

Summarizing & note-taking

Research shows...Verbatim note taking is the **LEAST** effective way to take notes. If students copy notes exactly as you write them on overheads or smartboards... **Stop!**



Students need to learn to put information into a concise, synthesized form and focus on important points. By deliberately teaching the skills of summarizing and note taking, teachers provide students with a stronger foundation for learning.

There are 3 modes of summarizing:

1. **Teach students a formal process.** Teach students how to summarize. Teach students the delete-substitute-keep process for summarizing. A "rule-based strategy" for summarizing includes a specific set of steps (Brown, Campione, & Day, 1981).
The steps are:
 - ✓ Delete unnecessary words or sentences
 - ✓ Delete redundant words or sentences
 - ✓ Substitute super-ordinate terms (for example, "trees" for pines, oaks, and maples)
 - ✓ Select or create a topic sentence. Find the big ideas & important information.
 - ✓ Put it in your own words
2. **Summary Frames.** Use framing questions to focus their attention on key concepts you want them to remember. The questions will help students understand the purpose and format of the text or information, and after answering the questions, students will be better equipped to write a summary for the text or information. **(See pages 2-4 for sample questions)**
3. **Reciprocal Teaching.** Students work in groups with assigned roles and tasks to synthesize and summarize their learning. **(See page 9 for role cards for different tasks)**

To help students become better note-takers:

1. **Model good note taking.** Model for your students how to take effective notes. Give them an outline of information you are going to cover in class, and have them use that as the starting point for their own notes. Show them that notes are living documents that change and evolve as the note-taker gains new understanding.
2. **Personalize.** Encourage students to personalize their notes, using sketches, diagrams, color codes, idea webs, or other approaches that make sense to them. What matters most is that students make notes that are meaningful and useful to them.
3. **Use notes as study aids.** Have students compare and discuss their notes in small groups as a method for review and test preparation.
4. **Teach students different structures for notes.** Cornell notes, Concept Webs, Outlining... **(See pages 5-7 for information on Cornell Notes)**

Summary Frames

Reading comprehension increases when students learn how to incorporate "summary frames" as a tool for summarizing (Meyer & Freedle, 1984). Summary frames are a series of questions created by the teacher and designed to highlight critical passages of text. When students use this strategy, they are better able to understand what they are reading, identify key information, and provide a summary that helps them retain the information (Armbruster, Anderson, & Ostertag, 1987).

Definition Frame

The purpose of a definition is to describe a particular concept and identify subordinate concepts. Definition patterns contain the following elements:

1. Term – the subject to be defined.
2. Set – the general category to which the term belongs.
3. Gross characteristics – those characteristics that separate the term from other elements in the set.
4. Minute differences – those different classes of objects that fall directly beneath the term.

Frame Questions

1. What is being defined?
2. To which general category does the item belong?
3. What characteristics separate the item from other things in the general category?
4. What are some different types or classes of the item being defined?

Problem/Solution Frame

Problem/solution frames introduce a problem and then identify one or more solutions to the problem.

Problem: A statement of something that has happened or might happen that is problematic.

Solution: A description of one possible solution.

Solution: A statement of another possible solution.

Solution: A statement of another possible solution.

Solution: Identification of the solution with the greatest chance of success.

Frame Questions

1. What is the problem?
2. What is a possible solution?
3. What is another possible solution?
4. Which solution has the best chance of succeeding and why?

Narrative Frame

The narrative or story frame is commonly found in fiction and contains the following elements:

1. **Characters:** the characteristics of the main characters in the story.
2. **Setting:** the time, place, and context in which the information took place.
3. **Initiating event:** the event that starts the action rolling in the story.
4. **Internal response:** how the main characters react emotionally to the initiating event.
5. **Goal:** what the main characters decide to do as a reaction to the initiating event (the goal they set).
6. **Consequence:** how the main characters try to accomplish the goal.
7. **Resolution:** how the goal turns out.

Components 3-7 are sometimes repeated to create what is called an *episode*.

Frame Questions

1. Who are the main characters and what distinguishes them from others?
2. When and where did the story take place? What were the circumstances?
3. What prompted the action in the story?
4. How did the characters express their feelings?
5. What did the main characters decide to do? Did they set a goal, and if so, what was it?
6. How did the main characters try to accomplish their goal(s)?
7. What were the consequences?

Topic-Restriction-Illustration Frame

T-R-I stands for topic, restriction, and illustration. This pattern is commonly found in expository material. The T-R-I frame contains the following elements.

Topic (T) – general statement about the topic to be discussed

Restriction (R) – limits the information in some way

Illustrations (I) – exemplifies the topic or restriction

Frame Questions

1. T – What is the general statement or topic?
2. R – What information does the author give that boxes in or narrows or restricts the general statement or topic?
3. I – What examples does the author give to illustrate the topic or restriction?
(Continue with R – I as needed.)

Conversation Frame

A conversation frame is a verbal interchange between two or more people. Commonly, a conversation has the following components:

5. **Greeting:** some acknowledgment that the parties have not seen each other for a while.
6. **Inquiry:** a question about some general or specific topic.
7. **Discussion:** an elaboration or analysis of the topic. Commonly included in the discussion are one or more of the following:
 - Assertions:* statements of facts by the speaker.
 - Requests:* statements that solicit actions from the listener.
 - Promises:* statements that assert that the speaker will perform certain actions.
 - Demands:* statements that identify specific actions to be taken by the listener.
 - Threats:* statements that specify consequences to the listener if commands are not followed.
 - Congratulations:* statements that indicate the value the speaker puts on something done by the listener.
8. **Conclusion:** the conversation ends in some way.

