The Listening and Note-Taking Strategy

(Classroom Presentation)

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Let's Discuss

- How many of you currently take notes or need to take notes in your classes? Which classes are those?
- During a lecture, how do you decide what to write down?
- How helpful are the notes you currently take when studying for a test?

In this strategy, you'll learn to…

- Identify important information during a lecture,
- Write quickly while listening to a lecture,
- Sort main ideas and details as you write, and
- Study the information so you can earn the best test grades possible.

Quick Overview

- Strategy contains 2 smaller strategies with mnemonics
- NOTeS teaches you how to **take** better notes
- GRADE teaches you how to **study** your notes

Cue Card #1

The NOTeS Strategy

Notice the introduction

Observe cues

Transform the information

e

Sort main ideas and details

Cue Card #2

Mannerism Cues

Specific ways of speaking or acting that indicate important information

Writing information on the board

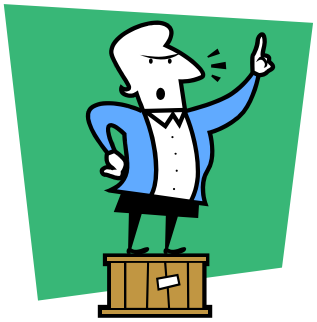
Underlining information on the board

Gesturing

Pausing before beginning a new main idea

Speaking loudly or softly

Speaking slowly



Cue Card #3

Organizational Cues

Words that help the listener understand the order, sequence, or relationship of material in a lecture

INTRODUCTORY CUES Can introduce the: • lecture topic • main ideas	• Today we'll be talking about… • Our topic for today is… • Let's talk about some of the reasons…
BIG IDEA QUESTIONS Can introduce the: • lecture topic • the main purpose of the lecture • the big idea you should learn	• How did the U.S. get to such a point? • Why is reading history important? • How do you develop a research paper?
SEQUENTIAL CUES Can identify either: • main ideas • details	• First… Second… Third… • The fourth technique… • Next… Then… Finally… • Several… Many… Another… • Specifically… In particular…
SUMMARIZING CUES Can repeat the: • lecture topic • main ideas • details	• To summarize… • In conclusion… • To review… • To go back over what we just discussed…

Cue Card #4

Emphasis Cues

Repeating/paraphrasing information

Again…

So…

Let me repeat…

In other words…

Emphasizing critical information

This is important/key…

Let me emphasize…

This will be on the midterm…

You need to remember/note/understand…

Listen carefully…

Write this down…

Amphibian…that's spelled a-m-p-h-i-b-i-a-n.

Clarifying information

Let me clarify/explain…

Let me make this clear…

Lesson 1: Let's Practice

- Review Cue Cards #2-4
- Record the cues you hear from a brief lecture on "Humor"
- Additional practice with Weather and Dreams Lectures if necessary

Lesson 1: Metacognitive Moment

- Metacognition means thinking about our learning/how we learn
- The Listening and Note-Taking Strategy includes many opportunities for thinking about how you learn.
- This is how good learners think as they listen to a lecture
  - "What is the focus of this lecture?"
  - "What cues is the teacher using?"

NOTeS: Step 3

Lesson 2: Transform the Information

- Review the N and O steps of NOTeS
- Link the practice of "texting" to taking notes
- Describe and model how to take notes quickly (using Cue Cards 5, 6, & 7)

Cue Card #5

How to Take Notes Quickly

Write key words, not sentences.

English test, 8 parts speech, Dec. 10

Omit small words.

a, the, of

Cross out mistakes rather than erase.

Penicillin discovered ~~1927~~ 1928

Use synonyms.

“hurt” instead of “hindered”

Use abbreviations and symbols.

