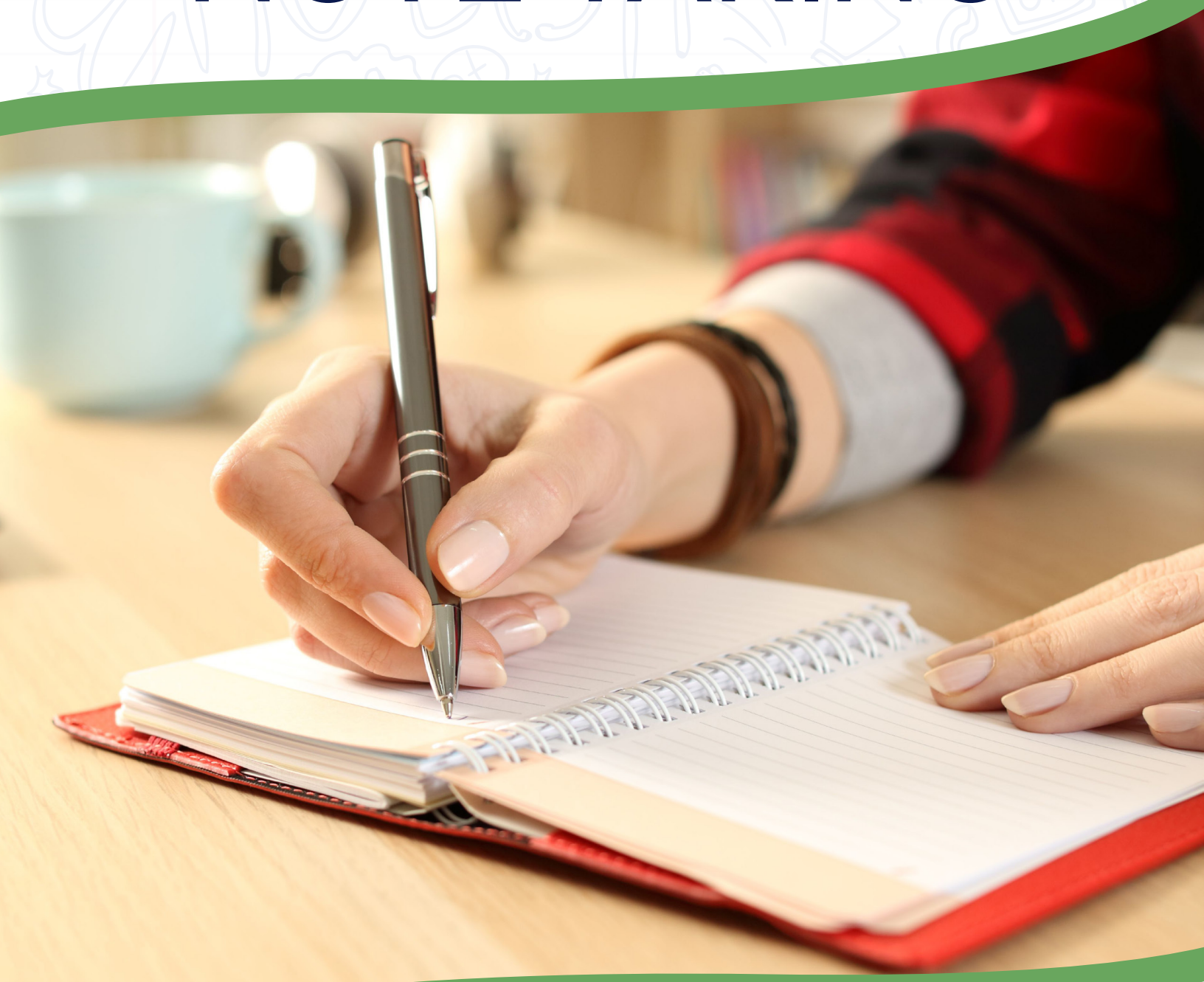


NOTE TAKING



GRADE 4

Teacher Guidelines	▶	pages 1 – 2
Instructional Pages	▶	pages 3 – 5
Activity Page	▶	pages 6 – 7
Practice Page	▶	page 8
Homework Page	▶	page 9
Answer Key	▶	pages 10 – 11



Classroom Procedure:

