**Teaching Students to Take Notes**

These lessons were written as part of a Reading/Writing Workshop, “Becoming An Expert to Write Like One,” for second grade. These lessons were adapted from *Crafting Non-Fiction* by Linda Hoyt. We will use and revise based on the students we are working with and the progress they are making as readers and writers.

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|  | **Lessons** | **Resources** | **Standards** |
| **Note-taking** | **Lesson 1****"I remember" strategy** (pp. 54-55)This is a summarization strategy in which students read small sections of text, orally retell what they remember, then write in key words and phrases (although the lesson does not indicate this, you may want them to write each different fact on a card and write the page #- this will be helpful later when they are organizing information)**Day 1**- Demonstrate the procedure and remind students to write in single words and phrases **Day 2**- Develop subtopics to allow for more guided research- if subtopics are written in the form of questions, it can help students to decide whether or not what they are reading answers the question. If it doesn’t answer the question then they do not need to take notes. | * Notecards (or post-its) per student
* Place to store cards
 | RI. 2.2 |
|  | **Lesson 2****Sketch to Stretch strategy- visual summaries** (pp. 56-57)This method of note-taking involves reading a small section, pausing to think about what they learned, then sketching and adding labels to their drawings. After this lesson they will now have two methods for collecting info/taking notes. They will need to determine based on what they are reading, which method will be most effective. You may teach an additional lesson that helps them figure out which method to use based on the content/passage they are reading. | * Notecards or half sheets of paper
 | RI.2.2RI.2.7 |

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|  | **Lesson 3****Pocket Organizer** (pp. 60-61) (This is exactly like the organizer Michele had in her room). However, the subtopics would be specific to their expert topics. For example- if they are researching an animal, subtopics may be: appearance, diet/food, habitat, etc. This will provide a place for the notes they have been taking up to this point.**OR****Lesson 3****Using a Research Notebook** (pp. 62-63)This is a different way to organize information/notes. If you choose this method, it might be best for students to collect notes on post-its instead of notecards. The format you choose will provide a place for students to organize their notecards/post-its. You may have already worked this lesson into your instruction (when you developed subtopics). If not, you will simply model for students how to sort their notes into the correct subheadings. From this point on they can sort notes as they take them. **Mid Workshop Teaching Point-** you may want to remind students to pay attention to when they are lacking notes in some subtopics or have enough in another.  | * Research folder with topic pockets
* 4x11 pieces of paper (81/2 x11 cut in half vertically)- approximately 6 per student
 | W.2.7 |