



NOTES ON HOW TO TAKE CORNELL DOODLE NOTES!

I love using Cornell Doodle notes in my classroom because my students gain so much from the structure combined with the visuals. I create these notes for various science topics that I teach, but this type of note-taking can be used in any subject and for any topic! If you teach your students the format of Cornell notes, and teach them strategies for great note-taking, they will be on their way to building skills to independently and successfully take effective notes on readings and lectures on any topic!

These scaffolded Cornell Doodle Notes are both a *sample* of Cornell Doodle notes and a lesson in themselves *on* Cornell Doodle note-taking! Cornell Doodle notes combine two effective note-taking strategies: **Cornell Notes** are a note-taking strategy in which topic questions are written in a narrow left-hand column and definitions, explanations, and diagrams are filled in in the right-hand column. At the bottom of Cornell Notes, there is typically a section included for reflection on the lesson's main points. **Doodle Notes (or Sketch Notes)** are another note-taking strategy for which pictures and graphics activate the visual pathways of the brain, which helps with retention of information when compared to standard note-taking. Your visual learners will really benefit from seeing and coloring in the pictures aside the main points of the notes!

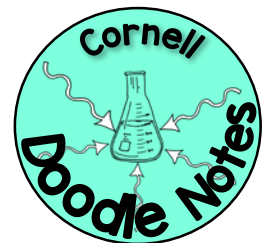
On the following pages, you will find 3 versions of the Cornell Doodle Notes. The symbols are located in the top right corner of each page:

- KEY**
- 1) The KEY : pages 2-3 : All notes and "answers" are included on this version
 - 2)  Green Circle : pages 4-5 : Use this version for your lower-level students who need more support, take more time, or who are learning English as a second language...they will have to fill in missing words
 - 3)  Blue Square : pages 6-7 : Use this version for your mainstream students...they will have to write each of the topic questions and fill in most of the words and ideas throughout the notes

To use these notes: Decide which students should receive which level of the notes. Hand out the notes to the students. Talk aloud through the lesson while the students take notes on their sheets. Allow them to color/doodle further during and at the end of the lesson. {If you have a document camera (an ELMO), you can fill out your own notes and the students can follow along with you!}



You may also be interested in my other Cornell Doodle Notes products! Click on the picture to the right!



/SunriseSciences



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kimberly
geswein
fonts

KG
SARRIE
STEPHENS
art & design

BIG TITLE

CORNELL DOODLE NOTES

ESSENTIAL QUESTION: How can we take Cornell Doodle notes on any topic?

NARROW LEFT COLUMN

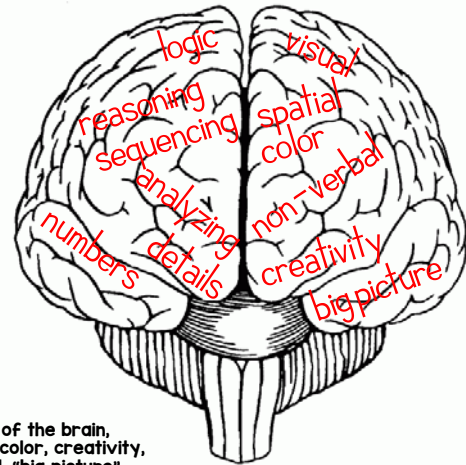
WIDE RIGHT COLUMN

TOPIC QUESTIONS:

1

What are Cornell Doodle Notes?

- A note-taking format that combines two effective note-taking strategies:**
- **Cornell Notes are a structured way to organize information from a lecture or a reading**
 - **Doodle Notes use visual connections and cues to activate the right hemisphere of the brain while increasing long-term retention of the content**

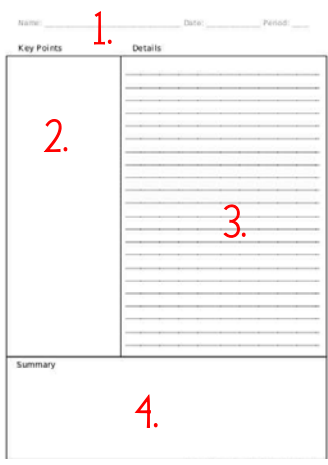


In/around the left side of the brain, write/doodle the words: logic, numbers, sequencing, reasoning, analyzing, details

In/around the right side of the brain, write/doodle the words: color, creativity, visual, spatial, non-verbal, "big picture"

2

What is the format of Cornell Doodle Notes?



