


**30 Minute Thinker – Daily Learning Connections – NOTETAKING REPAIR**  
**“Three R’s of Notetaking – Reflect, Rewrite and Reformat”**  
**Student Activity Sheet** IND-L2

EMB NM 002 DI or DI-R

 **Lesson Objective** – To review, reformat and/or rewrite notes adding graphic representation to enhance memory, meaning and understanding.

**Tool Description** – Summarizing and paraphrasing notes increase long-term retrieval. As directed, individually, with a partner or small group, in a two-step process, Instructor will request students to reflect and rewrite their notes by correlating older notes with current notes. Next, the new rewritten notes will be connected with a compatible graphic. For example, if you have major concepts, with accompanying details, reformat notes into a compatible graphic, such as a concept map. If steps, series, phases, cycles or timelines are within the notes, use a flow chart graphic.

**Supplemental (Alexa) Voice Narration and PowerPoint Student Guidance Available for this Specific Tool:** To preview or download accompanying narration and guidance accessory tools, such as an Alexa script or a PowerPoint, please go back to the original download page by inserting **GC415** into the Main Search Bar or use the following link:  
<https://learningconnect.org/tool/gc415-notetaking-repair-tools-three-rs-of-notetaking-reflect-rewrite-and-reformat-skills/> (You must be currently subscribed and logged into the Learning Connect website to access this link.)

**Required Student Materials List:** pencil and paper per student

**(Optional) Student Materials List:** Sample Worksheets – a. Concept/Topic Map Sample b. Interlocking Concept/Topic Map Sample c. Bubble Cycle Flow Chart Sample d. Chronological Timeline Chart Sample e. Chronological Flow Chart Sample f. Chronological Storyboard Sample g. Cause and Effect Fishbone Sample h. Comparison and Contrast Chart Sample i. Venn Diagram Comparison Chart Sample. (These graphics can be created on student’s own paper while simply proceeding, as directed, through the activity.)



## SMGR – Small Group Resources

- A. Leadership Role Strips or Draw Cards** - noting role and tasks are available for a quick use. (Index cards, cut in half, create good draw cards.) The small group draw tools can be laminated to ensure multiple use.
- B. Drawing Container** - (A sheet of paper, folded in half and stapled down on each side creating a pocket effect, can substitute as a container).

**Other Possible Small Group Supplies** – time keeping device, scissors, flip chart and markers, multiple copies of the Small Group Ground Rules

To access all ten-minute prep small group tools and accessories, please insert **SG001** into the **Classroom Management Search Bar** or use for the following **Small Group Ten Minute-Prep-Steps** link. <https://learningconnect.org/tool/smgr1-sg001-small-group-tool-ten-minute-prep-steps/> (You must be currently subscribed and logged into the Learning Connect website to access this link.)

**Teacher Note:** For initial leadership role training or a longer-term small group activity, please insert **SG002** into the **Classroom Management Search Bar** to access the small group tools with the **Small Group Leadership Role Guides** or use the following link. <https://learningconnect.org/tool/smgr2-sg002-small-group-tool-leadership-prep-and-role-review/> (You must be currently subscribed and logged into the Learning Connect website to access this link.)

**Teacher Contribution:** Share **step-by-step instructions** for students to **Reflect, Rewrite and/or Reformat notes** by: 1. Reflect and correlate old and new notes. 2. Rewrite notes by paraphrasing and summarizing. 3. Reformat notes by consolidating selected information into graphics and diagrams to improve long-term retrieval.

### Three R's of Notetaking – Reflect, Rewrite and Reformat Student Instructions

Notetaking maintenance is summarizing and paraphrasing your notes using the three Rs, Reflect, Rewrite and Reformat. Do you have notes scattered about on the same or similar topics? At the conclusion of the lesson, practice “The 3R’s of Note-Taking” to organize thoughts into coherent summaries. Each time you organize your notes, you learn and retain more knowledge. It is like thinking with an end of a pen. The reformatting component encourages consolidating selected information in your notes into graphics and diagrams. These graphics will visually connect information and increase understanding and retention. Reformatting can increase retention from 50 to 90 percent.

