

Lesson Plan for Note Taking

Goals:

- To prepare students to take pertinent notes from lecture, books and activities.
- Expose students to different styles of note-taking.
- Give students an opportunity to practice new note-taking strategies.

Materials Needed:

Copies of "Cornell Note-taking System"

Copies of "Taking Lecture Notes"

Copies of "Saving Time on Note Taking"

Procedure:

Day One:

- ☐ Ask students: What is the purpose of taking notes?
- ☐ After establishing that there is a need for taking notes... brainstorm different note-taking strategies.
 - Discuss each valid/reasonable strategy
- ☐ Add strategies to complete the following list (students should be taking notes at this point...)
 - Pick out main ideas
 - Summarize with short phrases and keywords
 - Note important facts and vocab words
 - Leave space between ideas and leave margins blank (the idea is to fill those in later with support material i.e. book, video, etc.
 - Put date and subject at the top of each note page (aids in organization)
 - Use symbols and abbreviations
 - Put into your own words
- ☐ Ask students what verbal cues their teachers might give to indicate something they are talking about is important?
 - Make a list of those "verbal cues"
 - Handout the "Taking Lecture Notes" - go through the outline and in the third section have students give examples of how they take notes and what abbreviations they may use. Feel free to supplement that with some of your note taking strategies.

Day Two:

Expose students to one note-taking example - the Cornell Note-Taking System - to help students see how they might organize their notes.

- First - go through the "Saving Time on Note Taking" handout - this should spark some discussion.
- Second - go through the "Cornell Note-Taking System." Ask students to use this system for the next few lectures they are in and have them come back to share their experiences.

Have students answer the following reflection questions...

What new skills have you learned? How will this help you in your classes?

(Teachers: Please feel free to add to or change the reflection questions.)