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| **Lesson Title**: Note-Taking/implementation of the strategy  **Created by: Jennifer Schreier** | **NRS Level of Lesson:**  **4-5**  **Time Needed:**  **120 minutes total over 3 days** |
| **Intended Modality:** (check all that apply)  x In-person x Virtual □ Hybrid | |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) |
| **Reading** | **4.R.VA.4** Acquire and use accurately level-appropriate general academic  and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **4.R.CI.1** Determine a theme or central idea of a text and how it is conveyed through particular details and over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  **a.** Clarify understanding of non-fictional passages by  creating outlines, graphic organizers, logical notes,  summaries, or reports. |
| **Writing** | **4.W.VU.2** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **4.W.KL.1**Use knowledge of language and its conventions when writing  **d.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy |
| **Speaking** | **4.S.CC.6** Identify and evaluate oral information for:  **d.** conclusions/solutions  **h.** relevancy  **j.** relationship of ideas |
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| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | X Teamwork *(Critical Thinking, Effective & Cooperative Work)* |
| □ Work Ethic *(Dependability, Professionalism)* | x Communication *(Active Listening, Clear Communication)* |
| **Lesson Objectives *(Students will be able to)****:*   * Students will be able to use academic and domain specific words appropriately when determining the central ideas of the text and transcribing onto notes. * Students will be able to clearly understand the text by taking notes using a graphic organizer or outline to summarize what was read and choose language that expresses understanding of the text. * Students will be able to listen to a lecture about a chapter, read prior to class and draw conclusions, determine relevancy and build on ideas presented in the chapter and add to their notes taken prior to the lecture. * Students will be able to determine which note-taking style works best for them based on the 5 different methods which include, sentence, mind mapping, cornel method, and charting | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**  **Students will be able to optimize relevance and meaning by choosing the best way to collect data and take notes, while engaging in the text, video and lecture.**  **By evaluating and choosing a note-taking strategy a student is always engaged in self-assessment.** | |
| **Key Vocabulary**:  charting method, mind mapping method, cornel method, sentence method, outline method | |
| **Instructional Materials:**  **Textbooks or online curriculum:**  **Cornel Method** **Template:**  <https://docs.google.com/document/d/1YpYe5aYLVvW74q1aZhWlTnCryV4YCkqGjclaC7a3Pqw/edit?usp=sharing>  **Outline Method** **Template:**  <https://docs.google.com/document/d/11fdvFMf_BCz3KuyTZjPSfUmyYlhLijmRgpOPYzOVL3g/edit?usp=sharing>  **Mind Mapping Method Template:**  <http://3.bp.blogspot.com/-DPrlzveKedM/UE5vpIrP6jI/AAAAAAAAAHs/kwm_Heznmcc/s1600/Mind_Map_Template_Mulit_Rounded.jpg>  **Charting Method Template:**  [**https://docs.google.com/document/d/1VYT5qkLer0AYeG-s154xf3-Qb3o6WYUNM6ox-dS5tvU/edit?usp=sharing**](https://docs.google.com/document/d/1VYT5qkLer0AYeG-s154xf3-Qb3o6WYUNM6ox-dS5tvU/edit?usp=sharing)  **Sentence Method Template:**  [**https://docs.google.com/document/d/1iqJnhbBsXNAUscjBZDzSiz\_s58ZOLlKr3-KeTtOYxhU/edit?usp=sharing**](https://docs.google.com/document/d/1iqJnhbBsXNAUscjBZDzSiz_s58ZOLlKr3-KeTtOYxhU/edit?usp=sharing)  **Worksheet- 5 Note-Taking strategies to Choose**  [**https://docs.google.com/document/d/1o2LrBHfRN8dRPDLATBjD-bCF7Optd7DVjwKORieBfQg/edit?usp=sharing**](https://docs.google.com/document/d/1o2LrBHfRN8dRPDLATBjD-bCF7Optd7DVjwKORieBfQg/edit?usp=sharing)  **Common Core Basics, Sample Social Studies Lesson- Publisher has made these 3 lessons as open access, choose 1(8.1 has a quiz below)**  <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/common-core-basics-2014/ccbasics-sample-social-studies.pdf>  **Quiz for Common Core Basics Social Studies, 8.1Physical and Cultural Landscapes**  **\*\*\*You will need to make a copy of the quiz below in order to administer to students. You will not receive the students’ results, if you don’t make a copy.**  [**https://docs.google.com/forms/d/e/1FAIpQLScYBQr2SVYtNW--1Gpd-IjUFkxRyE6Wy-Is2uVOFNpedo4LBg/viewform?usp=sf\_link**](https://docs.google.com/forms/d/e/1FAIpQLScYBQr2SVYtNW--1Gpd-IjUFkxRyE6Wy-Is2uVOFNpedo4LBg/viewform?usp=sf_link)  **Websites:**  **PDF – Handout for students**  **Colorado State University, Advising Center**  <https://www.csum.edu/university-advising/media/effective-note-taking-strategies.pdf>  **Explanation of 5 note-taking methods**  **University of Tennessee at Chattanooga, Center for Academic Support and Advisement**  <https://www.utc.edu/enrollment-management-and-student-affairs/center-for-academic-support-and-advisement/tips-for-academic-success/note-taking#cornell>  **Video to share with students on Note-Taking:**  **5 Different Note-Taking Methods, Course Hero**  <https://youtu.be/X8Wgu6-d2Pc>  **Note Taking resource:**  **Notetaking Strategies: Before, During, and After Class, Austin Community College,**  <https://sites.austincc.edu/student-skills-workshops/taking-effective-notes/notetaking-strategies/> | |
