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| Name 3 important skills students will learn in L & N-T. (p.13) |  What does **N** stand for in NOTeS? (p. 14) |
|  What does **O** stand for in NOTeS? (p. 14) |  What does **T** stand for in NOTeS? (p. 14) |
|  What does **S** stand for in NOTeS? (p. 14) |  What does **G** stand for in GRADE? (p. 35) |
|  What does **R** stand for in GRADE? (p. 35) |  What does **A** stand for in GRADE? (p. 35) |
|  What does **D** stand for in GRADE? (p. 35) |  What does **E** stand for in GRADE? (p. 35) |
|  What is meant by “metacognitive  moments” in L & N-T? (p. 12) | How do **cues** help you when you need to take notes? (p. 15) |

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| Name the 3 types of **cues** generally used by teachers. (p. 15) |  Give 2 examples of mannerism cues. (p. 15) |
| Statements that help organize a lecture are called \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_. (p. 15) | Name the 4 categories of organizational cues. (p. 15) |
| Give an example of an introductory organizational cue. (pg. 15) | Explain the difference between sequential cues and summarizing cues. (pgs. 16/17) |
| Demonstrate 2 mannerism cues. (p. 15) |  Name 2 of the 3 types of emphasis cues. (p. 17)  |
| List 3 ways “texting” and “taking notes quickly” are similar. (p. 22) | Why should you cross out mistakes rather than erasing them? (p. 23) |
| When might you use a synonym when taking notes? (p. 23) | You can make up your own abbreviations for words by 1)\_\_\_\_\_\_\_\_\_ and 2)\_\_\_\_\_\_\_\_\_. (p. 23) |

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| When taking notes, if you miss something that you think is important, what could you do? (p. 37) | What is the **T Method** and how do you use it? (p. 27) |
| 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) | Which type of cues could you use to find the main ideas of a lecture? (p. 30) |
| Which side of the **T** do you write the main ideas? (p. 30) | Two types of cues that can help to identify important details are: 1)\_\_\_\_\_ & 2)\_\_\_\_\_. (p. 31) |
| 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) |  Explain what is meant by “sub-detail and  give an example. (p. 31) |
| 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) | 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) |
| Why is it a problem if you highlight too much information? (p. 38) | Which step of GRADE involves reading your notes and coming up with questions you think the teacher will ask on the test? (p. 39) |

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|  Define diagram. (p. 40) | How does using diagrams help you to learn information on a deeper level? (p. 40) |
| Why are some descriptive diagrams drawn in a circle shape? (p. 42) | The final step of the GRADE strategy is to encourage yourself. What are two things you could say that would be positive?(p. 43) |
|  Pass this question to a peer! |  Answer this question and the next! |