

GETTING IT ON PAPER

Purpose: This lesson emphasizes and reinforces note-taking skills as a factor in school success.

Time Required for Lesson: 45-50

Grade Level: 9

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD 4. Applying skills needed for educational achievement

Concept: B. Self-management for educational achievement

ASCA Standards: Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: Social studies textbook or some other content are textbook; Paper; Pen or pencil

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9

Unit: Learning for Life

Concept: AD 4.B



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students identify and write two main ideas for note taking. Also, observation of student's note taking (too many or too few).

Lesson Preparation

Essential Questions: What strategies do people use to remember things? Can those strategies be utilized in the classroom setting?

Engagement (Hook): Getting down on paper! How good are you at writing things down?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>1. Write "SQ3R" on the board:</p> <p>S-Skim Q-Question R-Read R-Review R-Recite Explain to students that they will learn a new method of taking notes</p>	<p>1. Students listen and write the letters and what each stands for.</p>
<p>2. Tell students it is important to skim over a chapter before beginning to read it paying particular attention to headings, questions at the end of the chapter, photos, and/or diagrams.</p>	<p>2. Students listen</p>
<p>3. Ask students select a section of several paragraphs in their textbooks. After skimming the section, ask students to write two or three questions of their own. Ask students the following questions: a) What did you learn from the section? b) Do you think what you want to learn is importance enough for the teacher to test you on? Tell students that their questions will be answered after the reading is completed.</p>	<p>3. Students write two to three questions.</p>
<p>4. After questions have been devised, ask students to carefully read the section and take notes. Tell them to find main ideas by concentrating on the major concepts and paying attention to ideas mentioned more than once.</p>	<p>4. Students read the section and write notes.</p>
<p>5. Ask students to review their notes and answer the</p>	<p>5. Students review notes and answer questions they</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
questions they wrote earlier. Emphasize the importance of reviewing notes more than once or twice.	devised
6. Ask students to mentally recite the main concepts of the chapter.	6. Students mentally recite main concepts of the chapter.
7. Remind students that the process may take several days. Suggest the following timetable: a) Day One - Skim, question, and take notes for part of the chapter. b) Day Two -Read and take notes for the rest of the chapter c) Day Three - Review notes several times d) Day Four -Review again e) Day Five -Recite the main concepts of the chapter.	7. Students review the process and discuss what they consider advantages or disadvantages.