Adult ♂ > exercise

Adult ♀ < car accidents

Cue Card #6

Examples of Common Synonyms

USE THIS	INSTEAD OF THIS
gym	gymnasium
get	acquire
starving	famished
helpful	beneficial
people	individuals
ways	methods
red	scarlet
trash	garbage
many	multiple
huge	gigantic

Cue Card #7

Common Abbreviations & Symbols

Eng	=	English	US	=	United States
Govt	=	Government	∴	=	therefore
Hist	=	History	∝	=	proportional to
Biol	=	Biology	→	=	causes; leads to
Trig	=	Trigonometry	↑	=	rises; increases
w/	=	with	↓	=	falls; decreases
w/o	=	without	$	=	dollar
lb	=	pound	#	=	number
b/t	=	between	♂	=	male
b/c	=	because	♀	=	female
b/4	=	before			
e.g.	=	for example			
ex	=	example			
=	=	equals			
≠	=	not equal to			
<	=	less than			
>	=	more than			
≤	=	less than or equal to			
≥	=	more than or equal to			
&	=	and			
1st	=	first			
2nd	=	second			
6	=	six			
St.	=	Street, Saint			
MN	=	Minnesota			
Feb	=	February			
rep	=	representative			
intro	=	introduction			
prblm	=	problem			

Lesson 2: Let's Practice

- For each statement:
  - Record key words using abbreviations and symbols
  - Draw lines through mistakes
- Circle acceptable responses and calculate a percentage correct
- Instructional target: 80% of the students recording 80% of the key words

Lesson 2: Metacognitive Moment

- Good learners are continually asking themselves questions about their own learning:
  - "How can I shorten this information so I understand it later?"
- Good learners regularly engage in positive self-talk:
  - "OK, I've missed something but I'll just listen for the next cue and get back on track."

NOTeS: Step 4:

Lesson 3: **S**ort Main Ideas and Details

- Review the N ,O, and T steps of NOTeS
- Describe and model the "T" method for sorting main ideas and details (using Cue Cards 3 & 8)

Cue Card #8

The "T" Method

Date

"LECTURE TITLE OR TOPIC"

Main Idea #1	Detail Detail Detail • Sub-detail • Sub-detail • Sub-detail
Main Idea #2	Detail Detail Detail • Sub-detail • Sub-detail Detail
Main Idea #3	Detail Detail

Cue Card #3

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Before-After NotES: StudentS without Disabilities

Microorganism
small ✓ living thing
too small to be seen without microscope.

Bad: Rabies
Good:

Communicable: spread from one thing to another.

Bacteria: one cell plants

falling leaves, trees need those leaves to stay alive.

Protozoa: one cell animal.
Go out → hunt for own food.

Amoeba: small shapeless that moves around.

Paramecium: has a solid shape, moves with cilia.

Leeuwenhoek made the first microscope

Viruses: extreme bad diseases taking over cells.

- Micro-organism
- Too small to be seen w/the naked eye. (need a microscope)
- Germ - A harmful organism
- Communicable - Its basically contagious or can spread
- There are many ways to spread germs. (animals, water, humans)
- There are some good microorganisms & bad microorganisms.
- Bacteria - 1 celled plants (you cannot see bacteria w/naked eye) need a microscope.
- There are 3 classes of bacteria
- When food goes bad it means bacteria was there.
- Bacteria is in a lot of dairy.
- Protazoa - A 1 celled animal
- There are 2 types of Protazoa
- ① Amoeba - a small & shapeless pile of jelly that moves around.
- ② Paramecium - holds a shape & moves because of cilliea.
- Millaria comes from a harmful Protazoa
- Leeuwenhoek - A very important scientist, invented the microscope.
- Viruses - A living structure. Much smaller than bacteria. cannot see w/a normal telescope. You need a electronic microscope

- Viruses are pretty much harmful.

3 branches of gov.
(Checks & balances)

(Background) Intro – Colonists didn't want 1 power like a king. So they split it up in a system of gov. Const. plays an important role still today in our gov.