1. So, as directed, by your teacher, individually, with a partner or small group, select overall topics and categories. Now, proceed to rewrite your notes according to overall topics and categories. You can even make them chronological or alphabetical. Just designate a half-page or whole page for each category. It would depend upon the volume of notes per topic or category.
2. Next, as directed by your teacher, (individually, with a partner, in a small group and/or class), **review** your notes from the lesson and select information that is the **most compatible** to one of the following sample graphic formats. Examples of graphics may include concept/mind maps, charts, tables, flow charts, diagrams, storyboards or timelines. In summary, complete your assignment by **reformatting** information within your notes using one or more of the selected graphics. Be sure and **rewrite** any other remaining thoughts in your notes for **clarity**, if needed. Be prepared to use your own paper and share your work with a partner, in a small group and/or class. Your teacher may ask that you submit your paper for daily points at the end of class.

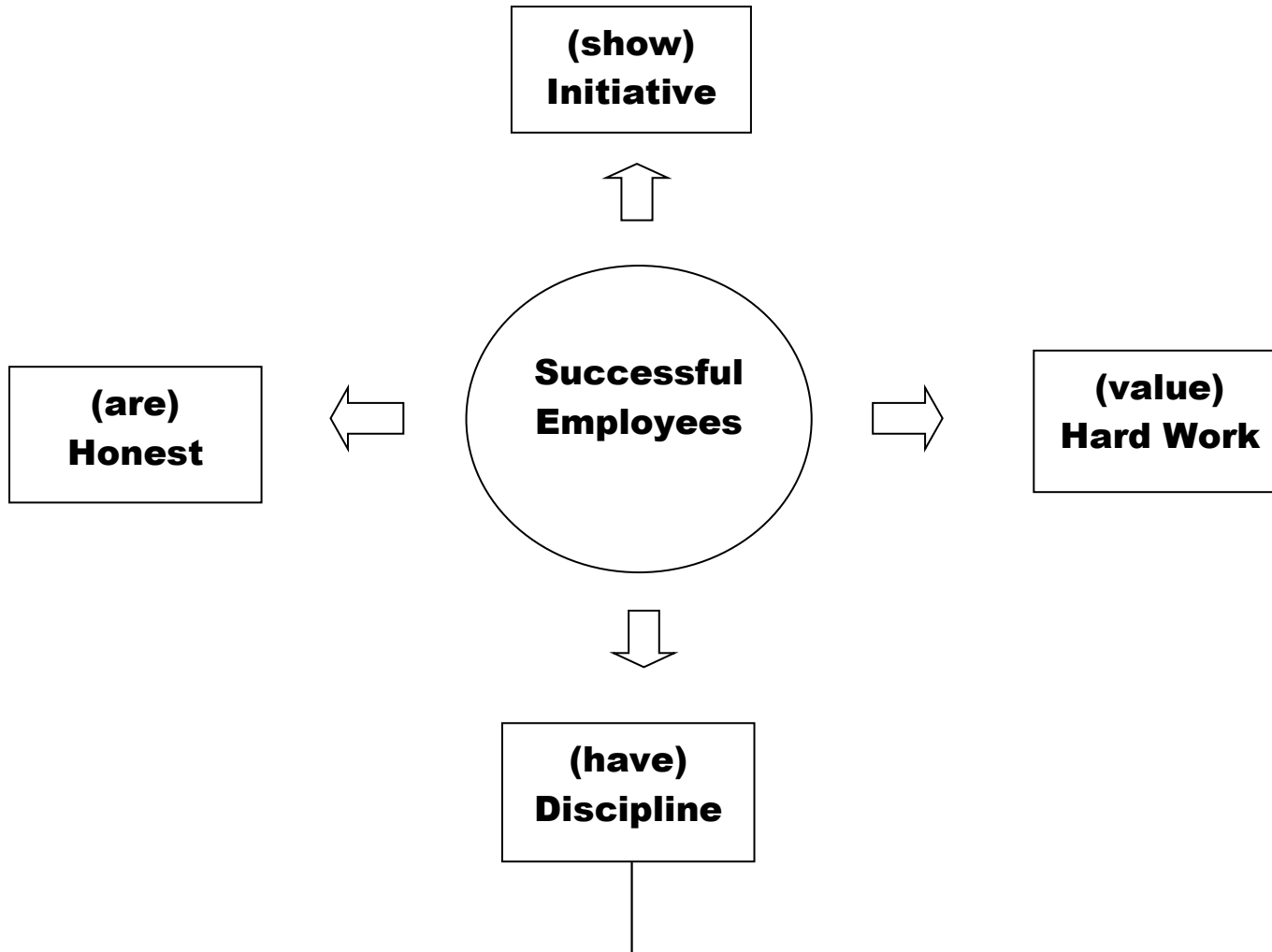
## Graphic (Reformatting) Notetaking Samples

