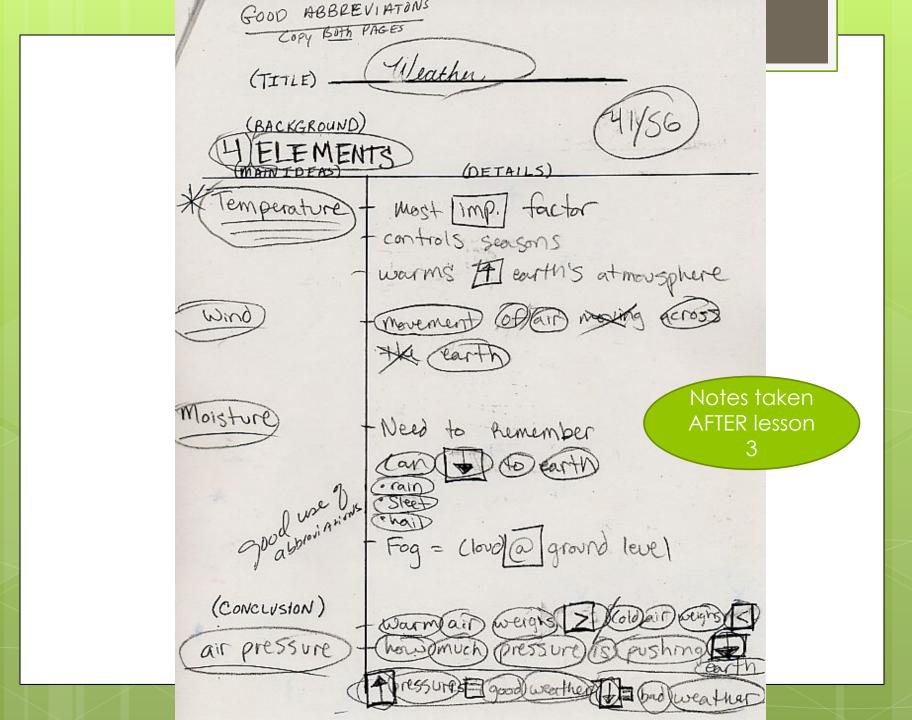
ACCOMMODATIONS OR SUPPORTS

Name	Date	Nombre:	Fecha:
	Guided Notes	Apunte	es Guiados
Main Idea/Subject		Idea Principal/Tema	
Support/Idea 1		Idea Subordinado 1	
Details/Examples		Detalles/Ejemplos	
Α		A	
В		В	
C		C	
D			
Support/Idea 2		Idea Subordinado 2	
Details/Examples		Detalles/Ejemplos	
Α		A	
В		В	
C		C	
D		D	
Support/Idea 3		Idea Subordinado 3	
Details/Examples		Detalles/Ejemplos	
Α.		A	
		В	
		C	
D.		D	

Examples from the teacher toolkit

9th Grade Research Study Examples

- Two 9th grade general education social studies classrooms
- Each class co-taught with gen ed and sped teacher
- 23 of 57 students with disabilities
 20 students with LD
 - 1 student with OHD
 - 1 student with speech/language disability
 - 1 student with EBD



(TITLE) (BACKGROUND) (DETAILS) person to a Electro en cephogra Researcher (wakes) person (7) your body. person has (5) Gream) Your notes white

(TITLE) Cheams (BACKGROUND) 3//46 (MAIN IDEAS) - person hooked up to a electroence photogr res) conneted to head - Oo cone dien to faland dimi - can have significant effect on body mount. R.E.M. Rapid Eye Moberner Hightened (bld) (Fres) or - No dreams E Psycho Cordusion

Cue Card #1

The NOTeS Strategy

Notice the introduction

Observe cues

Transform the information

e

Sort main ideas and details

Lesson 3:

Sort Main Ideas and Details

- Review the N,O, and T steps of NOTeS
- Describe and model the "T" method for sorting main ideas and details (using Cue Cards 3 & 8)

The "T" Method

Date

"LECTURE TITLE OR TOPIC"

