NOTE TAKING LESSON PLAN

A 60 minute lesson in which students will take appropriate notes from an informative text.

**TUNING IN**

* Write the following sentence on the board, twice (one underneath the other): *Snakes are cold-blooded reptiles that can make venom.*
* Using the first sentence, rub out the words *snakes*, *cold-blooded*, *reptiles* and *venom*. Look at the words that remain (*are*, *that*, *can* and *make*). Ask the students:
  + Do these words provide any information about what the sentence is about?
  + Is it possible to guess what the sentence is about, using only these words?
* Explain to the students that these words are known as ‘connector words’. They provide no information about the content of a sentence.
* Using the second sentence, rub out the words *are*, *that*, *can* and *make*. Look at the words that remain (*snakes*, *cold-blooded*, *reptiles* and *venom*). Ask the students:
  + Do these words provide any information about what the sentence is about?
  + Is it possible to guess what the sentence is about, using only these words?
* Explain to the students that these words are known as ‘informational words’. They provide the key information about the content of a sentence.
* Remind the students that, when they are taking notes from informative texts, they should only write down the informational words, not the connector words.

**TEACHER INSTRUCTION**

* Project the text about sharks from the [*Research Skills Worksheets – Note Taking*](https://www.teachstarter.com/teaching-resource/research-skills-worksheets-note-taking/)on the board. Discuss the instructions and hints in the box at the top of the page.
* Read the text together as a class. Discuss and model reading comprehension strategies, such as:
  + looking at the title, subheadings, illustrations and repeated words for hints about the main idea
  + locating and defining the subject-specific words (words that are related to the main idea).
* Project the next page of the worksheet pack on the board. Discuss the instructions and hints in the box at the top of the page.
* Read through each paragraph together as a class. Discuss and model note taking strategies, such as:
  + highlighting the informational words only, not the connector words
  + noting the key facts and details as single words or short phrases.

**GUIDED/INDEPENDENT LEARNING**

* Provide the students with a copy of the [*Research Skills Worksheets – Note Taking*](https://www.teachstarter.com/teaching-resource/research-skills-worksheets-note-taking/)*.*Monitor and support the students as they work through the activities for the two remaining texts.

**WRAPPING UP**

* Discuss the main idea and subject-specific vocabulary of the two remaining texts (astronauts and smartphones). Encourage confident students to share their dot point notes with the rest of the class.

**DIFFERENTIATION**

Extending students

* Challenge any fast finishers to use their dot point notes to create a fact file poster for one of the topics in the worksheet pack.

Supporting students

* Allow any students who find reading comprehension challenging to work on the note taking task in a small group with a teacher or teacher aide.

**ASSESSMENT STRATEGIES**

Suggested Assessment Strategies

* used strategic whole class or individual questioning
* observed student participation during learning activities
* recorded student progress on a checklist
* annotated student work samples
* collected and reviewed student work samples
* facilitated whole class or peer feedback sessions
* encouraged student self-reflection
* administered formal assessment tasks.

**Source**: <https://www.teachstarter.com/au/lesson-plan/research-skills-note-taking-2/>