

# The Art of Taking Notes and Studying For a Test

Geraldine Pesacreta  
gpsacreta@hillcenter.org

**The Hill Center, Inc.**  
Durham, NC





# Building Success: Accommodating AND Assimilating

## **Accommodating**

How the **teacher** CHANGES instruction and assessment to increase student input of information and method of student output of knowledge

## **Assimilating**

How the **student** CHANGES by applying strategies to receive knowledge and provide output of such knowledge.



# Accommodations with Assimilations



**To provide  
accommodations  
that support  
student strategies  
to assimilate into  
the classroom.**



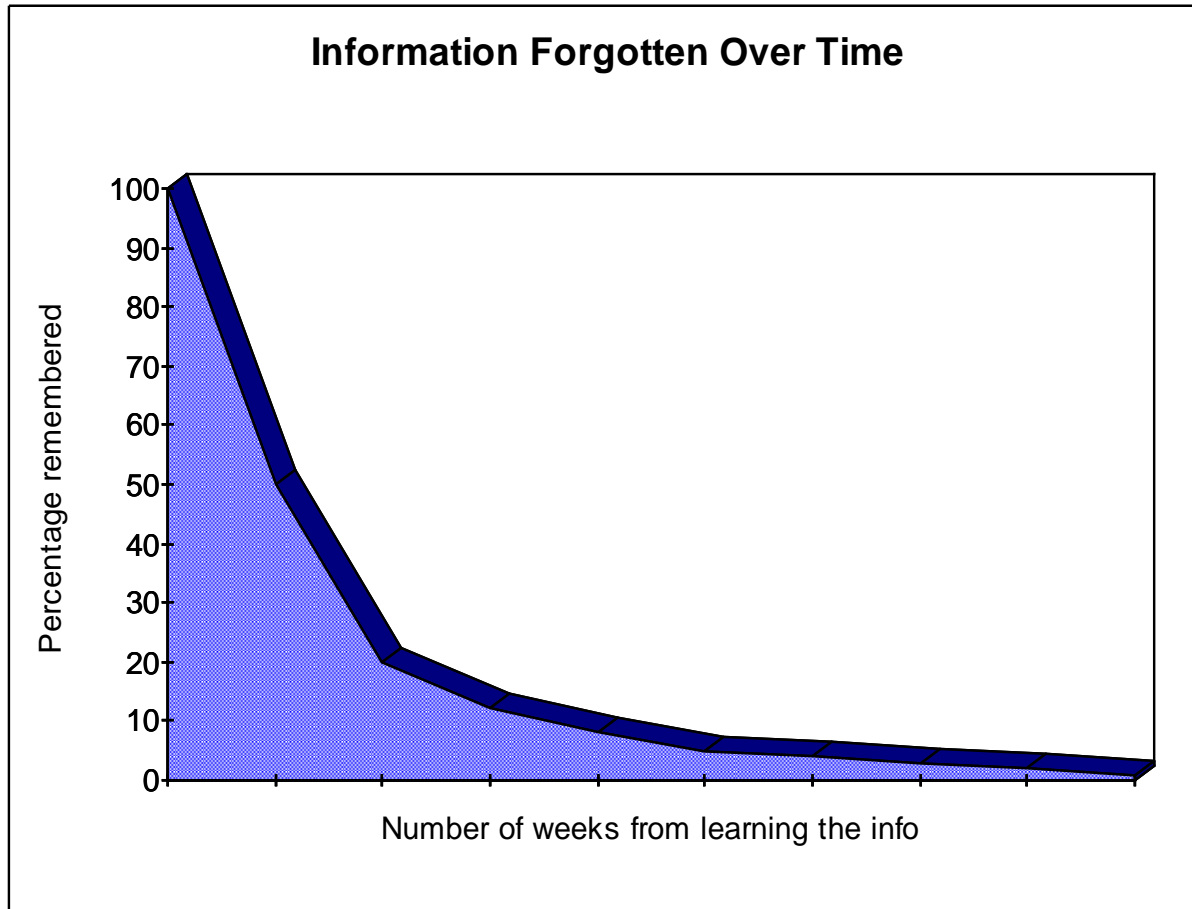
# What does it mean to study?

- to apply oneself to the acquisition of knowledge, as by reading, investigation, or practice.
- to apply oneself; endeavor.
- to think deeply, reflect, or consider.

