Learn BRIGHT

NOTE-TAKING SKILLS

GRADE 4-6

Classroom Procedure:

1. Print out or pull up and display the biography of Martin Luther King Jr. found on this page: http://www.ducksters.com/biography/martin_luther_king_jr.php Choose another biography or nonfiction text if you prefer, but your topic/discussion for following steps would have to be modified.

2. Ask the students if they have ever heard of Martin Luther King Jr. Hopefully some in your class will be familiar with him. Ask students to tell you any facts that they can remember about him. Some quick responses might be: He was a civil rights leader/ he wanted equal rights for African Americans, he was assassinated, he gave a famous speech, etc. If students are unable to, provide them with three to five brief facts. Say, "The things that you mentioned are key details or facts that stand out when we learn about Martin Luther King Jr. This biography of Martin Luther King Jr. is much longer, isn't it?" (Scroll through or flip through pages to show the length of the piece). Continue by saying, "Sometimes when we read important information, we especially need to remember the most important details and facts. Instead of re-reading the entire piece of text every time we need to remember those facts, we can take notes. Note taking skills will help you recall and remember information, and also help you to organize information that you may want to refer to when writing about a topic. There are several ways that we can take notes. The three ways we're going to learn about are: summarizing, color-coding, and using graphic organizers."

3. Ask students if they can define summarizing. If not, offer the explanation that summarizing means taking a lot of text or lot of information and being able to retell the key information/main ideas from it in only a few sentences. Think like a reporter! Instead of retelling everything that happens in an event, a reporter gives the most important information and the key details. Here is a helpful chart that gives you tips on how to summarize information. (Create this anchor chart with students.)

Approximate Grade Level: 4-6

Objectives: Students will use note taking strategies to summarize key information from texts. Students will organize key information and details through color coding. Students will organize information in graphic organizers to increase comprehension of key facts and details.

State Educational Standards*
LB.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.
LB.ELA-LITERACY.W.6.2.A
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LB.ELA-LITERACY.RL.4.2
Determine a theme of a story, drama, or poem from details in the text; **summarize the text.**

Class Sessions (45 minutes): 4

Teaching Materials/Worksheets: Nonfiction example texts, paper, handouts, quiz, materials for anchor charts, computers or access to library with expository texts.

Student Supplies: Writing utensils, paper, handouts, materials for reading,highlighting or color coding materials.

Prepare Ahead of Time: Prepare copies of handouts, make sure there are highlighters or color coding materials like crayons or colored pencils, select expository texts or website that offers expository texts.

Options for Lesson: Day one: Set a purpose for note taking (accuracy, recall, avoiding plagiarism, research, etc.) Discuss summarizing/paraphrasing strategies for note taking. Day two: Focus on Color coding and organizing information in note taking. Day three: Focus on various forms of graphic organizers that can help note taking. Day four-Quiz on three methods of note taking.

*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.

Summarizing! Think like a reporter, **use the "three M"s.**

Make it Short- Don't write down everything in the text. You want to take a long piece of text and **make it shorter**.

Main Ideas- What is the focus of the text? What are the **most important details and ideas** to include?

Meaningful- A summary has to be short, but it has to include information that is **meaningful**! Make sure that what you include will help people understand the topic.

Note Taking Connection:

As you read text:

Stop after each paragraph

- Write down the main idea from the paragraph
- Write down two supporting details

After reading the text:

- Look at your notes for each paragraph
- Identify the big idea
- Choose the most important main ideas and details
- Create a summary paragraph that identifies the text, the topic, the main ideas, and why it's meaningful.

Example: using the text found here:
http://www.ducksters.com/biography/martin_luther_king_jr.php:

The **biography(*text*)** of **Martin Luther King Jr *(topic*)**. discussed his **life and achievements (*main idea*)**. It focused on his **work as a peaceful protester seeking Civil Rights for African Americans (*supporting detail)***. His work for peace and equality made him well loved by many, but also a target for hatred. **He was assassinated because of his work for this cause*(supporting detail)*.** His life story **teaches others to seek equality, fairness, and peace*(meaningful)*.**

4. Have students return to their seats and choose a partner. With a partner, they will complete the summarizing worksheet (Activity Page 1).

5. Meet with partner pairs as they're working on the sheet. After everyone is finished, ask students to read their summary paragraphs. If the students have summarized the main ideas correctly, the paragraphs should be very similar, although they may include different details.

