

# Yearlong Learning Strategies

## 3-Column Vocabulary:

1. Divide one side of paper into three columns.
2. Label each column with the following headings; Word, Definition, Sentence/Graphic
3. **Number** and write each vocabulary word in the word column
4. Define each word in the definition column
5. **Use** the vocabulary word in a proper sentence, or create a graphic that reminds you of the meaning of the word, in the last column.
6. Each column should be **colored or highlighted** in a different color. Don't just draw a colored line down each column or it will cost you points.
7. Make sure all columns and rows are distinct and words and graphics do not run over into another row or column.

Word	Definition	Sent/Graphic
1. Biology	Science of life.	In Biology we study life. .....
2. Ecology	.....	

## Graphic Organizers (GO):

1. Put the chapter title in the center of the paper.
2. Read each of the main section headings, scan the readings, and make a **relevant question** out of each heading.
3. Have **arrows** from the chapter to each question.
4. **Shade each heading** the same color.
5. **Number** each question
6. Add subheadings
  - a. Go back to each main section and **create relevant questions** for each subheading.
  - b. Have each subheading question flow from its main section heading in your graphic organizer.
  - c. **Shade** every new subheading the same color.
  - d. **Number** each new question (**do not use previously used numbers**)

7. Complete the Graphic Organizer
  - a. Continue to create questions for the remaining sub-subheadings.
  - b. If subsections have more topics in them, then continue to create relevant questions that flow from each section.
  - c. Shade each new sub-subheading the same color
  - d. Number each question (**do not use previously used numbers** )

**Cornell Notes:**

1. Draw a line down your notebook page about 1/3 of the way from the left-hand margin. Save this space for later.
2. Next, draw a line across your page about 4-6 lines from the bottom of the page. Save this space, too!
3. Take your notes in class as you normally would, using the large space. Include important points and facts brought up by the instructor or other students, and anything that is written on the board.
4. Next, figure out the main ideas expressed in the lecture and write them down in the “Cue Column”, opposite where the detailed notes are. Write a question based on the main idea and put that in the Cue Column.
5. Finally, at the bottom of the page (in “Summary Space”), write a summarizing statement for the entire page. This one will really help you on your finals, because it will help you recall all that’s on the page (and it may help you become even more proficient in writing and thinking as well).
6. Fold back or cover up the lecture notes.
7. Ask yourself the question, just as if it were a quiz. See how much you can recite (yes, out

loud!) before you peek at the notes.

8. You have now participated in the “24-hour review principle”, which says you will remember about 80% of what you heard if you review within 24 hours (if you don’t, you lose about 66% over one day!)
9. Remember!! Spaced review is much more effective than studying all in one chunk (like cramming the night before the test).

Cornell Two-Column Notes	
Keywords:	Notes:
	I.
	A.
	1.
	2.
	B.
	1.
	2.
	II.
	A.
	1.
	2.
	B.
	1.
	2.
Summary:	