<b>Name</b>	<b>Course</b>	<b>Date</b>	<b>Class Hour</b>
<b>Unit/Chapter</b>	<b>Lesson Title/Topic/Concept</b>	<b>Group Name/Number</b>	
<b>Assignment Reference - Print or Electronic Text - (Book, Article - Page number and/or URL address):</b>			

- A. \_\_\_ Concept/Topic Map Notetaking** – Use to map out a major concept with accompanying details.
- B. \_\_\_ Interlocking Concept/Topic Map Notetaking** – Use to map out interrelated concepts that are within the same category.
- C. \_\_\_ Bubble Cycle Flowchart Notetaking** – Use to show a cycle of steps or tasks.
- D. \_\_\_ Chronological Timeline Notetaking** – Use to display a sequence of time-related events in chronological order.
- E. \_\_\_ Chronological Flowchart Notetaking** – Use to depict a step-by-step workflow process.
- F. \_\_\_ Chronological Storyboard Notetaking** – Use of story panels to tell a story of sequence or series of events.
- G. \_\_\_ Cause and Effect - Fishbone Notetaking** – Use to visually identify the root causes and factors that lead to a given end-result.
- H. \_\_\_ Comparison and Contrast - Chart Notetaking** – Use to show similarities and differences between subjects, objects, etc.
- I. \_\_\_ Comparison and Contrast - Venn Diagram Notetaking** – Uses overlapping circles to show relationships between subjects, objects, etc.

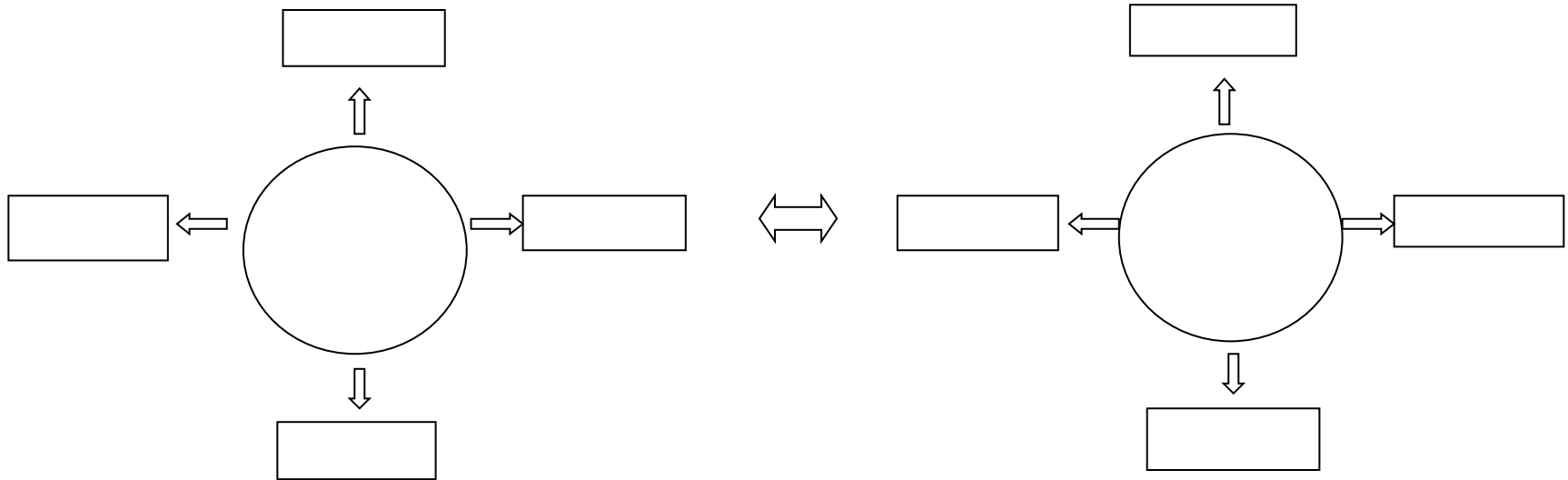
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**A. Sample Format of a Concept Map Notetaking**