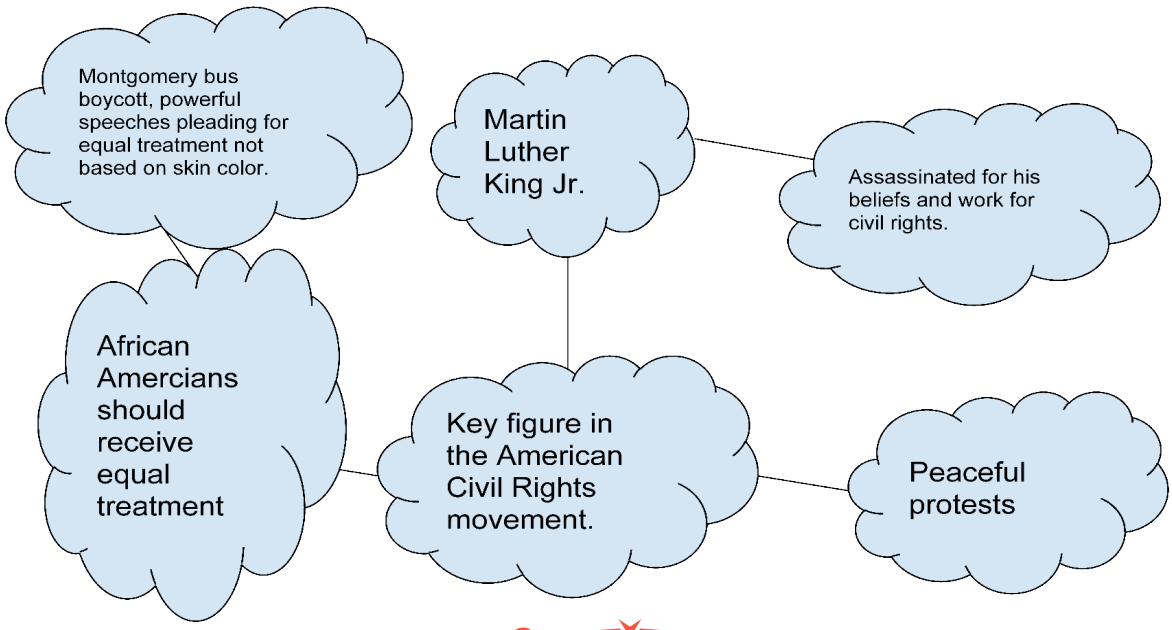
6. Day two: On the smart board, pull up the same Martin Luther Jr. biography used previously http://www.ducksters.com/biography/martin_luther_king_jr.php . Ask students to explain the summarizing method of taking notes as a warm up/review. Once students have completed that, explain that they will now complete another type of note-taking, which is based on color coding. Distribute printed copies of the biography and ask students to get out yellow, blue, and green highlighters, colored pencils or crayons. Do not use regular markers as they will bleed through the paper. If students use crayons or pencils, they will want to underline or shade lightly so as not to obscure the text.

7. Explain that sometimes when we read large chunks of informational text, it all begins to "blur together". We already learned how to summarize text, but what if we want to look at it and at a glance know where to find the main idea of each paragraph? Or important dates? Or the most important people? Color coding text will let you automatically look back after reading and let you target main ideas, people, or dates. This is an active note taking and active reading technique that can be used in conjunction with or in place of summarizing.

8. As students read, they should highlight /underline the main idea of each paragraph in yellow. They should mark important dates in blue. They should mark important people in green. Working as a whole class, have students volunteer to read aloud and pause at the end of each paragraph to decide what parts of the paragraph should be colored yellow, green, or blue.

9. Working independently with Activity Page 2- Students will color code the text included.

10. Day three: Review the two note taking strategies already introduced, summarizing and color-coding. Introduce the final note taking strategy, using a graphic organizer, or concept map. Say, "There are many kinds of graphic organizers. They allow us to easily view and organize information. When we are reading a nonfiction text, we're learning about a specific topic, event, or figure. We can take notes in a way that lets us see the main ideas and the concepts and key details that relate to it. Let's return to Martin Luther King Jr. biography http://www.ducksters.com/biography/martin_luther_king_jr.php and create a graphic organizer as we read.



11. On chart paper, draw a model of a basic web style concept map and have students complete it with you as you read. The end result should look similar to this:
12. Hand out the practice page which will have students complete a graphic organizer independently using a familiar piece of nonfiction text.
13. Assign homework page which has students work on all three note taking strategies.
14. Day four: Students will have a note taking quiz as the closing assessment.

Teacher Notes

Note taking skills allow students to interact with their texts for greater comprehension. Note taking skills allow students to develop summarizing, paraphrasing, and organizational skills. These skills are useful for reading in the content areas, completing research, and synthesizing and applying these skills to create well-written, focused, and organized pieces of writing.

Activity Name _____ Date _____

Instructions: Read the following nonfiction text and complete the summarizing sheet. At the end of the sheet, write a short summary about what you read that clearly states the text, the topic, main ideas and supporting details, and why it's meaningful.

THOMAS ALVA EDISON

Thomas Alva Edison was a famous American inventor born in 1847. He grew up in Michigan, where he attended school for five years. Thomas was hearing impaired, and because most teachers expected students to learn through lecture and repetition, Thomas was called a bad student and unintelligent. This was untrue, Thomas was extremely bright, and because he could not hear the lessons his teachers would give, he began reading voraciously to learn all he could.

