

TITLE: Exploring Study Skills

ESTIMATED TIME: 2.5 hours

## LESSON OBJECTIVES:

- Students will be able to reflect on and express one's own study skills in a group discussion.
- Students will be able to take notes using The Cornell Note Taking System.
- Students will be able to use the past modal "used to" properly.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> <li>• Skills</li> <li>• Acquire</li> <li>• Formulate</li> <li>• Column</li> <li>• Cue</li> <li>• Map</li> <li>• Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Signs (four signs)</li> <li>• Tape</li> <li>• Study Skills Tips</li> <li>• College Ruled Notebook paper (8 ½ x 11 - enough for the class and some extra)</li> <li>• The Different Note Taking Methods (Project on to the screen or print them out if there is no projector)</li> </ul>



## WARM UP (15 minutes)

Print out the four Skills Signs (included with this lesson) and post them in each corner of the classroom before students arrive. (e.g., four corners)

Welcome students to class. During the warm up activity, you will help students see what kinds of skills they possess. First, ask students what a skill is. Define "skill" as the learned ability to do something well. Present some examples such as cooking, singing, gardening, and swimming skills.

Tell students to stand up, look around the classroom, and walk up to a sign/skill they are best at. Once students choose their skill and are grouped into four groups/skills, give students about five minutes to discuss their skills and how they acquired them. Tell students to ask and answer the two questions on the signs. ("How did you learn the skills?" and "How often did you practice the skills?")

After five minutes of discussion within each group, ask each group to briefly share with the class how they acquired the particular skills. After sharing, students return to their seats for the introduction activity.



## INTRODUCTION (15 minutes)

During the introduction activity, you will introduce what study skills are and will survey how many students use certain study skills. Tell students that just like cooking and swimming skills are learned, study skills need to be learned as well.

Hand out the Study Skill Tips handout to your students. Have a couple students volunteer to read the Study Skill Tips out loud. Before reading, ask students to think about their own study habits



### INTRODUCTION (15 minutes)

and see how many of the tips they actually practice. After reading, give students a few minutes to reflect on their own study habits and rank each study tip and circle 1 (not often), 2 (sometimes), or 3 (often). When completed, tell students that you will calculate their average by adding up all the numbers and dividing the total number by 11, the number of questions. Inform students that the final number represents their study habits' average.

In order to find out the most used study tips, read each tip one more time and have students raise their hands if they practice it often. Write down the count of hands on the board for each tip and see which study skill tip is the most used in your class.

Ask students which of the study tips are practical and valuable to them and why.

After reflecting on students' study habits, explain to students that study tips 7 through 9 and talk about taking notes and utilizing notes. Ask students if they know how to take notes and let them know that there are different ways of taking notes.



### PRESENTATION (35 minutes)

During the presentation, first present different note taking methods and then explain the Cornell Note-Taking System in depth.

First, briefly introduce reasons why students need to take notes. Inform students that it's important to write down information during class, and then reflect and review the information to retain the information. Remind students not to worry about spelling and grammar when taking notes since the main purpose of note taking is to grasp information. Spelling and grammar errors are not significant as long as the notes are legible.

Tell students there are different ways of note taking. Project *The Different Note Taking Methods* onto the screen. If there is no projector in the classroom, print it out and use a document reader instead. One of the newer note taking methods is **mind mapping**, which may be used for note taking, brainstorming ideas for essays, studying for exams, making presentations, and much more. Mind mapping is a graphical way to represent ideas. This way of note taking can be fun because it uses graphics, colors, and your creativity.

Another example is **charting**, which is a great way to compare and contrast concepts to be learned. You can create a chart with a number of columns and add headers like people, date, events, and fill out the chart with information.

This presentation will focus on **Cornell Note Taking System**. In order to practice The Cornell Note Taking System, hand out notebook paper to each student.

#### Cornell Note Taking Steps

- 1) Divide the notebook paper into three sections. Refer to *The Different Note Taking Methods* (Draw a vertical line to divide the paper to 4.5 inches (left) and 6 inches (right). Add a horizontal line at the bottom of the paper.) Label each section as Note-Taking Column, Cue-Column, and Summary.



