

Cornell notes, filled example

Use the filled science example as a model, then write on the blank sheet or in your notebook. The template is a static printable page.

Thermal energy transfer and insulation

Year 8 science. A teacher-created example for modelling notes, questions and retrieval.

Supplied source

Heating transfers energy from a hotter object to a cooler one. Energy transfer through contact is called conduction. Such transfers tend to reduce the temperature difference. Insulation reduces energy transfer.

Cues or questions	Notes
Which way does energy transfer by heating?	Heating transfers energy from hotter to cooler objects.
What is conduction?	Conduction is energy transfer through contact.
What happens to the temperature difference?	These transfers tend to reduce the temperature difference.
What does insulation do?	Insulation reduces energy transfer.

Summary

Heating transfers energy from hotter to cooler objects. Conduction involves contact; insulation reduces transfer.

Check the note sheet

- ☐ Does each cue have an answer in the notes?
- ☐ Do the notes retain the source's key ideas?
- ☐ Does the summary use only those ideas?
- ☐ Can you answer a cue with the notes covered, then check it?

Your Cornell sheet

Use this static sheet with a short source that has been taught. Record ideas, write cues, then summarise.

Topic and source

Summary

A supported Year 6 example

The passage below is a fictional classroom-planning exercise.

Preparing a classroom display

Supplied source

A Year 6 group is preparing a classroom display. They will choose three examples on Monday, draft captions on Tuesday and check the captions against their sources on Wednesday. They will display the work on Thursday. Every caption must name its source.

Cues or questions	Notes
What happens on Monday?	Monday: choose three examples.
When are captions checked?	Tuesday: draft captions.
What must every caption name?	Wednesday: check captions against sources.
	Thursday: display the work.
	Each caption must name its source.

Summary

The group chooses examples, drafts and checks captions, then displays the work. Every caption names its source.

Notebook practice

Write your answers in your notebook. Use the supplied science statements and fictional planning passage. Cover the notes only after the source has been taught.

1. Use the filled science sheet. Turn the cue word “Insulation” into a question answered by the fourth note, then write the answer.
2. Cover the science notes. Answer “What is conduction?” Then reveal the notes and check your wording.
3. Write a two-sentence science summary using only the supplied notes. Include the direction of heating and the purpose of insulation.
4. Use the supplied Year 6 planning passage. Write a cue for the checking stage and a cue for the caption requirement, answer both, then write a concise summary.

Check the practice

1. Teacher answer

Question: What does insulation do? Answer: It reduces energy transfer. A cue word is also allowed in the Cornell system; the question version makes this exercise's intended answer explicit.

2. Teacher answer

Conduction is energy transfer through contact. Accept equivalent wording that retains energy transfer and contact. If either part is missing, revisit the second note before another covered attempt.

3. Teacher answer

Heating transfers energy from hotter to cooler objects. Insulation reduces energy transfer. An equivalent summary may also include conduction through contact, but must not invent temperatures or state that insulation stops all transfer.

4. Teacher answer

Cue: When are captions checked? Answer: On Wednesday. Cue: What must every caption name? Answer: Its source. Summary: The group chooses examples, drafts and checks captions, then displays the work. Every caption names its source. Equivalent wording must preserve the supplied sequence and source requirement.

Choose the next move

Compare the answer with the supplied source. Revisit a missing idea before another covered attempt. Ask the learner which cue or note they would change.