Thomas put his love of learning and his bright mind to work and left school to find a job. In the early years after the Civil War, there were expansions in the limited fields of technology and communication. In Michigan, the use of the telegraph (a form of long distance, coded communication) was beginning to expand. Thomas began to study telegraphy.

At first, it seemed like telegraphy would be perfect for Thomas, who had more and more trouble hearing. The coded messages came across the wires as a series of clicks and dashes that translated into dots and lines. However, soon people wanted telegraphers to decode messages just by the sound, and Thomas was at a disadvantage. That is when he truly started to work on inventing items that would compensate for his disability. Soon he developed a machine that called a duplex telegraph (a device capable of transmitting two messages simultaneously on one wire) and a printer, which converted electrical signals to letters. He realized he had a gift for inventing, and he switched his career to full-time focus on invention and entrepreneurship.

Moving to New York City, Thomas entered partnership with an electrical engineer named Frank Pope. With him, Edison developed electrical printers, mimeographs, electrical pens, and telegraph technology. While those devices are now considered antiques, at the time, they were revolutionizing the American office, making workers faster and more productive. But Thomas wanted to do more than just provide efficient tools to the public. He wanted to create something that would have a lasting impact.

Thomas Edison moved from New York to New Jersey, where he and his father built the first laboratory devoted to modern inventing. It was here that Edison wanted to work on reproducing sound as symbols. For someone who couldn't hear well, being able to see a sound would open up a whole new world. In his quest to create visual representations of sounds, Edison invented the phonograph, a machine that can reproduce sounds. This invention changed the world, allowing sounds to be recorded and played again, transmitted and repeated. Edison was no longer just a promising American inventor, he became famous all over the world.

Edison's experiments and inventions up to this point had gained him increasing acknowledgement, but his next invention would make him a legendary historical figure. In the late 1870s through the early 1880s,

Edison and his research assistant Upton worked to perfect the electric light. While electricity and gas lighting had started gaining in popularity, there was no safe, affordable way to harness the power of electric lights and bring it into homes. Edison was convinced that there could be a way to bring the force of electricity and contain it in a small space, using it to provide light. After years of hard work and experimentation, Edison and his assistant had done it! The electric light bulb was safely made and commercially available in 1882.

Edison went throughout his life, into his old age, working at his laboratory and continuing to invent. No other invention brought him such acclaim and fortune as his electric light bulb. Edison's hard work, determination, and pursuit of experimentation proved that his teachers were wrong. Edison was not a traditional student, nor was he below average. Thomas Edison was a genius.

Write the main idea of each paragraph (1-7) and the two most important supporting details.

After looking at your notes for each paragraph- what is the "big idea"?

_____

What are the most important main ideas and details?

_____

_____

Activity

Name _____ Date _____

Create a summary paragraph that identifies the text, the topic, the main ideas, and why it's meaningful.

_____

_____

_____

_____

_____

Activity Name _____ Date _____

Instructions: Color code the text with yellow for important main ideas, blue for dates, and green for important people. After reading, complete the chart below.

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Thomas put his love of learning and his bright mind to work and left school to find a job. In the early years after the Civil War, there were expansions in the limited fields of technology and communication. In Michigan, the use of the telegraph (a form of long distance, coded communication) was beginning to expand. Thomas began to study telegraphy.

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Thomas Edison moved from New York to New Jersey, where he and his father built the first laboratory devoted to modern inventing. It was here that Edison wanted to work on reproducing sound as symbols. For someone who couldn't hear well, being able to see a sound would open up a whole new world. In his quest to create visual representations of sounds, Edison invented the phonograph, a machine that can reproduce sounds. This invention changed the world, allowing sounds to be recorded and played again, transmitted and repeated. Edison was no longer just a promising American inventor, he became famous all over the world.

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had started gaining in popularity, there was no safe, affordable way to harness the power of electric lights and bring it into homes. Edison was convinced that there could be a way to bring the force of electricity and contain it in a small space, using it to provide light. After years of hard work and experimentation, Edison and his assistant had done it! The electric light bulb was safely made and commercially available in 1882.

Edison went throughout his life, into his old age, working at his laboratory and continuing to invent. No other invention brought him such acclaim and fortune as his electric light bulb. Edison's hard work, determination, and pursuit of experimentation proved that his teachers were wrong. Edison was not a traditional student, nor was he below average. Thomas Edison was a genius.

Important Main Ideas	Important Figures	Important Dates

Practice Name _____ Date _____

Instructions: After reading, complete the graphic organizer to focus on key concepts from the text.