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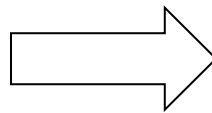
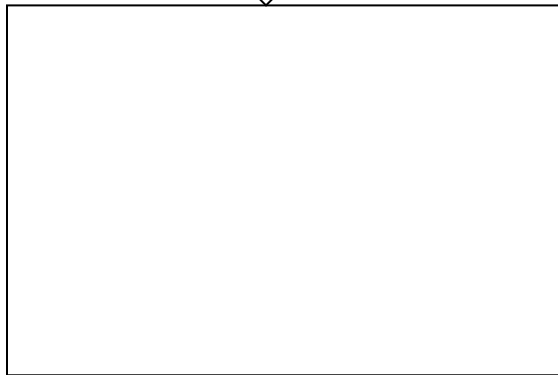
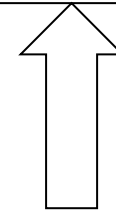
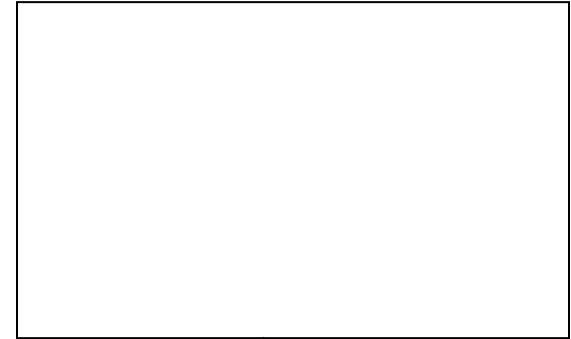
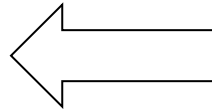
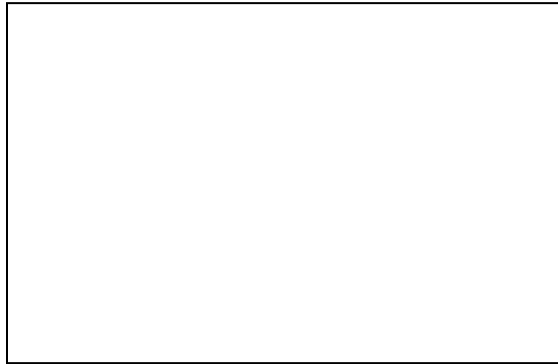
**B. Sample Format of Interlocking Concept Map Notetaking**



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**C. Sample Format of a Cycle Flowchart Notetaking**

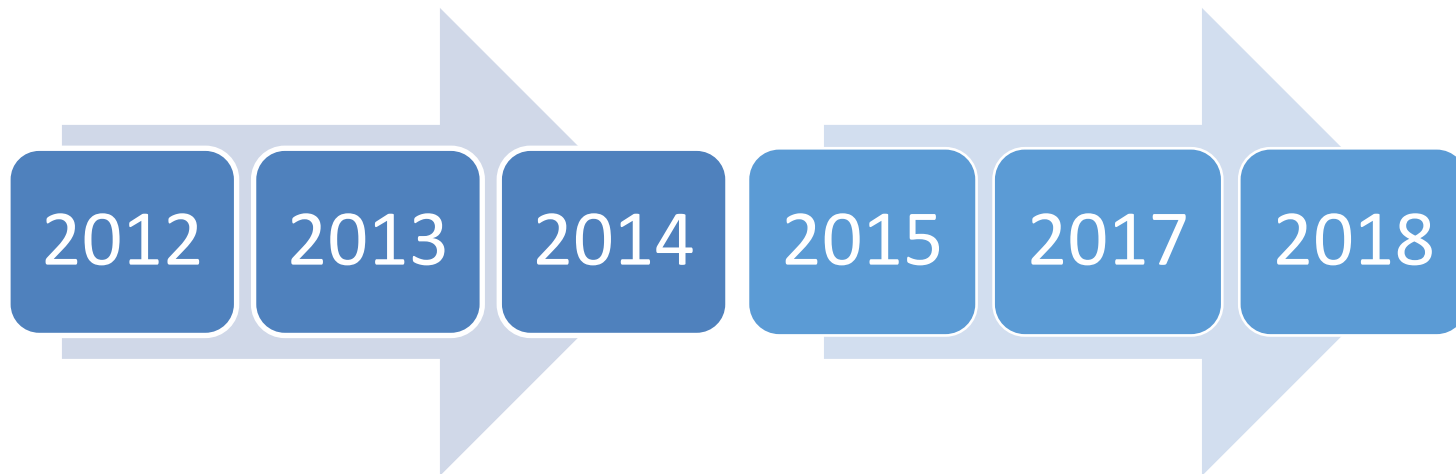
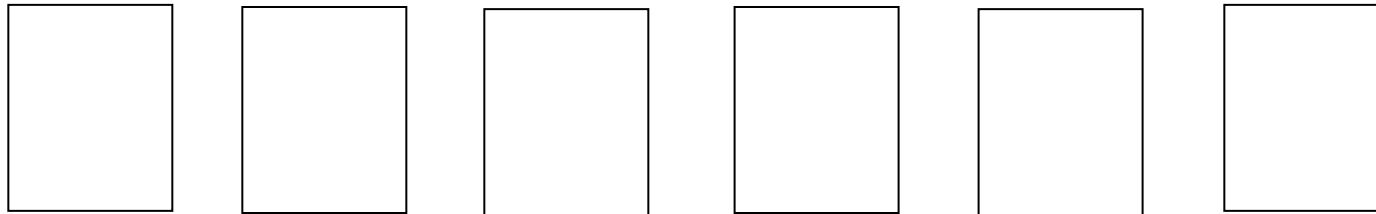
TOPIC/ACTIVITY: \_\_\_\_\_



