**COUNSELOR LESSON PLAN**

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| **Topic: Note Taking: The Cornell Way (Part II 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 observe teacher model note taking process in order to identify the main idea of The Good Wolf Bad Wolf story and to interpret what is meant by the wolf you feed will win. Students will participate in guided note taking practice in order to identify who Jeannette Mare is as well as what her community contributions are.Essential Question:What is the main idea of The Good Wolf Bad Wolf story and what is meant by the wolf you feed will win?Who is Jeannette Maré and what community contributions has she made? | 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
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| **INTRODUCTION TO LESSON** |
| 1. Quick Write – Students will write a paragraph describing the format of Cornell Notes as well as effective note taking strategies. Students may use their resources.
2. After five minutes, students will share their quick write with a partner
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| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| 1. Teacher will review the Do’s of note taking (slide 11)
2. Teacher will display slide 12 and pose the question, “How does one become a skilled juggler?”
3. Teacher connects the idea of practice being necessary to become skilled in tasks i.e. note taking and segues into “today we will practice how to take notes keeping in mind to do’s of note taking”
4. Teacher distributes Cornell Notes template (Topic: Good Wolf Bad Wolf) and Good Wolf Bad Wolf story and displays slide 14

c Teacher will stop between each paragraph to take notes on the board on slide 14; teacher will talk through what he/she writes and explain why he/she writes it while also referencing the Do’s of note taking students will use their template to copy what the teacher is writing6 Teacher will facilitate a thumbs up thumbs down, “Give me a thumbs down if you concluded that the notes do NOT relate to the topic and do NOT answer the essential question (scan audience and have them put thumbs away); Give me a thumbs up if you concluded that the notes do relate to the topic and do answer the essential question” (thumbs should be up)7. Teacher will guage if kids need to get up and move (if so, number students off 1-6 or 1-7); have students get up and move to their respective “new groups”If teacher does not think movement is necessary skip #7 and go to #88.Teacher distributes Cornell Notes template (Topic: Jeannette Maré) and founder text and displays slide 16b. teacher reminds students of essential question as written on slide 16 and asks students, “what details did we hear/read in paragraph one that relate to our essential question”d teacher supports this process by reminding students of the do’s of note taking and by validating and/or providing correction as necessaryf teacher reminds students of essential question as written on slide 16 and asks students, “what details did we hear/read in paragraph two that relate to our essential question”h teacher supports this process by reminding students of the do’s of note taking and by validating and/or providing correction as necessaryi repeat this process w/ paragraph 3 | 1. Students will answer this question using think-pair-share and then share out with the whole group (answer should be: practice)
2. Individual students will take turns lecturing to the teacher/reading each paragraph of Good Wolf Bad Wolf

d Students will work with their group to discuss, “Do these notes relate to the topic? Do these notes relate to the essential question (What is the main idea of The Good Wolf Bad Wolf story and what is meant by the wolf you feed will win?)?”1. Students chorally read paragraph 1

c students identify details that relate to the essential question and write them in the notes section of the templatee students chorally read paragraph 2g students identify details that relate to the essential question and write them in the notes section of the template |
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| **CLOSURE|CHECK FOR UNDERSTANDING** |
| 9. Quick Write- explain how the notes we took answer our essential question |
| **AVID WICOR STRATEGIES UTILIZED** |
| WritingInquiry Collaboration OrganizationReading |
| **RESOURCES** |
| Note Taking The Cornell Way PowerPoint (slides 9-17)Cornell Notes Template (Topic: Good Wolf Bad Wolf)Good Wolf Bad Wolf StoryCornell Notes Template (Topic: Jeannette Maré)Bens Bells Project Sheet Titled: Founder |
| **DIFFERENTIATED INSTRUCTION** |
| For certain students provide cloze copy (paragraph) of bellwork to use in addition to the resources they already have For certain students provide cloze copy of Cornell Notes Template (Topic: Good Wolf Bad Wolf and/or Topic: Jeannette Mare)Allow certain students to work independently |
| **SUPPLEMENTAL LESSON AND RESOURCES** |
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