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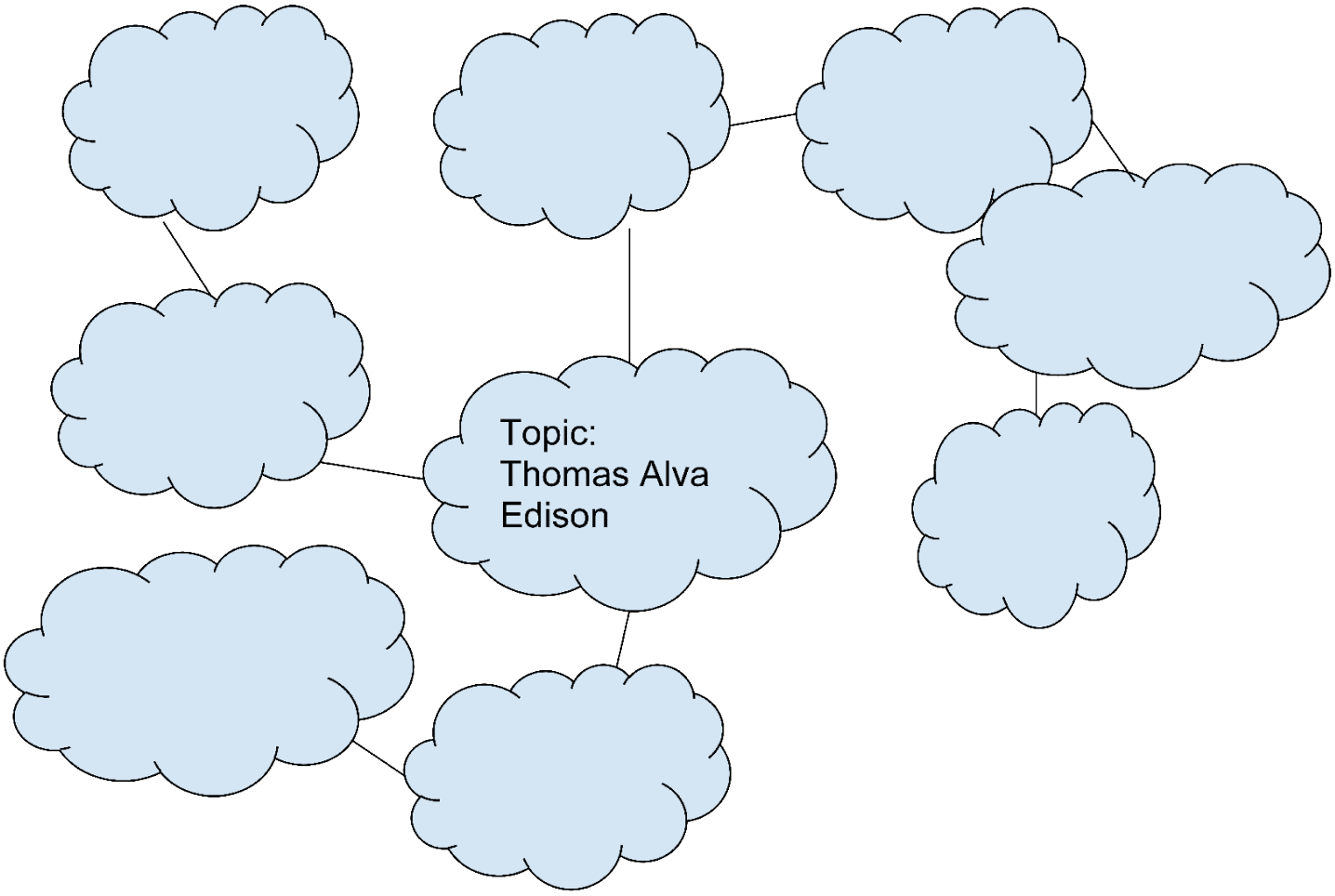


What are the most important main ideas from the text, based on this graphic organizer?

_____

_____

Homework Name _____ Date _____

Instructions: Actively read this passage and use note-taking strategies such as summarizing, graphic organizers/concept maps, and color coding. For this passage, color code main ideas in yellow.

MEDICINAL PLANTS

By Mary Culler

Could the cure for some of the world's worst diseases be growing right under our noses? Many medical researchers and scientists believe there are plants that have healing properties, helping everything from little colds to life-threatening leukemia. More proof is needed to convince all doctors that they should recommend using medicinal plants for treatment. Even if research proves that specific plants can help cure diseases, obtaining them may pose a whole new set of problems. The topic of medicinal plants has caused much hope, and much concern, in the healthcare community. New treatments for diseases, whether plant-based or pharmaceutical, must be explored.

Main idea and supporting details? _____

_____

There are many medicinal plants that can help treat a variety of illnesses. For centuries, there were few doctors and even fewer types of medication. People learned that there were plants and herbs that could heal them. For example, relatively common plants such as goldenseal, echinacea, and sage are said to help colds, sore throats, reduce inflammation in the body, and boost the immune system. There are other rare plants that grow in the Amazon Rainforest that are still being investigated. A few of these plants, such as Cat's Claw and Lapacho are believed to fight cancer! Another tropical plant, Madagascar Periwinkle, has been proven to treat acute lymphocytic leukemia. Teams of researchers and scientist have tried to bring rare plants out of the Amazon and other tropical regions to cultivate them for medical treatment and research over the years.

