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| Name 3 important skills students will learn in L & N-T. (p.13)  identify impt info; write info quickly & organized; study to do well on tests | What does **N** stand for in NOTeS?  (p. 14)  notice the introduction |
| What does **O** stand for in NOTeS?  (p. 14)  observe cues | What does **T** stand for in NOTeS?  (p. 14)  transform the information |
| What does **S** stand for in NOTeS?  (p. 14)  sort main ideas and details | What does **G** stand for in GRADE?  (p. 35)  gather missing information |
| What does **R** stand for in GRADE?  (p. 35)  reread and highlight | What does **A** stand for in GRADE?  (p. 35)  ask yourself questions |
| What does **D** stand for in GRADE?  (p. 35)  draw a diagram | What does **E** stand for in GRADE?  (p. 35)  encourage yourself |
| What is meant by “metacognitive  moments” in L & N-T? (p. 12)  prompts you to think more deeply about what they have learned | How do **cues** help you when you need to take notes? (p. 15)  they can help you know what to write down |

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| Name the 3 types of **cues** generally used by teachers. (p. 15)  mannerism, organizational, emphasis | Give 2 examples of mannerism cues.  (p. 15) |
| Statements that help organize a lecture are called \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_. (p. 15)  organizational cues | Name the 4 categories of organizational cues. (p. 15)  Introductory, big idea questions, sequential, summarizing |
| Give an example of an introductory organizational cue. (pg. 15) | Explain the difference between sequential cues and summarizing cues. (pgs. 16/17)  convey the sequence or order of info., pull together the importance of the lecture at the end |
| Demonstrate 2 mannerism cues. (p. 15) | Name 2 of the 3 types of emphasis cues.  (p. 17)  repeating/paraphrasing information; emphasizing critical information; clarifying information |
| List 3 ways “texting” and “taking notes quickly” are similar. (p. 22)  write quickly; use abbreviations; don’t worry about spelling, punctuation | Why should you cross out mistakes rather than erasing them? (p. 23)  it takes less time so you can keep up |
| When might you use a synonym when taking notes? (p. 23)  when you know a shorter word that means the same thing | You can make up your own abbreviations for words by 1)\_\_\_\_\_\_\_\_\_ and 2)\_\_\_\_\_\_\_\_\_. (p. 23)  writing the 1st 3 letters; leaving out vowels |

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| When taking notes, if you miss something that you think is important, what could you do? (p. 37)  answers will vary | What is the **T Method** and how do you use it? (p. 27)  a way to organize notes; put main ideas and details on either side of the T |
| The main topic of a lesson goes on the top of the **T**. Which type of cues can you use to find the topic of a lecture? (p. 29)  Introductory, big idea questions, summarizing | Which type of cues could you use to find the main ideas of a lecture? (p. 30)  introductory, sequential, summarizing |
| Which side of the **T** do you write the main ideas? (p. 30)  left | Two types of cues that can help to identify important details are: 1)\_\_\_\_\_ & 2)\_\_\_\_\_.  (p. 31)  sequential and summarizing |
| If one of the main ideas about a lesson is that bacteria have different shapes, and then the teacher names those shapes, where would you put this information on the T?  (p. 31)  indent it under the main idea about different shapes | Explain what is meant by “sub-detail” and give an example. (p. 31)  information about one or ore main details; varied examples |
| If a teacher gets on a “rabbit trail,” and you want to be sure that the material for the test is discussed, what might you do? (p. 34)  ask a question directly related to the topic of lecture | Explain why *spacing out study time* is a better method to prepare for a test than  *cramming the night before* the test. How do we know this? (p. 36)  spacers remember more info than crammers over time; research studies |
| Why is it a problem if you highlight too much information? (p. 38)  nothing stands out as being important | Which step of GRADE involves reading your notes and coming up with questions you think the teacher will ask on the test? (p. 39)  the third step: Ask Yourself Questions |

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| Define diagram. (p. 40)  a visual drawing that shows how information is connected or related | How does using diagrams help you to learn information on a deeper level? (p. 40)  deciding how to organize the information in notes helps to know the material better and makes it meaningful |
| Why are some descriptive diagrams drawn in a circle shape? (p. 42)  to show that the whole process repeats itself/starts over | The final step of the GRADE strategy is to encourage yourself. What are two things you could say that would be positive?  (p. 43)  answers will vary |
| Pass this question to a peer! | Answer this question and the next! |
| Pass this question to a peer! | Skip back to the last question asked! |
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