**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 purposeStudents will use the Cornell format to produce a complete set of notesEssential 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
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| **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.
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| **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 Story7 Teacher displays and explains slide 249 Teacher displays and explains slide 2511 Teacher displays and explains slide 2613 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 notes14 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** |
| WritingInquiryCollaborationOrganizationReading |
| **RESOURCES** |
| Note Taking The Cornell Way PowerPoint (slides 19-28)Cornell Notes Template (Topic: Jeannette’s Story)Text Titled Jeannette’s StoryCornell 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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