



Using Strategic Note-Taking to Teach Note Taking

Objective: To teach students the note-taking skills.

Setting and Materials:

Settings: Inclusive science classes in two middle schools.

Materials:

- One video lecture that is read from a script. The video lecture contains both cued lecture points (CLP) and noncued lecture points (NCLP).

Content Taught

Teach the skills of note-taking.

Teaching Procedures

1. Provide a brief description of strategic note-taking, model the technique, and guide students through practice portions of the videotaped lecture while providing appropriate feedback (See Figure 1 for abbreviated version of strategic note-taking paper).
2. Review all the strategic note-taking sheets, pointing out the crucial prompts on each page.
3. Give students a page with the SN strategy steps listed on it.
4. Instruct students what action to complete for each step.
5. Verbally quiz students for 10 min on the steps of the SN strategy and ask what action to take in each step.
6. Model the use of strategic note-taking (i.e., both the strategy and paper) by writing notes on the SN paper and by using a think aloud technique to verbally convey his thoughts to students.
7. Explain to students what has been written on the SN paper.
8. Point out to students how the instructor recorded words and phrases and how the instructor did not record the lecture verbatim.
9. Instruct students that they should now fill in the SN paper in the next section when the videotaped lecture is restarted.
10. Once students completed each section, the videotape will be stopped, questions will be solicited, and student responses from their recorded notes will be discussed.
11. Repeat the procedure until the conclusion of the videotaped lecture.

Figure 1. Abbreviated version of strategic note-taking paper

Strategic Note-Taking Form	
What is today's topic? Describe what you know about the topic. (Fill in this information before the lecture begins) <i>When the lecture begins, use these pages to take notes.</i> Today's topic ? Name 3 to 6 main points with details of today's topic as they are being discussed. Summary – Quickly describe how the ideas are related. New Vocabulary or Terms: -----	Page 1
Name 3 to 6 new main points with details as they are being discussed. New Vocabulary or Terms: Summary – Quickly describe how the ideas are related. -----	Page 2
Name 3 to 6 new main points with details as they are being discussed. New Vocabulary or Terms: Summary – Quickly describe how the ideas are related. -----	Page X
<i>At End of Lecture</i> Write five important lecture points and describe the details of each lecture point: 1. 2. 3. 4. 5.	Last Page

From "The effects of a strategic note-taking technique on the comprehension and long term recall of lecture information for high school students with LD," by J. R. Boyle and M. K. Weishaar, 2001, *Learning Disabilities Research and Practice*, 16(3), p. 136. Used with permission.

Evaluation

- Evaluate the numbers of individual lecture points (which was defined as an idea or a block of information from the lecture, with a short clause or phrase accepted as the minimum to be counted as a lecture point) were present in their notes.
- Count the total number of words in notes.
- Evaluate students' content comprehension through a teacher-made 15-point multiple-choice test.

Lesson Plan Based on:

Boyle, J. R. (2011). Strategic note-taking for inclusive middle school science classrooms. *Hammill Institute on Disabilities, 32*(2), 78-90.

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