Cornell Notes have:

- 1. a big, clear title!**
- 2. a narrow left-hand column (about 3 fingers in width) used to write topic questions, key ideas, and vocabulary words**
- 3. a wide right-hand column used to write details to answer the topic questions, draw analogies, make connections, and doodle with relevant pictures**
- 4. a bottom summary section used to summarize the main ideas of the lesson or write a takeaway from the learning in one's own words**



Label the picture with the four main parts of Cornell Notes

3

What are characteristics of good notes?

Good notes have the following characteristics:

ORGANIZE!

- **use outlines**
- **use bullets**
- **use sectioning**

PARAPHRASE

Write in your own words when possible!

Abbreviate

Use abbreviations for common words to keep notes concise:

- **w/ = with**
- **w/out = without**
- **btwn = between**
- **# = number**

Pay attention to teacher cues

Volume of voice!

Pauses

Phrases like, "The point is...", "Remember this..."



LEAVE SOME WHITE SPACE

Skip lines between ideas, and leave room for doodles!



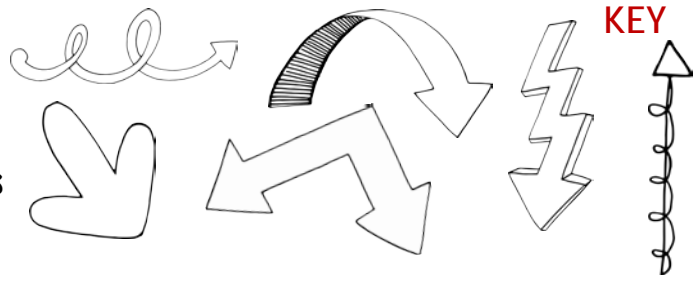
TOPIC QUESTIONS:

3

What are characteristics of good notes? (continued)

USE ARROWS

Connect ideas or connect details/words with pictures



USE CIRCLES, UNDERLINING, & STARS

Point out important words or concepts



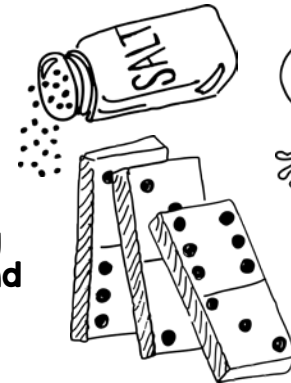
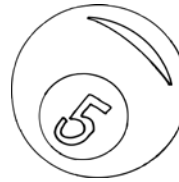
USE COLOR & HIGHLIGHTING

Make the big ideas POP!



Doodle!

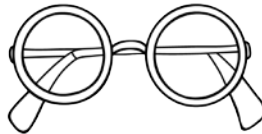
Academic doodling means drawing pictures to represent analogies and using visual processing to connect prior knowledge to new learning



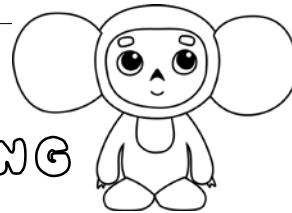
4

How can you use Cornell Doodle Notes to help you learn?

ACTIVE READING



ACTIVE LISTENING



1. As you read a passage or listen to a teacher explain something, write down the details in the right-hand column.
2. Try to keep big concepts separated with white space or horizontal lines.
3. Use the ideas on these notes to connect and highlight the most important words and concepts from the reading or lecture.
4. Review what you have written in a 'section' and write a topic question that a learner might ask about the concepts in that section.
5. Finally, review your notes and write a summary in your own words of the big ideas from the lesson or reading.

SUMMARY:



TITLE _____

CORNELL DOODLE NOTES

ESSENTIAL QUESTION: How can we take _____ notes on any topic?

