



Study Guide for

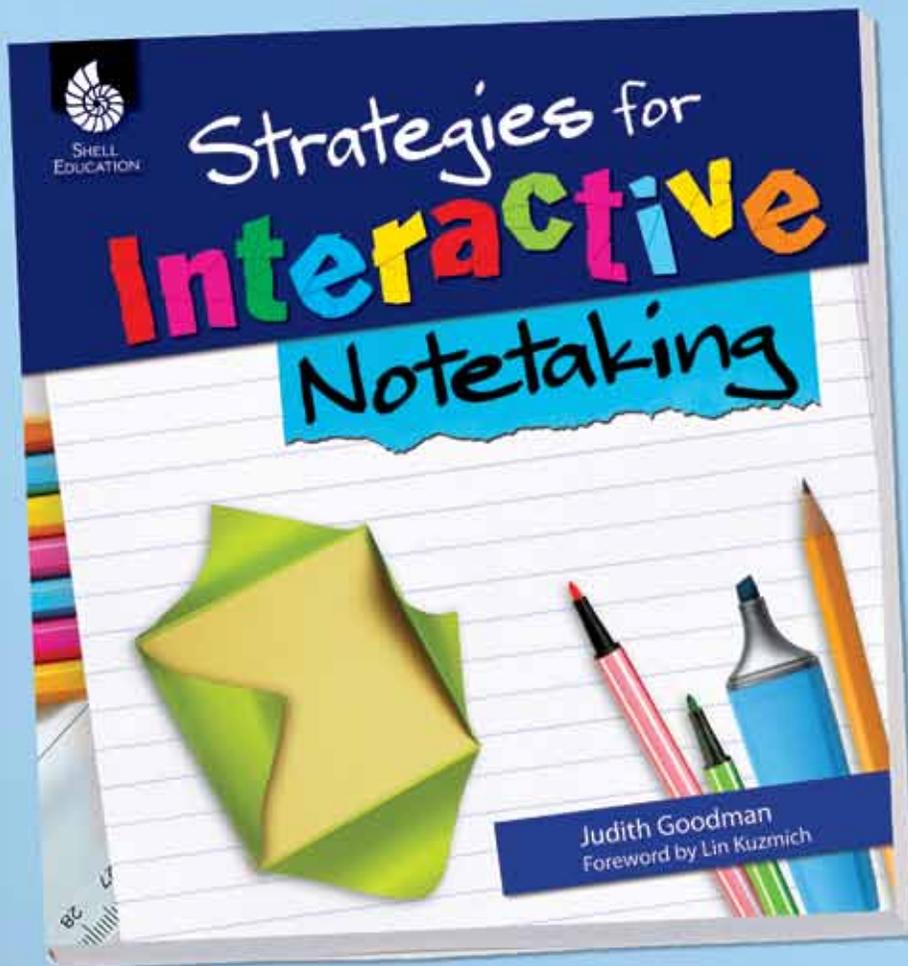


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Introduction

This guide is designed to be used with the notebook *Strategies for Interactive Notetaking* to help teachers transition from a teacher-led classroom to a more student-centered one. Interactive notetaking allows students to create products that show the classroom content as well as their thoughts and reflections on it. In essence, these strategies provide opportunities to challenge students to respond, reflect, summarize, analyze, evaluate, and make connections to other learning.

Overview of Study Guide

This guide provides you with a road map as you make your way through *Strategies for Interactive Notetaking*. This guide supplements and extends the work completed in the strategies notebook as a professional development tool. Each section contains a preview activity to complete prior to reading the section in the notebook, questions to help summarize the content, questions to guide a group discussion, and a suggestion for how to use the activity as evidence of demonstrated learning for new teacher induction programs or for documenting professional development hours. Finally, there are thought-provoking reflections to help teachers prepare for successful implementation. This guide provides engaging activities that can be used during a large group professional development session, in a smaller professional learning community, or as an individual. All of the activities are flexible enough to be covered in one session by assigning groups to each section and having them share their findings, or by spreading them out over a series of days with whole-group participation. The exercises may be adapted to suit your specific professional development situation.