## PRESENTATION (35 minutes)

- 2) Write the student name, date, and title of the notes at the top.
- 3) In the Note-Taking Column, students write down notes, given by the teacher during the class.
- 4) In the Cue- Column preferably right after the class, students formulate questions based on the notes.
- 5) In the Summary Section, right after the class or at home, students write down the summary based on the notes on that page.
- 6) Students can cover the Note-Taking Column when studying and try to answer the questions on the Cue-Column. Students can reflect and review the notes and the summary at home at least ten minutes every week.



## GUIDED PRACTICE (25 minutes)

In order to practice The Cornell Note Taking System, students are going to practice note taking during this guided practice. Tell students to take out a new sheet of college ruled notebook paper and divide it into three sections and label each section accordingly. If students don't have paper, make sure you have some extra paper to hand out. Have students fill out their name, date, and the topic (grammar lesson) at the top of the paper. Before giving the mini-grammar lesson, inform students to start taking notes and fill out the information in the Note-Taking Column.

You will give a lesson on how to use “used to” to talk about a thing that always happened or was true in the past, but no longer happens or not true anymore.

## Mini-Grammar Lesson: “Used To”

Write down “Used to + Base Verb” on the board. Write down “always happened or was true in the past, but doesn't happen or not true anymore” on the board.

## Some examples:

I used to live in Acapulco, Mexico, but now I live in Santa Ana.

I used to exercise every morning, but I don't exercise anymore since I had knee surgery.

I used to not take any notes in the past, but now I take notes in my class.

Write down interrogative and negative forms of “Used to”:

-Interrogative: Did you use to play soccer every Saturday?

-Affirmative: Yes, I used to play soccer every Saturday morning.

-Negative: No, I didn't use to play soccer every Saturday.

Teacher tip: Make sure to note that -ed is gone in the question and negative form.

Walk around and check students' notes and provide assistance if needed. Ask students to compose three more sentences using “used to” and write them in the Note-Taking Column.



### COMMUNICATIVE PRACTICE (25 minutes)

During the communicative practice, students are going to practice how to fill out the Cue-Column and the Summary Section of their notes. Furthermore, students will orally practice reviewing their notes through asking and answering the questions. Refer to the Guided and Communicative Practices Teacher Reference.

First, group students into small groups. In order to group students, go around the classroom and have students count numbers 1 through 6. Tell students all the ones will be in one group, twos in another, and so on.

Once students are grouped, give students ten minutes to formulate questions in the Cue-Column. Examples may be “When do I use “used to”?” or “What kind of verb follows “used to”?” Students in groups will also summarize the notes and write the summary in the Summary Section.

After completing the Cue-Column and the Summary Section, tell each group to practice asking the questions in the Cue-Column and answering them with or without looking at the notes in the Note Taking Column. Students may take turns asking questions.



### APPLICATION (20 minutes)

In the application, students are going to practice how to study and review the notes taken in the presentation and communicative activities. For this activity, students need to work individually.

Remind students that they will reflect on and review their notes weekly after each class or at home. Students need to designate some time to review their notes.

First, ask students to cover the Note-Taking Column with a book or a notebook. Have them read the questions they formulated and see if they can answer them. You can ask a volunteer to read a question and have someone else answer the question. If students need help, have them refer to their notes in the Note-Taking Column.

Next, after asking and answering the questions in the Cue-Column, have students read the Summary.

Make sure to stress the fact that the Note-Taking Column needs to be filled out during class, and the Cue-Column and the Summary Section need to be filled out right after the class or at home. As students can see, The Cornell Note Taking System not only requires students to take notes but also helps to reflect and review the information given in class. Also, stress that grammar and spelling are not too important when taking notes.



### EVALUATION (15 minutes)

In order to evaluate students’ understanding of The Cornell Note Taking System, give a formative assessment about how to take notes using the system.



### EVALUATION (15 minutes)

First, hand out college ruled notebook paper and ask students to write student name, date, and title (The Cornell Note Taking System).

Second, ask students to divide the paper into three sections and label them: The Note-Taking Column, The Cue-Column, and The Summary Section.

Next, read some of The Cornell Note Taking System steps below and have students fill out the steps in the Note-Taking Column.