Main Idea #1	Detail Detail Detail • Sub-detail • Sub-detail • Sub-detail
Main Idea #2	Detail Detail Detail • Sub-detail • Sub-detail Detail
Main Idea #3	Detail Detail

Organizational Cues
Words that help the listener understand the order, sequence, or relationship of material in a lecture

INTRODUCTORY CUES Can introduce the: • lecture topic • main ideas	Today we'll be talking aboutOur topic for today isLet's talk about some of the reasons		
BIG IDEA QUESTIONS Can introduce the: • lecture topic • the main purpose of the lecture • the big idea you should learn	 How did the U.S. get to such a point? Why is reading history important? How do you develop a research paper? 		
SEQUENTIAL CUES Can identify either: • main ideas • details	 First Second Third The fourth technique Next Then Finally Several Many Another Specifically In particular 		
SUMMARIZING CUES Can repeat the: • lecture topic • main ideas • details	 To summarize In conclusion To review To go back over what we just discussed 		

Modeling this Skill

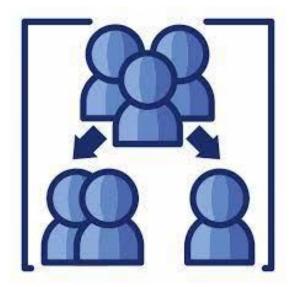
WATCH Later

- http://www.youtube.com/watch?v=WBrR4UH a2Ck
- Follow along on pages 28-32 as you watch the T-method being described and modeled
- To find other examples of the Listening & Note-Taking Strategy type use the keywords "Gwen Berry Listening and Note-Taking" in Youtube

Let's Practice Sorting Main Ideas and Details

Listen to the Humor lecture and record the main ideas and details

Find a piece of paper and draw a "T"



- Use Breakout Rooms?
- Humor Lecture on page 74 or copy in folder

Lesson 3: Scoring Practice

- You will earn 1 point for each main idea recorded and 1 point for each detail recorded.
- Instructional target: 80% of the class recording 80% of the main ideas and details.



Humor Notes

Wit Biting & harsh

Intellectual-no crazy antics

Will Rogers

Satire Makes fun of people

Ex: Sat. Night Live

Sarcasm More brutal than satire

Ex: "That's a lovely dress...too bd not your size"

Irony May start as compliment, but hides sting/jab

Expressed by voice tone

Often understatement

Slapstick Great favorite

Throwing pies

3 Stooges; Steve Martin

Mimicry Someone imitates another's habits/gestures

Comedians imitate presidents

Humor Quiz

Na	me:_			Date:			
Tru	ıe/tal	se					
1.	T	T F This lecture mentions 8 types of humor.					
2.	T	All humor i	All humor is light and funny.				
3.	T	F Sarcasm is more brutal than satire.					
Mı	ıltiple	choice					
4.	Th	is type of hum	or uses crazy antics,	such as throwing pies.			
	a.	wit	b. satire	c. slapstick			
5.	Th	is type of hum	or is a purely intellect	ual form of humor.			
	a.	mimicry	b. wit	c. satirę			
6.	Th	This form of humor pokes fun at people's weaknesses.					
	a.	irony	b. satire	c. mimicry			
7.	Th	This form of humor may start with a compliment, but really conceals					
	a jab or sting.						
	a.	mimicry	b. irony	c. sarcasm			
Fil	l in th	ie blanks					
8.	Con	nedians Steve	Martin and the Three	Stooges use			
9.			is often expressed by	tone of voice.			
10	Con	nedians who in	mitate the habits of so	meone (such as the president) are			
	usin	ıa					

- Students must show their notes to receive a copy of the teacher notes in t-chart form
- Provide Topic and Main Ideas in a preprinted t-chart
- Dual Language Notes for ELL
- Guided Notes with Tracing Guides

REALITY CHECK

ACCOMMODATIONS OR SUPPORTS

- Cut apart main ideas and details and students physically assemble them
- Practice this skill with actual lecture content from other classes to extend the learning