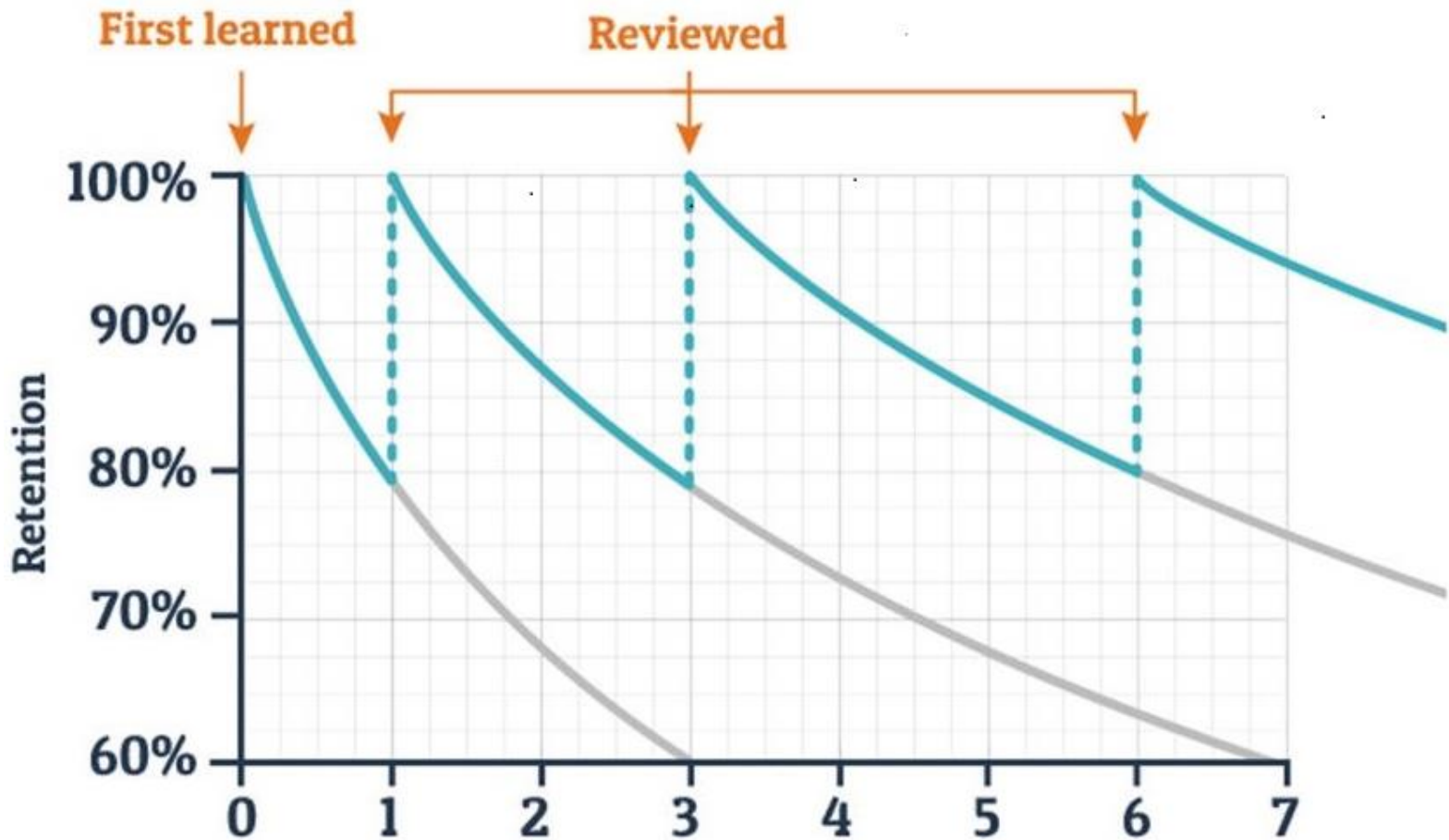
Dictionary.com



# How quickly do we forget? Studying is not just memorizing; it is understanding.



# Learning with Review





# Correct of the Mystique of “STUDYING”

Studying for a test begins the first day of an instructional unit. Much of the “studying” takes place in the classroom.



# Single-Task vs Multi-task

Today is the first day of the rest of your life.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, .....28





**Have students approach  
annotating text,  
taking notes, and  
studying for a test  
as a series of single tasks.**



# Specific Learning Skills: Annotating and Note Taking



Annotating text and taking notes increase a student's focus on instruction and understanding of the content.

# Annotating Text

## Highlights

"When a show has script trouble, it's common for the producers to hire a script doctor." In business, he'd be called a consultant. I'd call him a collaborator-so he works with others to solve a problem."



Chapter 1, Paragraph 11

It is estimated that 3.5 million people, 1.35 million of them children, experience homelessness in a given year. Homelessness affects people of all levels of intelligence, ability, and background. To quote a formerly homeless man, "there are as many reason for homelessness as there are homeless people." Not all homeless people are the stereotypical unemployed vet standing on the side of the highway with a "work for food sign." Causes of homelessness can include mental illness, physical disability or chronic illness, escape from an abusive home environment, unemployment, or familial/domestic disputes. These conditions can in turn be exacerbated or caused by the state of being homeless. With the current economic downturn, even previously wealthy families find themselves struggling to keep their homes. It is estimated that the recession will force about 1.5 million families into homelessness in just the next two years. Homeless people suffer from many related health issues form infected spider bites to tooth decay. A prevalent problem is sleep-deprivation, as many people are frequently disturbed by police or must vacate their sleeping location early in the morning before police sweep the area.



# Tips to Annotate a Narrative

- Read the paragraph without writing or highlighting.
- Identify the paragraph's main idea; write main idea in the margin.
- Highlight details that explain or support the main idea.
- Pose question in the margin if appropriate.
- Draw a conclusion at the end of the narrative.

Read the passage. Then answer the questions that follow it.

### Lady Liberty



The Statue of Liberty is a symbol of freedom to people all over the world. Since 1886 it has welcomed immigrants who sail into New York harbor to begin a new life in the United States. Like many of them, Lady Liberty, as the statue is affectionately known, had to overcome some difficulties before reaching these shores.

US X need pedestal

The statue was a gift from the people of France to the people of the United States. It was given in honor of the friendship between the two countries and the one-hundredth anniversary of the American Revolution. But before the statue could be put in place, the people of the United States had to provide a pedestal for it at a cost of one hundred thousand dollars. That turned out to be no easy task. A fund-raising drive was launched and ran into immediate difficulties. Newspapers across the United States ridiculed the effort. They argued that since the French were sending over the statue, they should be the ones to pay the extra costs involved for the base.

Effort to raise money

Despite this opposition, the effort to raise the money continued. A forty-foot-high section of the right arm, with the hand clasping the torch of liberty, was sent to the United States. It was displayed at the 1876 Philadelphia exhibition marking the one-hundredth birthday of the United States. Visitors paid fifty cents to climb onto the balcony surrounding the torch. Many other fund-raising events were also held. But even after several years, contributions fell far short of the total needed. The future of the entire project seemed in doubt. Not until a newspaper appeal promised to print donors' names was the necessary money raised.

finished and standing

With the success of the project assured, the rest of the statue was finally shipped from France. It arrived in pieces packed in over two hundred wooden crates. The work of assembling it proceeded without further delay. A public holiday was declared on October 28, 1886, when the Statue of Liberty was at last unveiled. It was one of the largest gatherings ever in New York City. The island where the statue stands is called Liberty Island. It is reached by a short ferry ride from lower Manhattan. At just over 305 feet, the statue was the tallest structure in New York City. Though it is now dwarfed by the lofty skyscrapers of Manhattan, at the time it was the most conspicuous landmark in the city.

