**COUNSELOR LESSON PLAN**

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| **Topic: Note Taking: The Cornell Way (Part III of III)**  **Duration:**  **Grade Level**:7th | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **Academic:**  **A:A1.5 identify attitudes and behaviors which lead to successful learning**  **A:A2.1 apply time management and task management skills**  **A:A2.4 apply knowledge and learning styles to positively influence school performance**  **A:A3.2 demonstrate the ability to work independently as well as the ability to work cooperatively with other students**  **A:A3.5 share knowledge**  **A:B1.2 learn and apply critical thinking skills ???**  **A:B1.3 apply the study skills necessary for academic success at each level**  **A:B1.5 organize and apply academic information from a variety of sources**  **A:B1.7 become a self directed and independent learner**  **A:B2.6 understand the relationship between classroom performance and success in school**  **Career:**  **Personal Social:** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| Objective:  Students will take notes in order to identify how Ben’s Bells came to be as well as its purpose  Students will use the Cornell format to produce a complete set of notes  Essential Question:  How did Ben’s Bells come to be and what is the purpose of this organization? | | 1. Cornell Notes – note taking system that teaches students how to study, devised by Cornell University education professor 2. Topic/Objective – a matter or subject dealt with/a thing aimed at or sought 3. Essential Question – points towards important information, open ended, thought provoking and calls for higher order thinking 4. Notes – brief record of facts, ideas, written to aid in memory 5. Questions – based on notes in right hand column, clarify meanings, reveal relationships 6. Summary – a brief account of the notes on this particular page | |
| **INTRODUCTION TO LESSON** | | | |
| 1. Bellwork: display slide 20, students evaluate work w/ Cornell Notes thus far and answer question posed 2. Teacher reviews and explains summary and questions column; teacher explains that, in addition to continuing to practice how to take notes, today we will be completing the questions and summary sections as well so that we have a complete set of Cornell Notes. | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| 1. Teacher distributes Cornell Notes template (Topic: Jeannette’s Story) and displays slide 23   5 Teacher will read/lecture Jeannette’s Story  7 Teacher displays and explains slide 24  9 Teacher displays and explains slide 25  11 Teacher displays and explains slide 26  13 Teacher displays and explains slide 27 | | 1. Students will chorally read the essential question   6 Students will take notes in the notes section of their Cornell Notes template (Topic: Jeannette’s Story)  8 Students will independently fill in gaps to their notes  10 Students will collaboratively fill in gaps to their notes using a DIFFERENT COLOR  12 Students will collaboratively create question corresponding to their notes  14 Students will collaboratively create a summary for their Cornell Notes | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Students will use Good Wolf Bad Wolf Notes and Jeannette Maré Notes to independently complete questions and summary sections for each document. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| Writing  Inquiry  Collaboration  Organization  Reading | | | |
| **RESOURCES** | | | |
| Note Taking The Cornell Way PowerPoint (slides 19-28)  Cornell Notes Template (Topic: Jeannette’s Story)  Text Titled Jeannette’s Story  Cornell Notes Templates from past two lessons (Topic: Good Wolf Bad Wolf and Jeannette Maré)  Colored pencils | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Provide certain students w/ a copy of “Jeannette’s Story” (as it is appropriate to their learning style)  Provide certain students w/ a cloze copy of the Cornell Notes Template (Jeannette’s Story)  Allow certain students to complete the check for understanding w/ a partner (as it is appropriate to their learning style) | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
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