REALITY CHECK

ACCOMMODATIONS OR SUPPORTS

Nearpod Sorting Practice

Join with this CODE at join.nearpod.com or in the app

SJUWB

	ven Berry 11, 2021 -	1MB	
metorymy	Justice hung her head.	personalication	The entire nation participal.
metaphor	simile	hyperbole	Implies one thing i another The girl IS a fish in the pool.
Symbol replaces idea. Peolge allegiance to flag flag is aprilio	Direct comparison using "like" or "as" Susan swims like a fish.	Say one thing, mean the opposite Hom generous of him (meaning stings).	inany

9th Grade Research Study Examples

BEFORE learning the strategy (PRETEST)

AFTER learning the strategy (POSTTEST)

Before-after notes: Students without disabilities

	· Micro-organism
	· Too small to be seen withe raked eye, (need a microscope)
	· Germ - A harmful organism
	* Communicable - Its basically contabious or can spread
	· There are many ways to spread germs . (inimals, water, humans)
	· These are some good microosyanisms 4 bad microorganisms.
	Booteria - 1 Celled Plants Eyou cannot see buckers which eye)
	* There are 3 classes of bacteria
	. When food goes but it means burderin was there.
1	· Borderia is in a lot of dairy.
	· Protazoa - A / celles anima?
	· Thore once 2 types of protazoa o
	· O Amoeba - or small & shapeless poice of jelly that moves common.
	· @ Paramecium - holds a shape a moves because of c///hog.
	* Millaria comes from on harmful Protazoa
	· Leenwerhook - A very important scientist, invented the microscope.
	Viringes - A living structure, Much smaller than bacteria, telescope, you new a cleaning minuscope
	· Viruses are pretty much harmful.

3 branches of gov.
(checks of bollances)
(bockgrow) Intro + Colonists die at went I poures
like a king. So they split it
up is a system of gov. Const.
plans an inportant role still today in our gov.
Corner Jectors War
1.) Executive Drogh - Being sure the laws are carried ant surrounded
- Pres, is the chif executive larms leader (militars)
- fres, can make trouty is . It has to do w/ who you
have parce my trave and ect. Pres. has a cabinet to inform
him on does, subjects He can choose ambassadors or a pap. for U.S. in other still
2.) Legislative branch the branch that makes laws (somene rights up a bill + 1+
except people vote for it of the pies, it becomes a low,)
They can say how tokes are spent, they say now you can become a citizen, Roctisted powers by the constitution
of there have to go through a veta-Where the pres.
3) Francisco Poment + doubt and the term.
3.) Judicial Branch + deals w/ luw they interprit the law they
make the kirrol decisaions. Then have the power
to quarties the constitutionality. This is it
they think it is constitutional or not. Evarything
they decide has to be based on the constitution.
Conclusion. Fedral shorem of your - Speriage powers of the gov.
- States can decide tratera laws, marriage laws
PC4. /3 branches of you, they all have specific powers of restrictions called checks of bulances.

migroorganism Bad: Rabies small riving thing Good: too small to be seen without miroroscope. Commenicable spread from one thing Bacterias one cell plants falling leaves troes need those leaves to stay alive. Go out - hunt for own food. That moves around. Paramecium: has a solid shoppe moves with cilia. teenwen hock made the first mideoscope Viruses: extreme bad diseases. taking over cells.

3 branches of Gou't

Background = noted by England - King ruled England.

• One person held both countries.

• They developed a form of fort for one to rule.

Executives.

· "" being in charge of executing the laws
• Powers & charge of all air / army tornes.
Also make treaties (trade, peace determinating.)

Apoint cabinate members,
"are top advisories."

· Nominate the anibassadors

· Can not declare wars

· Bord of treaties have to be approved by the senate.

2 Legislative:

·Make laws.

