

Note Taking Lesson 2 out of 4: Organization

English 1, LaGuardia Arts High School
Mr. Moore, classjump.com/moore

Revised for 2008-2009

Data from Assessment #2:

Accuracy 1- 2.8 / 5
Accuracy 2- 3.5 / 5
Focus 1- 4.1 / 5
Focus 2- 3.8 / 5
Organization 1- 2.4 / 5
Organization 2- 2.6 / 5
Deeper Meaning 1- 2.8 / 5
Deeper Meaning 2- 3.4 / 5

Analysis of Data:

The baseline assessment was helpful, but now that we have a second assessment to look at, we can begin to identify trends that will drive instruction. Students' ability to understand through listening ("Accuracy") has improved significantly, suggesting that the first lesson plan may have been somewhat successful. The listening skills must continue to be reinforced, however. Students are also using notes more often ("Deeper Meaning"), which is encouraging. They refer to specific examples and quotations. This may be due to class requirements to do so despite the fact that we have not yet learned about this as part of a formal lesson. Organization has improved slightly but is still poor, which is unsurprising as there has been absolutely no discussion of it up until this point. Focus actually worsened, which makes the need for the structure of Cornell Notes all the more acute.

The data have led me to make the following decisions:

- Use a Cornell Notes Power Point presentation to engage weaker students and help all understand importance of Cornell Notes
- Give students a handout that is a model of Cornell Notes
- Gave students a Cornell Notes template to fill out
- Share data and the purpose of this project with students
- Use a passage that is relevant to our course curriculum
- Change the structure of the lesson so that students have more time to practice using Cornell Notes

Lesson plan #2: Formatting Notes



Aim: How can I effectively organize my notes?

Instructional Objectives:

- Students will be taught how to organize their notes using the Cornell Notes system.
- Students will learn to review their notes and produce a summary at the end.

Performance Objectives:

- Students will be engaged, taking notes throughout class, and participating.
- Students will produce one page of Cornell Notes.

Materials: handout on Cornell Notes, transparencies with Cornell Notes template and Cornell Notes on the Arachne passage, and the new reading passage

Procedure:

Review	2 minutes	How do you know what information is important enough to copy down when taking notes?
Explanation of Cornell Notes	2 minutes	Students are given a handout on Cornell Notes that makes clear how this system works and how it can benefit students. We discuss it briefly.
Reading Passage	10 minutes	The teacher reads a new passage twice. Students are asked to listen for key information (lesson 1) and organize ideas with Cornell Notes (lesson 2).
Writing Sample	10 minutes	Students write two paragraphs in response to the question, “According to the information conveyed in Arachne’s tapestry, why are the Roman gods immoral?” They are encouraged to use examples from their notes.
Pair Share	3 minutes	Students read each other’s notes aloud and give each other feedback.
Teacher-Led Discussion	10 minutes	Elicit from students elements of Cornell Notes. Finish this on the transparency.
Summary	3 minutes	What are the benefits of Cornell notes?

Homework: Rewrite one page of your notes in the Cornell Notes format.

Note Taking Lesson 2 out of 4: Organization with Cornell Notes

English 1, LaGuardia Arts High School

Mr. Moore, classjump.com/moore

Name: _____

Period: _____

Remember to keep the goal in mind as you listen. In addition, pay attention to signals that may indicate that information is important. **Use the Cornell Notes System to organize your notes.**

Write your two paragraph response to the following question on the back of this sheet: "According to the information conveyed in Arachne's tapestry, why are the Roman gods immoral?"

(List at least one topic or question in this column.)

(Take your notes in this column.)

(Write a one-sentence summary here after you have finished taking notes.)