NARROW LEFT COLUMN

W I D E R I G H T C O L U M N

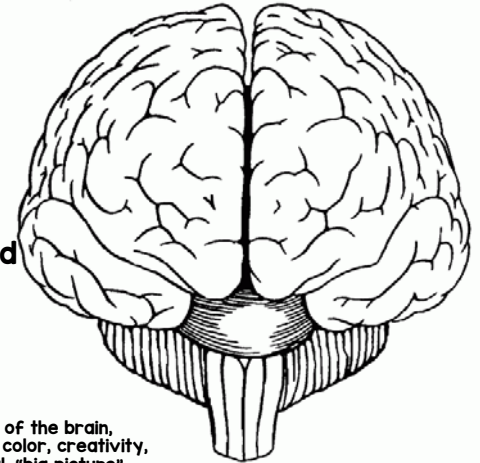
QUESTIONS:

1

What are Doodle Notes?

A note-taking format that combines two effective note-taking _____:

- Cornell Notes are a _____ way to _____ information from a lecture or a reading
- Doodle Notes use _____ connections and cues to activate the _____ hemisphere of the brain while increasing long-term _____ of the content



In/around the left side of the brain, write/doodle the words: logic, numbers, sequencing, reasoning, analyzing, details

In/around the right side of the brain, write/doodle the words: color, creativity, visual, spatial, non-verbal, "big picture"

2

What is the _____ of Cornell Doodle Notes?

Name: _____ Date: _____ Period: _____

Key Points	Details

Summary _____

Cornell Notes have:

1. a big, clear _____!
2. a _____ left-hand column (about 3 fingers in width) used to write topic _____, key _____, and _____ words
3. a _____ right-hand column used to write _____ to _____ the topic questions, draw _____, make connections, and _____ with relevant pictures
4. a bottom _____ section used to summarize the _____ ideas of the lesson or write a _____ from the learning in one's own words



Label the picture with the four main parts of Cornell Notes

3

What are characteristics of _____ notes?

Good notes have the following _____:

ORGANIZE!

- use _____
- use _____
- use _____

PARAPHRASE

Write in your _____ words when possible!

Pay attention to teacher cues

Volume of _____!

P _____

Phrases like, "The _____ is...,"
"_____ this..."



Abbreviate

Use abbreviations for _____ words to keep notes _____:

- w/ = _____
- w/out = _____
- btwn = _____
- # = _____

LEAVE SOME WHITE SPACE

Skip _____ between ideas, and leave room for doodles!



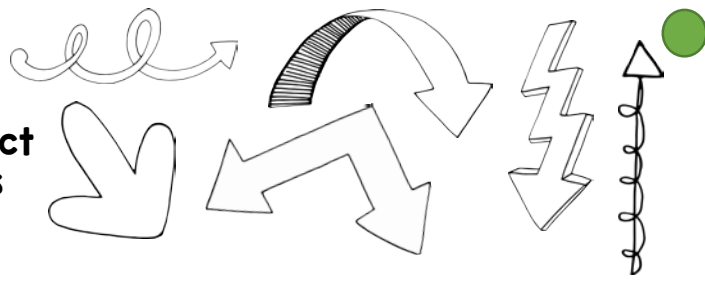
TOPIC QUESTIONS:

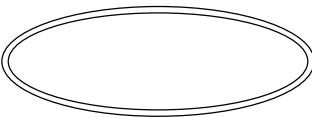
3

What are characteristics of good notes? (continued)

USE ARROWS

_____ ideas or connect details/words with pictures



USE , _____, & STARS

Point out _____ words or _____



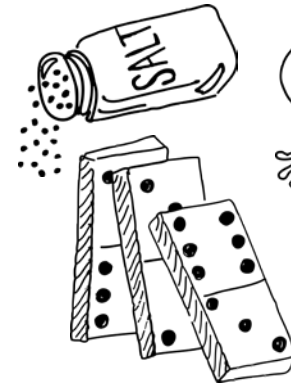
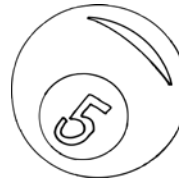
USE COLOR & HIGHLIGHTING

Make the _____ ideas POP!



Doodle!

