

Activity

- Teacher will ask students to name classes that they are presently enrolled in which note taking is a frequent or required activity. Teacher can list classes named on the board.
- Next teacher will ask students, “*How do you know what information presented in class is important to know?*” Students respond and teacher may list the responses on the board.
- Teacher will deliver a “lecture”/selection of own choosing, or the attached selection and the students will write notes on the bottom of the paper. Teacher will use some of those signals that will cue listening students to the importance of taking notes. (“**Write this down**”, “**Let me summarize**”, “**Let me say it again**”, “**This is important**”, “**Better know this!**”, “**I’ll write this on the board**”, “**Remember...**”)
- Students will record info in different ways: some outline, some abbreviated, some drawings. A “lecture” sample follows the lesson plan.

Objectives

- Demonstrate ability to listen well to a short selection.
- Verbally identify the important highlights of the selection.
- Identify and record the highlights of a selection through brief note taking.
- Identification of lecturer important signals for special attention by learner.

Materials

Plan to read the selection attached or one of comparable value for building note-taking skills. You may choose to make copies for the student as well to follow along visually, but not a necessity, if you are focusing on their listening skills.

Accompanying this lesson, teacher will find information for teaching note taking effectively, and a sample excerpt if you

Choose to use it. There is also included a note taking sample for student use, if the excerpt is used by teacher.

TI D- Note Taking for Students

TI D- Sample Excerpt for Note Taking (teacher use)

SW D- Note Taking Sample (student comparison)

Vocabulary

- Highlights
- Main ideas
- Support ideas
- Outline for notes

Summary

- Review with students the cues for important points within a lecture (see above).
- Ask students to list highlights from their notes while teacher records in chronological order.
- An alternative is for teacher to create a written handout for students of how the notes can look. Students can compare with their own copy.

Notes for Teachers

There is a teacher information page that may be helpful to peruse before beginning the note-taking skill lesson with your students

Reflection

Teacher can ask the following for student reflection:

- ✓ *What are the reasons for you as a student to learn how to take notes?*
- ✓ *How can notes be valuable for test preparation?*
- ✓ *Are all important materials covered in textbooks? Think of an example to support your idea.*
- ✓ *Do notes need to be organized and able to be used? Why, if you are the only person looking at them?*

Home Connection

Interview a parent about their experience with note taking. How often and for what purposes do they take notes in their lives now? What value do they see with note taking? Report back to your class.