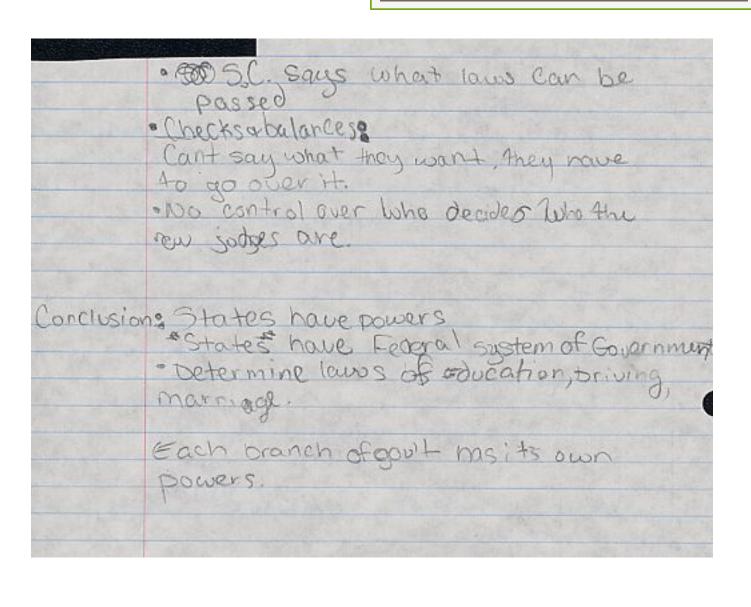
· Anact faxes (now that money is spent)
· how somebody from diffesontry to be a Us citizen

· how somebody from differently to be a Us citizen.
· Constitution has specific rules for them.

· Veto= Brez. saying no to a bill

3. Judical: Can De Mayor Constitutionali

· LAWS: Interpert laws. : Powers: Supreme Court saying what Bills Con by passed.



Before-after notes: Students with learning disabilities

23

microorganizais a organism that is to small to see, some gerims are bad. Communicable means that something can be spraed. Animals can spraed organism Not all microorganism are bad. You can fit 2,000 backtering an a needle-Protazoa is a one cell animal. Animals have 10 saldes small. Paramerium haves a salded shape. Profacoa is holpful in the oceanil Letenwenhock made the first microscope. Viruses you would have to use a microscope to see them. Viruses can't copy its solf So it invodes other living Edls. Viruses do hold down the pop.

	6.	780.
a	Backround	Fulfol by Eng. 1
		their Made a gov. that the power was divided
3	executive:	Alle con the large on come out
0	Officering	Make sure the laws are case, out
		The presendent makes treatys & the army
		He picks people to sep, use in other country's
		He pick judges
		He con't decalor war
3	leg islative	makes laws
		Howe power to determo how taxes work
		forms on imprashion
		If the Presendent doesn't like a law he betos if
(9)	& Judical	Makes how laws are care out
		The finally people to make any diff work out says if a law is constitution or not
		Judical hauss no say in \$ Judges
6	Federal system	States have power
0	of 900.	Make laws in their State
	CON.	3 branch have their own power

microrganism is a organ is too small to be seen without a micro scob. communical: can spread, * bactira; one cell bactira can be good or bad · protozilo: is a one cell animal amoeba: · parame cuim: has a solid shap The paramedin moves by little hairs on its body virisus

3 brack of Gout - ruled by England back round - The king desited every thing - colonies didn't likeit. - made own goot. 3 braches of - made consists tion. - States have power of there goverment - presitdent Exsintive brach -controlles or millitary -makes treatys /signes - domænat embasaters - apoint juggles/supream - cannot declare war forend - Senate has to agree with tredy / appoints. - makes laws Leg. (cogress) - vote on bills - how towarde spient - bills goes to present to sign to be a bill for veto Jud. - tells if law is un consuit. - interpote law - finialy desition on lows. - considt. is the bigest check

