

**Kate Michaud**  
**February 2020**

**Lesson Title:** Note-taking

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**Grade:** 5th

**Lesson Learning Target:** I can use text structure to help me gather information about an event, idea, or concept.

**Long Term Learning Target:** I can analyze events, ideas, or concepts using information from multiple non-fiction sources.

**Curriculum Connection:**

- Literacy Standard: The Maine Learning Results' Reading Standards for Informational Text K–5, for Grade 5 Students, #6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Social Studies Standard: Maine Learning Results SS History 1: Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.
- 21st century skill: 5th grade Critical thinking: Examine resources and/or make observations and record info/notes.
- In this lesson, students will be reviewing how to take notes. This connects to prior lessons in which students worked on identifying what information is important to take notes on, and how nonfiction text features can help with deciding what to take notes about. This lesson is mostly review because students have taken notes based on their reading before, both this school year and in previous years.

**Assessment:**

- At the beginning of the lesson, I will check prior knowledge by having students hold up 1-5 fingers self-rating how skilled they are at taking notes from nonfiction text.
- Formative assessment: written — graphic organizer based on article. After becoming familiar with the graphic organizer and practicing note-taking together while watching a video resource, students will independently read a nonfiction

article and take notes about it in a graphic organizer. The assessment will be differentiated by giving some students shorter versions of the same article and/or graphic organizers with sentence starters. This activity will occur toward the end of the lesson, to gauge students' note-taking skill. I will collect everyone's work and use it to determine whether I need to teach note-taking in a new way during a future lesson. To show sufficient readiness, students' graphic organizers must correctly list at least one thing the person in the article did, what impact that thing had and on whom, and evidence from the text, including page number.

### **Knowledge of Students/Accommodations:**

To accommodate the variety of learning styles in our classroom, this lesson provides several points of entry: hand-writing a KWL, modeling, read aloud, video.

Disruptive or disrespectful behavior can be an issue for this class. To pre-empt some (though probably not all) of those issues, I have implemented an individual rewards system, used to reinforce and encourage all to engage in positive behavior.

For our students who struggle with confidence when learning new skills (or even reviewing old ones), this lesson provides a gradual release of responsibility: from direct instruction/modeling, to guided practice, to independent practice.

To support the students who need more physical movement than others (almost half of the class), I will provide quick movement breaks before and after this lesson. The lesson itself also contains physical transitions, which help the brain stay sharp — moving to the rug, then moving back to seats, then the option of moving to a different space for independent work.

In this lesson, students begin work on what will be their final product of the unit: a comic strip. This work and assessment will be differentiated by offering students choice about how they create the comic — they can draw it, cut and paste from magazines or other media, make it on [storyboardthat.com](http://storyboardthat.com), or (with teacher approval) in another way of their choice. This accommodates the diverse preferences and talents of our students. This lesson's formative assessment will be differentiated for the six students who scored lower on their reading comprehension of informational texts on the NWEAs. They will get shorter versions of the same article and graphic organizers with sentence starters.

### **Strategies to engage learners:**

- KWL
- Check prior knowledge
- Modeling
- Read aloud
- Video

- Graphic organizer
- Sentence stems
- Passage chunking
- “Jumble” rubric

**Lesson Procedure:** 11:25-12:25

- 11:25 Scrap paper: What do you know about how to take notes for research? How do you do it, what strategies do you know, what do you wonder about?
  - Share some out
- Go over ELTs & why we’re learning this lesson
- Check prior knowledge: have students hold up 1-5 fingers self-rating how skilled they are at taking notes from NF text
- 11:32 Teach & model
  - Slide: Review of how to take notes
    - Go over Note Taking Procedure (slide 15)
      - Read the Chapter
      - Sticky note where you find important facts
      - Label the stickies
      - Add the notes to your graphic organizer
    - Go over Note Taking Guidelines (slide 16)
      - Know your purpose (guiding Q) so you know what to gather
      - Remember what’s Important
      - Don’t copy or write whole sentence
      - Don’t wait to take notes; do it as you go. After you finish a chapter or even a page, look at graphic organizer & take notes
  - Intro graphic organizer & Who Was Harriet Tubman
  - Model reading Who Was Harriet Tubman, using sticky notes, pausing/thinking aloud every 2-3 paragraphs, & taking notes in GO
- 11:45 Guided practice
  - Pass out Note-taking GOs
  - We all watch video clip: [US Abolitionist Tubman's Legacy Lives On](#)
    - I pause, model note taking in GO as students do it along with me
- 11:55 Independent practice — “this is formative assessment”
  - They read Eleanor Roosevelt article & fill out graphic organizer
    - Differentiation:
      - Some specific students, whose readiness in reading is lower than others, will receive a shorter version of the same article.

- Some specific students, whose readiness in writing is lower than others, will receive graphic organizers with sentence starters.
- 12:05 Closing
  - Review: ask students how to take notes
  - Intro project: read biography + 1-2 other sources, take notes in GO, eventually use notes from GO to make comic strip. Comic strip can be made by drawing, cutting and pasting from magazines or other media, via storyboardthat.com, or (with teacher approval) in another way of your choice. Visitor from Maine Historical Society will come on last day of unit to see you present comics. Guiding Qs & ELTs.
    - Go over product descriptor
    - Students do rubric jumble - each gets blank rubric & set of 11 criteria, try to figure out where each criteria goes (to help students be part of creating their own assessment)
      - Discuss results, show rubric, ask for student input
    - Show (but don't give) comic strip template
- 12:15 Start reading biographies & taking notes, using graphic organizer
- 12:25 End - biographies & GOs in literacy bins

### Resources Needed:

- [Who Was Harriet Tubman](#) by Yona Zeldis McDonough
- Video clip: [US Abolitionist Tubman's Legacy Lives On](#)
- [Slides](#)
- 20 [graphic organizers for taking notes](#)
- 8 [graphic organizers with sentence starters](#)
- Mini sticky notes
- 20 Product descriptor/Rubrics
- [Rubric Jumble](#) - 20 blank rubrics, 20 sets of rubric criteria (shuffled)
- 20 pieces small scrap paper
- 20 copies of [full Eleanor Roosevelt article](#) (taken from [this](#) webpage)
- 8 copies of [shorter version of Eleanor Roosevelt article](#)
- Students' biographies (already picked/assigned)

### Other adults in the room:

None