INQUIRY PROCESS: NOTE TAKING

Lesson Plan

Purpose: Students will take notes on the sources that they indicated they would use. This involves comprehending the main points in the source, highlighting relevant information to answer a Little Question, and determining if they will paraphrase or quote the content of each source.

OUTCOMES

LESSON GOALS	QEP COMPETENCIES
Students will be able to… • Learn strategies to help process (comprehend) and document important points from each source, and relate each to a Little Question using an appropriate method (paraphrase or quotation).	*Arts Education: Visual Arts* 3 – To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates *Languages: English Language Arts* 1 – To read and listen to literary, popular and information-based texts 2 – To write self-expressive, narrative and information-based texts 3 – To represent her/his literacy in different media 4 – To use language to communicate and learn *Cross Curricular* 1 – To use information 3 – To exercise critical judgment 5 – To adopt effective work methods 6 – To use information and communication technologies 8 – To cooperate with others 9 – To communicate appropriately

Materials:
- Interactive whiteboard e.g., SmartBoard.
- Whiteboard and markers.
- Print outs of webpages for students to paraphrase.
- Computers with Internet access.
- 4 Bristol boards.
- 2 rolls of scotch tape.
- Worksheet (*see the teacher resources page for the worksheet*).
- *Optional: Print versions of sources and highlighters.*
- *Optional: Cue cards/index cards.*

PRACTICE PARAPHRASING

Note: Doing both this activity as well as the one below it may take a lot of class time. Determine if your students need more practice at identifying good and bad paraphrasing techniques. You may decide that only one activity is necessary or you may want to do both, or some combination of the two.

1) *Have* students define "paraphrase".
   Paraphrasing is putting someone else's words and ideas into your own words but still keeping the overall meaning. Paraphrasing is not about finding a synonym for a select few words. Rather, one should read the text, consider its meaning, and then attempt to put the overall idea into their own words. The new text must still have the same meaning as the original text.

2) *Provide* the following tips on how to properly paraphrase to students:
   a) Read then reread the text.
   b) Set aside the text.
   c) Restate the main ideas that you want to use.
      Be careful not to change the meaning.
   d) If you find the words the author used to be too technical, keep the author's original words but be sure to use quotation marks around them.
   e) Be sure to write down the name of the source and the page number next to your own notes so that you don't forget where you got the information.

3) *Project* a webpage using an interactive white board.
   For example, you can use:
   Stillman, Dan. "NASA - What Is Earth?." *NASA*. N.p., 19 Jan. 2011. Web. 24 July 2013. <http://www.nasa.gov/audience/forstudents/5-8/features/what-is-earth-58.html>

4) *Read* then paraphrase the text on the webpage as a class.
   Determine, as a class, which are the important points in the text that you just read. Minimize the webpage screen and have students summarize the important points. Write the paraphrased text on the whiteboard. Compare the class's paraphrased version with the original text. Do the two versions still have the same meaning?

5) *Divide* students into groups of 4 and assign roles.
   - *Leader*: makes sure everyone is involved and stays on track.
   - *Time keeper*: keeps everyone on task and is aware of the activity deadline.
   - *Note Taker*: takes notes and records final paraphrase for the group.
   - *Speaker*: presents and justifies the groups work.

6) *Give* each group an article.
   Hand out articles to each group that they will be asked to paraphrase. For longer texts, you can suggest that students focus on particular paragraphs or sections. Some possible suggestions:
   - NASA: For Students, Grades 5-8
     o Tidal Weirdness: http://scijinks.jpl.nasa.gov/tidal-curiosities
     o What is Antarctica?: http://www.nasa.gov/audience/forstudents/5-8/features/what-is-antarctica-58.html
     o What is Happening in the Ocean?: http://climatekids.nasa.gov/ocean/
     o What is Pluto?: http://www.nasa.gov/audience/forstudents/5-8/features/what-is-pluto-58.html

- Government of Canada
    - Canadian Settlement (pick a community): http://www.collectionscanada.gc.ca/settlement/kids/021013-1001-e.html
    - Confederation for Kids (pick a province/territory): http://www.collectionscanada.gc.ca/confederation/kids/023002-2000-e.html
    - History of Hockey: http://www.collectionscanada.gc.ca/hockey/kids/024003-2000-e.html
    - Lightning Safety: http://www.ec.gc.ca/foudre-lightning/default.asp?lang=En&n=159F8282-1
    - Species Profile (Beluga Whale): http://www.sararegistry.gc.ca/species/speciesDetails_e.cfm?sid=130

    Note: Students can do this activity on the computer but make sure that each group has room to work together.

