




Name _____

Date _____

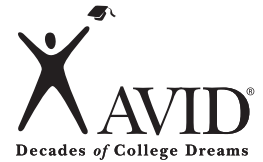
Period _____

Cornell Note-Taking Revision Checklist

Directions: Review and revise notes taken in the right column. Use the symbols below to revise your notes.

COMPLETED	SYMBOL	REVISION
<input type="checkbox"/>	1, 2, 3... A, B, C...	1. Number the notes for each new concept or main idea.
<input type="checkbox"/>	 Key Word	2. Circle vocabulary/key terms in pencil.
<input type="checkbox"/>	 Main Idea	3. Highlight or underline main ideas in pencil.
<input type="checkbox"/>	^	4. Fill in gaps of missing information and/or reword/rephrase in red.
<input type="checkbox"/>	 Unimportant	5. Delete/cross out unimportant information by drawing a line through it with a red pen.
<input type="checkbox"/>	?	6. Identify points of confusion to clarify by asking a partner or teacher.
<input type="checkbox"/>	*	7. Identify information to be used on a test, essay, for tutorial, etc.
<input type="checkbox"/>	Visual/symbol	8. Create a visual/symbol to represent important information to be remembered.

Vocabulary: Costa's Levels of Thinking and Questioning



LEVEL 1


Remember	Define	List	Recall	Match
	Repeat	State	Memorize	Identify
	Name	Describe	Label	Record
Show Understanding	Give examples	Rewrite	Review	Tell
	Restate	Reorganize	Locate	Extend
	Discuss	Explain	Find	Summarize
	Express	Report	Paraphrase	Generalize

LEVEL 2

Use Understanding	Dramatize	Use	Translate	Interpret
	Practice	Compute	Change	Repair
	Operate	Schedule	Pretend	Demonstrate
	Imply	Relate	Discover	Infer
	Apply	Illustrate	Solve	
Examine	Diagram	Question	Analyze	Criticize
	Distinguish	Inventory	Differentiate	Experiment
	Compare	Categorize	Select	Break down
	Contrast	Outline	Separate	Discriminate
	Divide	Debate	Point out	
Create	Compose	Draw	Plan	Modify
	Design	Arrange	Compile	Assemble
	Propose	Suppose	Revise	Prepare
	Combine	Formulate	Write	Generate
	Construct	Organize	Devise	

LEVEL 3

Decide	Judge	Rate	Choose	Conclude
	Value	Justify	Assess	Summarize
	Predict	Decide	Select	
	Evaluate	Measure	Estimate	
Supportive Evidence	Prove your answer	Give reasons for your answer	Explain your answer	Why do you feel that way?
	Support your answer	answer	Why or why not?	

	TOPIC/OBJECTIVE: Solving multi-step equations	NAME: Student A
		CLASS/PERIOD: Algebra (Per. 5)
		DATE: 10/11

ESSENTIAL QUESTION: How can we combine our knowledge of $x, \div, +, -$ with our distributive & combining term skills to solve multiple step equations?

QUESTIONS:

Apply the process for solving
 $9x - 4x - 6 = 19$

onto
 $5p + 3(2p + 1) = 25$

Ex 1
 $9x - 4x - 6 = 19$ ① combine terms check $9(5) - 4(5) - 6 = 19$
 $5x - 6 = 19$ ② Isolate x by adding $45 - 20 - 6 = 19$
 $\quad \quad \quad +6 \quad +6$ $25 - 6 = 19$
 $\frac{5x}{5} = \frac{25}{5}$ ③ Divide by coefficient $19 \neq 19$
 $x = 5$ ④ Check your answer
 $5p + 3(2p + 1) = 25$ would 1st require you to distribute. Also we would need to isolate x by subtracting since it is $5p + 6p + 3 = 25$.

Ex 2
 $5p + 3(2p + 1) = 25$ ① Distribute check $5(2) + 3(2(2) + 1) = 25$
 $5p + 6p + 3 = 25$ ② combine terms $10 + 3(4 + 1) = 25$
 $11p + 3 = 25$ ③ isolate variable by +/- $10 + 3(5) = 25$
 $\quad \quad \quad -3 \quad -3$ $10 + 15 = 25$
 $\frac{11p}{11} = \frac{22}{11}$ ④ ÷ by coefficient $25 \neq 25$
 $p = 2$ ⑤ check answer

Ex 3
 $2(2m + 4) - (2m - 3) = 17$ ① Distribute(x2) check
 $4m + 8 - 2m + 3 = 17$ ② combine terms $2(2(3) + 4) - (2(3) - 3) = 17$
 $2m + 11 = 17$ ③ isolate variables by +/- $2(6 + 4) - (6 - 3) = 17$
 $\quad \quad \quad -11 \quad -11$ $2(10) - (3) = 17$
 $\frac{2m}{2} = \frac{6}{2}$ ④ ÷ by coeff. $20 - 3 = 17$
 $m = 3$ ⑤ check answer $17 \neq 17$

SUMMARY: