Welcome to Hidden Sparks Without Walls. We will be starting shortly...

To alleviate background noise and ensure a quiet session, your phones have been automatically muted. Questions and comments can be submitted via the CHAT FEATURE.

While we are waiting, activate the chat feature by clicking in the “Chat” tab that is located below the attendees list on the right of your screen.

When chatting, please remember:

• Select “All Participants” if you would like everyone to see your message. Select “All Panelists” if you would like only the presenter and facilitator to see your message.

• If you have any clarifying questions about the format, or the topic, you may click on the “Q&A” tab located below the presenter list and enter your questions.
Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners. Guided by a philosophy that helping schools meet the needs of children with learning and behavioral differences will ultimately benefit all students, Hidden Sparks’ programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 45 Jewish Day Schools/Yeshivot in NY, NJ, Baltimore and Chicago.
Taking Note: Note Taking Skills and Strategies

With Zipora Schuck
November 17, 2015
Zipora Schuck, MA, MS, is the founder of Pathways Consulting Services LLC, an agency providing professional development services to teachers, principals, therapists and parents. She is a NYS Certified school psychologist holding masters degrees in both special education and school psychology. Mrs. Schuck is currently the Director of the Learning Center at the Beth Rochel School. She is a Catapult premium provider as well as a Torah Umesorah trainer whose popular workshops are usually standing room only! Additionally, she serves as adjunct faculty for Mercy College in their school of Education and Psychology.
Overview of the Session

This webinar is designed to assist teachers of Junior High School students teach and simplify a process for note taking that actually builds student cognition at the same time. Do away with dictation and use one of the three formats presented, scaffolding students with as little or as much support is necessary. Additionally, teach students how to use turn these notes into study tools to prepare for class, and study for quizzes and tests.
Session Goals:

• Delineate goals for teaching note taking to Junior High School Students.

• Discuss cognitive strategies needed for effective note taking.

• Understand the difference between the 3 styles of notes presented.

• Help students use their notes as study tools.
Let’s Warm Up

What do schools emphasize?
Please rank in order of importance
(1=very important to 7=not important at all)

• Note Taking
• Studying
• Test Taking
• Time Management
• Communication
• Goal Setting
• Organization
An elderly woman asked 3 students,

“Can you help me carry my packages?”

• The pre-school student kept walking.

• The elementary school student said “sure” and took the bags.

• The junior high school student said, “what did you say after…can you help me” as she wrote it all down.
Future Court Stenographers of America?

No!
If the notes are dictated...

• Why come to class?
  I’ll just get the notes

• Why listen in class?
  He repeats it anyway.

• Why take notes?
  My friend will fax/scan them to me.
You had to be there!

- The class information should be able to be reduced to simple and clear notes that could be retaught.
- The class experience should be dynamic, engaging, and unable to fully replicate.
Is there more to note taking than the notes?

What cognitive skills are required when we don’t dictate?

• Summarizing
• Main idea vs. details
• Categorizing
• Gestalt
• Short Term Memory work

How are these skills used in real life?
Caution!
If this is your first and final thought...

- I don’t have the time to make new sheets.
- I won’t finish my curriculum.
- I’ve been doing it like this for years and it works just fine.
- The rest of my lesson is fantastic, so it’s ok if this part isn't.
- It’s not my job to teach them how to take notes.
- The students get so nervous if I don’t dictate notes.
- But that’s how my lessons go – I teach and then I dictate.
- I need to dictate notes for the discipline.
Active Listening as a pre-requisite

They are not really hearing you because...
- Of rehearsal strategies
- Hanging onto single words
- Spoon feeding

They are really hearing you...
- Student summarizers
- In your own words
- Main Idea
- Just the facts ma'am
Teacher vs. Student

• Generally, teacher speaking speed is 5x as fast as students writing speed.

• Teachers need to teach and pause so that students can process and write throughout the lesson.
Short and Sweet – Taking the Notes

In class

• Reductions
• Telegrams
• Abbreviations
• Symbols
• Bullet points
• Short phrases
Common Abbreviations

• What subject do you teach?

• What are five general words students could/should/would/abbreviate?