7) *Direct* students to exchange their paraphrased text with another group.
They should compare that group's paraphrased text with the original text. They should determine if both texts have the same meaning. If they have any suggestions for that group they should make note of it and share with the other group.

COMPETE WITH IDENTIFYING GOOD/BAD PARAPHRASES AND QUOTES

1) *Divide the class in half.*
Have students form groups of 2-3 with other people on their half of the classroom.

2) *Stick* the Bristol boards at the front of the classroom.
There should be 2 Bristol boards for each side of the classroom. One Bristol board has the heading "Good Example" and the other has the heading "Poor Example".

3) *Provide* each group with a paragraph/quote example.
Cut out the examples in the document entitled Good and Poor Examples of Paraphrasing. Each side of the class should have the same examples.

> Teacher Tip
> You can use following websites to review MLA in-text citation and develop your own examples:
> - Owl Purdue Essay example:
>   http://owl.english.purdue.edu/owl/resource/563/03/
>   This site is intended for an older audience, but teachers can use it as a personal reference.
> - Kathy Schrock: http://kathyschrock.net/research/intext.htm
>   These examples are targeted towards grades 7-12.

4) *Instruct* groups to identify if their example is a good or bad paraphrase or quote.
They should identify at least 2-3 reasons why their example is a good or bad example and write down their reasons on their sheet. Groups rush up to the front of

the class and tape their card on the correct Bristol board.

5) *End* the competition once all of the cards have been placed on one of the Bristol boards.
   There are 2 ways you can declare a winning team:
   a) The team who was the fastest to tape their cards up (assuming they have all be correctly categorized), or
   b) The team with the most justifications for why the cards were good/poor examples (all examples should all have at least 2 reasons).

Optional Modifications to the Lesson
   Divide the class in half and have students form groups of 2. Number off the groups 1 and 2. The #1 groups will be quotes and the #2 groups will be paraphrases. Give each group index/cue cards and an example sheet. The examples should only contain the original text. Each group will have to write out a good and a poor example of a quotation or paraphrase for the original text. When the teams are finished, have the speaker of the group read each example and justify why they felt it was a good/poor example. When they are done, they should place the cards on the Bristol boards.

HIGHLIGHTING AND NOTE TAKING
1) *Have* students log into IS-21.
   Students should navigate to the IS-21 task that they created. They should be on the **NOTE TAKING** step.

2) *Have* students answer the questions in the *Understand* tab.
   This tab will test their understanding of the content of the source. The text field for the question "What is the key idea that relates to this Little Question?" is required in order to unlock access to the second tab, *Paraphrase or Quote*.

3) Direct students to go to the *Paraphrase or Quote* tab.

4) *Allow* students to copy and paste or type direct content from their source.
   Instruct them to focus on the content that relates to their Little Question. Make sure they reference the page number from a printed source or the paragraph number from a webpage.

5) *Have* students review what they just pasted and **Highlight** important ideas.
   From the highlight tab, students will select the most salient information from what they copied into their task. They should also indicate if what they highlighted is a main idea or supporting evidence, and whether it answers the Little Question.

6) *Remind* students to determine if they want to paraphrase or quote this text.
   Encourage the use of paraphrasing, as it does not distract the reader; rather it maintains the student's writing style.

7) *Use* the **Report** feature of IS-21 to review the students' work.

> ### ePEARL Users
> Remember the Report may also be viewed in a student artifact. Think about viewing it there and providing feedback through the Teacher Feedback feature.

Optional Modifications to the Lesson
The following modification can be done if you do not have access to the computer lab for this activity. Model the process with them before having students work in their groups. Use a printout or photocopy of the sources. Have students highlight the information that will answer their Little Question(s).

Once they have read and highlighted their text, have them copy quotes or paraphrase directly on to cue cards/index cards. Be sure that they indicate the source on the bottom of the cue card. As an option you can have them use coloured cue cards where a colour represents a Little Question.

REFLECTION
For students that have completed the step quickly, suggest they use the extra class time to begin reflecting. Direct them to the reflections window in IS-21 and suggest they use the prompts as needed. There are additional prompts listed on the teacher resource page if you would like to have them broken down by each step.

This is an individual task. Students should not be completing this portion with their group member(s). Even if reflection is not a big part of your classroom, we recommend that you have students reflect at least once.

> ### ePEARL Users
> There are two locations that students can reflect- either within their IS-21 task or within the ePEARL artifact that is automatically created whenever a new IS-21 task is started. The reflection ends up in the same place though!

> This lesson is an adaptation of a lesson from
> *AT&T/UCLA's Initiative for the 21st Century Literacies'*
> teacher resources. It was modified with permission.