# The Triangle Fire

A hundred years ago, American industry was growing fast and needed workers badly. It found them in the millions of immigrants who poured into the United States from Europe. Most passed through Ellis Island in New York Harbor with little money and few possessions, and many went no farther than New York City in their search for jobs. Young women found employment in the overcrowded, unsanitary, and unsafe factories of the city's garment district. In these sweatshops they worked long hours for low wages. Fire inspections were lax, and fire equipment was inadequate. It was inevitable that tragedy would strike sooner or later.

On Saturday, March 25, 1911, the top three floors of a ten-story building on New York's Lower East Side were crowded with women working for the Triangle Shirtwaist Company. Late in the afternoon, a bin containing waste fabric on the eighth floor began to smolder. No one noticed until it suddenly burst into flames. Women in the crowded workroom tried frantically to put out the rapidly spreading fire, but their efforts were in vain. Acrid smoke filled the room, and many of the women, coughing, choking, and unable to see where they were going, were trampled in the headlong rush for the only unlocked door in the workroom. The owners of the company kept the other doors locked to prevent women from slipping outside into the hallway for a break when they were supposed to be working.

Those who fled into the heavily congested hallway found that just one elevator was working; only twelve women were able to use it. The fire escape collapsed under the weight of people crowding onto it, blocking the movement of the women, leaving many of them trapped; and hurtled to their deaths eighty-five feet below; desperate attempts to escape. Firefighters at the scene

Accommodation: Give students the main idea; have the class determine the main idea with discussion.

Workers/  
Conditions  
at garment  
factory

Fire  
starts

Attempts  
to escape  
and  
problems

# Taking Notes: Three Methods





# Identify Main Idea; Document Details

Subject _____		Date _____
_____	• _____	
	• _____	
	• _____	
	• _____	
	• _____	
	• _____	
_____	• _____	
_____	• _____	

Room to add details or clarification note(s)

_____	• _____
	• _____
	• _____
	• _____
	• _____
_____	_____

Room to write a summary or pose a question to ask the teacher



# Taking Notes with Main Idea

First US capital building

---

---

---



**(Add a picture/drawing here)**

- Albany New York with Washington
  - Town too busy for government
  - Moved to Phila where wrote constitution
  - Needed to build capital - outside state
  - Used non-state land
  - Called Federal City
  - Changed to Washington DC - after GW
- 
- 
- 
- 

Accommodation: Give main idea to students

## 451 Notes

Topic	Notes
<ul style="list-style-type: none"> <li>• why write speculative fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Unexpected Results               <ul style="list-style-type: none"> <li>• What if aliens landed tomorrow?</li> </ul> </li> <li>• Unrealistic Results               <ul style="list-style-type: none"> <li>• If only dogs could talk?</li> </ul> </li> <li>• Provide a warning               <ul style="list-style-type: none"> <li>• IF this continues, what will happen?</li> </ul> </li> </ul>
<p style="text-align: center;">Tech Issues</p> <ul style="list-style-type: none"> <li>• Bradbury's Present 1951</li> </ul>	<ul style="list-style-type: none"> <li>• First television replaces radio entertainment</li> <li>• television referred to as an "idiot box"</li> <li>• First visual stories instead of audio</li> </ul> <p style="text-align: center;">News</p> <ul style="list-style-type: none"> <li>• Juvenile delinquents</li> <li>• Cold War               <ul style="list-style-type: none"> <li>• All countries avoid 1st attack on WW3</li> <li>• Tracking communities</li> </ul> </li> </ul> <p style="text-align: center;">Loss of Community Ex</p>
<ul style="list-style-type: none"> <li>• Back Premises</li> </ul>	<ul style="list-style-type: none"> <li>• Unexpected Result               <ul style="list-style-type: none"> <li>• What if fiction turned on extinguished?</li> </ul> </li> </ul>



# Taking Notes with Cornell Notes

Listen

Write Ideas

Categorize Ideas

Summarize Ideas

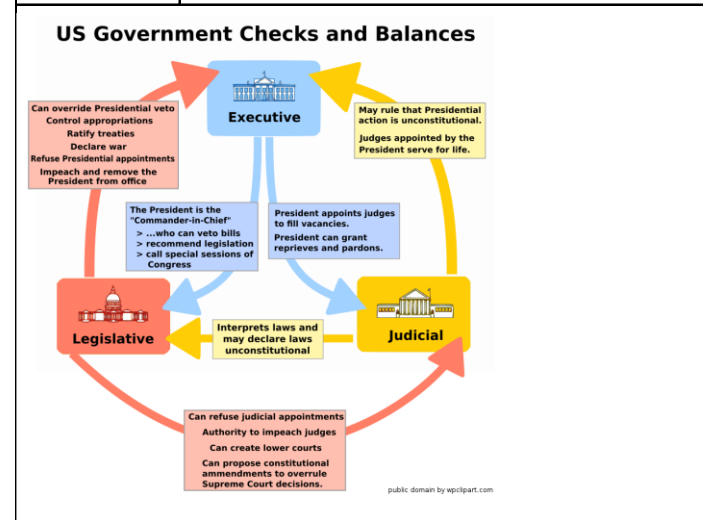
2 1/2"	6"
Cue Column	Note Taking Column
Key words or phrases	Main Idea Subtopic
Questions	Subtopic Subtopic
Illustrations	Main Idea Subtopic Subtopic
	Summary 2"

