

Lecture Notes: Overview



Purpose: Lecture notes is a prereading activity for language arts, science and social studies. There are two types of lecture notes, narrative or expository with specific graphic organizers to use during the lesson. These organizers were designed to match the writing organizers. Sometimes students use a duplicated copy of the organizers, or they draw them on blank paper. This activity utilizes multiple learning styles, academic oral language practice and notetaking skills to acquire large amounts of new information, concepts and vocabulary.

Directions: The teacher lectures the class on a given topic or subject. In this lecture notes lesson (above), the teacher is providing background knowledge about a Native American tribe from central California.

Images, simple pictures or icons (non-linguistical representations), bullets of information and vocabulary in bubbles are drawn and written on the board to represent the information presented.

Vocabulary is introduced within context and placed in thinking bubbles. A thinking bubble contains a vocabulary word in a circle with a drop box connected to the bottom of the circle. Inside the drop boxes are synonyms, icons, or definitions of the vocabulary word.

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While the teacher records the information on the white board, the students simultaneously draw the icons and write the bullets of information for their own notes. After teaching and recording a portion of the information, the teacher stops and models (using academic language) a summary of the information. Next, she asks the students to turn to their buddies and summarize their notes like a book writer. During this process, the teacher walks the room to observe and listen to the students. Do the students have control over the concepts and language to summarize their notes? If not, the teacher, sentence-by-sentence, models the language, and uses physical motions to provide more meaningful instruction for second language learners and kinesthetic learners. The students chant each sentence while using the motions to practice summarizing their notes.



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The teacher continues adding more information, then stopping periodically to model how to summarize (continuing to use physical motions) in a cohesive and coherent way. Again, the students then summarize their notes to their buddies.




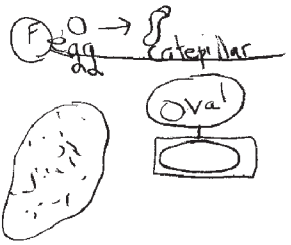
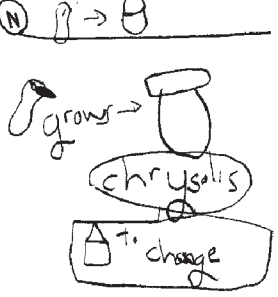
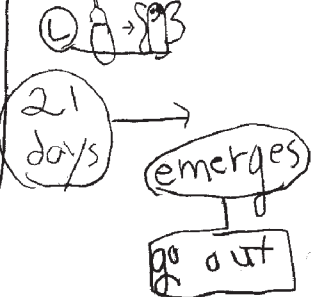
After the lecture note lesson, the students turn over their papers and write summaries. Since the students have been repeatedly reading their notes throughout the lesson (with academic language modeled by the teacher), a summary just spills out of them, so they write with fluency, and stay on task. (See the next two pages for student samples of a primary and an intermediate lecture notes. Each lecture note's activity was followed by a summary quick write.)

Lecture Notes: Student Sample

This lecture note sample was taken by a first grade English language learner for an overview of a butterfly's life cycle. This student recorded her notes on the expository organizer. The notes include the big idea and a sequencing format to organize the steps a butterfly experiences in its life cycle.

By the time the notetaking was completed, the students had read their notes six-ten times using academic language. After this oral language rehearsal of the notes, the students wrote a summary (sample below).

Expository Lecture Notes

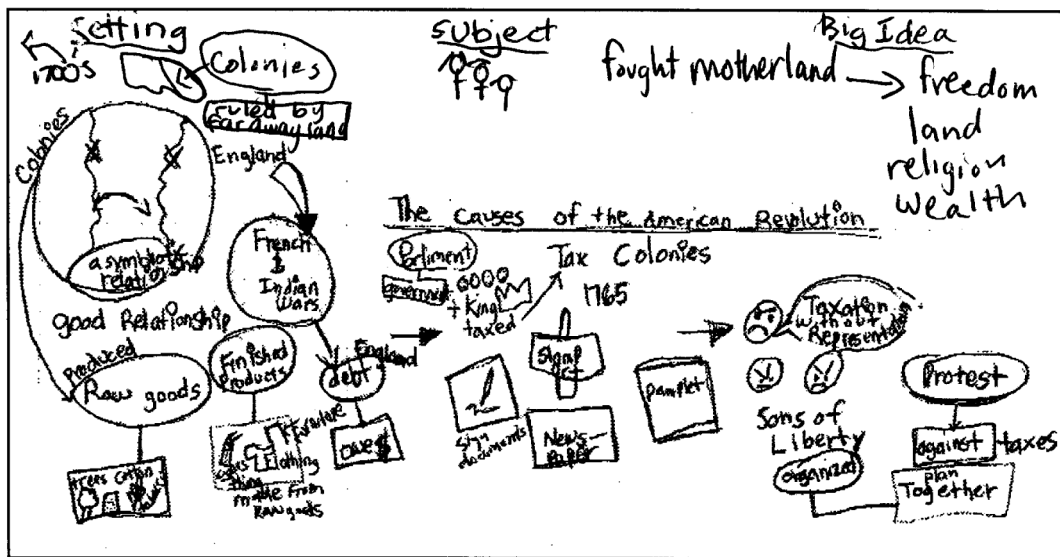
Setting (optional) When? Where?		Subject Who? or What?	Big Idea What about _____? Why is _____ Important?
			life cycl
Organize the Information: Categories, Sequence, Description, Compare & Contrast, Cause & Effect, Problem & Solution			
			
			

A butterfly has a interistin life siceel.
 The egg is an oval shaped.
 The catterpillar eats, cuts and eat.
 After it eats it grows after it
 grows it biltes a chrisellis.
 After eme rgens ^{twenty-one} as all days it
 butter-ly.

Lecture Notes: Student Sample

This lecture note sample was taken by a fifth grade English language learner from an overview lesson on the causes of the American Revolution .

This student recorded her notes on blank paper. The notes included the big idea and the cause and effect events of the American Revolution with a written summary at the end of the lesson. After the lecture notes lesson, this student's background knowledge and vocabulary knowledge was fully developed, so she could successfully comprehend reading the chapter in the textbook about the revolution.



During the 1700's in the colonies men, women and kids fought their motherland so they could gain freedom, land and religion and wealth. Hundreds of years ago the colonies and England had a symbiotic relationship. The colonies produced raw goods. England manufactured finished products from the raw goods. Soon the French and Indian War started. After the war England owed a lot of money. They were in great debt. So they decided to tax the colonies. In 1765 the stamp act was introduced. Every time the colonists bought a newspaper or a pamphlet they had to pay taxes. Every time they signed an important document they had to pay taxes. The colonies had a group of people called the Sons of Liberty. They organized the protest about England taxing them like if they were their parents. They claimed "taxation without representation."