Note-taking: K.I.S.S. "Keep it Short and Simple"

**Created by:** Marie A. Parker  
**Title/Role:** Library Media Specialist  
**Organization/School Name:** Londonderry School District  
**Location:** New Hampshire

**Grade Level:** 5  
**Type of Lesson:** Lesson in a unit  
**Type of Schedule:** Flexible  
**Collaboration Continuum:** Moderate

**Content Area:**  
Educational technology  
Language Arts  
Science

**Content Topic:** Energy Sources: Research Guided Inquiry Note-taking Lesson

### Standards for the 21st-Century Learner

**Skills Indicator(s):**  
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  
2.1.2 Organize knowledge so that it is useful.  
3.1.6 Use information and technology ethically and responsibly.

**Dispositions Indicator(s):**  
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.  
1.2.3 Demonstrate creativity by using multiple resources and formats.

**Responsibilities Indicator(s):**  
1.3.1 Respect copyright/intellectual property rights of creators and producers.  
1.3.3 Follow ethical and legal guidelines in gathering and using information.  
3.3.7 Respect the principles of intellectual freedom.

**Self-Assessment Strategies Indicator(s):**  
2.4.1 Determine how to act on information (accept, reject, modify).  
3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

**Scenario:** Grade 5 students are asked to research viable energy sources and then answer an essential question. After the classroom teacher has introduced the project, students come to the library for several library lessons. These lessons include: following a research model; using different resources (print and electronic); safe surfing and evaluating web sites; the importance of completing a bibliography, and a notetaking lesson which will be the focus for this lesson plan. The planning tool (attached) is used by the teacher and LMS to plan units of instruction. The planning tool includes the amount of collaboration, essential questions, content benchmarks, ICT benchmarks, how students will present the information and how will students be evaluated. Please note: Prior to this note-taking lesson, teacher and students have
discussed what questions to research in order to be able to answer one essential question: (How is the energy made? Where it’s used? The cost per unit? etc.) Knowing what questions about an energy source to research, students view the website along with the LMS, and they take an active part in determining which info is important and which is not. Important information is then added to our group practice note-cards.

Overview: As part of the Science, LA, and Information/Computer/Technology (ICT) Curriculum; students will research energy sources in order to answer one of these essential questions. 1. What energy source should be used to operate a new power plant in our state? 2. What energy source should be used to provide electricity for a new school in our town? 3. Should your next family car be powered by gasoline or an alternative power source?

Final Product: Students will write a 5 paragraph persuasive essay defending their answer to one of the essential questions. Final product will also include note-cards and bibliography.

Library Lesson: Students will learn the how and why of note-taking. They will be given note-taking strategies and dos and don'ts; an acronym "Keep it Short and Simple"(K.I.S.S.) is provided as a summation to the lesson. Students will be given the time to practice and be critiqued on their efforts.

Estimated Lesson Time: 60 minutes

Assessment

Product: Classroom teacher assesses the writing piece with a teacher-created rubric based on the "6 Traits of Writing". Writing will be a persuasive piece defending one of the essential questions. 5 paragraphs: introduction, 3 paragraph body and conclusion paragraph. Finished product must include note-cards and completed bibliography. The note-cards and bib. assessment by teacher and LMS.

Process: Note-taking/note-card assessment: Exceeds, Meets, Does Not Meet. Exceeds=uses own words, and no full sentences, all note facts are relevant Meets=uses mostly own words and some full sentences; most note facts are relevant Does Not Meet=most notes copied word for word, most full sentences, many non-relevant facts Bibliography: Exceeds=completed bibliography without errors; used more than three relevant resources Meets=completed bibliography with few errors; uses 3 different relevant resources Does NOT Meet=completed bib with many errors; used less than 3 relevant resources

Student self-questioning: Students will answer these questions at the conclusion of the Note-taking lesson. Name 2 reasons why it is important to take notes while researching? Three note-taking strategies I used are: Which note-taking strategy did you find most helpful? What part of the note-taking process did you find most difficult? How can your librarian make this easier? A new note-taking acronym I would like to share is: At the conclusion of the project, students respond this project questionnaire: What did you like best about the project? WHY? What did you not like about the project? WHY? What was the most difficult task you had to do? Why was it difficult? I had enough time to complete my project? YES, NO, NOT SURE I had enough help? YES, NO, What do I wish I had done differently? Ideas to make this project better for 5th graders next year...

Instructional Plan

Resources students will use:
Moving Image (i.e. animations, movies, tv program, video)
Interactive Resource (i.e. webpages, multimedia learning objects, chat services)
Software
Instruction/Activities

Direct instruction: The LMS leads the discussion about note-taking how and why. LMS will share strategies, and dos and donts, using projection from laptop through data-projector onto SMARTBOARD. Please see attached lesson plans.

Modeling and guided practice: Once the note-taking lesson has been shared. The LMS will model the strategies using a teacher pre-selected website. The students, armed with the questions about our energy source to research, view the website along with the LMS and they take an active part in determining which info is important and which is not. Important information is then added to our virtual note-card.