# Taking Notes Using Table Format

## Taking Notes Using Table Format

Topic	Bullets
Purpose of Constitution	<ul style="list-style-type: none"> <li>• Not 1st form of doc. Govt</li> <li>• George Washington helped start               <ul style="list-style-type: none"> <li>◦ Reluctant to do so</li> </ul> </li> <li>• Needed Checks+Balances</li> <li>• Needed to protect citizen's rights</li> </ul>
Articles of Confed.	<ul style="list-style-type: none"> <li>• No pres.</li> <li>• No judicial</li> <li>• Only congress</li> <li>• Not pass laws</li> <li>• Only dealt with international</li> <li>• Not great</li> <li>• Lasted until 1787</li> </ul>
<p><b>Conclusion:</b> Despite the need of a new system of government, some people didn't agree</p>	
Checks+Balances	<ul style="list-style-type: none"> <li>• Not absolute power</li> <li>• Can check and balance other branches</li> <li>• Concerns about govt. Control               <ul style="list-style-type: none"> <li>◦ States didn't want to lose control</li> <li>◦ Slavery?</li> </ul> </li> </ul>
Concerns about govt. Control	<ul style="list-style-type: none"> <li>• States didn't want to lose control</li> <li>• Slavery?               <ul style="list-style-type: none"> <li>◦ Never addressed in constitution</li> </ul> </li> </ul>
Executive Branch	<ul style="list-style-type: none"> <li>• President/VP</li> <li>• Includes cabinet</li> <li>• President is only one voted on</li> <li>• President is CEO of Military</li> <li>• Cabinet = president advisors</li> <li>• President can suggest law, but not pass it               <ul style="list-style-type: none"> <li>◦ Sign or veto</li> <li>◦ Cant vote</li> <li>◦ Recommends supreme court justices</li> </ul> </li> <li>• Checks               <ul style="list-style-type: none"> <li>◦ Senate votes on justices</li> <li>◦ Can declare war for certain time before congress votes</li> <li>◦ Senate can impeach president</li> </ul> </li> </ul>

Legislative Branch	<ul style="list-style-type: none"> <li>• Writes + passes law</li> <li>• Made up of 2 branches               <ul style="list-style-type: none"> <li>◦ Senate                   <ul style="list-style-type: none"> <li>▪ 2 per state</li> </ul> </li> <li>◦ House of Reps.                   <ul style="list-style-type: none"> <li>▪ 435</li> <li>▪ Depends on state's pop.</li> </ul> </li> </ul> </li> </ul>
Judicial Branch	<ul style="list-style-type: none"> <li>• Supreme Court Judges</li> <li>• District court Judges</li> <li>• Appointed by pres.</li> <li>• Approved by sen.</li> <li>•</li> </ul>





# Tips for Taking Effective Notes

No matter which system is used to take notes:

1. Put name and date at the top of each page.
2. Before the class begins, format the paper per notetaking method.
  - T-notes, Cornell notes, or Table notes
3. Take notes only on the front of each page.
4. Write notes in words and phrases.



5. Leave blank spaces between topics to add information later if necessary.

6. Underline misspelled and misunderstood words or phrases for review and correction later.

7. Be an active listener during class. Taking notes increases a student's focus to the information.

8. Review the notes the same day the notes are written.



## Sessions Four

# Processing Annotations and Notes



Run  
House  
Blue  
Job  
Absolute  
Funny





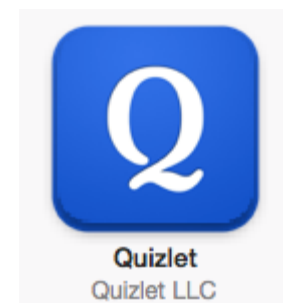
# Processing Notes

Review all notes for homework on the day the notes are taken in class.

- Write a summary at the bottom of each page of notes.
- Review content with [history.com](http://history.com) or youtube videos.
- Enter simple facts into Quizlet web or app.
- Connect notes with textbook/handouts.
- Make graphic representation of processes.
- Create a reference notebook of rules and models.

# Learning Simple Facts From Notes

- Memorize simple facts
  - Dates
  - Vocabulary
  - Names and Position
  - States and Capitals
- Avoid
  - Three reasons for.....
  - Events that lead to .....



Technology Support  
Studying Facts and Connections  
**Technology Support**



## Technology Support Studying Facts and Connections

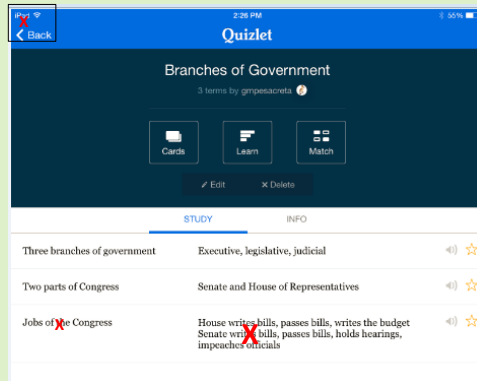


### Quizlet

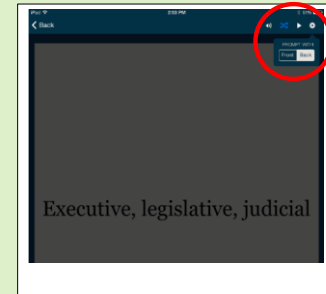
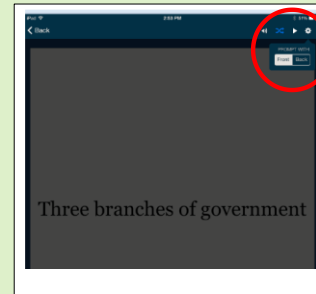
- Flashcard program
- Computer web site and iPad App
- Enter questions and answers for simple facts
- Enter vocabulary word and definitions
- Multilingual – enter word in English and Spanish
- Review flash card style, play games and make own test