Main idea and supporting details? _____

_____

Before a medication can be prescribed, proof is needed that it will truly help a patient. All medicines, whether plant or chemical based, go through years of research and clinical studies. In the case of plants, extra caution is needed. While there are many plants that help, there are many that can harm. At this time, medicinal plants are widely thought of as complementary treatment, not a cure, but still helpful. Studies needed to prove that a plant can cure diseases on its own are not conclusive enough for most doctors. Some doctors feel there is no merit at all in using the plants. Such doctors argue that accessing rare medicinal plants is too costly and impractical, that it is better to continue to rely on other medication.

Main idea and supporting details? _____

_____

Homework

Name _____ **Date** _____

While dozens of common medicinal plants are easily cultivated in America and Europe, there are very rare plants only grown in remote tropical regions. Attempts to get them to grow in other locations has not proved completely successful. Since rare plants are so difficult to reach, it makes finding them a dangerous and expensive option. Environmentally, removing plants and sending teams into the rainforest can damage ecosystems. Finally, once a plant is harvested, making sure its medicinal properties stay in tact until reaching the patient is an uncertain science.

Main idea and supporting details? _____

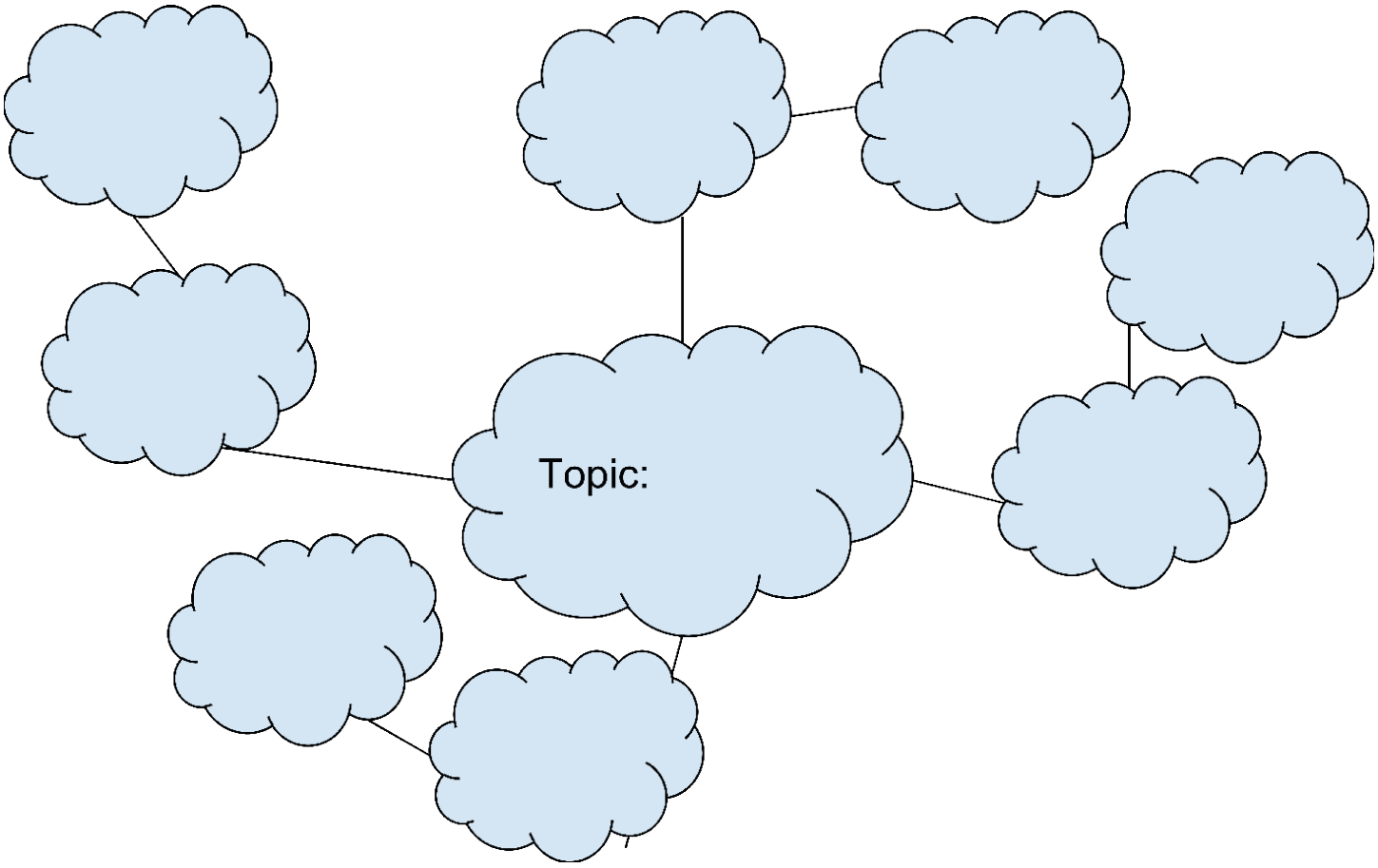
_____

As you can see, medicinal plants can assist in treatment of many diseases. They may hold cures to diseases that modern medicine has not yet found. More studies are needed to provide certain proof of their value. Sceptics in the medical community will have to be convinced of medicinal plants' value before thinking of them as valid treatment options. Time and the medical community will tell if it worth pursuing a somewhat risky and uncertain process in order to discover just how much medicinal plants can benefit mankind. All we know for sure is that there are many wonders in the plant world which may hold curative properties, waiting to be explored.

Main idea and supporting details? _____

_____

Summarizing statement:



Homework

Name _____ **Date** _____

Instructions: Select the best choice from the multiple choice options below.

1. When note taking, three strategies include:

   A: summarizing, color-coding, and using graphic organizers

   B: summarizing, using graphic organizers, and rewriting articles

   C: summarizing, color-coding, and checking books out of the library

2. Think like a reporter when summarizing. This means make it short, get the main idea, and explain …

   A: When it happened

   B. Who was involved

   C. Why it is meaningful

3. Color-coding notes allows you to see at a glance the important people, dates, and _____

   A: events

   B: supporting details

   C: main ideas

4. When summarizing after reading, make sure you include the text, main ideas, why it's meaningful, and the _____

   A: Author

   B: Topic

   C: Date of publication

5. Using a graphic organizer, or concept map lets you....

   A: See main ideas and details in relationship to the topic

   B: Organize information so you don't have to summarize

   C: Only write down facts

