

Content Area: Interdisciplinary  
Today's Lesson: Notetaking  
Grade Level: 9-10

## **LESSON RATIONALE**

NYS English/Language Arts Learning Standards

Standard 1: Students will read, write, listen, and speak for information and understanding.

Key idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Key idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensively.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Key idea 1: Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Standard 4: Students will read, write, listen, and speak for social interaction.

Key idea 1: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

New York State Social Studies Learning Standards

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key idea 1: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Objectives:

Students will:

1. Identify the main idea and key points of the passage [knowledge]
2. Dissect passage for the most important information [analysis]
3. Organize ideas to write on index cards and post-it notes [application]
4. Develop a summary of passage using the main ideas from notes [synthesis]

Adaptations:

- For student with poor auditory skills: a copy of the article that is read aloud will be provided
- For student with emotional disturbance: teacher will provide clear and concise verbal instructions, as well as written behavioral instructions
- For student with trouble writing due to a physical handicap: a scribe will be provided
- For students who need one-on-one assistance: regular classroom teacher and special education teacher will circulate for additional support

Materials:

- Passage about Day of the Dead
- Pencils
- 4x6 index cards
- 3x5 index cards
- post-it notes

## **LESSON OPENING**

Anticipatory Set:

“Have you ever listened to someone read something or talk about something and then had no clue as to what they said? Today we are going to teach you some basic organizational skills so you are never in that situation again. We are going to read aloud a passage about Day of the Dead. Raise your hands if you have heard of Day of the Dead before.” **[check for understanding]**

“What holiday that we celebrate in our country does Day of the Dead remind you of?” *(Call on a student volunteer—Acceptable answer is Halloween)*

**[check for understanding]**

“Let’s read the passage to find out more about what the Day of the Dead is about.”

## LESSON BODY

### Activities:

1. “As we read this story aloud, you will take notes on the index card that we are passing out.” (*Pass out largest index cards*)  
“Take notes the best that you can, writing down every important fact that I say. You must write in your normal best handwriting, and you may not write on the back of the card.”  
“Who can tell me what they are supposed to do with the index card?” (*Call on a student*) **[check for understanding]**
2. Read the passage pausing when you get to a name, date, or place which is important.
3. After finishing the passage, call on several students to explain which facts they thought were important from the story and wrote on their cards.  
**{intrapersonal}** Write the important facts that are given on the board for the students to see. **[modeling]**
4. Pass out the smaller index cards. “Now, you will choose only the most important facts from your notes to write on the smaller card. You will only have a minute and a half to complete this.” **{intrapersonal}**
5. Again, call on volunteers to read their most important facts. Achieve consensus from the rest of the class before writing each fact on the board. (*This list should be shorter than the original list.*) **[guided practice]**
6. “Now, let’s talk about what a summary should include. A summary is the main idea plus only one or two details. However, it says what the whole article, or in this case passage, is about. Summaries are always brief versions of the original. What other situations could we give a summary for?”  
(*Call on several students to share—Acceptable answers include for a book, short story, movie, magazine article, etc.*)
7. “Who can explain to me the different components of a summary?”  
(*Call on a couple of students for the answer*)  
**[check for understanding]**
8. Pass out the post-it notes.  
“Summarize onto the post-it note what the passage I read to you was about. Remember to write in the same normal size as the first and second index cards. Before you begin, plan your summary focusing on only the most important meaning of the passage and one or two details. Since you have very little space, choose your words carefully and wisely.” *Allow students two minutes to write summary on the post-it note.*
9. “Is everyone finished? Turn to the person next to you and read your summary. Explain why you chose what you decided to include in your summary.”  
**{interpersonal}**
10. Call on a student to read their summaries aloud and record on the board.

Closure:

“Who can tell us why we had you use three different sizes to take notes on the passage? Why didn’t we just allow you to use your notebooks or a sheet of paper?” *Call on a few students to offer explanations. If no one comes up with the reason, tell the class.* “Having three different sizes allows you to see that you use fewer details when trying to come up with a summary, so that only the most important facts are left, because you cannot fit as much information on the post-it note.”

“Summarizing information from a longer passage is an important skill, not only for testing, but also for later on in life. This method is one way to be organized in the way you take notes. Organization is important to your success in school, as well as throughout your entire life in the things you do. Who can tell me when in your adult life you use organizational skills?” *Call on students for suggestions. Then put up poster with such ideas listed.*

### **LESSON FOLLOW-UP**

Independent practice:

Have students select an article of their choice to summarize using the same procedure as in this lesson. Supply them with the proper sized index cards and post-it notes.

Evaluation

What did I want the students to learn?

- To identify the main idea and key points of the passage
- Analyze the passage for the most important information
- Organize ideas to write on post-it notes
- Create a summary of passage using the main ideas from notes

How will I know they learned it?

- Quality of verbal responses throughout lesson
- Strength of their final summaries written on post-it note
- Appropriateness of summarized follow-up article

### **LESSON RESOURCES**

References for student use:

- Passage on Day of the Dead (read aloud)
- Note cards (small and large) and post-it notes

References for teacher use:

- NYS E.L.A. Learning Standards
- NYS Social Studies Learning Standards
- Day of the Dead passage