### Strategy Suggestions

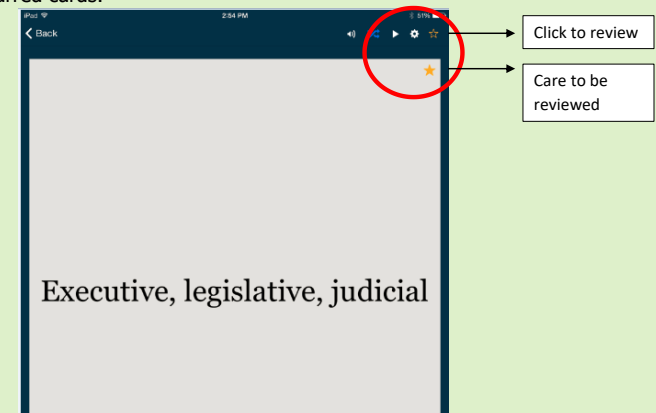
Enter simple, specific questions and answers. Questions that are too broad or answers that are too large (summary information) is not effective with flash cards. Below the first two cards are clear and specific. The third card is too broad and ineffective as a flash card.



Study flashcards in both directions. Show the definitions to learn the terms, and show the terms to learn the definitions.



Click the star to indicate a concept that is not known automatically. Be honest with yourself. If your response is not immediate and completely accurate, click the star. Starred cards will be reviewed more frequently than non-starred cards.





# Learning Simple Facts

- Flash Card – methods with pros and cons
  - Hand written index cards
  - Quizlet function
  - Flip Chart

Specific Strategy

Studying Basic Facts Using a Flip Chart

**Test Taking**

- Flip/Flop the questions and answers
- Alter the order of studying the material

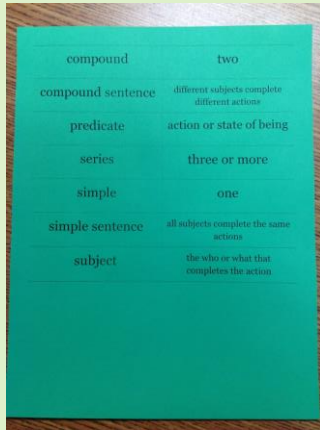


## Specific Strategy Studying Basic Facts Using a Flip Chart

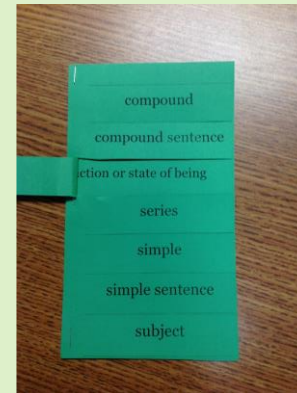
Use information on Quizlet to make a flip chart. Use the flip chart to study facts and a keep of record of learned and unlearned information.



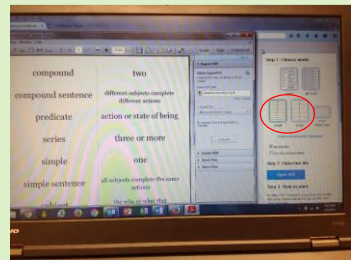
Enter information into Quizlet.



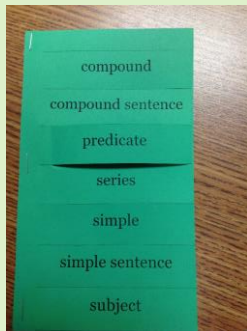
Tip: Use different colored paper for different types of information, different classes, or different study units.  
  
Cut down the center line.



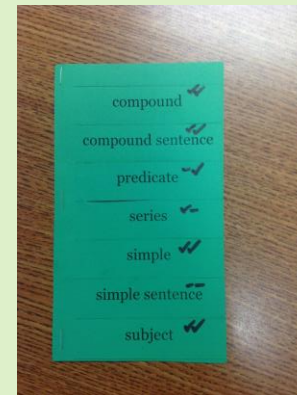
Use the flip chart to quiz yourself.



Print the information using the small or large mode. The only difference is the size of print and number of questions per page.



