

Deep Processing Concept Triangle

This strategy allows students to understand concepts on a deeper level. Students must have a deep understanding of these concepts in order to make connections between them.

How to Use a Deep Processing Concept Triangle:

1. Choose three concepts from the reading. Have students define each concept at the points of a triangle.
2. Now students must write a sentence or two connecting each of the three concepts with the other.
3. Modeling this strategy for students will make it easier to understand.
4. In addition to being an excellent way for students to take notes, this also makes a great review strategy for a test.

DEEP PROCESSING TRIANGLE

Directions: Demonstrate your understanding of each of the terms below. Make and explain a connection between each set of terms: $1 \rightarrow 2$, $2 \rightarrow 3$, $3 \rightarrow 1$.

1.Term: _____
Definition: _____

Connection $3 \rightarrow 1$: _____

Connection $1 \rightarrow 2$: _____

3.Term: _____
Definition: _____

2.Term: _____
Definition: _____

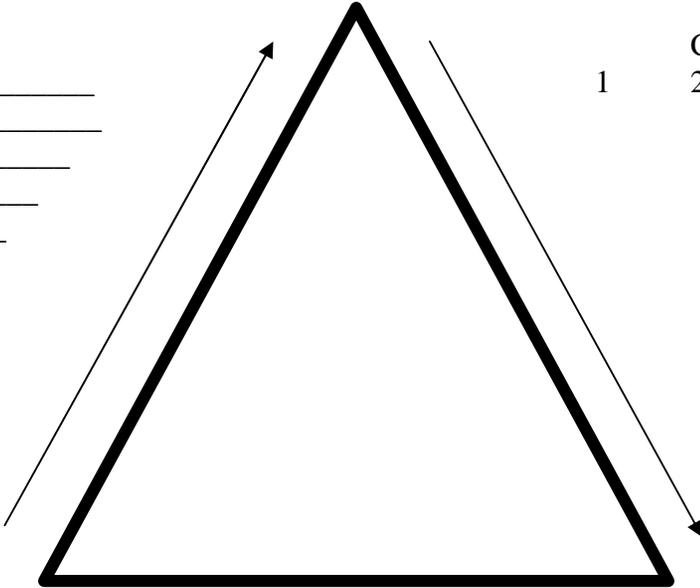
Connection $2 \rightarrow 3$: _____

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Definition: _____

Connection 3 1: _____
→ _____



Connection 2: _____
→ _____

3. Term: _____
Definition: _____

2. Term: _____
Definition: _____

Connection 2 3: _____

Note-taking Tips



✓ Spacing/Organization -

Use spacing to organize your notes. Indent details. The way you organize your notes should make them easy to read later.

✓ Paraphrasing -

Do not copy everything from the overhead/powerpoint. Be selective and try to write ideas in your own words. Abbreviate as much as possible.

✓ Add Information as Needed-

Teachers often give more information than you see on the screen. Add information such as examples or connections to help you remember important ideas.

✓ Listen for Signal Words-

Your teacher will use words such as "an important point is..." or "three main causes of ..." Use these signal words to help you determine what is important.

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Note-taking Check List



Spacing/Organization

- Uses spacing to organize notes.
- Uses titles/headings to organize notes.
- Indents details.
- Uses bullet points to indicate new ideas.

Paraphrasing

- Notes written in own words.

Abbreviating Thoughts/Ideas

- Uses phrases rather than complete sentences.
- Uses abbreviations instead of complete words.

Emphasizing Main Points/Key Terms

- Emphasizes important ideas and key vocabulary by underlining, circling, highlighting or putting a star by the most important points.

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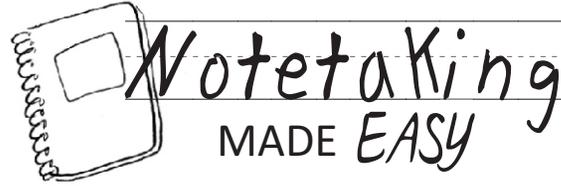
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Emphasis

- Draw attention to important ideas + terms
- Underline, highlight, star



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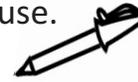
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- Use abbreviations: shorten words
- i.e. "Govt," not government or "b/c," not because.



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Spacing + Organization

- Title each textbook section
- Label each topic (*hint: look at the paragraph heading*)
- Indent details
- Space between topics

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In Your Own Words

- Read first, then...
- Paraphrase the main idea + key supporting details

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Tips for Using CODES

What is CODES? It is a way for students to think about what is important and to annotate when reading a piece of text. It can be used with a variety of reading material.

Why Use CODES? Because it will give students a consistent approach for understanding and remembering the important concepts in their reading material and it will help them to read actively. Reading actively = better understanding, better class discussions and better grades on tests and quizzes. Using CODES allows students to save time and to review more efficiently.