Quiz Name _____ Date _____

Read this short informational text about the International Space Station and use note taking skills to complete the chart below.

THE INTERNATIONAL SPACE STATION- LEARNING FROM THE MIR SPACE STATION'S MISTAKES

By Mary Culler

The International Space Station (ISS) was developed after the MIR Space Station, the first space station in orbit. The ISS had many advantages over its predecessor. For one thing, it was built years after the MIR, after many improvements had been made to space technology. The MIR had to rely only on Russian technology, much of it developed during the Soviet era. The ISS had cooperation from many countries during its production. When the Soviet Republic was in charge of the Russian space program, many countries were unwilling to share information and resources with them. Thanks to political improvements, the ISS was able to enjoy collaboration and shared technology from sixteen different countries!

The International Space Station was designed to last for a longer period of time and was therefore more durable and had more systems in place to deal with everyday problems like storage and trash removal. The MIR space station had odor issues and was cluttered since it had only been designed for a five year lifespan, and was well over that. The ISS had Debris Avoidance Maneuvers could be completed to allow some materials to be safely jettisoned without posing a threat to earth, or the space station. The International Space Station was also significantly bigger than the MIR, allowing for more storage of items unsafe to eject.

In terms of hygiene and cleanliness, the design team of the ISS learned from the conditions on MIR. Water droplets escaped containment on the MIR, allowing bacteria to form in various places. Now aware that no system can guarantee complete control of every drop of moisture, the ISS put some new safeguards in place. To prevent bacteria and mold from forming in places where drops of water managed to hide, surfaces were painted with a paint containing anti-mold chemicals. A special process that could identify molds and bacterias in space was created. This let the crew quickly pinpoint dangerous microbes aboard the station. Previously, samples on MIR had been taken to earth for a process called "culturing". By the time the results could be communicated, months had passed. The ISS eliminated and reduced the number of molds and bacterias identified on board to seventy six, much better than the one hundred twenty types on Mir.

The ISS has been called a far superior space station. It may be, but it owes much of its improvements to the lessons it learned from its Russian colleague, the MIR space station.

Quiz **Name** _____ **Date** _____

Write the main idea of each paragraph (1-4) and the two most important supporting details.

After looking at your notes for each paragraph- what is the “big idea”?

_____

What are the most important main ideas and details?

_____

_____

Create a summary paragraph that identifies the text, the topic, the main ideas, and why it’s meaningful.

_____

_____

_____

_____

Activity Name Answer Key Date (may vary)

Answers will vary, but should be similar to those given

Write the main idea of each paragraph (1-7) and the two most important supporting details.