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### D. Sample Format of Chronological Timeline Notetaking

In this pattern, notes can be presented based upon time periods – seconds, minutes, hours, days, weeks, months, years, decades, centuries, etc.





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**E. Sample Format of Chronological Flow Chart Notetaking**

**First Step**

**Second Step**

**Third Step**

**Fourth Step**

**Fifth Step**

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**F. Sample Format of Chronological Storyboard Notetaking (Prep Sheet)**

**First thing that happened was:**

**Next thing that happened was:**

**Then,**

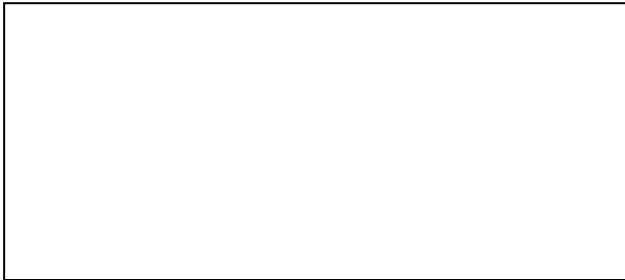
**After that,**

**Last thing that happened was:**

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**Sample Format of Chronological Storyboard Notetaking**

**1**



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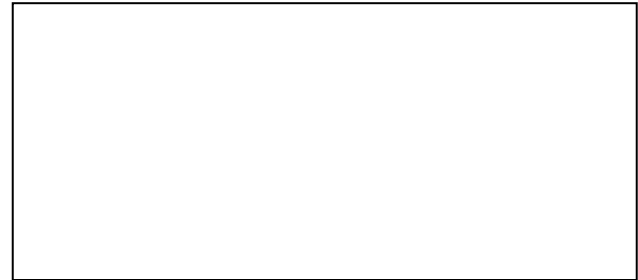
**3**



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**2**



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**4**



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### G. Cause and Effect Notetaking

In this pattern, notes are generated by identifying a result/outcome at the beginning of the lesson. Next, note the major causes that are attributed to the outcome using a fishbone diagram. The fishbone structure allows for a major cause to be noted on each fin as well as key details and facts. The design of the fishbone depends upon number of major details, details and facts available.



**Insert Outcome  
first on center line.**

**Insert major causes  
on each major fin.  
Then, follow-up with  
details per fin.**

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**H. Comparison and Contrast Notetaking Chart**

**Object 1** MOTORCYCLE

**Object 2.** BICYCLE

<b>Characteristics/ Criterion</b>	<b>Similarities</b>	<b>Differences</b>	
		<b>Object One</b>	<b>Object Two</b>
<i>Wheels</i>	<i>round, rubber</i>	<i>Light-weight</i>	<i>Heavy-weight</i>
<i>Weight</i>	<i>Lighter than a car</i>	<i>Light-weight</i>	<i>Heavy-weight</i>

**Comparison and Contrast Notetaking Chart**

**Object 1** \_\_\_\_\_  
**Object 2.** \_\_\_\_\_

<b>Characteristics/ Criterion</b>	<b>Similarities</b>	<b>Differences</b>	
		<b>Object One</b>	<b>Object Two</b>