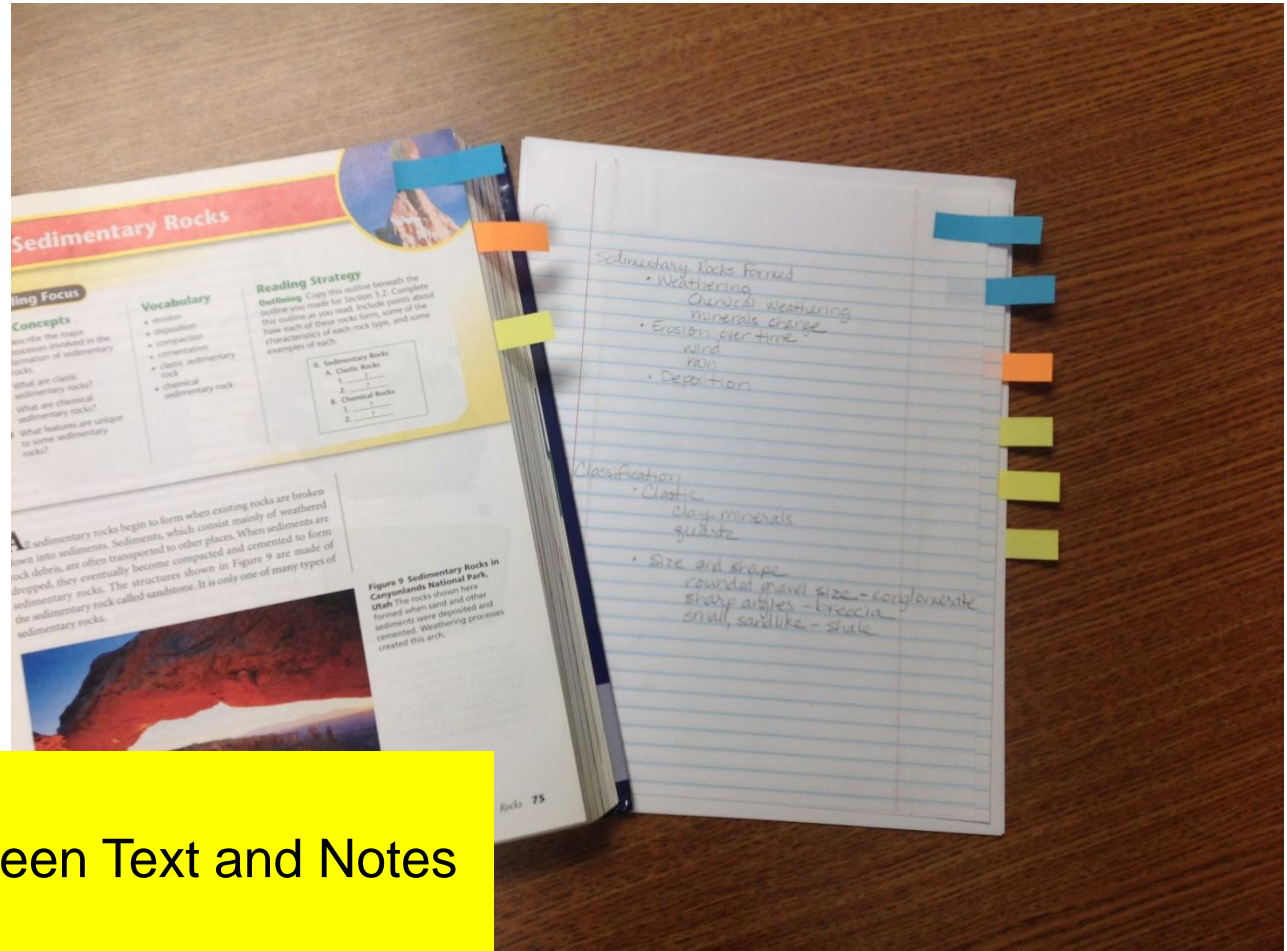
With print side up, place one side of the notecards on top of the other side.  
  
Staple the left-hand side.  
  
Cut along the line leaving about 1/2" on the top sheet only, separating each concept.



Keep a record of correct and incorrect responses. Focus on each concept until you have it correct for 3 days in a row.

# Specific Learning Skills: Comprehension

## Connecting Text with Notes



Specific Strategy  
Connections Between Text and Notes  
**Critical Reading**



# Visual Connections Between Notes

- Learn cause and effect
- Learn sequence of events
- Learn reasons for event



Technology Support: Making Connections  
**Technology Support or Critical Reading**

- Avoid
  - Simple facts

## Technology Support Making Connections



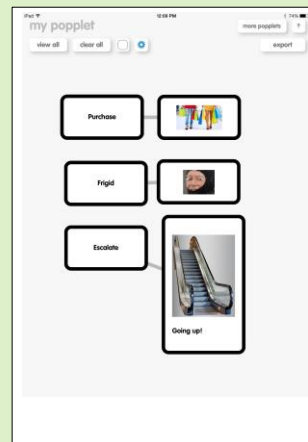
### Popplet App

- Turn notes into:
  - a sequence of events
  - cause and effect relationship
  - concepts and clarifications
- Color code information
- Create flow charts
- Create scenarios with different outcomes
- Create visual cues to understand concepts

### Sequence of events with multiple outcomes



### Visual cues







# Story Connections Between Notes

Draw a conclusion for each topic, using creativity.

Write a commercial!



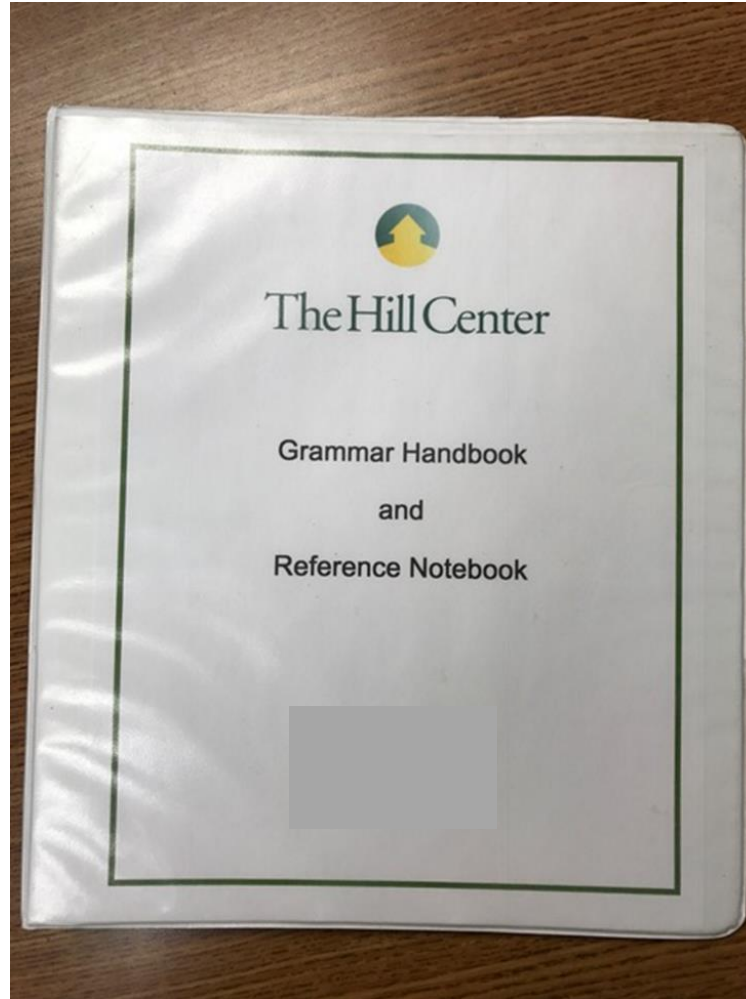
# Create a Reference Notebook

- Math:
  - Examples of math processes
  - List of geometry theorems
- Language Arts:
  - List of grammar rules
  - Example of a strong thesis statement
  - List of elements of literature with examples

