Unit 4: Taking Notes in Class

Content Area: **Special Education**
Course(s):
Time Period: **December**
Length: **8 Blocks**
Status: **Published**

Enduring Understandings

Creating purposeful notes in order to gain a better understanding of new materials being taught is essential for maximizing a student's learning process.

Essential Questions

How can identifying signal words and statements be useful?

How can using the fewest words and common abbreviations become a useful tool in note taking?

When would using symbols be appropriate for note taking?

How can Two-Column note taking be a useful way of taking notes?

Why would someone rewrite their notes?

When is the best time to create a graphic organizer?

How can recognizing different lecture styles be helpful?

Content

- signal words
- signal statement
- presentation
- abbreviations
- pronounce
- omit
- vowel
- syllable
- terms
- symbols
- Two-Column notetaking
- delineate
- first notes
- graphic organizer
- supporting detail
- lecture style

- compare-contrast lecture style
- series of events lecture style
- cause-effect lecture style
- problem solution lecture style

Skills

- Identify signal words and statements.
- Use fewest words when taking notes.
- Use abbreviations for words and terms.
- Use symbols for words and terms.
- Rewrite notes.
- Create a graphic organizer.
- Recognize lecture styles.

Resources

Resources

Study Skills and Strategies for Students in High School

(Third Edition)

Standards

LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).