Before-after notes: Student with ADD

Notes my ever garien mycro-small giom living thing this to small to be seen with out a gloss lys a germ, toward upor hands is so it doesn't spread communicable it can could be spread from one to another animals can spread mycrogism abit of an animal con give goo Rabies, notall germs are bad some are good bacteria oncell plant you can not see these with at a med glass, IF up were to name all the backria, bacting can be harmly by water ty foull areally bod bootings a cold the flue transmited by bactinea foodoogs book bactinea has been at work sourcingin. appert and cheese are made into bactroa. It downt Spoil ocaly It helps breaks down like keeps and dood things Protogod is a one cell animal plants produce there one food animals have to got another have to hunt, the ance ba is a very small and shapeless blob one little part wares a foot It inclaims FOOD Parmisem is another type of It as compares with a slipper but it Sicks with that shape It moves that sell tooth a misgyto bites some one that has advescase and it spreas ditti Protosco helps get are Boolchain in move all-thege mycrorgaigh for home see with a moro FIFE Leevrentock was a Dutchmen he rook a interesited in gloss he experiment he mode the First microscope he saw all these things when he borked in the micro scope virises is a living stack the you have to see dence different Scope virises have really challenged scentists they mude huma scells it cont makes it self, adeas wines losientis low are trying to pixthat It causes adds, plues Chickentox many sect we really don't no anything that importants but were still trying to no more

SACOCO BERNE -Power is devised It was wrote according constitution) ago, a living does It plays in active tore 3 bronches in the gov. exercutive being in charge of the laws exacutive Branch hers in charge of all Army millhory our make treats is to make peace Whether there's Dearce cabnet -- weapons inforing the preasident about thing he picks someone to reposolenta cmbasodar son beson the president can pick the sapreem Todoje, there achecks and balences he connot declare was any treats y have to be clarified by the congregs Legislative brough is the branch that creates bus 16:11Acan be represident to to the congre to make new laws they can desarate the taxes mukeing aboat Formes Odn-they can make laws oh Alians, the consitution has a pasient Ideas about the the gov IS a Check the president can vete reto. the law It does not become a (cul)

Before-after notes: Student with a language disability

22

2 Yogurt, Cold, B Leather Jackets are microorganism
2 It is too small see without a microscope.
3. Communicable can be spread.
4. Bacteria is a one celled plant.
5. There are 3 types of bacteria.
6. Bacteria has some good sides.
7. Door has some good sides. Yogurt, Cold, & Leather Jackets are microorganisms. 7. Prootozoa is a one relle animal. 8. Amondo is a piece of jelly.
9. Paranecium has a solid shape.
10. Protazoa provide food for the food chain.
11. The first microscope was made 200 yrs ago.

22	2 Brannohes	of 60v.
1.	Backround	-Ruled by England -Colonists rulek by England.
2.	Exactive-	- We have a Constitution - Being head of executing laws, - In charge of military
		- Make Treaties - Nominate Absordans
3.	Judgicial -	- law passes unconstitution - Final say on how to resolve law - Final say on making laws
4,	Legislative -	- Mixes laws - Project Signs laws 8 6:115. - Decides laws.



Lesson 4: The **GRADE** Strategy

- Review the NOTeS Strategy
- Discuss when and where to study
- Describe and practice each step of the GRADE Strategy
 - You will practice GRADE using your "Humor" notes created in Lesson 3

When and where do you study?

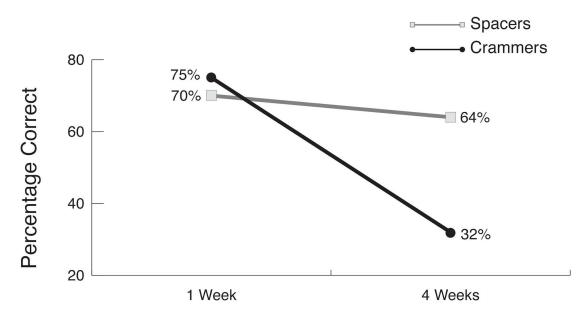
- When do you normally study for a test?
- How long do you remember the information after the test?
- Where do you study?
 - Being able to concentrate is key
 - Consider resources that may be necessary for studying

What study tips do you recommend to students?



Why Shouldn't You Cram?