When to Use CODES? Whenever students are assigned a reading that they can write on; packets, articles, textbooks. Students can also CODE lecture or textbook notes. If students can't write on a text, they can CODE using post-it notes.

How to Use Codes? Students should put away their highlighter and use only a pen or pencil!! Before they begin, they should quickly preview the text that has been assigned. Which of the CODES will fit with this text? Students don't need to use all of the CODES with every reading. As a teacher, you will want to set a purpose for their CODING depending on what information you want them to learn from the text. Realize that it might take a little longer to read and CODE, but the pay-off will be a deeper understanding of the text. As students read, they should use the CODES markings to annotate the text. Any time that students summarize, it should always be written in their own words. This is a strategy that takes time to learn! As with any new strategy, this will need to be **modeled** for your students several times to help them become proficient.

CODES



COUNT & NUMBER
A SEQUENCE OR
CHRONOLOGY

1
2
3

O = CIRCLE IMPORTANT
VOCABULARY, NAMES
AND PLACES

DECIDE & UNDERLINE
KEY DETAILS

EMPHASIZE THE
MOST IMPORTANT
IDEAS



SUMMARIZE...
...in your
own words

SOCIAL STUDIES

TWO-COLUMN NOTES

Two-column notes provide an organizational framework that helps students acquire the concepts and knowledge important to the reading. Depending on the subject area, instructional goals, and structure of the text, two-column notes can be adapted to a variety of formats. Students divide their paper into two columns, labeling the right and left hand columns with the appropriate titles. The left hand column often contains questions, main ideas, vocabulary, while the right hand column gives supporting details, definitions, and answers questions.

Some common examples of two-column notes include:

1.

MAIN IDEAS	DETAILS

2.

CONCLUSION	SUPPORT

3.

PROBLEM	SOLUTION

4.

HYPOTHESIS	EVIDENCE

5.

CAUSE	EFFECT

6.

BOOK NOTES	LECTURE NOTES

Content Frames

Frames, or charts, provide a way for students to organize and compare information. A content frame is a strategy to help students analyze the interrelationships of ideas. Frames, or matrices, help students organize and compare information from a variety of texts, including textbook information, visual texts, fiction, and nonfiction. A content frame/matrix is built with categories or types of information listed on the left-hand side of a chart and subdivisions of the categories listed across the top of the chart. It is important for students to create their own frame/matrix in order to use the strategy independently. If a teacher simply duplicates the frame to have students fill in the boxes, the strategy ceases to be a strategy for independent use and becomes nothing but a worksheet. Content frames can be used across the curriculum.

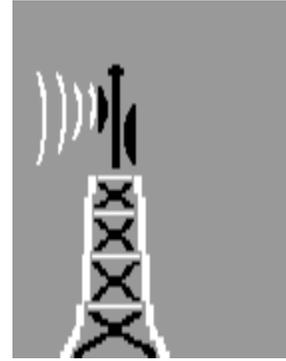
Armbruster, B. B., Anderson, T. H., & Meyer, J. L (1991). Improving content-area reading using instructional graphs. *Reading Research Quarterly*, 26, 393–416.

How to Develop a Content Frame

- There are 2 basic questions to ask before developing a content frame:
 - *What categories can be used to organize this information?
 - *How can you subdivide these categories?
- Using your content material, model for students how to go about framing the information with headings, subheadings, etc.
- Work with your students to develop the frame as you read through the material and fill out the chart. Feel free to make changes or additions as necessary. This is a good time to discuss how this frame will help students to see how ideas are connected and how to go about organizing material.
- When you are finished with the content frame, you could model for the students how they can use the frame as a study tool.

	CATEGORY	CATEGORY	CATEGORY
CONCEPT			

Signal Words



Loud Signals:

Now this is important.....

Remember this.....

The main idea is.....

The basic concept here is.....

Common Signals:

There are three reasons why.....

A major development.....

On the contrary.....

For example.....

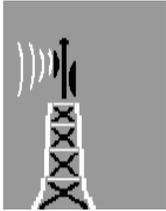
Similarly.....

As a result.....

Finally.....

In conclusion.....

In summary.....