Overview of Notebook

Strategies for Interactive Notetaking provides an environment where teachers can create meaningful opportunities and activities for students to respond to learning in the form of student output. This innovative approach to student learning promotes the students' role in the classroom; the strategies presented can help students take a more active role in their learning. As an added benefit, *Strategies for Interactive Notetaking* will help teachers effectively reach more learners by tapping into their unique learning styles.

Introduction *(cont.)*



Preview Activity

Write a response to each of the following prompts:

1. Based on what you know about interactive notetaking, describe how you think this strategy notebook will help you reach students with different learning styles.

2. How do you foresee your students responding to interactive notetaking?

Spend some time previewing *Strategies for Interactive Notetaking*. Read the introduction to gain a good grasp of this resource and its purpose. Preview a few lessons found in each of the sections of the notebook. If you are working with a group, discuss your responses to the prompts above and your expected learning outcomes for this resource.

Section 1: Talking Partners Strategies



Preview Activity

Think about how often you allow students to use constructive talk as a part of learning in your classroom. What has worked well and what problems have you encountered?



Read and Reply

Read *Talking Partners Overview* (pages 38–39) and answer the following questions.

1. Based on your experience as a student, what opportunities did teachers give you for talking and were these experiences beneficial to learning the material?

2. How often and in what circumstances do you allow your students to speak to one another with the primary objectives of building students' understanding of content and developing literacy skills?



Apply It: Group

Read about *Clock Partners* (pages 40–42), *Think-Pair-Square-Share* (pages 53–57), and *Peer Partner Review* (pages 65–68), and the corresponding lessons that apply to the grade level you teach. Discuss the questions below as a group.

- Which of these instructional strategies (or similar strategies) have you used in your classroom?
- What obstacles to implementing these instructional strategies do you foresee?
- What can you do to ensure that these strategies are a success in your classroom?

Section 2: Vocabulary Strategies



Preview Activity

Take two minutes to list the ways you teach important academic and content-area vocabulary to your students. Refer to this list for comparison as you learn about the interactive notetaking strategies that help with vocabulary.



Read and Reply

Read *Vocabulary Overview* (pages 80–82). There are many ideas for teaching vocabulary listed in this section. Which ones do you already use? Which ones could you begin to use with relative ease? Are there others that you could use that are not mentioned? Talk about these in your group and make notes of the new ideas presented.

Section 2: Vocabulary Strategies *(cont.)*



Apply It: Group

Read about *Fruiter Model* (pages 83–85), *Chart and Match* (pages 100–104), *Word Web* (pages 116–118), and *Pocket It!* (pages 125–127), and the corresponding lessons that apply to the grade level you teach.

Discuss with the group which strategies work well with the content that you teach. How can you apply this to other content areas where academic vocabulary is important?



Documentation and Evidence

Recommendation: If you have not already done so, begin to use some of the vocabulary strategies in this section in your classroom. Take pictures of student work to keep in portfolios so that you can show their growth in notetaking skills and organization over the course of the year.



Reflection

How has using these new strategies helped you reconsider the way you teach vocabulary or how you were taught as a student? What has changed and what has stayed the same? How are your students benefiting from this new way of teaching?

Section 3: Activating Prior Knowledge Strategies



Preview Activity

Respond to the questions below.

- How do you activate students' prior knowledge for content to be taught?

- What is the hardest thing about activating students' prior knowledge?

- Do you think that the strategies you use are effective in getting students engaged in what they are about to learn? Why or why not?



Read and Reply

Read *Activating Prior Knowledge Overview* (pages 140–141).

- How often do you need to activate students' prior knowledge?

- Are there situations where you do not need to activate students' knowledge? Why?

- How do you think your students will respond to these strategies?

Section 3: Activating Prior Knowledge Strategies *(cont.)*



Apply It: Group

Read about *KWL* (pages 142–145), *Find Your Corner* (pages 152–154), and *Skim and Post It* (pages 161–163) and the corresponding lessons that apply to the grade level you teach. Discuss the questions below as a group.