1.) Executive Branch – Being sure the laws are carried out
- Pres. is the chief executive. / army leader (military)
- Pres. can make treaties. It has to be w/ who you have peace w/ trade and ect. Pres. has a cabinet to inform him on diff. subjects
- He can choose ambassadors or rep. for U.S. in other soil.

cannot declare war

Pres nominates supreme court judges

2.) Legislative Branch – the branch that makes laws. (Someone rights up a bill & if enough people vote for it of the pres. it becomes a law.)
- They can say how taxes are spent. - they say how you can become a citizen. Restricted powers by the constitution & there laws have to go through a veto - Where the pres. disagrees w/ the law.

3.) Judicial Branch – deals w/ law, they interprit the law. They make the final decisions. They have the power to question the consitutionality. This is if they think it is constitutional or not. Everything they decide has to be based on the constitution.

Conclusion: – Federal system of gov. - Specific powers of the gov.
- States can decide traffic laws, marriage laws ect. / 3 branches of gov. they all have specific powers & restrictions called checks & balances.

110 NOTES

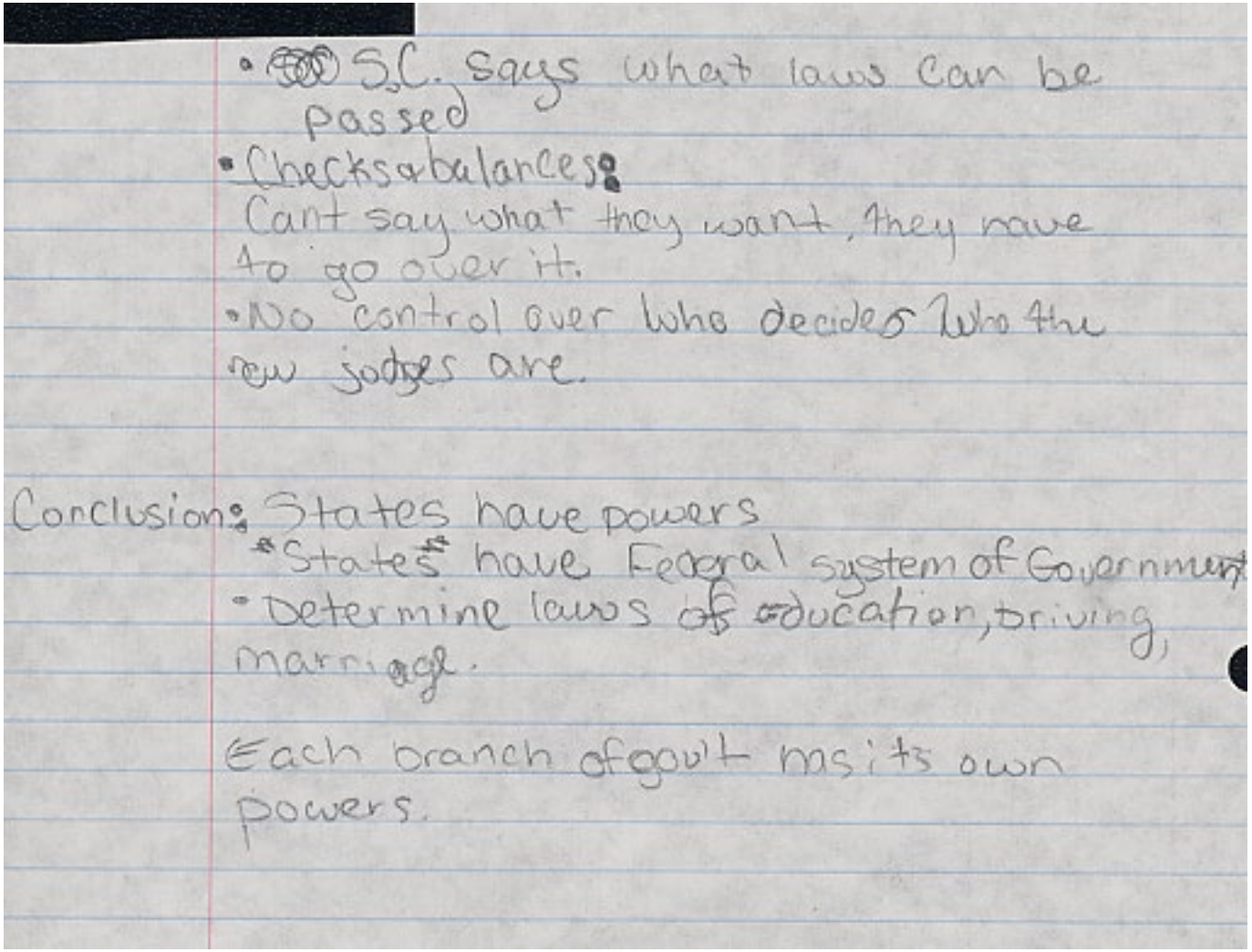
3 branches of Govt

Background: ~~Scotland~~ ruled by England & ~~v~~ King ruled England.
- One person held both countries.
- They developed a form of Gov't for one to rule.

1 Executives.
- " " being in charge of executing the laws
- Powers: charge of all air/army forces. Also make treaties (trade, peace, determinating.)
  Appoint Cabinate members " are top advisors.
- Nominate the ambassadors.
  " " Supreme court judge.
- Can not declare wars
- ~~Can't~~ treaties have to be approved by the senate

2. Legislative:
- Make laws.
- Enact taxes. (how that money is spent)
- how somebody from diff country to be a US citizen.
- Constitution has specific rules for them.
- Veto = ~~Check~~ Prez. saying no to a bill.

3. Judicial: can ~~say~~ law be ~~Majority~~ unconstitutional.
- LAWS: Interpert laws.
  : Powers = Supreme Court saying what Bills can be passed.


• S.C. says what laws can be passed
• Checks & balances:
Can't say what they want, they have to go over it.
• No control over who decides who the new judges are.

Conclusion: States have powers
• States have Federal system of Government
• Determine laws of education, driving, marriage.

Each branch of govt has its own powers.

Before-after NOTES: students with learning disabilities

23

Microorganism is a organism that is to small to see. Some germs are bad. Communicable means that something can be spread. Animals can spread organism. Not all microorganism are bad. You can fit 2,000 backteria on a needle. Protazoa is a one cell animal. Animals have to go get their food. Amoeba is a very small. Paramecium haves a salded shape. Protazoa is helpful in the ocean. Leeuwenhoek made the first microscope. Viruses you would have to use a microscope to see them. Viruses can't copy its self so it invades other living cells. Viruses do hold down the pop.

No salded shape

- microrganism: is a organ is too small to be seen without a micro scob.
- communical: can spread.
- bactira: one cell
- bactira can be good or bad
- protozilo: is a one cell animal
- amoeba:
- parameciim: has a solid shap
  The parameciim moves by little hairs on its body
- virisug

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3 brach of Gout.

back round

- ruled by England
- The king desited evey thing
- colonies didn't like it.
- made own gout.
- made consiotution.
- states have power of there own

3 braches of goverment

Exsiutive brach

- presitdent
- controlls of millitary
- makes treatys / signes
- domenat embasaters
- apoint jugdes / supream
- cannot declare war / orend
- Senate has to agree with tredy / apoints.

Leg. (Cogress)

- makes laws
- vote on bills
- how tax are spent
- bills goes to present to sign to be a bill / or veto
- tells if law is un consuit.
- interpute law
- finialy desction on laws.
- consiut. is the bigest check.

Jud.

23

Gov.

① Background	The americans were ruled by Eng. they made a gov. that the power was divided
② executive	Make sure the laws are carey out The presendent makes treatys & the army He picks people to rep. use in other countrys He pick judges He can't decalor war
③ legislative	makes laws Have power to determo how taxes work forms on imgrashion If the presendent doesn't like a law he vetos it
④ Judical	Makes how laws are care out The finally people to make any diff work out says if a law is constitution or not Judical haves no say in Judges
⑤ Federal system of gov.	States have power Make laws in their State
con.	3 branch have their own power