1. Introduce the lesson by asking students if they sometimes miss important information in class that appears on a test. Why do you think you miss information even when you are paying close attention? Ask students to raise their hand if they have been taught a strategy to take notes. Is note-taking a vital skill? Why or Why not?
2. Distribute *Note Taking* content pages. Read and review the information with the students. Review with students the index card. Point to the reference on the bottom of the card and emphasize the importance of citing sources. Use the additional resources to enhance understanding.
3. Review with students the second page of *Note Taking*. Explain to students what is meant by verbal clues. Add your verbal clues to the list of Teacher Clues.
4. Review the graphic organizers on the next page and the Sample of a Student's Notes. Ask students if their notes look like the sample.
5. Distribute the Activity page. Read and review the instructions. Read to students the passage on the next page as if you are teaching the passage as a lesson. Use verbal clues to alert students to the information you would like recorded as notes on the graphic organizer. Have students compare note pages with other students.
6. Distribute the Practice page. Check and review the students' responses.
7. Distribute the Homework page. The next day, check and review the students' responses.
8. In closing, ask students: Why is taking notes during class necessary? What is a source? How does using notecards for research make writing the research easier?

Lesson Title: **Note Taking**

Subject: **Language Arts**

Approximate Grade Level: **4**

Objectives: Students will gather information from multiple sources (lectures, print, media, etc.) and create notes that contain explanations of the information. Students will sort, categorize, and summarize information from multiple sources. Students will understand how to paraphrase information when creating notes.

State Educational Standards*

LB.ELA.LITERACY.W.4.8

LB.ELA.LITERACY.W.4.7

LB.ELA.LITERACY.SL.4.2

LB.ELA.LITERACY.W.4.2.B

Class Sessions (45 minutes):

At least 3 class sessions.

Teaching Materials/Worksheets:

Note Taking content pages (3), Activity pages (2), Practice page, Homework page

Student Supplies: Handouts, index cards, pencils, pens, or highlighters.

Prepare Ahead of Time: Copy handouts.

Options for Lesson: Students may work alone or in groups for the Activity. An introductory activity is to have students watch the video **Minor Car Accident Crash** at: <https://www.youtube.com/watch?v=oLYY77LPr3U>

Do not tell students the title of the video. Tell students they are to watch the video and make notes of what they observe. After twenty seconds, pause the video and ask students to read their notes to you. Count the number of students who do not observe the minor traffic accident. Complete the observation by watching the remaining video. Ask students based on their notes, whose fault is the accident? Have the students explain their reasoning from the notes in their observation. Explain to students the importance of taking accurate notes.

*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.



Teacher Notes

The lesson introduces how to take notes during class presentations and notes for documenting sources of information for research reports. The expectation for students is to be able to gather information, organize the information, and utilize the information in different learning settings. Listening and actively taking notes is a different skillset from reading and collecting information for a project or report. The Activity practices the listening and taking notes skills while the Practice gives students an opportunity to practice documenting and note-taking for research assignments. Both skills are critical to academic success.

Note Taking

Is it better to take notes on a laptop or handwrite them? Think about that for a second. When you want to remember something, you usually write it down. That's common sense. On the other hand, taking notes on a laptop is convenient, neat, and faster.

You may think of a pencil and paper the same way you think of dinosaurs; a relic of the past. I bet you are going to find this next statement a bit old fashion and out of date. You should handwrite when taking notes in class! What, no computer, tablet, or laptop? Yes, that is correct. Scientific research studies have concluded you will learn more if you take notes by hand. How is that possible you may ask? Here are some of the findings.

- Students who handwrite their notes remember the material longer.
- Handwritten notes engage more of our senses.
- Laptops and computers can be distracting and keep you from active listening.
- In most studies, students taking notes by hand did better on tests than students using a laptop for notetaking.



One point all of the research agrees it is if you want to be a better student, then taking notes is absolutely the easiest and fastest way to achieve your goal. And like most things in school, learning to be a good note-taker is not all that difficult. There is more than one method depending on what the purpose of your notetaking is. For example, if you are working on a research project or an assignment to present to the class, then the simplest method of taking notes is to use an index card.

Sharks – School Library / Book.
Facts: 4 interesting facts about sharks.