**\*Avoid filling the notebook with worksheets and assignments.**



# Example of a Reference Notebook





Run  
House  
Blue  
Job  
Absolute  
Funny

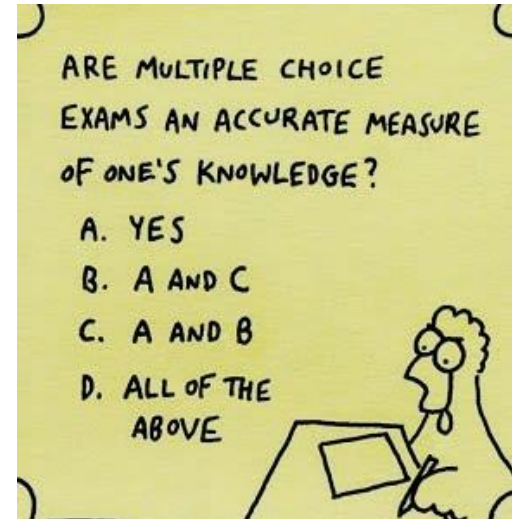


# Studying started with nightly review!

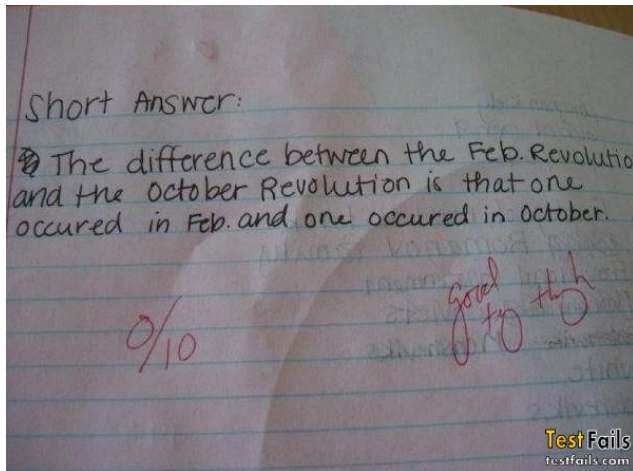


# Studying for a Test

## Recognition



## VS



## Recall



# Review Previous Tests and Quizzes

Name: original Date: February 17, 2016

Wordly Wise 3000  
Book 8  
Lesson 8

Word Bank:

adept	copious	fastidious
audible	crucial	fitful
azure	decelerate	grapple
banter	deploy	pang
capacious	facilitate	precede

Matching:

- E to struggle in close combat      A. adept
- F to go before in time                  B. banter
- A highly skilled                          C. crucial
- C extremely important                D. deploy
- D to put into use                        E. grapple
- B teasing remarks                      F. precede

Fill in the blank with the appropriate vocabulary word using words from the word bank. Remember to change the ending of the words when needed.

- The mustard stain on his shirt showed that Bill was not fastidious ✓ about his appearance.
- Living in Spain for two years facilitated ✓ my learning of Spanish.
- In World History class, we had to take copious ✓ notes, filling an entire notebook in the first nine weeks.
- The azure ✓ sky in the North Carolina Mountains on a spring day is a beautiful sight.
- Our hunger pangs ✓ were growing stronger the longer we sat in the lecture after our normal lunchtime had passed.
- The sound of the harp was barely audible ✓ in the large auditorium.

copy

Word Bank:

adept	copious	fastidious
audible	crucial	fitful
azure	decelerate	grapple
banter	deploy	pang
capacious	facilitate	precede

Matching:

- E to struggle in close combat      A. adept
- F to go before in time                  B. banter
- A highly skilled                          C. crucial
- C extremely important                D. deploy
- D to put into use                        E. grapple
- B teasing remarks                      F. precede

Fill in the blank with the appropriate vocabulary word using words from the word bank. Remember to change the ending of the words when needed.

- The mustard stain on his shirt showed that Bill was not fastidious ✓ about his appearance.
- Living in Spain for two years \_\_\_\_\_ ✓ my learning of Spanish.
- In World History class, we had to take \_\_\_\_\_ notes, filling an entire notebook in the first nine weeks.
- The \_\_\_\_\_ sky in the North Carolina Mountains on a spring day is a beautiful sight.
- Our hunger \_\_\_\_\_ were growing stronger the longer we sat in the lecture after our normal lunchtime had passed.
- The sound of the harp was barely \_\_\_\_\_ in the large auditorium.

copy



# Create Study Routines for Each Class

## Vocabulary Test

Day one – Listen to quizlet notecards  
Play two games on quizlet

Day two – Read sentences, making associations with the word in context  
Take a self-made quizlet test until a 90 is achieved

Day three – Review class or workbook worksheets  
Quiz a friend – ask definition and identify the word

Day four – Play two games on quizlet  
Take a self-made quizlet test until a 100 is achieved

Day five – Test





# History Test Study Routine

Day 1 – Organize all worksheets, quizzes, assignments according to like-type information

Day 2 – Practice facts on quizlet for 5 minutes  
Review all class assignments and quizzes; cover up answer and try to answer  
Compile a list of questions for the teacher

Day 3 – Practice facts on quizlet for 5 minutes  
Review all diagrams or web information; tell the story and draw a conclusion for each  
Compile a list of questions for the teacher

Day 4 – Read all teacher notes with the text available; review all bolded text information about the same content  
Compile a list of questions for the teacher

Day 5 – Read notes from beginning to end as a final review

Day 6 - Test

# Peer Study Group



Tips to Establish and Use a  
Peer Study Group  
**Test Taking**

Group of four to six students preparing to take the same test.

