

Wk1 Lab notebook: Cornell notes and the 6 Rs

Your goal: Build a Cornell page that helps you explain how lungs and blood work together.

One product: Wk1 Lab notebook: Cornell notes and the 6 Rs

Question: How does oxygen reach the blood, and how can your notes help you explain that connection?

Start the work

Find the plan, do the work, and confirm where it belongs.

1. Label the Cornell zones on paper: cues on the left, notes on the right, summary below.
2. Read the word guide, lung-and-blood reading, and worked cue-note example.
3. Complete two cue-note pairs, your pathway, and a two-sentence summary.
4. Cover the notes, answer one cue, then check and record a correction or confirmation.
5. Check the full page and submit one PDF through your section. Keep your paper if upload access fails.

If the assignment or upload will not open, keep your paper or saved file. Tell Mr. Mendoza the lesson title and what is blocked.

Words you will use

cue question

A question that prompts you to recall an idea.

summary

The main idea in your own words.

recall

Bringing an idea to mind without looking at its answer.

alveoli

Tiny air sacs in the lungs.

capillaries

Tiny blood vessels.

Record

Write the main ideas.

Reduce

Turn ideas into cue questions.

Review

Check notes against the reading.

Reflect

Explain how two ideas connect.

Recite

Cover notes and answer a cue from memory.

Revise

Fix a gap or error after checking.

Set up your page

Use a notebook or plain paper. Write the date and this assignment title. Draw a narrow column on the left for cue questions. Leave a wider column on the right for notes. Leave space at the bottom for a summary.

A cue question prompts you to recall an idea. A summary states the main idea in your own words. Recall means bringing an idea to mind without looking at its answer.

Use the 6 Rs: Record, Reduce, Review, Reflect, Recite, Revise.

You may revisit these actions as needed. This list is our class study routine.

Read: How does oxygen reach the blood?

Air travels through tubes in your lungs to tiny air sacs called alveoli. Tiny blood vessels called capillaries surround these sacs. Oxygen moves from the air in the sacs into the blood. Carbon dioxide moves from the blood into the sacs and leaves when you breathe out. The heart and blood vessels move blood between the lungs and the rest of the body. Lungs and blood flow work together. A drawing of this pathway shows a relationship. It cannot tell you whether a real person's lungs are healthy.

Pathway model

This text model is an original teaching illustration. The arrows show the direction of carbon dioxide movement. They do not show a measured speed or amount.

Blood in capillaries around the air sacs → air in the lungs' air sacs → air breathed out

What to notice: carbon dioxide changes location at the air sacs. Breathing out then carries it out of the body. Read the same sequence from left to right if you cannot use the arrows.

Worked cue: Where does carbon dioxide leave the blood?

Worked note: Carbon dioxide moves from blood in the capillaries into air in the alveoli.

The note answers the cue with a location and a movement. Check both against the supplied reading.

Try the decision

You need a carbon dioxide summary supported by the supplied lung-and-blood reading. Which conclusion stays within that evidence?

- Carbon dioxide moves from blood into the air sacs and leaves when you breathe out.
- Breathing out does not remove carbon dioxide, because it stays in the blood.
- A real person's lung health cannot be decided from this pathway model alone.

Explain your choice using the reading. Discuss it or say it to yourself. This practice does not add another submission.

Your 80-minute flow

0–6 minutes	Recall how to find the plan.
6–25 minutes	Label Cornell zones and explain the six learning actions.
25–45 minutes	Read the science and inspect the worked cue-note example.
45–62 minutes	Write your cue-note pairs, pathway, and summary.
62–70 minutes	Cover, recall, check, and revise one answer.
70–80 minutes	Check your full page and submit or retain it.

Your response record

Use a separate Cornell page for your answers: cues on the left, notes on the right, and the summary below. The list here supplies prompts. Put recall and reflection responses below your summary.

Cue question 1

Write a question answered by your first note.

Use the reading and example above. Write in your own words.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Note 1

State one main idea from the lung-and-blood reading.

Use the reading and example above. Write in your own words.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Cue question 2

Write a question answered by your second note.

Use the reading and example above. Write in your own words.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Note 2

State a different main idea from the same reading.

Use the reading and example above. Write in your own words.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



My oxygen pathway

Draw or write how oxygen moves from air in the lungs to the body.

Use the reading and example above. Write in your own words.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



My two-sentence summary

Explain how oxygen reaches the blood and how blood carries it onward.

Use the reading and example above. Write in your own words.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



My recall check

Cover your notes and answer one cue from memory. Record the answer you recalled.

Use the reading and example above. Write in your own words.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



My correction or confirmation

Check your answer against the reading. Correct a gap or explain why your answer already matches.

Use the reading and example above. Write in your own words.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Check your product

- My page has a date, title, two cues, two notes, a pathway, and a summary.
- My explanation follows the supplied lung-and-blood reading.
- I recorded what I recalled and an honest correction or confirmation.

Keep the limit: A pathway model explains a relationship and cannot diagnose anyone. One recall check does not prove long-term mastery.

Turn in your work

Use your HBS section link below. Save your work as one readable PDF. Open the uploaded preview and check every response.

If the assignment or upload will not open, keep your paper or saved file. Tell Mr. Mendoza the lesson title and what is blocked.

[Section 1292: Wk1 Lab notebook: Cornell notes and the 6 Rs](#)

[Section 6792: Wk1 Lab notebook: Cornell notes and the 6 Rs](#)

Carry forward

Use a cue, check what you recall, and repair the gap.

Bring that habit to the next HBS reading. How will you use recall and correction when reading the next HBS text?

Sources and resources

[Open today's page](#)

nhlbi-lungs · How the Lungs Work: The Respiratory System

NHLBI, NIH

<https://www.nhlbi.nih.gov/health/lungs/respiratory-system>

cornell-notes · The Cornell Note Taking System

Cornell University Learning Strategies Center

<https://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/>