Thomas Edison was considered a poor student, but was actually a bright and eager learner. *He was hard of hearing and coulsn't understand his teacher's lectures. *He taught himself much through reading.
Thomas decided to leave school and study telegraphy. *Thomas wanted to put his bright mind to good use outside of school. *There were limited expansions in technology following the Civil War.
Thomas began studying telegraphy. *Telegraphing was a new form of technology and relied on coded messages being translated. *When the code began to rely on hearing instead of seeing, Thomas began to try to invent something to compensate for his disability. Thomas began a career as an inventor full time. *He worked in New York City and focused on electrical inventions. *He invented many items that revolutionized office efficiency and communication.
Edison invented the phonograph at his new laboratory in New Jersey. *It brought him international fame *It allowed sounds to be transmitted , recorded, and repeated, also creating a visual representation of sound.
Edison's greatest invention was the electric light bulb. *Edison and a research assistant harnessed the power of electricity safely and made it available to the general public. *Edison was now internationally famous and considered an inventing genius.
Edison was known as a renowned inventor and genius. *He continued to invent throughout his life and into his old age. *He proved his teachers who said he was a poor student wrong.

Activity Name Answer Key Date (may vary)

After looking at your notes for each paragraph- what is the “big idea”?

Thomas Edison was a famous inventor.

What are the most important main ideas and details?

Thomas Edison invented the phonograph and electric light. He was hard of hearing and his teachers thought he was a poor student, but he proved he was a hardworking and brilliant man.

Create a summary paragraph that identifies the text, the topic, the main ideas, and why it’s meaningful.

The biography of Thomas Edison discussed his life and achievements as an inventor. It focused on his work as an inventor, particularly how he invented the electric light and phonograph. He had a hearing impairment which made his teachers think he was not smart. His brilliant inventions showed he was a true genius. His life story teaches us not to give up and to always keep learning and experimenting.

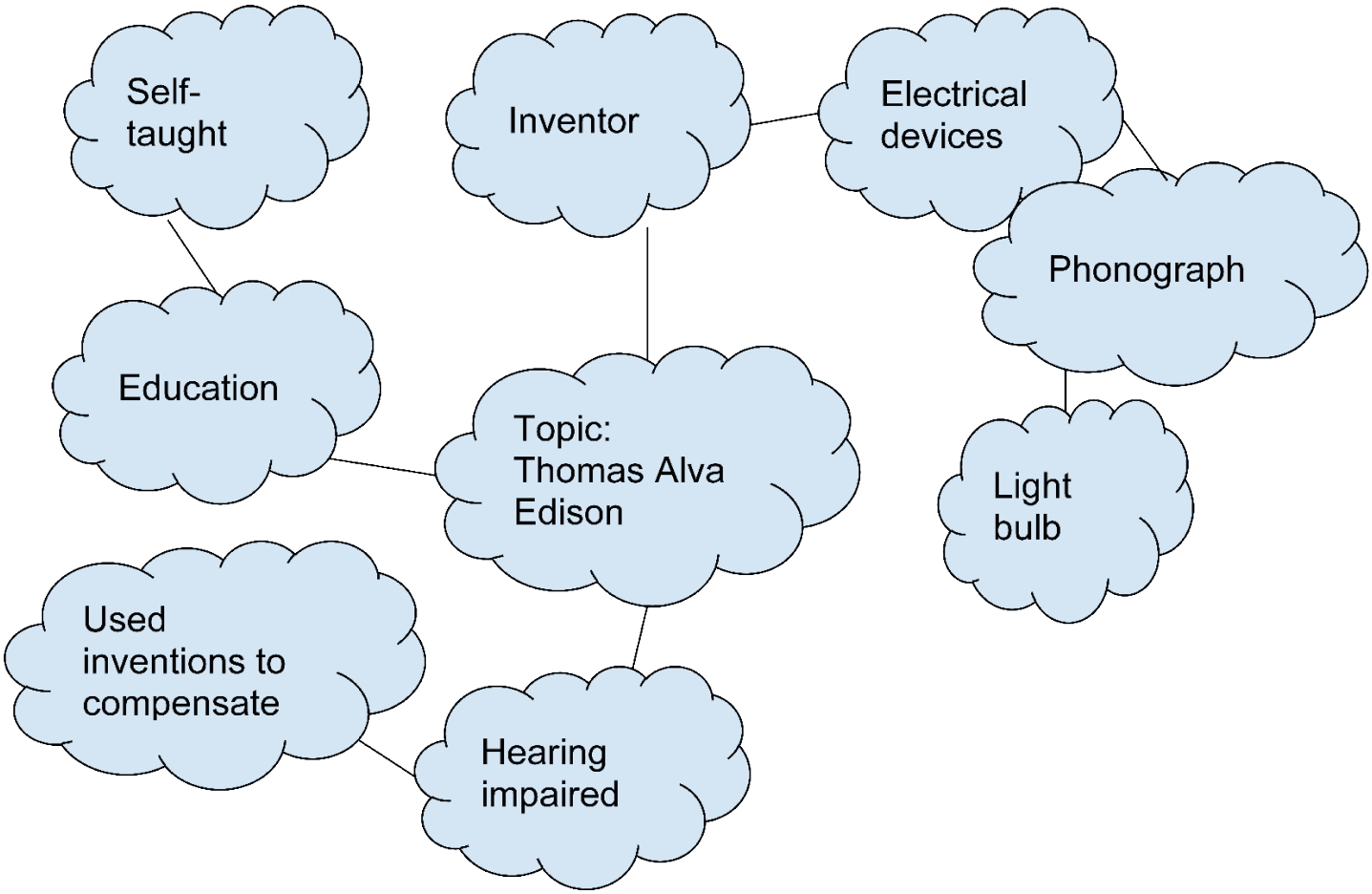
Activity Name Answer Key Date (may vary)

Answers will vary, these are paraphrased.

