



Using Cornell Notes in an Interactive Notebook

Left side:

- Questions written based on notes, “representing student’s thinking.”
- Summary synthesizing notes on right side responding to essential question.

Right side:

Notes taken from a lecture, reading a textbook/novel, watching a video, solving a math problem, participating in a science lab, engaging in Socratic Seminar, and while participating in tutorials, etc.

OUTPUT

INPUT

Summary:	Questions:	Notes:
<p>In an interactive notebook, have students divide the left side of the composition book in half. The summary should be written in this column.</p>	<p>Have students write questions in this column to correspond to the notes generated on the right side of the composition book.</p>	<ul style="list-style-type: none"> • Students take notes on this side • This side can also be used to: <ul style="list-style-type: none"> - create charts - record lab results - write a lab analysis • Use this side to draw diagrams or pictures
<p>According to Walter Pauk, “This is how you master the individual facts to get the overall meaning.”</p> <p>According to Ross Owens (co-author), “A summary...provides students with an opportunity to pull together and synthesize all the information on a page...to do some essential reflection.”</p>	<p>According to Walter Pauk, “Questions formulated by the student...represents the student’s thinking.” Notes on right, “...have to be processed by the student in his or her own mind and the question is formed by the thinking that had to take place to formulate the question.” In other words, “What is the lecturer trying to say?”</p>	<p>According to Walter Pauk, “The words...given by the lecturer...”</p>

Margin Line

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