

Power Lessons - Year 4

Note Taking

Objective: To help students use the skill of note taking to understand and remember what they read.

Materials: Any non-fiction book related to a current them of study, such as *Skateboarding* by Serena Ramsay (4.7).

Lesson:

1. Ask students, “Do you ever make a list or jot down notes outside of school? When and why do you do it?” Discuss students’ responses and point out that many of their reasons for taking notes outside of school are also good reasons for taking notes as they read, for example:
 - To keep track of or organise information
 - To remember what they have read.
2. Ask students “What are some reasons that you might take notes in school?” Students’ answers may include:
 - To prepare for a test
 - To gather information for a report.
3. Hold up the non-fiction book (for example, *Skateboarding*) and say, “Suppose I am reading this book for a project that I am writing on skateboarding. How would I go about taking notes on this book?”
4. Draw a blank concept web on the board and say, “Here are the steps I would follow to take notes on this book”. As you describe the following steps, record examples in the web.

Step 1: **Think:** Before I begin reading, I mentally review what I already know about the subject and what I want to learn. (Label the centre circle with the subject, and some outside circles with questions, such as “When did skateboarding start?”).

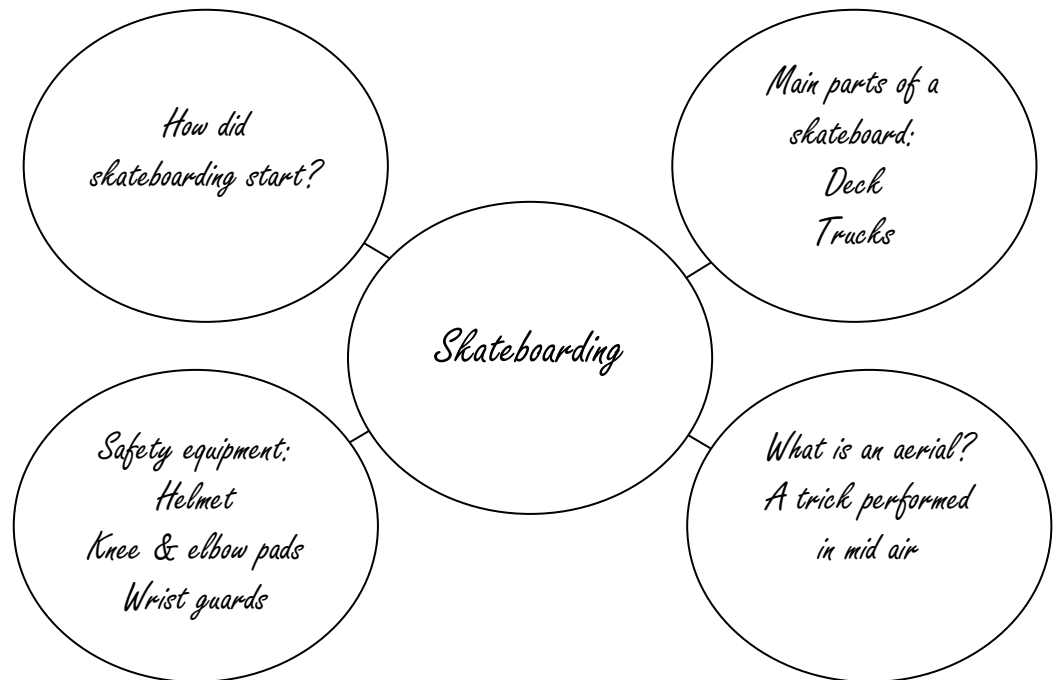
Step 2: **Preview:** I look through the book, noticing headings and sub headings. These tell me what ideas are being explained in the reading material. (Use headings to label additional circles in the web).

Step 3: **Read:** I read entire paragraphs or complete sections, making sure I understand them, before I begin taking notes.

Step 4: **Write:** I pick out only the most important ideas to write down. Instead of copying exactly what is in the book, I write the ideas in my own words. (Record details in the appropriate circles).

Step 5: **Review:** I read over my notes to see if they are clear. If they are not, I add more information or re-arrange how the information is organised.

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5. Tell students that they can pause and take notes any time they want to keep track of information or to help themselves remember what they have read. Remind students that they can add to or change their notes as they read.

Status of the Class

Follow up: As you take the Status of the Class, ask:

- What reason might you have for taking notes on this book?
- If you were taking notes on this book, what information would you include?

Added Practice: Students can use a diagram like the one shown to record notes on a book they are currently reading.

Encourage students to take individual notes on note cards. After they have taken notes, have them organise the notes by dividing them into different piles. For example, students studying skateboarding may divide their notes into piles by categories such as skateboard types, equipment information, history, and so on.