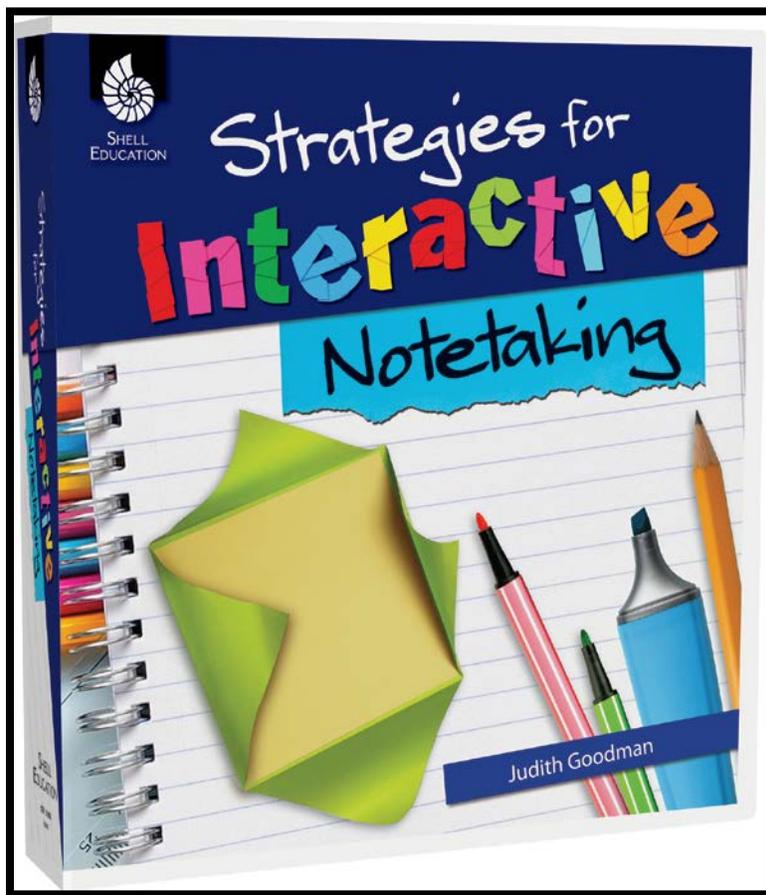


Teacher Created Materials
PUBLISHING

Strategies for Interactive Notetaking Webinar



By Judith Goodman

Find Your Corners Strategy

What is an Interactive Notebook?

New to the topic

Expert on the topic

I know a little on topic

I know more than a little but not an expert to the topic

Skim and Post It Lesson Framework (cont.)

Materials

- grade-level appropriate informational text in any content area
- sticky notes; several per student
- each student's interactive notebook

Procedures

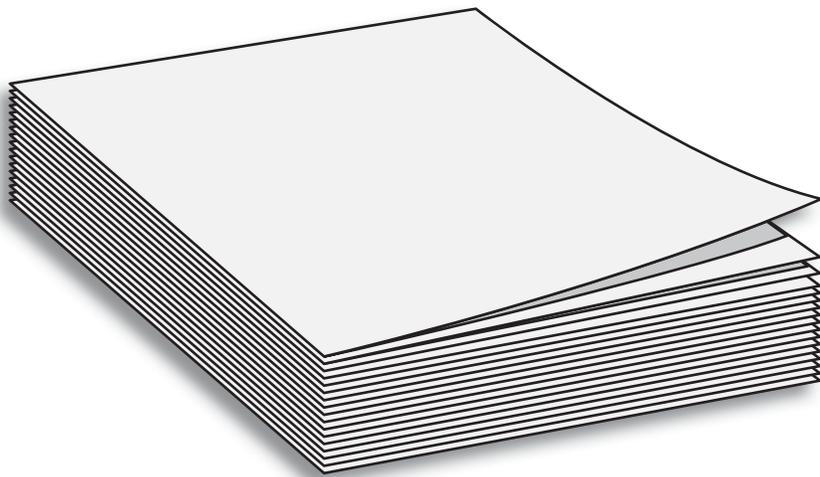
1. Distribute a text passage to students. This can be a short passage of text or a few pages out of a content-area textbook. The text should include some text features such as headings, bolded words, charts, diagrams, or illustrations.
2. Review what the term *skim* means when previewing a text. Tell students that to skim means to look over the text and notice the headings, subheadings, bold-faced words, graphics, and the text structure of the selection.
3. Tell students to find the next clean Lesson Input page in their interactive notebooks. Instruct students to write the words, *Skim and Post It* at the top of the page. Students should also write the heading or title of the selection.
4. Explain to students that as they skim the selection, the first thing they should do is to write down all subheadings on separate sticky notes. Ask students to then place the sticky notes with the subheadings vertically down the left margin of the page that they prepared in Step 3.
5. Once the subheading sticky notes are in place, students should draw two bullets to the right of the sticky notes. The first bullet should begin with the sentence starter *I know...* and the second bullet should read *Question...*
6. Have students then look at the sticky notes with the different subheadings and determine their prior knowledge. If they know anything about the topic of the subheading, they should write what they know next to the *I know...* bullet. If they have a question, they should write it next to the *Question...* bullet.