- In the Note-Taking Column, students write down notes, given by the teacher during the class.
- In the Cue- Column preferably right after the class, students formulate questions based on the notes.
- In the Summary Section, right after the class or at home, students write down the summary based on the notes on that page.
- Students can cover the Note-Taking Column when studying and try to answer the questions on the Cue-Column. Students can reflect and review the notes and the summary at home at least ten minutes every week.

Ask students to formulate some questions in the Cue-Column and summarize the system in the Summary Section. When completed, students can turn in their notes. Make any corrections necessary and hand back the notes.



### EXTENSION (Time may vary)

Option 1: Mind Mapping note taking practice- Explore Mind Mapping method and spend some time practicing the method. This will be a great way to talk about a topic before a writing assignment. As you start the class discussion about a particular topic like Health or Finance, demonstrate how to write Health or Finance in the center of the paper and start adding lines and images to expand one's ideas. Students can also add ideas given by the teacher about the topic.

Option 2: Charting note taking practice- Explore Charting method and spend some time practicing the method. This method may be used for comparing and contrasting ideas about a particular topic like Technology and Its Advantages and Disadvantages. Demonstrate how to create a chart with columns, and how to add headers. As you give advantages and disadvantages of using technology, students get to fill out the information in the correct columns.

Option 3: The Cornell Note Taking System- Practice this system until students feel comfortable using the system. When giving a grammar lesson or a writing lesson, ask students to take notes using this system. Offer more opportunities for students to use the system.

Option 4: After this lesson, ask students to share their own note-taking tips with the class. Some students may have more advanced note-taking tips. Ask for volunteers and ask them to explain to class. Through this activity, the volunteer students will practice their speaking skills and the rest of the class will practice their listening skills.

**CORE LESSON COMPONENTS:****BASIC COMMUNICATION:**

- Use the past modal “used to”.
- Perform communicative and realistic written tasks with a focus on academic skills.

**COLLEGE/WORKFORCE PREP:**

- Apply active listening techniques to take and organize lecture/presentation notes.
- Apply critical thinking, creative thinking and problem solving skills.

**DIGITAL PREP:**

- Compare digital resources to evaluate appropriateness for educational use.

**21<sup>ST</sup> CENTURY SKILLS**

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

**ONLINE RESOURCES:**

- [Cornell University Learning Strategies Center Cornell Note-Taking System](#)
- [LiteMind What is Mind Mapping](#)
- [Grand Valley State University Five Note Taking Methods](#)

**ADAPTATIONS (Time may vary):****Multi-level:**

If there are students who are familiar with the note taking methods, utilize them as teacher assistants. During the guided and communicative practices, each advanced student can be placed in each group and check their group work.

**High Tech:**

If the class has an access to a computer lab or a laptop cart, students can visit the websites listed under the online resources after the presentation. Give students about ten minutes each to explore each method.

**Low Tech:**

Print The Different Note Taking Methods and copy enough for your class. Hand them out to students so they have a copy to work from, if there is no access to a computer and a projector/document reader.

**TEACHER TIPS:**

- I highly recommend that you give this lesson in the beginning of the semester. Because this lesson deals with students’ study skills, introducing the different note taking methods and study tips, your students will be able to use them throughout the semester.

TEACHER TIPS:

- If you are familiar with other effective note taking methods, feel free to introduce them to your students. Everyone has different learning styles; some will learn better with one method and others may prefer other methods.
- Be sensitive to your students. Many of adult learners may not have time to reflect and review at home due to their family situation, work, and other obligations. While you suggest and recommend students to reflect and review materials after class or at home, be mindful of some students who may not be able to do that. Always encourage your students to set high expectations for themselves but don't criticize students who can't follow through.

Introduction:

- Adding and dividing numbers incorporate mathematical skills. This is a great opportunity to introduce addition and division. I suggest you demonstrate adding ranking numbers 1 (not often), 2 (sometimes), or 3 (often) on the board and dividing the total number by 11, the number of study tips. Demonstrate one step at a time, so students can follow along. If you have students who feel comfortable adding and dividing numbers, as these student mentors to help out other students.