Sharks don't have bones.	(Page 8)
Shark skin is rough like sandpaper.	(Page 24)
Sharks have poor eyesight.	(Page 33)
Sharks have been around for a long time.	(Page 53)

Source: Skerry, Bryan. *The Ultimate Book about Sharks*. National Geographic for Kids Publisher, 2018.

Where you found the information.

A couple of facts from the source with the page numbers of where to find the facts.

A citation for your reference page.

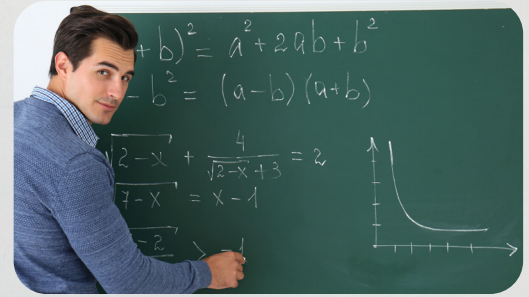
Every time a new source is used, you create a new index card. Once you have thoroughly researched your topic, then you organize your cards into paragraphs. Paraphrase and cite the facts from your cards.

Create your Reference Page from your sources. Your research paper practically writes itself!

Note Taking

The second type of notetaking is when you are in class. Scientists have discovered that during an average class, your teacher is communicating information to you about 75% of the time. Teachers use about 130 words per minute! Unfortunately, the average student comprehends half of what they hear and remember even less.

That's why learning to take notes during class is so important. Note-taking will increase your understanding and retention of what your teacher is teaching. Obviously given the speed your teacher is talking you can't possibly write down everything said. **So**, you have to learn to write down what's important. How do you know what's important? Teachers give verbal clues to what you need to know. Here are a couple of hints to alert you to write a note about something your teacher wants you to know. Ask your teacher to add to the list, so you will know the clues when taking a note is important.



Teacher Verbal Clues

It's important to take a note if I ...

Say something more than one time.

Write something on the board.

Ask a question about something or a topic.

Tell you to remember or recall something.

Give an example or detailed explanation of something.

Refer to something in the textbook.

Teachers will always give you a hint or clue when something should be written down as a note. Now that you have a list of clues, the next step is to have a place to keep your notes. Taking notes doesn't do a whole lot of good if you can't find them or they are so jumbled the notes are unreadable.

Just like your research index cards have the topic and the source of information, your notes need something similar to keep them useful. Some teachers have a preference. For example, they may want you to keep your notes for each subject in a separate notebook. Others may prefer you have one notebook with dividers for each subject. The most important part of whatever method your teacher prefers is to have the notebook clearly marked by subject. Be sure not to mix your notes from one class into the notebook of a different class. While most teachers don't have a preference what you write in your notebook, the example shows what a well-organized student outline style note page looks like.

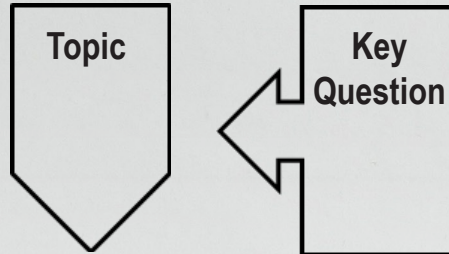
The date of the information goes on the first line. Most teachers teach a lesson or unit for a specific amount of time and then teach something new. Having a date keeps you organized by allowing you to replace the old information with new. Teachers begin a lesson with a broad idea in mind. The topic is the general idea of the lesson. The lesson answers some questions you need to learn about the subject. Many teachers begin the lesson by writing the question on the board or asking students the question. End the notes with a summary of what you learned. On the next page is a simple graphic organizer to help you keep track of notes you write during class.

● Date: 8/25/2019
● Topic: Middle Colonies
● Question: What were they known for?
● Notes: Grew grains.
● Summarize: The Middle Colonies were known as the breadbasket of the colonies because of the grain farms.

Note Taking

Choosing a graphic organizer to take notes during class is finding out what works best for you. Some people are very detailed and write long sentences. Others need less detail and write short reminders, draw picture reminders, or combine both. Here is an example of an easy note-taking graphic organizer.