| **Lesson Activities:**  **Day 1**     1. Introduce the topic for the day, note-taking. 2. Hand out the document, provided by Colorado State University on the 5 different types of note-taking: <https://www.csum.edu/university-advising/media/effective-note-taking-strategies.pdf> 3. Discuss the five different types of note-taking, information provided on the handout. 4. The 5 methods are Mind-mapping, charting, Cornell, sentence, and outline method. 5. Handout document below to use with the video students will watch. 6. Ask students to take notes on each type of note-taking method.   <https://docs.google.com/document/d/1o2LrBHfRN8dRPDLATBjD-bCF7Optd7DVjwKORieBfQg/edit?usp=sharing>   1. Watch the video on the 5 methods, link below.   <https://youtu.be/X8Wgu6-d2Pc>   1. Have a class discussion or work in small groups to discuss the different methods. 2. Use the notes students took in class and the information sheet. 3. Have the students discuss the following questions: Which method seems most useful to you? What do you like about this method? When would this method work best? 4. Common Core Social Studies 8.1 reading assignment to have students try the method they chose during the collaboration. <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/common-core-basics-2014/ccbasics-sample-social-studies.pdf> 5. The students will take notes on the non-fiction chapter in the book. The Common Core Basics Social Studies or Science work great. Social Studies is being provided. 6. Use pre-reading skills to discuss the chapter. How is the chapter organized? Are there divided sections? How are the sections divided? Look at the pictures, what do they tell you? Are there bold words in the chapter? What should we do with the bold words? 7. Which note-taking model will work best after assessing the information from your pre-reading? Handout note taking templates to students. Suggested templates are Sentence, Cornell, and Outline. 8. Instruct the students to look at the first heading in the book: *Physical Geography Affects People.* Where will that heading go in your notes? Write it down on your template. Instructor can model where this title will go in each of the templates or using only the templates the students have chosen*.* 9. Walk around and assess the method to ensure the students are using the method properly.   **Day 2**   1. Walk around class to assess students’ notes. Each student should have an individual conference with instructor, if possible. 2. Open with discussion questions. 3. How might your note-taking method change when listening to a lecture vs. taking notes while reading a chapter? 4. Will you use the same method of note-taking while reading a chapter vs. listening to a lecture? 5. Instructor will lecture on chapter read in the previous lesson, students will add to notes previously taken the night before. 6. Google slide show for lecture-<https://docs.google.com/presentation/d/1TtO9RYzj4CjIN9IXtmds44iJd8NbkyYu_7SHp8QVviI/edit?usp=sharing> 7. Once the lecture is over, ask some follow-up questions. 8. Did you add information to your notes? 9. Were there items covered in the lecture that were not in your notes? 10. Why might information covered in the lecture that were not in your notes be important to write down? 11. Ask the students to study their notes and prepare for a short quiz on Day 3.   **Day 3**   1. Evaluate students’ knowledge of the content by taking a quiz. 2. You will need to make a copy of the quiz below in order to administer to students. You will not receive the students’ results, if you don’t make a copy. 3. Quiz to administer: <https://docs.google.com/forms/d/e/1FAIpQLScYBQr2SVYtNW--1Gpd-IjUFkxRyE6Wy-Is2uVOFNpedo4LBg/viewform?usp=sf_link> 4. Provide an exit ticket, How did taking notes help with the comprehension of the information? | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**  **Students will be given multiple means of learning the material both in print and by watching the video.**  **They** | |
| **Performance Tasks:**   1. Students will decide on a note-taking method that works best for them through collaboration with peers and instructor. 2. Students will take notes on a chapter in the book using one of the methods discussed. 3. Students will then listen to a lecture on the material read in the previous day and take notes. 4. Students will take a quiz on information learned. 5. Students will be given an exit ticket to see if note-taking enhanced their learning experience. | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**  **Students are able to share their information from class discussions through visual, written or oral means.**  **\*If teaching virtually, students can share in the chat, use their camera to show their work, or share orally.** | |
| **Notes:**  **The objective of this lesson is note-taking. I have included a social studies lesson to be used to teach this skill along with a quiz, however it is recommended to use this lesson in conjunction with content you are already teaching.** | |