• What are 5 subject specific words they should abbreviate?
General Tips for Students

Never
- Use a sentence when you can use a phrase
- Use a phrase when you can use a word
- Use a word when you can use an abbreviation

Always
- Date notes
- Head it with the topic
- Leave room/skip spaces
- Pay attention to What’s on the board.
- What's repeated and emphasized
Forms of Notes

3 Levels of Support

1. Guided Notes
2. Cornell Notes
3. 2 Column notes
Teaching with Guided Notes

- Guided notes given out in the beginning of class
- Teacher teaches
- All students filling guided notes as the class progresses
- Transitioning from more filled in to less filled in as the year progresses
Using guided notes templates

- The dual goal of curriculum and form
- Guided notes means focused attention
- Teacher prepares, students fill in
- Teacher scaffolds how much support is necessary for each lesson

How?

- Use a basic template
- Prepare daily lessons on the template.
- If you are writing outlines on boards – you are halfway there!
- Emphasize bullet points and phrases.
<table>
<thead>
<tr>
<th>History Notes</th>
<th>Topic:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Now:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aim:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People:</td>
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<tr>
<td>Places:</td>
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<tr>
<td>Dates:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where were the Jews?
Front

Math Notes
Topic
Date

Do Now:

Aims:

Lesson/Rules

Vocab:

HW:

Back

Classroom Examples:
 GUIDED NOTES - CHUMASH

פרשת שמות - פרשת ה-

①

- "ודם הקימה את ברכתי" - ד"ה
- וש-
- ו-

②

- "ודם את משכנת" - ר"י
- וש
- ו-

③

- "ורצון אל של פידעו מלך מזרים" - ד"ה

פרשה "-même" "בכ" "ייזום"
Why bright kids can’t keep up in the big leagues

- Can’t differentiate main ideas from small details
- Can’t write everything down so they stop trying
- Can’t process the information because they are so focused on getting the dictation from someone who is not intending to dictate
- Can’t study the volume of notes effectively prior to a test
Cornell Notes – A form and a method

• The upside down T
• Note taking column
• Questions/Key Words columns
• Summary Box

• Notes taking is done throughout the lesson
• Questions/Key words are done at the end of class
• Summary done nightly after a 5 minute review
• Previous days summaries always reviewed with the current
<table>
<thead>
<tr>
<th>Key Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Summary**
The Process

→ Teaching
→ Pausing for summation
→ Bullet points
→ Time for writing
<table>
<thead>
<tr>
<th>Key Words</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Later – Making the Notes

- Color Code
- Underline, circle, box
- Fill in missing pieces
- Question/answer/evidence
2nd column work – studying the notes

- Test question
- Title it
- Just the facts ma'am
- Flashcards
- What’s the bottom line
- I need more info please
Remember the mnemonics!

- W.O.R.D.S.
- Phrases
- Hints
- Clues
- Rhymes
- Diagrams
- Songs
What’s better?

- Binders of spirals?
- One sided or two sides
- Word for word or in my own words
- Continue on or start a new page daily?
But the students will say...

“I like to write every word down.”

“I want to copy over my notes into a document each night.”

“I don’t understand what you are teaching - why can’t I write down everything so I can figure it out later.”

“I can’t write and listen at the same time – why can’t you dictate it later?

“I don’t know what it all means when I get home.”
From notes to assessment

☑ Emphasize the small details you want students to remember
☑ Don’t catch them on esoteric points that were said only once.
☑ What do you really want them to know?
☑ Open notes for Do Now's, quizzes, and worksheets
Teaching this to the students

→ Set aside 5 minutes a day for active listening exercises

→ Encourage the use of minimizing strategies

→ Alternate between high interest topics, deadly boring topics, and typical class bits when you are preparing.

→ Elicit from the students several samples of good summaries.
Two questions for today

1. Did you like these PowerPoint slides? Why?

2. What are they an example of?
Two questions for the rest of the year?

1. What strategy could you see yourself using?
2. What support do you need to make it work?
The most important notes for students
<table>
<thead>
<tr>
<th>Date</th>
<th>Session Type</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. 12/1/15</td>
<td>For Parents</td>
<td>A Force of Nature: Supporting Strategies for Impulse Control</td>
</tr>
<tr>
<td>Wed. 1/6/16</td>
<td>For Teachers</td>
<td>The Math/Brain Connection: Using Current Cognitive Research to Inform Instruction for Struggling Math Learners</td>
</tr>
</tbody>
</table>

If you are interested in bringing Hidden Sparks to your school or city, please contact us: 212-767-7707 or sara@hiddensparks.org
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