Date: ___/___/___



Note:	Note:
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Note:	Note:
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Note:	Note:
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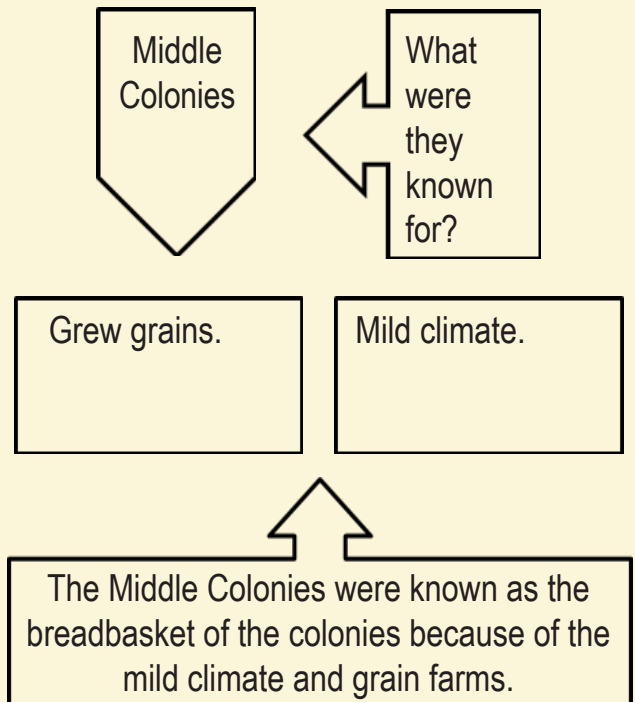
Note:	Note:
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Summary:

How to Use the Flow-note chart

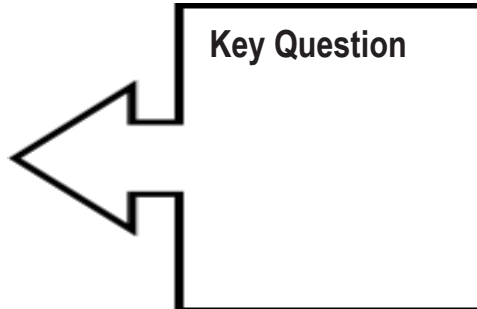
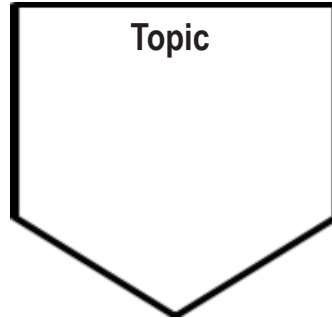
On a separate piece of paper, write the date of the class notes. Next draw the Topic and Key Question boxes. Write the general idea and the question the lesson will answer. Draw a couple of boxes. In each box you will make one note as you listen to the lesson. When the lesson ends, draw a Summary box. Write one or two sentences what you learned from the lesson as your summary.

Sample of a Student's Notes



Instructions: Practice your note-taking skills by creating on this page a Note-flow chart. Your teacher will read the information on the next page. Take notes on the information. Compare your notes with other students. How are they alike? How are your notes different?

Date: __/__/____



Note:

Note:

Note:

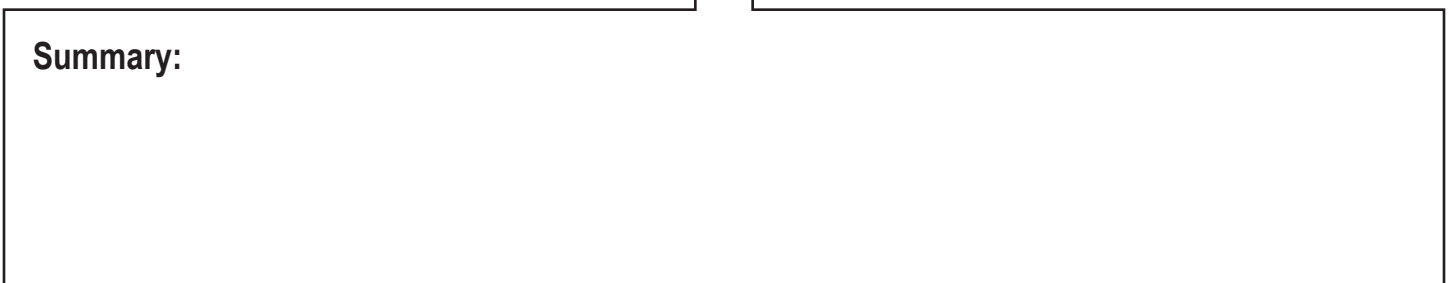
Note:

Note:

Note:

Note:

Note:



Summary:

Instructions: Practice your note-taking skills by using the Note-flow chart. Your teacher will read the information on this page as if they are teaching a lesson on the American Revolution. Take notes on the information. Compare your notes with other students. How are they alike? How are your notes different?