Important Main Ideas	Important Figures	Important Dates
Thomas Edison was considered a poor student, but was actually a bright and eager learner. Thomas decided to leave school and study telegraphy. Thomas began studying telegraphy. Thomas began a career as an inventor full time. Edison invented the phonograph at his new laboratory in New Jersey. Edison's greatest invention was the electric light bulb. Edison was known as a renowned inventor and genius.	Thomas Alva Edison Upton Frank Pope	1847 Late 1870s Early 1880s

Practice Name Answer Key Date _____

Answers will vary, but many of the same ideas included in the graphic organizer should be mentioned.



The most important ideas should include his inventions/inventor, hearing impaired, education.

Answers will vary but should include the main ideas that medicinal plants can cure a variety of diseases, medical community has members which doubt medicinal plant use, testing and cost effectiveness are considerations, plant survival and cultivation is an issue, medicinal plants need to be studied further.

A summarizing statement should be similar to this: In this article medicinal plants and the pros and cons of using them were discussed. Medicinal plants have been proven to cure or treat a wide variety of diseases. Cultivating and transporting certain plants may be cost and time prohibitive. The medical community also has skeptics regarding the use of plants to treat diseases. More study and research must be done.

Homework Name Answer Key Date _____

1. When note taking, three strategies include:

A: summarizing, color-coding, and using graphic organizers

2. Think like a reporter when summarizing. This means make it short, get the main idea, and explain …

C. Why it is meaningful

3. Color-coding notes allows you to see at a glance the important people, dates, and _____

C: main ideas

4. When summarizing after reading, make sure you include the text, main ideas, why it's meaningful, and the _____

B: Topic

5. Using a graphic organizer, or concept map lets you....

A: See main ideas and details in relationship to the topic

Quiz

Name Answer Key Date _____

The International Space Station was designed to last for a longer period of time and was therefore more durable and had more systems in place to deal with everyday problems like storage and trash removal. The MIR space station had odor issues and was cluttered since it had only been designed for a five year lifespan, and was well over that. The ISS had Debris Avoidance Maneuvers could be completed to allow some materials to be safely jettisoned without posing a threat to earth, or the space station. The International Space Station was also significantly bigger than the MIR, allowing for more storage of items unsafe to eject.

In terms of hygiene and cleanliness, the design team of the ISS learned from the conditions on MIR. Water droplets escaped containment on the MIR, allowing bacteria to form in various places. Now aware that no system can guarantee complete control of every drop of moisture, the ISS put some new safeguards in place. To prevent bacteria and mold from forming in places where drops of water managed to hide, surfaces were painted with a paint containing anti-mold chemicals. A special process that could identify molds and bacterias in space was created. This let the crew quickly pinpoint dangerous microbes aboard the station. Previously, samples on MIR had been taken to earth for a process called “culturing”. By the time the results could be communicated, months had passed. The ISS eliminated and reduced the number of molds and bacterias identified on board to seventy six, much better than the one hundred twenty types on Mir.

The ISS has been called a far superior space station. It may be, but it owes much of its improvements to the lessons it learned from its Russian colleague, the MIR space station.

Write the main idea of each paragraph (1-4) and the two most important supporting details. Answers may vary, but should be similar.

The International Space Station is better than the MIR space station • Newer technology • Cooperation from more countries to create success
The ISS was designed more effectively than the MIR *It was designed to be in use for a longer period of time *It was larger and had better systems for debris and storage
The ISS was better in terms of cleanliness and health safety *Ways to avoid bacteria *Ways to identify bacteria quickly on the ISS instead of sending to Earth.
The ISS would not be as successful without learning from the MIR’s mistakes *The ISS learned from the MIR how to avoid certain issues

Quiz

Name Answer Key Date _____

Learn BRIGHT

After looking at your notes for each paragraph- what is the “big idea”?

The ISS is a superior space station in comparison to the MIR space station.

What are the most important main ideas and details?

The ISS has newer technology, better health and cleanliness systems, and is better equipped and prepared.

Create a summary paragraph that identifies the text, the topic, the main ideas, and why it’s meaningful.

In this article about the International Space Station, the author compared and contrasted the ISS to the MIR space station. The article focused on ways that the ISS is better than the MIR because it has better technology, is safer, cleaner, and was designed to last longer. This is meaningful because it shows that space exploration and improvements are dependent on learning tom the mistakes of others.