Frame Questions

1. How did the members of the conversation greet each other?
2. What question or topic was insinuated, revealed, or referred to?
3. How did their discussion progress?
4. How did their conversation conclude?

The Argumentation Frame

Argumentation Frames contain information designed to support a claim.

Elements of a Argumentation Frame

Evidence	information that leads to a claim
Claim	the assertion that something is true; the claim that is the focal point of the argument
Support	examples of or explanations for the claim
Qualifier	a restriction on the claim or evidence for the claim

Frame Questions

1. What information is presented that leads to a claim?
2. What is asserted as true? What basic statement or claim is the focus of the information?
3. What examples or explanations support the claim?
4. What restricts the claim, or what evidence counters the claim?

Cornell Note-taking Method

Cues

- * Main ideas
- * Questions that connect points
- * Diagrams
- * Prompts to help you study

WHEN:
After class
during review

Notes

- * Record the lecture here, using
 - * Concise sentences
 - * Shorthand symbols
 - * Abbreviations
 - * Lists
- * Skip lots of space between points

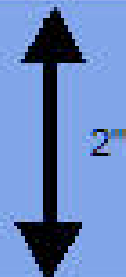
WHEN:
During class



Summary

WHEN:
After class during review

- * Top level main ideas
- * For quick reference

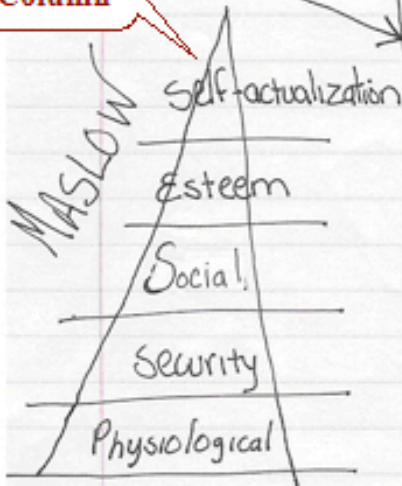


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Types of Leadership Theory

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Cue Column



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Why do some believe in Theory X and others Theory Y?

Motivational Theories -

- Explain how human relations affect motivation.

Note-Taking Area

Maslow's Hierarchy of needs (motivational theory)

1. Physiological Needs - survival, food, shelter
2. Security Needs - stability and protection
3. Social Needs - friendship and companions
4. Esteem Needs - status and recognition
5. Self-Actualization - self-fulfillment

- * Developed By Abraham Maslow
- * Must meet lower needs first.

Theory X - holds that people are naturally irresponsible.

Theory Y - holds that people are naturally self-motivated and responsible.

- * Developed by Douglas McGregor
- * What type of leader you are is determined by which theory you believe in.

Motivational theories explain how and why people are motivated. 2 motivational theories are Maslow's hierarchy of needs and Theory X and Y

Summary Area

Cornell Note-Taking Format

Subject:

Date:

Main Ideas/ Questions	Details/Notes
Summary:	

RAFT

RAFT is a post-reading/learning writing strategy that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. It teaches students to think creatively about what they have learned and synthesize their learning by responding to the following prompts:

- **R**ole of the writer: who or what are you as the writer? A pilgrim? A soldier? The president? A character from a novel? A scientist? An author?
- **A**udience: To whom are you writing? A friend? Your teacher? Readers of a newspaper? The principal? Voters? Children?
- **F**ormat: In what format are you writing? A letter? A speech? A poem? An email? A tweet? A brochure? A song? A picture book? A script for a commercial?
- **T**opic: What are you writing about? Why? What's the subject or the point?

You can modify this assignment to fit your class. You could tell the students what they have been assigned for the RAFT or you could provide them with choices.

For example:

R choose one— Teacher, principal, student, college professor, superintendent	A choose one— Colleague, veteran teacher, new teacher, principal, student, friend
F choose one— Email, Facebook status, letter, speech, website, article in an academic journal	T How to use summarizing or note-taking strategies in the high school classroom to increase achievement.

Reciprocal Teaching

Put students into groups of 4. Cut out the role cards below & each student in the group will get one card. Divide the text into sections. At the stopping point, students will complete their task on the card. For the next section of text, students will switch roles, one person to the right. They will repeat the process until they finish reading the text.

Summarizer

(Summarize information on the page)

1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Jot down those main ideas on paper. Look for 3 or 4.
4. Use bold-faced print and headings to help you.
5. Tell your group what the section was about. What are the big ideas & info?
6. Avoid retelling all the little details.
7. Say "I think this page is about..."

Questioner/Interrogator

(Ask questions)

1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Jot down 3 - 4 "questions about the content, starting with:
 - "What if..."
 - "I wonder why..."
 - "What might have happened before this?"
 - "What might happen next?"
4. Ask your group: "What is the author trying to say?"
5. Read your questions one at a time to your group & ask for possible answers. Share your thoughts, too.

Clarifier

(Clarify important ideas)

1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Jot down any words or ideas you find confusing.
4. Ask your group: "Is there anything anyone doesn't understand?" Try to clear up any confusions.
5. Tell your partner/group about your confusions. See if anyone in the group can clear things up.
6. Ask "Does this make sense?"

Predictor

(Make predictions before reading)

1. Before reading, predict what the section of text will be about. Say to your group, "I think this page will be about..."
2. Look at the headings, pictures, and boldfaced words.
3. Read the assigned section carefully.
4. Think about the main ideas being presented.
3. Based on what you have just read, revise your prediction statement.
4. Jot down 3 - 4 pieces of evidence that support your prediction or revised statement.
5. Tell your group about your predictions & evidence that supported it.