Test Results of Crammers and Spacers



Weeks Between Tests

The GRADE Strategy

Gather missing information

Reread and highlight

Ask yourself questions

Draw a diagram

Encourage yourself

Gather Missing Information

If you miss information during a lecture:

- Leave blank space for filling in later
- Mark your paper so you remember to get the information later

When to gather missing information:

- For one or two words, ask your teacher either during the lecture or after the lecture.
- With bigger chunks of information, ask your teacher (or a friend) after class.



Reread and Highlight

Important terms & definitions

Scientific process — way to ask & answer sci ?s thru observations & experiments

Important people

Wm Shakespeare — Eng poet & playwright; considered greatest English writer

Important events, dates, & significance

Kan-Neb Act, 1854 — repealed MO Comp.; let Kan & Neb settlers to choose if free/slave state

Important lists of information

Solving equations

- 1. Combine like terms
- 2. Isolate terms that contain unknown variable
- 3. Isolate variable to solve for
- 4. Substitute your answer into orig equation; check that it works



Ask Yourself Questions

About terms & definitions

- What is "pointillism"?
- Define "microorganism."

About people

- Who was Stephen Douglas, and what was he known for?
- True or false: William Shakespeare is considered the greatest writer of the English language.

About events, dates, & significance

- What was the Renaissance?
- Discuss the discovery of penicillin and its impact upon society.

About lists of information

- The two types of protozoa are ____ & ____.
- Name the eight parts of speech.



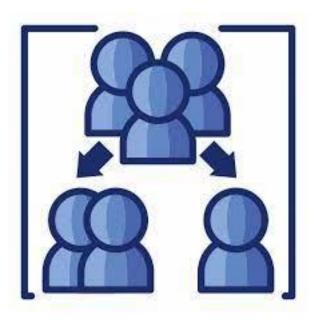
	DREAMS
Research Facts	 Scientists study w/electroencephalograph (EEG) Wires hooked to person's head Measure brain waves Wake person up and ask questions 5 dreams in 8 hours Each lasts 5-45 min. No connection betw. food & dreams
Effect on Body	 Heart beats faster Blood pressure rises Eyes move (Rapid Eye Movements) or REM
Can't function w/o dreaming	NervousUpsetHungrierMental illness

Chat: Share one study question for this set of notes.



Let's Practice & Apply

Work with a partner to create 3 questions from your Humor Notes

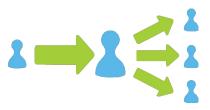


GRADE: Step 4

Draw a Diagram



- GRADE introduces 3 different purposes of diagrams (descriptive, sequential, and compare/contrast) that can be used with most of the notes taken in school (Cue Card #15)
- Drawing a diagram requires you to manipulate and interact with information thus making it more memorable.



Draw a Diagram

The 3 main types of diagrams:

