**COUNSELOR LESSON PLAN**

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| **Topic: Taking Notes**  **Duration: :30- :45**  **Grade Level**: **3rd** | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **Academic:**  **Standard B: Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**  **A.B1.3 Apply the study skills necessary for academic success at each level**  **A.B1.7 Become a self-directed and independent learner**  **Mindsets: Category 2: Learning Strategies 3. Use time-management, organizational and study skills** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **Students will learn that good note taking is essential for success in school as well as in everyday life situations** | | Important information  Unimportant information | |
| **INTRODUCTION TO LESSON** | | | |
| **Review the difference between oral and written information.**  **Talk about the steps involved in taking notes from written information**   1. **Read materials** 2. **Look for key words and phrases** 3. **Use your own words** 4. **Keep your notes brief** 5. **Revise them if necessary** | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| 1. Counselor will ask students questions:   Why is note taking a valuable skill to learn?  When and where would you use this skill?  How can you decide what is important/unimportant in writing and in oral materials? | | The students will respond by raising their hands to answer.  The students will write down the response of others. Students will take notes during the class discussion. | |
| 1. Step by step instructions will be provided. Steps for taking notes will be reviewed. Read material, look for key words, use own words, keep notes brief and revise them if necessary. | | Students will listen to examples and instructions for the activity. (Worksheet)  Students will have opportunity to ask questions. | |
| 1. Counselor will give students directions to work in small groups to complete the activity. Give each student the HELP WANTED AD Sheet. | | Students will listen to directions. Students will collaborate in small groups to work on worksheet. | |
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| 1. Counselor will provide the instructions for working on worksheet. Students will be instructed to: 1. Identify important information in the ad. 2. Provide reason(s) why they see the fact as important. 3. Summarize, and limit to 5 most important facts. | | Students will underline or highlight the most important facts in the ad. Students will write the reason(s) why they see the facts as important. The student then will pick 5 of the most important facts. | |
| 1. After the activity is completed, counselor will review the HELP WANTED AD with students in large group setting. | | Students will listen and participate in large group discussion. | |
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| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Counselor will walk around the classroom and observe for students working on the activity while in small groups. Feedback, support and instruction will be provided. Counselor will check for understanding by asking students questions about the activity. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| Write: Student will be writing notes  Inquiry : Think-share  Collaboration: Students are encouraged to work collaboratively in small groups | | | |
| **RESOURCES** | | | |
| Use one worksheet: HELP WANTED AD | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Small groups  Collaboration to help students share  Information broken down to small steps, individualized help as needed | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| Use similar information or other examples of other ads | | |