

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

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|-----------|---|
| 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).