Signal Words

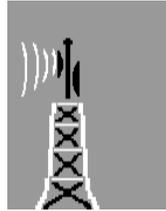
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*Listen for these words to
signal important information*



Signal Words

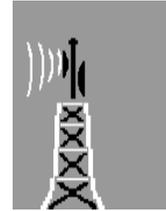
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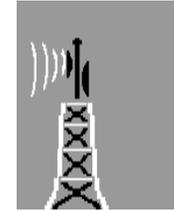
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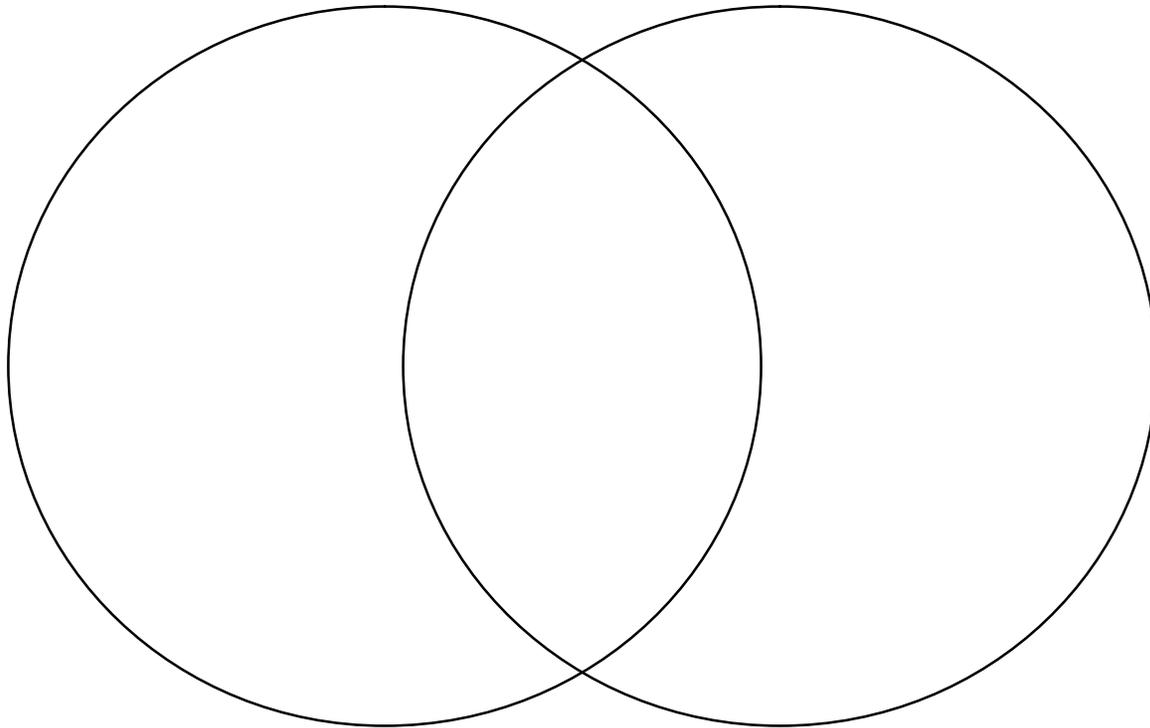
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Venn Diagram

DIFFERENCES

SIMILARITIES



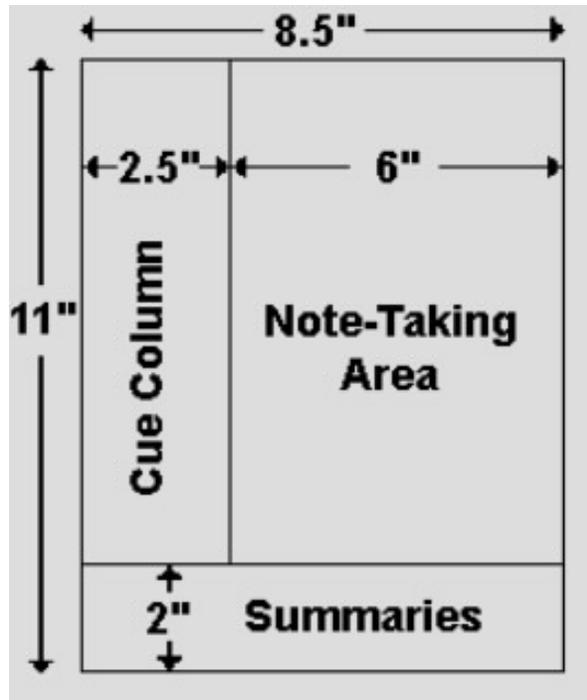
Conclusion: _____

Cornell Note Taking System

Cornell Notes are an efficient and reflective method of taking LECTURE notes. The distinguishing feature of the Cornell system is the layout of each page.

Steps in taking notes:

1. For each page of notes, divide the paper into three sections following the format of the diagram below.



2. During the lecture, use the NOTE TAKING COLUMN to **record** class notes. Students may utilize a note taking format with which they are comfortable. Reiterate the importance of notes being organized, concise, and in their own words.
3. Students should **review** their notes as soon as possible after class. In the CUE COLUMN (**recall** column), students should clarify their information by pulling out the main ideas, key points, dates, people, etc. They are to **reduce** the information into major concepts.
4. Students are to write a brief SUMMARY of the notes on the bottom of every page. This summary allows them to **reflect** on the information they have learned and provides a concise review of the important material on each page.