Skim and Post It Lesson Framework *(cont.)*

7. Direct students to meet with a partner and discuss what they already know and the questions that have arisen during their skim time. After the partner discussion, students should then proceed to read the text to confirm what they already know and hopefully find answers to the questions that have arisen.

Assessment

The assessment will occur after students have completed reading the text selection. On the Student Output page of the Skim and Post It activity, direct students to summarize what they knew and if their prior knowledge was confirmed by the reading passage. After a summary of their prior knowledge, students should write what they learned about the topic that they did not already know, any information they found interesting, and a connection they made between the topic and real life. This gives you the opportunity to informally assess students on their ability to reflect upon their prior knowledge as well as their understanding and application of the new information.



An Introduction to Interactive Notetaking *(cont.)*

What Is an Interactive Notebook?

An interactive notebook can be created using any type of blank bound notebook (e.g., spiral notebook or a journal-style notebook). These can be obtained at any school or office-supply store. The pages of the notebook are then utilized to record new learning in the form of lesson input as well as students' responses to the learning. Many different strategies that are effective with the interactive notebook are provided in this resource. Some of these strategies include different logs for students to record academic conversations with their peers, numerous types of folded-paper activities used for notetaking, assorted graphic organizers to guide students' thinking about a particular lesson topic, creative ways to use sticky notes to help students build understanding and represent relationships between concepts, and other types of information such as study guides, mini-projects, and reports. All of the strategies in this resource can be used without implementing them in an interactive notebook. However, the best thing about the interactive notebook is that all of these effective lesson strategies and techniques are either created directly in the notebook itself, or students work to complete a separate worksheet and then glue that page into the notebook in order to create a portfolio of classroom learning and help minimize the supplies needed for each lesson. Most lessons that are modeled in this resource require only basic materials such as photocopied activity sheets, pens, pencils, paper, glue, scissors, paper plates, colored pencils, or markers.

Adjacent to each section of input from the lesson, students utilize the built-in space provided in the notebook format to respond to the lesson. They simply turn to the next page and record the reflections, summarizations, responses, and more as directed in the lesson.

When thinking about what an interactive notebook is, the key word part to remember is the base word *active*. Keeping the concept of active learning in mind at all times will assist you when implementing these strategies in your classroom. The interactive notebook is not a place for students to just copy notes or word definitions, but a place to respond to what they are learning. Interactive notebooks facilitate a notetaking process that allows students to record information in a personal and meaningful way.

Find Your Corner Lesson Framework

Find Your Corner Strategy Overview

Find Your Corner is a cooperative teaching and learning strategy that inspires students to take part in group activities. According to Bradley and Green (2011), “A growing body of literature classifies the four corners strategy as a cooperative teaching and learning strategy that motivates students and increases student retention by creating opportunities for students to see, hear, say, and do” (3). This strategy encourages meaningful conversation between students about the content, which boosts higher-level thinking. It gives students the opportunity to think about a topic and communicate their level of knowledge and understanding with their peers. As a cooperative teaching and learning strategy, it allows students to review, critique, reflect on, and appraise their own prior knowledge on a topic of study. Find Your Corner will reenergize passive learners and help to develop a more student-centered classroom with active learners.

Find Your Corner Strategy Insight

Find Your Corner offers a key opportunity to promote dialogue and interaction among learners during various phases of the learning process. This strategy can serve as a pre-assessment so that the levels of understanding, commitment, and current practices as well as the needs of the teachers are evident. This strategy also functions as a focus activity at the beginning of a new topic or as a review before a test. This strategy will stimulate student learning through movement and discussion, which meets the needs of the diverse learners today.