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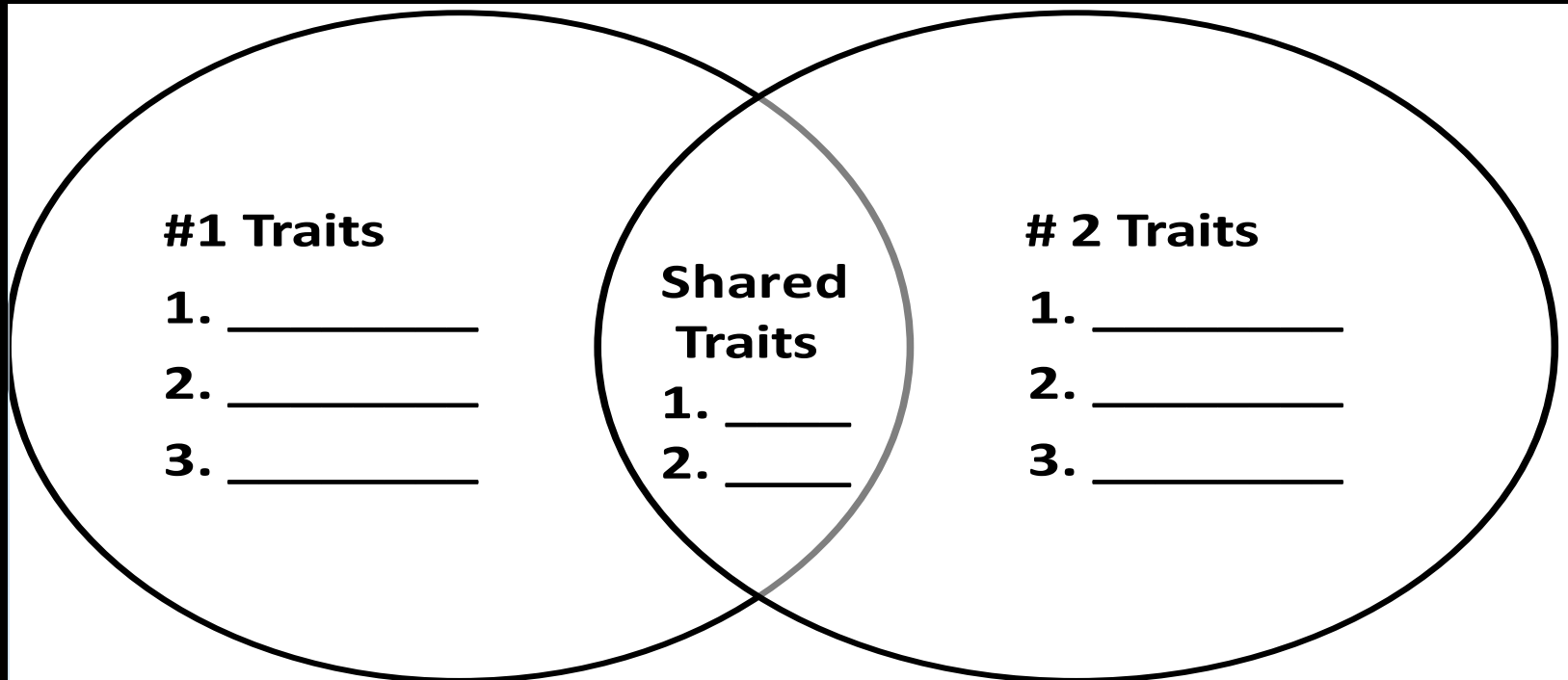
**I. Venn Diagram Comparison Notetaking**

Name	Course	Date	Class Hour
Unit/Chapter	Lesson Title/Topic/Concept	Group Name/Number	
Assignment Reference - (Book, Article, Page number and/or URL address)			

In this pattern, notes are generated when two objects are identified, followed by similarities and differences provided between the entities

**OBJECT ONE**

**OBJECT TWO**



**SCIENTIFIC LEARNING STRATEGIES:**

**Learning Cluster Resource – 008 – Concept or Mind Map Strategies**

**Learning Cluster Resource – 010 – Critical Thinking Strategies**

**Learning Cluster Resource – 019 – Graphic Organizer Strategies**

**Learning Cluster Resource – 033 – Notetaking Maintenance Strategies**

**Learning Cluster Resource – 052 – Sequencing Strategies**

**Learning Cluster Resource – 057 – Teaching for Understanding Strategies**

**Learning Cluster Resource – 059 – Timeline Strategies**

**COMMUNITY OPTION:**

**009 – Cooperative Learning, Community and Collaboration Strategies**

**058 – Think-Pair-Share Strategies**

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