- Each member makes a commitment to prepare for study sessions
- Each member equally participates



# Peer Study Group Advantages

- Increased accountability than studying individually.
- Oral discussions allow you to hear and see study information.
- Discussion allows each student to make connections with information in class notes.
- Students gain the advantage of four to six sets of notes.
- Study session helps to avoid procrastination and increases each student's understanding of the material.

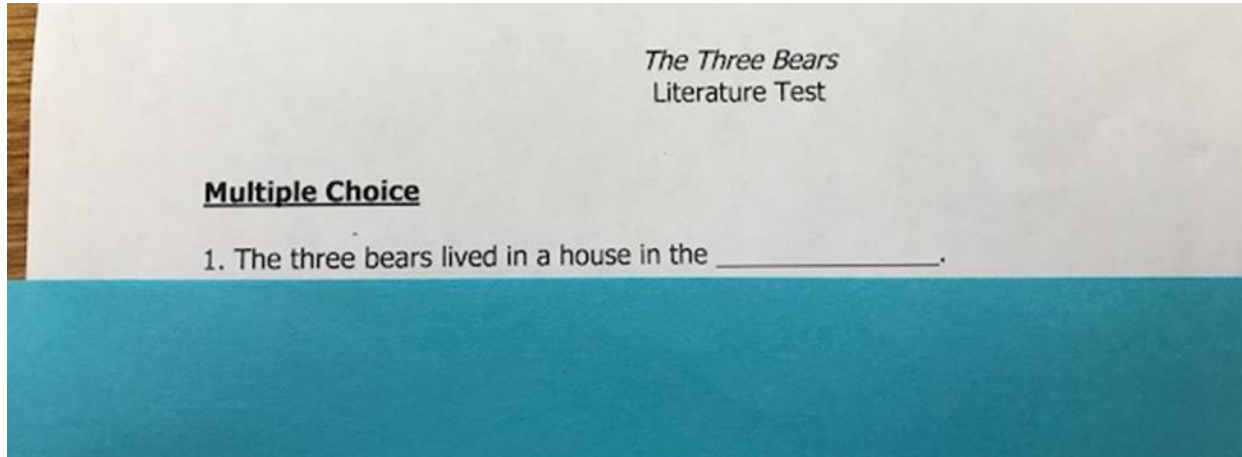


# Session Six

## Taking the Test



# Goldilocks and the Three Bears Multiple Choice Questions





2. Goldilocks was

2. Goldilocks was
- a. by herself when the bears found her.
  - b. by herself after being dropped off at the bears' house.
  - c. lost in the woods when she entered the bears' house.
  - d. visiting the bears and waited for them to come home.



# Matching Tests

- |                      |  |
|----------------------|--|
| ___ 1. accost        | A. to predict or tell the future         |
| ___ 2. voracious     | B. woman who is or has been married      |
| ___ 3. memoir        | C. to approach and speak to              |
| ___ 4. prognosticate | D. consuming great quantities            |
| ___ 5. matron        | E. an account based on the author's life |



# Matching Tests

- |  |                  |
|--|------------------|
| ___ 1. to predict or tell the future         | A. accost        |
| ___ 2. woman who is or has been married      | B. voracious     |
| ___ 3. to approach and speak to              | C. memoir        |
| ___ 4. consuming great quantities            | D. prognosticate |
| ___ 5. an account based on the author's life | E. matron        |





# Goldilocks and the Three Bears Matching Questions



## **Matching**

- |                          |   |
|--------------------------|---|
| 1. _____ wee little bear | A. the little girl found sleeping in the bears' house               |
| 2. _____ mother bear     | B. the bear with the porridge that was not too hot and not too cold |
| 3. _____ Goldilocks      | C. the bear referred to as the Great Big Bear                       |
| 4. _____ papa bear       | D. the bear that made the porridge for the bear Family              |



# Goldilocks and the Three Bears True/False Questions

## True or False

1. \_\_\_\_\_ Bears live in the woods.
2. \_\_\_\_\_ Goldilocks is a little girl who broke into the bears' house through the locked door.
3. \_\_\_\_\_ Goldilocks entered the house when the bears were not home.
4. \_\_\_\_\_ The bears found Goldilocks asleep in mama bear's bed.



# Essay Tests

- Read all the questions before you begin. Note if you have to answer all questions or just a portion of the questions.
- **Brainstorm (using a map or web) the answers to the questions and answer those questions that you know best.**
- Note how many points each essay is worth and answer the most valuable questions first.
- **Budget your time appropriately: 50% outlining, 50% writing.**
- Remember the three main ingredients of an essay test:
  - 1) Knowledge of the subject;
  - 2) Organization of ideas;
  - 3) Writing skills



# A student's response for a Civics paragraph

The United States of America's government consists of three branches: legislative branch, executive branch, and judicial branch. Americans elect the president and members of the legislative branch but do not elect the judges. The legislative branch writes and votes for bills, the executive branch signs bills into law, and the judicial branch decides if the law is legal.

What grade should the student receive? Why?



# Test Prompt

Identify the three branches of government and the number of members for each branch. Give an example of each branch's responsibilities.



# Processing Directions

Identify the three branches of government and the number of members for each branch. Give an example of each branch's responsibilities.

Identify the three branches of government and the number of members for each branch. Give an example of each branch's responsibilities.

<sup>1</sup> Identify the three branches of government and the <sup>2</sup> number of members for each branch. <sup>3</sup> Give an example of each branch's responsibilities.





# End of Test

- Reassemble the test if separated.
- Reread **directions** for each section.
- Make sure every question has been answered.
- Ensure that all answers are readable.
- Review the test in a different order in which it was taken.
- Cover answers, read questions, and check to see if answers are the same as the first ones.