

# Note Taking

Content Area: **English Language Arts**  
Course(s): **Study Skills**  
Time Period: **2 weeks**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

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This unit are designed to:

- To prepare students to take pertinent notes form lecture, books and activities.
- Expose students to different styles of note taking.
- Give students an opportunity to practice new note taking strategies

## Transfer

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Students will be able to independently use their learning to...

- recognize the main idea and supporting details
- identify what information is relevant to record
- highligh and record key information
- reduce and convert lengthy information into own words

## Meaning

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## Understandings

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Students will understand...

- tthe purpose of effective note taking.
- the difference between good and bad note taking.
- various note taking strategies.
- how to take notes from lectures, as well as texts.

## Essential Questions

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Students will consider...

- How can I effectively take notes in class to help me study on my own?
- How can I take notes from texts while reading in order to enhance my comprehension?
- What are some different strategies for note taking?
- What is the difference between good and bad note taking?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- the purpose of effective note taking.
- the difference between good and bad note taking.
- various note taking strategies.
- how to take notes from lectures, as well as texts.

### **Students will be skilled at...**

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Students will be skilled at...

- recognize the main idea and supporting details
- identify what information is relevant to record
- highlight and record key information
- reduce and convert lengthy information into own words

## **Academic Vocabulary**

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- Detail
- Highlight
- Main Idea
- outline
- pyramid
- signal phrases

- Summarize
- word web

## Learning Goal 1

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Students will be able to formulate abbreviated notes from class lectures and activities.

### Target 1

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SWBAT:

Listen for key "signal phrases" and use abbreviations in order to compose notes from class.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

### Target 2

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SWBAT:

Understand how to independently and properly review their notes from class at home.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

## Summative Assessment

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- completed workbook pages
- sample note-taking exercises

## 21st Century Life and Careers

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

## **Formative Assessment and Performance Opportunities**

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- Daily Do Now Journal QQuestions
- Participation
- Teacher Observation
- Workbook Activity Pages

## **Differentiation / Enrichment**

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- Completion of ALL workbook activities
- Only Do Now Journal responses
- Teacher assigned projects that connect to habit

## **Unit Resources**

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- Guide to Study Skills and Strategies