

## Note Taking Lesson 3 out of 4:

### Refining Notes

English 2, LaGuardia Arts High School

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*Revised for 2008-2009*

#### ***Data from Assessment #3:***

Accuracy 1- 2.8/ 5

Accuracy 2- 3.5/ 5

Accuracy 3- 3.8/ 5

Focus 1- 4.1/ 5

Focus 2- 3.8/ 5

Focus 3- 3.9/ 5

Organization 1- 2.4/ 5

Organization 2- 2.6/ 5

Organization 3- 4.2/ 5

Deeper Meaning 1- 2.8/ 5

Deeper Meaning 2- 3.4/ 5

Deeper Meaning 3- 3.7/ 5

#### ***Analysis of Data:***

Looking at the results of the baseline assessment, the second assessment, and the third assessment allows for a meaningful, helpful analysis of these data. Students' ability to understand through listening ("Accuracy") has improved steadily, suggesting even more strongly that the first lesson plan (Lesson #1) in helping the students to develop their listening comprehension skills; supporting classroom practices have also aided in this. Students' ability to take notes relating to the topic ("Focus") remains strong but does not appear to be improving. The *hugely exciting* finding here was the students' results in the "Organization" category. Clearly the Cornell Notes lesson (Lesson #2) and subsequent classroom practices have helped students to structure their notes more effectively. More encouraging news is that students' use of notes continues to increase ("Deeper Meaning"); they are encouraging more quotations and examples from the notes than ever before.

The data have led me to make the following decisions:

- Lesson Plan #3: Refining Notes will relate to shorthand because students' slightly lower scores in "Accuracy" and "Deeper Meaning" are likely due in part to their inability to get information down on the page quickly.
- In order to increase the likelihood that this lesson is as successful as the last two, more techniques will be used than last year to try to keep students engaged and excited; *e.g.*, the text messaging activity, which is new.
- Keeping in mind survey results from last year, I will make references throughout this lesson to continue to convince students of the value of taking good notes.

## Lesson Plan #3: Refining Notes



**Aim:** How can I use shorthand to take notes more efficiently?

**Instructional Objective:**

- Students will understand the importance of using shorthand to take notes more efficiently.
- Students will begin to take ownership over the note-taking process.

**Performance Objectives:**

- Students will complete a “text message” shorthand exercise.
- Students will use shorthand to take notes on a reading passage that relates to the class.
- Students will be engaged, taking notes throughout class, and participating

**Materials:** shorthand handout, Karen Armstrong’s *A Short History of Myth*

**Procedure:**

Share Out	5 minutes	Students write on the chalk board any symbols that they already use in their writer’s notebooks. Poll: How many of us already use some form of shorthand?
Review	5 minutes	How does one take Cornell Notes? What questions do you have about this process? What do you listen for when you take notes?
Mini-lesson	5 minutes	Discussion: What strategies do you employ in order to copy down information quickly and efficiently? Review the recommendations on your handout. The teacher asks students to vote by raising hands on whether each strategy would be helpful to them. Allow for brief discussion.
Writing exercise	25 minutes	Students are asked to use shorthand and Cornell Notes to record information on a passage that is read aloud to them from a text by Armstrong. They are made aware that they will be answering the question, “Why does Armstrong believe that it is important to know about heroes?” They then write a two-paragraph response to this question.
Summary	5 min.	The instructor reviews the worksheet and asks students to raise hands if strategies were employed. The final question follows: What are the benefits to using shorthand? What might be problematic about doing so?

**Homework:** Rewrite a page of your class notes using shorthand.

# Note Taking Lesson 3 out of 4: Revising Notes with Shorthand

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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**, and use **shorthand** to record ideas efficiently.

Write your two paragraph response to the following question on the back of this sheet: “According to Karen Armstrong, why do modern people still need myths and heroes?”

(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.)	