

# Note Taking



**Determine what is most important and state it in a condensed form.**

## Model the Note-Taking Process- Provide Corrective Feedback

### 1. Give students teacher-prepared notes.

**GANAG Lesson Planning and Delivery Schema**

1. Goal: Identify a student who demonstrates a...  
2. Evidence: ...  
3. Reflection: ...

**GOAL**

Pre-prepared

Steps in a System Analysis

1. Identify something as a \_\_\_\_\_.
2. State all of the \_\_\_\_\_ of the system and how they \_\_\_\_\_.
3. \_\_\_\_\_ one part of the system to see what would happen.
4. Make a \_\_\_\_\_ about how the one change made the system change.
5. \_\_\_\_\_ the \_\_\_\_\_.

Scaffold



Think Aloud While Modeling

### 2. Teach students a variety of note-taking formats.

INFORMAL OUTLINE → WEB → COMBINATION NOTES

**The Circulatory System**

*Transport systems*

**Three Functions**

- Carries food and oxygen
- Carries waste from cells
- Protects body from disease

**Three Parts**

- Heart
- Blood vessels
- Blood

**One of Four Parts**

- Plasma
- Red blood cells
- White blood cells
- Platelets

Notes	Graphic
<b>Summary</b>	

### 3. Provide opportunities for students to revise their notes and use them for review.

- Teach students to leave space between notes to create room to add to their notes as they continue learning about the topic.
- Build time into your lesson plans for students to review and edit their notes.
- Provide time for students to share their thinking with other students.