- Think about the upcoming content your class will be learning. What are some situations in which you will need to activate students' prior knowledge and can use these strategies?
- If some of these strategies seem either too challenging or not rigorous enough for your students, in what ways can you change them to apply to your students?



Documentation and Evidence

Recommendation: Ask colleagues in your professional learning community for strategies for activating prior knowledge. Begin by sharing the ones you use and have learned about in this section. Then, solicit ideas from them on what they use, how they use it, and how it helps their students. Create a document of strategies that can be shared and added to by your professional learning community.



Reflection

In what ways can you improve the strategies for activating prior knowledge you are already using or have thought about using?

Section 4: Summarizing Strategies



Preview Activity

Make a list that shows the advantages of practicing notetaking in a classroom. What are some ways your students have practiced this skill? If they have not practiced it, what are some possible opportunities for students to practice notetaking?



Read and Reply

Read *Summarizing Overview* (pages 178–179).

- Would you teach notetaking in this way? Why or why not?

- How might this be more beneficial than initially perceived?



Apply It: Group

Read about *Concept Map* (pages 180–182), *Three Sides Notetaking* (pages 191–194), and *Inner/Outer Notes* (pages 202–204), and the corresponding lessons that apply to the grade level you teach. Discuss the questions below.

- Think about the upcoming content your class will be learning. What are some situations in which students can practice notetaking using these three strategies?
- How often do you anticipate using summarizing strategies in order to help your students get better at summarizing?

Section 5: Building Comprehension Strategies



Preview Activity

Write a response to each of the following prompts:

- List some of the challenges teachers face when trying to build students' comprehension strategies.

- Describe your attitude toward using comprehension strategies and explain why you feel this way.



Read and Reply

Read *Building Comprehension Overview* (pages 216–218).

- In what ways do you already employ the Gradual Release of Responsibility in your classroom?

- How do you feel about the points made in the section *Building Comprehension Insight*? In what ways are they helpful to you?

Section 6: Primary Sources Strategies



Preview Activity

Write a response to each of the following prompts:

- Primary sources are first hand, direct accounts of events from the past, such as cartoons, letters, diaries, newspapers, and photographs. What are some ways you could use primary sources in your classroom?

- If you have used primary sources, describe the ways you have used them in your classroom. What have been the successes and what have been the challenges?



Read and Reply

Read *Primary Sources Overview* (pages 258–259). How might you use primary sources with your students beyond social studies or history content?

Section 6: Primary Sources Strategies *(cont.)*



Apply It: Group

Read about *Political Cartoons* (pages 260–263), *Analyzing Photographs and Images* (pages 275–277), and *Conversation Bubbles* (pages 287–289), and the corresponding lessons that apply to the grade level you teach.

Think about the upcoming content your class will be learning. In what ways can you incorporate these types of primary sources with interactive notetaking strategies to build excitement about learning? How do you foresee this working in your classroom? Discuss these questions as a group and take notes below, as desired.



Documentation and Evidence

Recommendation: Gather personal primary sources and use them in an upcoming lesson. Watch how students respond to this material. Then, have students bring in their own primary sources and use the interactive notetaking strategies in this section. Document the challenges and successes of the lesson, and what you can do next time to avoid the pitfalls.

Section 7: Review Strategies



Preview Activity

Write a response to each of the following prompts:

- What are some review strategies that you already use?

- What challenges have you experienced with the review strategies or activities that you use in your classroom?

- What are some possible solutions for these challenges?



Read and Reply

Read *Review Overview* (pages 300–301). Do you schedule reviews one day, one week, and one month after instruction? Why or why not? If you do, what benefits have you observed regarding student learning? If not, what are your reasons for not doing this?

Section 7: Review Strategies *(cont.)*



Apply It: Group

Read about *Fact or Fib* (pages 302–304), *Questions for Cash!* (pages 319–321), and *Reading Review Web* (pages 335–337), and the corresponding lessons that apply to the grade level you teach. Discuss the questions below as a group.

- Think about what important information your students need to review consistently in order to keep the content fresh in their minds. In what ways can you incorporate these review strategies to help your students retain content?

- How do you think your students will respond to these strategies?

- Which strategies do you feel will be the best suited for your class, and why?