Independent practice: After the group practice and modeling by the LMS, students are divided into groups. Each group is given an energy source, a laptop, a website and note-cards. Students practice taking notes and then their notes are critiqued by teacher and LMS---looking for relevant information, and use of note-taking strategies.

Sharing and reflecting: Group members may share interesting findings, and any note-taking tip they themselves discovered with the whole class. A self-reflection/questionnaire is administered. Students answer anonymously. Name 2 reasons why it is important to take notes while researching? Three note-taking strategies I used are: Which note-taking strategy did you find most helpful? What part of the note-taking process did you find most difficult? How can your librarian make this easier? A new note-taking acronym I would like to share is:

Have you taught this lesson before: Yes

Strategies for differentiation: Large lined, simple note-cards are provided. Web sites are pre-selected. Projection and SMARTBOARD display of all lesson materials. Note-taking strategies are given to students in the form of a laminated bookmark.

AASL/Common Core State Standards Crosswalk

English Language Arts:

CC.5.W.7 » English Language Arts » Research to Build and Present Knowledge » 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5)

CC.5.SL.5 » English Language Arts » Presentation of Knowledge and Ideas » 5. Include multimedia
components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5)

CC.5.R.L.1 » English Language Arts » Key Ideas and Details » 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5)

CC.5.W.8 » English Language Arts » Research to Build and Present Knowledge » 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5)

CC.5.R.I.7 » English Language Arts » Integration of Knowledge and Ideas » 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5)

CC.5.R.I.9 » English Language Arts » Integration of Knowledge and Ideas » 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5)

CC.5.R.L.2 » English Language Arts » Key Ideas and Details » 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (5)

CC.5.SL.2 » English Language Arts » Comprehension and Collaboration » 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (5)

CC.5.SL.3 » English Language Arts » Comprehension and Collaboration » 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (5)

CC.5.W.1 » English Language Arts » Text Types and Purposes » 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information (5)

CC.5.W.2 » English Language Arts » Text Types and Purposes » 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5)

CC.5.W.4 » English Language Arts » Production and Distribution of Writing » 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (5)

This lesson plan is subject to copyright by the American Library Association and may be used for the noncommercial purpose of scientific or educational advancement granted by Sections 107 and 108 of the Copyright Revision Act of 1976. Address usage requests to the ALA Office of Rights and Permissions.
# Planning Tool
## Designing an Integrated Curriculum Unit that utilizes The Research Process

Use this tool to
1. plan your project
2. get approval for your project

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Carol Currier <em>(in collaboration with Marie Parker, LMS)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>North</td>
</tr>
<tr>
<td>Grade Level</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Approximate Date of Implementation</td>
<td>Fall</td>
</tr>
<tr>
<td>Content/Objectives</td>
<td>Science, Energy</td>
</tr>
</tbody>
</table>

### Essential Question and/or Problem
- Solve one of the following real world problems:
  - What energy source should be used to operate a new power plant in NH?
  - What energy source should be used to provide electricity for a new school in Londonderry?
  - Should your next family car be powered by gasoline or an alternative power source?

### Content Benchmarks
**Science**
- Explain the concept of energy transfer and describe the various types of energy transfer.

**Language Arts**
- Include a problem and a solution
- Use transitional words
- Multiple paragraphs
- Use a variety of research sources
- Develop specific questions
- Use note cards
- Summarize/paraphrase information
- Bibliography
- Ideas grouped logically
- Focus is maintained
- Conclusion
- Proper paragraph form

**Information Literacy Benchmarks**
- Determine the information needed to solve a problem
- Use a variety of information sources
| Computer Technology Benchmarks | • Use a database to access and organize information |
| Research Process | Use a modified Big 6 research model which includes an essential question. In collaboration with library media specialist: (The LMS to provide these lessons: which resources are available; locating the resources; accessing information from the resources (safe surfing, evaluating websites); note-taking and bibliography lesson.) |
| How will the students present the information? | Students will write a 5 paragraph persuasive essay |
| How will students be evaluated? | Rubric of process and products |

Please submit this electronically to your Library Media Specialist
MT: jsand@londonderry.org
North: mparker@londonderry.org
South: cdebell@londonderry.org

Administrative Approval

Date
NOTETAKING STRATEGIES

Library Media Center
Londonderry Elementary Schools

- Use your own words
- Use phrases & single words
- Make lists
- One idea per line
- Use numbers
- Use bullets or dashes in front of each idea
- Use = + -
- Be accurate
- Read over a section & think about it before writing
K.I.S.S. (Keep it Short & Simple)

Notetaking Tips/Strategies

1. Read over a section and think about it before writing notes—“does this help me?”

2. Do not copy word for word (PLAGIARISM)

3. Use phrases, short sentences, or single words (do not worry about capital letters, punctuation marks, or complete sentences—this comes later)

4. Use abbreviations and numbers to save time & space (=, +, 1, 2, etc.)

5. Make a list

6. Use bullets or dashes in front of each idea

7. Use quotation marks to give credit if copying “ ”

8. Write one idea or fact per line

9. Write neatly so you can read your notes later

10. Be accurate (dates are correct, spelling of important names & places are correct)

11. Write down your information source