Did All the Colonists Want Independence from the British Before the American Revolution?

One of the popular myths in American colonial history is the notion that nearly everyone wanted independence from Great Britain. If polling had been available in the 1700s, we would probably have a better idea of what the colonists were thinking. In the absence of political surveys or polling, we do have primary source material in the form of newspapers, pamphlets, and the writing of the early leaders of the American colonies which disputes the idea that revolution was the preferred and best course for the colonists living in the colonies.

Some of the early leaders preferred a negotiated settlement with the British to avoid war. Keep in mind the first causes of the call for independence was due to trade, taxation, and economic issues. The British compounded what first was a dispute regarding financial matters into a revolution with their indifference and arrogance towards legitimate issues affecting colonial economics. The broader concerns of civil liberties by colonists became more relevant as a negotiated settlement of trade and taxation became less probable.

The typical colonist was a farmer. Place yourself in their boots. Farming was a year-round endeavor. Revolution potentially would result and in many instances did, in the interruption of agriculture or farming. Farm labor would be reduced as the younger laborers would join with militias and military. Wealthy landowners would be commissioned in a non-combat or support role avoiding the prospect of becoming a casualty. General George Washington called the men choosing to remain home as the “Chimney Corner.” Recruiting and retention was not an easy task. General Washington, at one point during the war paid his men retention bonuses out of his wealth to keep them from abandoning the war effort during the peak planting and harvesting times. Remember a considerable portion of the colonists who first settled the colonies were from Great Britain and would have familial ties with the British even though they were the second or third generation. The break from Great Britain may have been viewed as estrangement from a family.

War wreaks havoc on civilians and civilian life. By the time of the start of the American Revolution, average citizens would resign themselves to the notion that war was inevitable, and they had to accept the consequences of the decision to declare independence. It is hard to imagine that anyone except a few would prefer living in a war-torn country as opposed to living in a peaceful country with strained political and economic relations being negotiated without military conflict.



Practice

Name _____ Date _____

Instructions: Choose a topic. Create one book and one website notecard like the example in Note Taking.

Book Notecard

Website Notecard

How do notecards help to organize information for research reports? _____



Practice

Name Answer Key

Date _____



Instructions: Choose a topic. Create one book and one website notecard like the example in Note Taking.

Topic – Where I found the source / Type of Source		Book Notecard
Facts: interesting facts about the topic		
Fact	(Page Number of fact)	
Fact	(Page Number of fact)	
Fact	(Page Number of fact)	
Fact	(Page Number of fact)	
Source: Author's Last Name, First Name. Book or Magazine Title.		
Publisher, Date Published.		

Website Notecard	Topic – Where I found the source / Type of Source
	Facts: interesting facts about the topic
	Fact (Some style manuals ask for the paragraph number in the website)
	Fact
	Fact
	Fact
	Source: Author's Last Name, First Name. <i>Article Title</i> . Website URL, Date Accessed.
	[For an elementary student the date accessed is optional]

How do notecards help to organize information for research reports I can paraphrase from my notes the information into complete sentences and paragraphs, making the writing of the report much more manageable. The sources for the citations are written in the appropriate form for easy transfer to the Reference Pages.



Homework

Name Answer Key

Date _____



Instructions: Your teacher has been teaching you how to take notes in class. The teacher tells you there is more than one method to take notes. Every person is different and learns differently. This means that every person should create their own note-taking style. Your task is to create a note-taking template, outline, or picture template that you can use to take notes. You will need to have the following elements in your template design.

- 1. Topic Section
- 2. Key Question Section
- 3. Note Section
- 4. Summary Section

○	<p>Answers will vary. Check for understanding by making sure each of the elements is represented in the template. For an additional check, have students use their template during a lesson. Share exemplary note taking templates with the class.</p>	
○		
○		