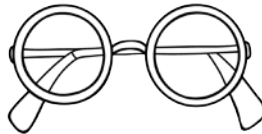
_____ doodling means drawing pictures to _____ analogies and using visual processing to connect prior knowledge to new learning



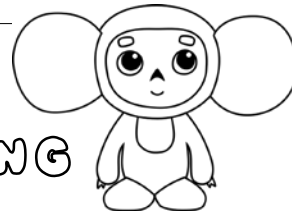
4

How can you use Cornell Doodle Notes to help you _____?

ACTIVE READING



ACTIVE LISTENING



1. As you read a passage or listen to a teacher explain something, write down the _____ in the right-hand column.
2. Try to keep big concepts _____ with white space or horizontal lines.
3. Use the ideas on these notes to _____ and highlight the most important _____ and _____ from the reading or lecture.
4. R_____ what you have written in a 'section' and _____ a topic _____ that a learner might ask about the concepts in that section.
5. Finally, review your notes and write a _____ in your _____ words of the big _____ from the lesson or reading.

SUMMARY:

CORNELL DOODLE NOTES

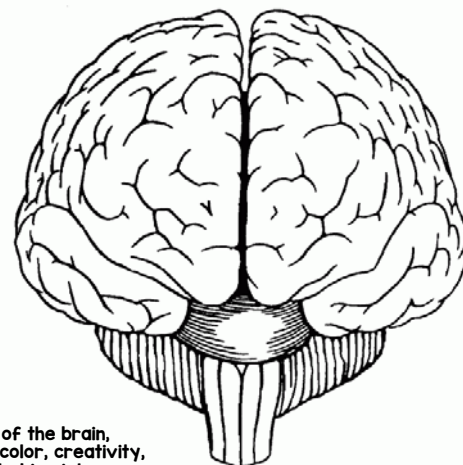
ESSENTIAL QUESTION:

QUESTIONS:

1

A note-taking format that ...

- Cornell Notes are ...
- Doodle Notes use ...



In/around the left side of the brain, write/doodle the words: logic, numbers, sequencing, reasoning, analyzing, details

In/around the right side of the brain, write/doodle the words: color, creativity, visual, spatial, non-verbal, "big picture"

2

Name: _____	Date: _____	Period: _____
Key Points	Details	
Summary		

Cornell Notes have:

- 1.
- 2.
- 3.
- 4.



Label the picture with the four main parts of Cornell Notes

3

Good notes have the following _____:

ORGANIZE!

-
-
-

Abbreviate

PARAPHRASE

Pay attention
to teacher cues

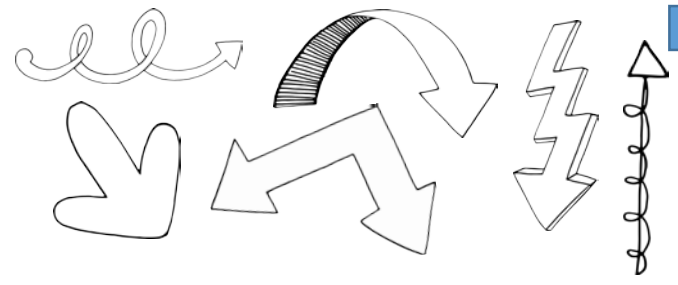
LEAVE SOME WHITE SPACE



TOPIC QUESTIONS:

3

USE ARROWS



USE ,

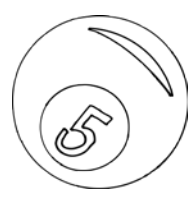
_____, & STARS



USE COLOR & HIGHLIGHTING

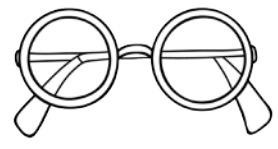


Doodle!

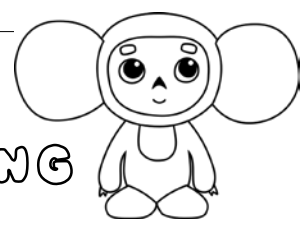


4

ACTIVE READING



ACTIVE LISTENING



- 1.
- 2.
- 3.
- 4.
- 5.

SUMMARY: