**COUNSELOR LESSON PLAN**

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| **Topic: Note Taking: The Cornell Way (Part I of III)**  **Duration:**  **Grade Level**: 7th | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **Academic:**  **A:A1.5 identify attitudes and behaviors which lead to successful learning**  **A:A2.1 apply time management and task management skills**  **A:A2.4 apply knowledge and learning styles to positively influence school performance**  **A:A3.2 demonstrate the ability to work independently as well as the ability to work cooperatively with other students**  **A:A3.5 share knowledge**  **A:B1.2 learn and apply critical thinking skills ???**  **A:B1.3 apply the study skills necessary for academic success at each level**  **A:B1.5 organize and apply academic information from a variety of sources**  **A:B1.7 become a self directed and independent learner**  **A:B2.6 understand the relationship between classroom performance and success in school**  **Career:**  **Personal Social:** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| Objective:  Students will be exposed to the Cornell Note Taking format; students will learn the benefits of note taking and be able to identify do’s and don’ts of note taking.  Essential Question:  What are the benefits to note taking and how does one take quality notes? | | 1. Cornell Notes – note taking system that teaches students how to study, devised by Cornell University education professor 2. Topic/Objective – a matter or subject dealt with/a thing aimed at or sought 3. Essential Question – points towards important information, open ended, thought provoking and calls for higher order thinking 4. Notes – brief record of facts, ideas, written to aid in memory | |
| **INTRODUCTION TO LESSON** | | | |
| 1. With PowerPoint displayed on slide 1, teacher informs students that, “Today you will learn the Cornell Note Taking Format; you will also learn the benefits to taking notes and how a person takes quality notes” 2. For 5-7 minutes, students will work in small groups of 4 to brainstorm ideas and information that illustrate what they know about note taking 3. Distribute ABC Brainstorming Handout (one per group) 4. Have students, each group, designate a writer who will write the group’s ideas 5. At the top right hand of the handout, the writer should title the brainstorm “note taking” 6. Students, entire class, should chorally read the directions 7. Teacher will reiterate directions and model using the letter of their choice 8. Teacher will ask if there are questions of if students need further clarification on this activity 9. After 5-7 minutes, teacher will elicit students’ attention. Teacher will facilitate a whole group discussion of students’ ideas and information that illustrates students’ knowledge of note taking (teacher records ideas on board, ppt. slide 2) | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| 1. When group brainstorm is complete teacher will explain, “Now that your minds are focused on note taking we are going to consider why note taking is necessary.” 2. Teacher says, “Now I am going to show you what Cornell Notes look like”; teacher distributes Cornell Notes Template (Topic: Note Taking) and displays slide 4 3. Teacher reviews slide 5 4. Teacher displays slide 6 and distributes Do’s and Don’ts of Note Taking Worksheet (1 per group) and Reference Sheet (one for each student to keep and use as a resource)   c when students are finished, teacher facilitates review (students share their written responses) of Don’t’s side and clarifies any questions that students have from the Don’t side  f when students are finished, teacher facilitates a review (students share their written responses) of Do side and clarifies any questions that students have from the Do column | | 1. Ask for individual students to read the points from slide 3 2. To reinforce points on slide 3 students will view the first 30seconds of the video using link embedded on slide 3   a Ask for individual students to predict what goes in each section of the Cornell Notes template (teacher will clarify as needed)  a in their collaborative groups, students work on side one (Don’ts of Note Taking) worksheet  b students make note of any questions they have  d in their collaborative groups, students work on side two (Do’s of Note Taking) worksheet  e students make note of any questions they have | |
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| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| 1. Ticket to Leave-display slide 7 | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| Writing  Inquiry  Collaboration  Organization  Reading | | | |
| **RESOURCES** | | | |
| Note Taking The Cornell Way PowerPoint (slides 1-7)  ABC Brainstorming Handout  Cornell Notes Template  Cornell Notes Template (Topic: Note Taking)  Do’s and Don’ts of Note Taking Reference Sheet  Do’s and Don’ts of Note Taking Worksheet | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Provide certain students w/ ABC Brainstorming handout w/ most difficult letters already filled in  Permit certain students to work independently  Rather than have certain students predict what each section of Cornell Notes entails provide a copy of the template w/ short explanations of each section  For certain students, teacher can model expectation of Dos and Donts of Note Taking worksheet and/or provide it slightly completed | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
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