Before-after NOTES: Student with ADD

Notes

My croorganism micro - small gism living thing. It is to small to be seen without a glass it's a germ. to wash ugr hands is so it doesn't spread. communicable it can could be spread from one to another animals can spread mycrogism a bit of an animal can give you Rabies. not all germs are bad some are good bacteria on cell plant you can not see these with out a myco glass. If you were to name all the bacteria. bacteria can be harmful by water by foul a really bad bacteria a cold the flue transmited by bacteria. Food ages bad bacteria has been at work. Sour cream yogert and Cheese are made into bacteria. It changes and it doesn't spoil easily It helps breaks down like trees and dead animals. Protozoa is a one cell animal plants produce there one food animals have to eat and they have to hunt, the amoeba is a very small and shapeless blob one little part moves a foot It engulfs food. Parmisem is another type of It It's compares with a slipper but it sicks with that shape It moves that sell to eat a mosquto bites some one that has a disease and it spreads with Protozoa helps get are food chain in move. all these mycrogism you have see with a micro scope. Leeuvenhoek was a Dutchmen he had a interesited in gloss he experment he made the first microscope. he saw all these things when he looked in the microscope. Virises is a living Stuck true you have to see on a different scope virises have really challenged scientists they include living cells it cant makes it self, adeas virises scientis are trying to fix that It causes colds, flues, Chicken pox, mumps et we really don't do anything that important but were still trying to no more.

~~[illegible]~~	
constitution	-Power is devided It was wrote 200 years ago. a living doc. It plays in active role in the gov.
3 branches	
executive	being in charge of the laws
executive Branch	he's in charge of all Army military
	can make treats
(Treaty)	is to make peace
	-whether there's peace
cabinet	- weapons
	-informs the preasident about thing
embassador	he picks someone to represident a form Peson
	the president can pick the Supreem Judge.
	there a checks and balenses
	he cannot declare war
	any treaty have to be clarified by the Congress
Legislative branch	-is the branch that creates laws
	(bill) Can be represidentive to the Congre
	-to make new laws
	-they can designate the taxes
	-makeing a boget
	~~Congress~~ -they can make laws ab Aliens,
	the consiteton has a pasific Ideas about the the gov
(veto)	Is a Check the president can vet the law It does not become a law

Lesson 3: Let's Practice

- Listen to the Humor lecture again. This time combine ALL the the steps of the "NOTeS" Strategy while using the the "T" method
- You will earn 1 point for each main idea recorded and 1 point for each detail recorded.
- At the end of the lecture we'll review your notes and calculate a percentage correct.
- Instructional target: 80% of the class recording 80% of the main ideas and details.

Lesson 3: Extend the Learning

- What can you do when teachers get off topic and go down "rabbit trails?"
- What can you do when main ideas and details are not clearly stated?

Lesson 3: Metacognitive Moment

- Listen to how good learners think as they sort main ideas and details
  - "Where does this information fit?"
  - "Is this a main idea or a detail?"
- Be sure and ask yourself questions about the content of a lecture
  - "Do I understand what the teacher said?"
- What can you do if your mind wanders?
  - Remind yourself to pay attention
  - Tell yourself that your doing a good job of taking notes

Lesson 4: The **GRADE** Strategy

- Review the NOTeS Strategy
- Discuss when and where to study
- Describe and practice each step of the GRADE Strategy
  - You will practice GRADE using your "Humor" notes created in Lesson 3

