



How to Incorporate the Six Step Vocabulary Process into Cornell Note Taking.

Term	Definition and Example
<p>Step 1: Read the word and have students write down a way for themselves to say it. (This is to allow students to have a way to SAY the word when they are studying it on their own).</p> <p>Step 2: Spell the word for students and have them write it down.</p>	<p>Step 3: Students write down the correct definition in the context you want them to use the word. (Remember some words have several different connotations).</p> <p>Step 4: If necessarily or possible, draw a little picture to remind them what the word means in that context.</p> <p>Step 5: Give students an example sentence in which they <u>use the word</u>, and/or encourage them to write one of their own.</p>
<p>Crit-e-cal</p> <p>Critical</p>	<p>Serious; of grave importance</p> <p>Doing well on this test is critical for me, because a poor grade could cause me to fail both the class and my year.</p>
<p>A-peel</p> <p>Appeal</p>	<p>Attraction; charm.</p> <p>Justin's good looks and sense of humor gave him an appeal that drew people to him like a magnet.</p> 
<p>Re-zem-blents</p> <p>Resemblance</p>	<p>Likeness; the quality of being similar to something or someone.</p> <p>The girl had a strong resemblance to her sister.</p> 

Step 6: Model and teach students how to create powerful sentences by having them embed meaningful context clues within their sentences.

Ex: The girl and her sister had the same color eyes and hair, as well as similar facial features, so people often commented on their strong resemblance to each other.