1. Descriptive

Use when notes contain lots of facts, descriptive information, or lists

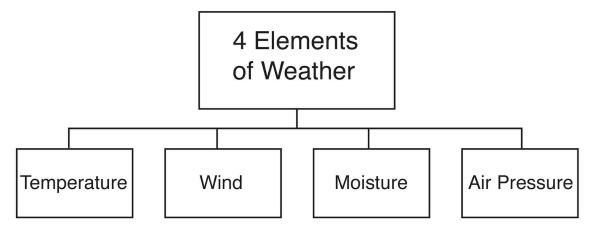
2. Sequential

Use when notes contain a series of events, a timeline, or set of procedures

3. Compare & Contrast

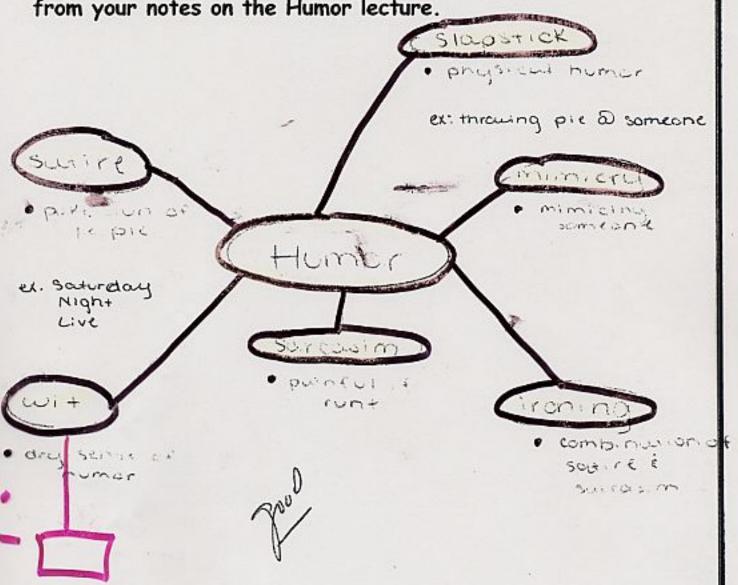
Use when notes compare or contrast two or more items

Example Descriptive Diagram



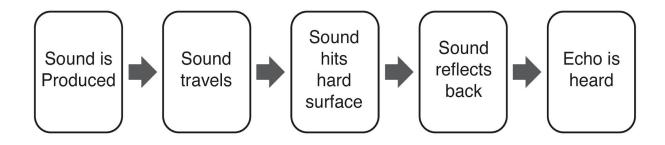
Now You Try it!

In the space below, draw a diagram like the one above from your notes on the Humor lecture.



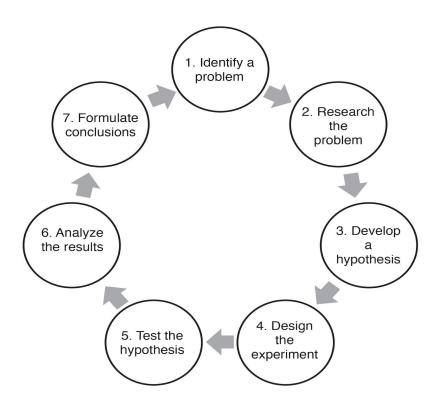
Example Sequential Diagram #1

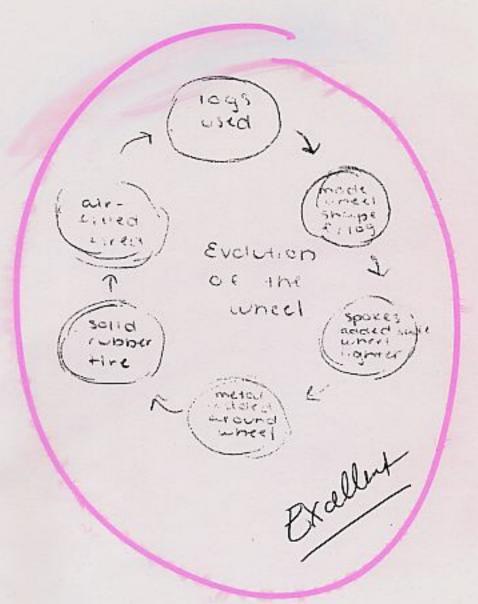
How an Echo is Produced



Example Sequential Diagram #2

The Scientific Process Flow Chart





Example Compare & Contrast Diagram

Microorganism	Positive Attributes	Negative Attributes
Bacteria	Necessary for foods like cheese, yogurt	Causes food to spoil
Protozoa	Helpful in food chain	Causes malaria
Viruses	Keeps population down	Causes colds, flu, small pox, mumps

GRADE: Step 5

Encourage Yourself



- Utilize this step when taking notes, while studying, before a test, and during a test
- Good learners engage in positive self-talk
- Let's brainstorm positive statements we can say instead of the negative statements listed on Cue Card #21

Instead of Saying...

"The teacher's going too fast. I can't keep up."
"Taking notes is a waste of my time."
"I don't know how to take notes."
"I have no idea what questions will be on the test."
"Taking notes is hard. I'll never be good at it."



Raise your hand and change one of these statements from negative to positive

Nearpod REVIEW

Join at join.nearpod.com or in the app

YBF9G



QUESTIONS



THANK YOU!!

<u>gwen.berry@Louisville.edu</u>