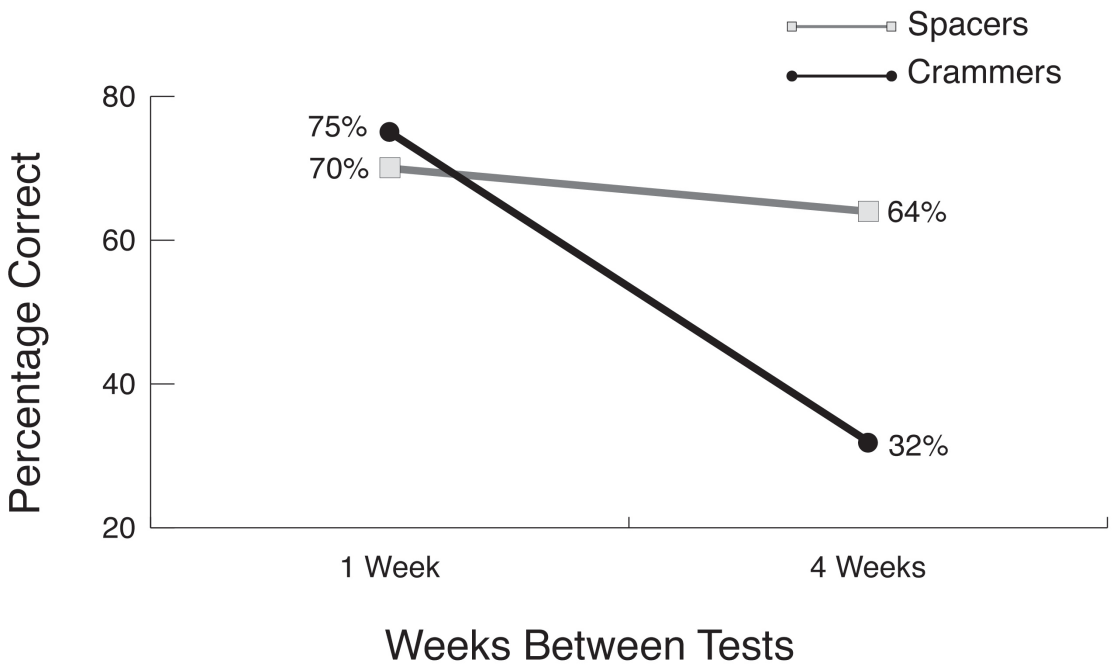
When and where do you study?

- When do you normally study for a test?
- How long do you remember the information after the test?
- Where do you study?
  - Being able to concentrate is key
  - Consider resources that may be necessary for studying

Cue Card #11

Why Shouldn't You Cram?

Test Results of Crammers and Spacers



Cue Card #10

The GRADE Strategy

Gather missing information

Reread and highlight

Ask yourself questions

Draw a diagram

Encourage yourself

Cue Card #12

Gather Missing Information

If you miss information during a lecture:

- Leave blank space for filling in later
- Mark your paper so you remember to get the information later

When to gather missing information:

- For one or two words, ask your teacher either during the lecture or after the lecture.
- With bigger chunks of information, ask your teacher (or a friend) after class.

Cue Card #13

Reread and Highlight

Important terms & definitions

Scientific process — way to ask & answer sci ?s thru observations & experiments

Important people

Wm Shakespeare — Eng poet & playwright; considered greatest English writer

Important events, dates, & significance

Kan-Neb Act, 1854 — repealed MO Comp.; let Kan & Neb settlers to choose if free/slave state

Important lists of information

Solving equations

1. Combine like terms
2. Isolate terms that contain unknown variable
3. Isolate variable to solve for
4. Substitute your answer into orig equation; check that it works

Let's Practice

- I'll model using the Microorganisms notes
- You highlight using your "Humor" notes

Cue Card #14

Ask Yourself Questions

About terms & definitions

- What is “pointillism”?
- Define “microorganism.”

About people

- Who was Stephen Douglas, and what was he known for?
- True or false: William Shakespeare is considered the greatest writer of the English language.

About events, dates, & significance

- What was the Renaissance?
- Discuss the discovery of penicillin and its impact upon society.

About lists of information

- The two types of protozoa are _____ & _____.
- Name the eight parts of speech.

Weather Notes

1. Temperature	Key element affect. weather Sun emits energy Earth absorbs energy; changes it to heat Amount of heat determines temp.
2. Wind	Movement of air over earth Speed & direct. determine if good/bad
3. Moisture	= amount of water in the air Forms: rain, hail, sleet, snow Moisture that stays in atmos = fog Humidity = moisture in atmosp. (affects comfort) Winter: need > humid; summer: need <
4. Air pressure	= weight of air pushing on earth ↑ = good weather ↓ = bad weather Warm air weighs < cold air Cold air weighs > warm air

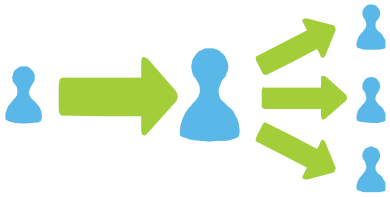
Let's Practice

- Work with a partner to create 3 questions from your Humor Notes
- Use the notecards to create your questions
  - Question on front of card
  - Answer on back of card

GRADE: Step 4

Draw a Diagram

- GRADE introduces 3 different kinds of diagrams that can be used with *most* of the notes taken in school (Cue Card #15)
- Drawing a diagram requires you to manipulate and interact with information thus making it more memorable.



Cue Card #15

Draw a Diagram

The 3 main types of diagrams:

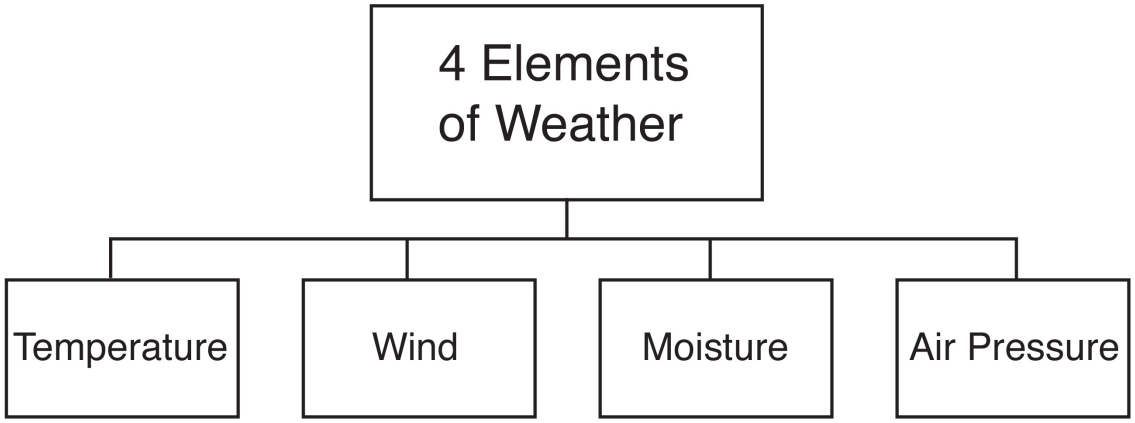
1. **Descriptive**
   Use when notes contain lots of facts, descriptive information, or lists

2. **Sequential**
   Use when notes contain a series of events, a timeline, or set of procedures

3. **Compare & Contrast**
   Use when notes compare or contrast two or more items

Cue Card #16

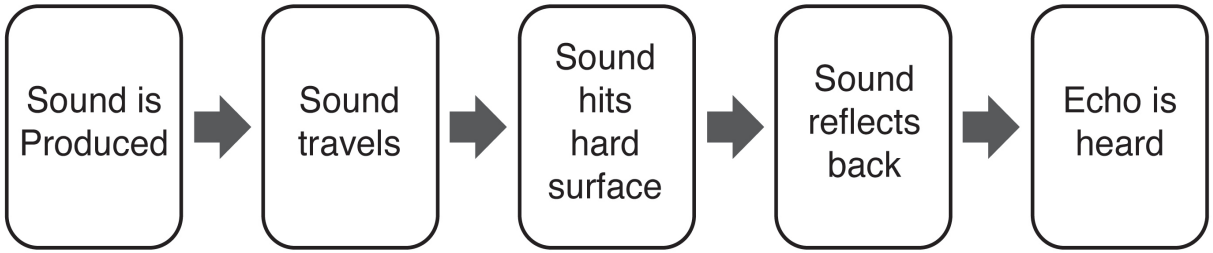
Example Descriptive Diagram



Cue Card #17

Example Sequential Diagram #1

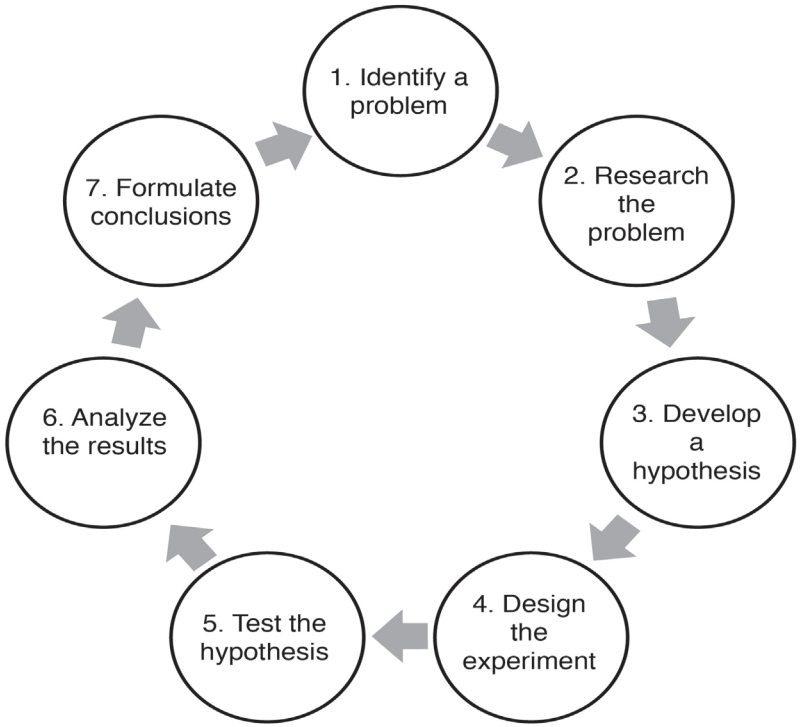
How an Echo is Produced



Cue Card #18

Example Sequential Diagram #2

The Scientific Process Flow Chart



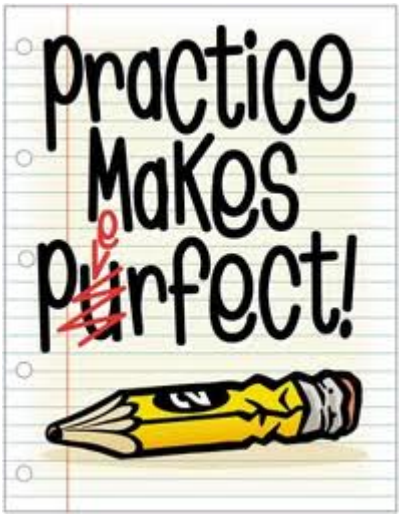
Cue Card #19

Example Compare & Contrast Diagram

Microorganism	Positive Attributes	Negative Attributes
Bacteria	Necessary for foods like cheese, yogurt	Causes food to spoil
Protozoa	Helpful in food chain	Causes malaria
Viruses	Keeps population down	Causes colds, flu, small pox, mumps

Let's Practice

- Use your 'Humor" notes to create a diagram



GRADE: Step 5

Encourage Yourself

- Utilize this step when taking notes, while studying, before a test, and during a test
- Good learners engage in positive self-talk
- Let's brainstorm positive statements we can say instead of the negative statements listed on Cue Card #21

Cue Card #21

Instead of Saying…

"The teacher's going too fast. I can't keep up."

"Taking notes is a waste of my time."

"I don't know how to take notes."

"I have no idea what questions will be on the test."

"Taking notes is hard. I'll never be good at it."

Positive Affirmations

- http://www.youtube.com/watch?v=-DIETIxquzY&feature=youtube_gdata_player
- www.youtube.com/watch?v=qR3rK0kZFkg&feature=youtube_dgata_player