



Unit 4

Taking Notes in Class

Guidelines For Using The Activities

4-1 **Listening for Signal Words and Statements**

Introduce students to the importance of listening for signal words and statements. Read the signal words and statements shown with the students. Then have students underline each of the signal words and statements in the information provided about the Industrial Revolution. Have students complete the activity by writing five other signal words or statements their teachers use.

4-2 **Commonly Used Abbreviations**

Point out that teachers usually talk faster than students can write. This makes it important for them to write quickly when taking notes. Tell students that one way to write notes quickly is to use abbreviations. Have students write the entire word for each abbreviation shown. Then have students complete the activity by writing some other common abbreviations and the words they abbreviate.

4-3 **Forming Abbreviations**

Tell students they can form their own abbreviations for words. Emphasize that when reviewing their notes, they must be able to recognize the entire word from the abbreviation they formed. Explain the three ways they can abbreviate words. Then have students write an abbreviation for each of the words shown.



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4-4 Using Symbols

Tell students that another way to increase their notetaking speed is to replace words or terms with symbols. Review the symbols shown and go over the examples of how sentences can be written using symbols. Have students use symbols to rewrite the sentences provided. Then have them write sentences using the designated symbols.

4-5 Using the Fewest Words

Tell students that still another way to increase notetaking speed is to write the fewest words needed to include important information. Go over the example provided. Then have students complete the activity by rewriting each sentence provided using the fewest words needed as well as using abbreviations and symbols as appropriate.

4-6 Two-Column Notetaking Format

Make sure students understand what main ideas and supporting details are. Have students examine the two-column notetaking format as you explain how to use the format. Then have students complete the activity by answering the questions.

4-7 First Notes

Tell students that the notes they take while in class are their first notes. Tell them they will learn about rewriting their first notes in the next activity.

Have students read the lecture about deserts and then examine the first notes a student took from this lecture. Remind them that the first notes were written using abbreviations, symbols, and the fewest words needed to include the important information provided about deserts. Then have students complete the activity by using the first notes to answer the questions provided.



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4-8 Rewritten Notes

Tell students they should rewrite their first notes as soon as possible after class to make them complete, accurate, and legible. Go over the six things they should do when rewriting their first notes. Have students complete the activity by using the rewritten notes about deserts to answer the questions that follow.

4-9 Graphic Organizer for Rewritten Notes

Tell students that by creating a graphic organizer for their rewritten notes, they will have a visual picture that allows them to easily see the relationships between facts, terms, and ideas. Emphasize that the graphic organizer should include all main ideas and supporting details.

Explain how one part of the graphic organizer shown was completed using the rewritten notes in Activity 4-8. Then have students use the rewritten notes in that activity to complete the graphic organizer.

4-10 What I Have Learned

Use this activity to assess the extent to which students have learned the skills and strategies taught in this unit.



Answer Key

- 4-1** Students should underline the following: However, Furthermore, A major development, The major outcome, You should also note, Overall keep in mind, This was significant, Also important, In conclusion.

The signal words and statements students write will vary.

- 4-2**
1. captain
 2. tablespoon
 3. department
 4. plural
 5. ounce
 6. avenue
 7. anonymous
 8. sergeant
 9. maximum
 10. volume
 11. chemistry
 12. division
 13. economy
 14. yard
 15. figure
 16. weight
 17. junior
 18. university
 19. government



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Answer Key

- 4-2** 20. incorporated
21. pound
22. latitude
23. square
24. abbreviation
25-28. Responses will vary.
- 4-3** 1-15. Responses will vary.
- 4-4** 1. When you see a ? at the end of a sentence, you know that it is an interrogative sentence.
2. Yesterday's high temperature of 82° was 16° > today's high temperature of 66° .
3. I am sure that $16 + 32 = 64 - 16$.
4. There are a number of reasons why you should send a package c/o a particular person.
5. I still have difficulty doing \div and figuring out a %.
6-10. Responses will vary but must include both symbols.
- 4-5** 1-5. Responses will vary.
- 4-6** 1. A major idea that is important about a topic.
2. Provides specific information about a main idea.
3. Use abbreviations, symbols, and the fewest words (short sentences or phrases) needed to include all the important information.
4. Place a question mark at its end.
5. Underline the word.



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Answer Key

4-7

1. Deserts
2. plants, world
3. Any two of the following: > (greater than), & (and), ° (degrees), w/o (without), - (minus).
4. More than one fifth of the world is desert.

The temperature of the Gobi can drop to minus forty degrees in the winter because it is far north of the equator.

5. Two of the following: oasis, aquifer, fertile.
6. How the spines and small leaves of plants stop water evaporation.
7. 6
8. 3
9. no

4-8

1. desert, ground
2. fertile, aquifer
3. The further the distance from the equator, the colder the climate.
4. Any two of the following: few plants and animals, hot, gets little rain, sandy or rocky.
5. To get to water below the ground.
6. More than one fifth.
7. Camel
8. An oasis is a place in the desert where trees, shrubs, and other plants can grow.

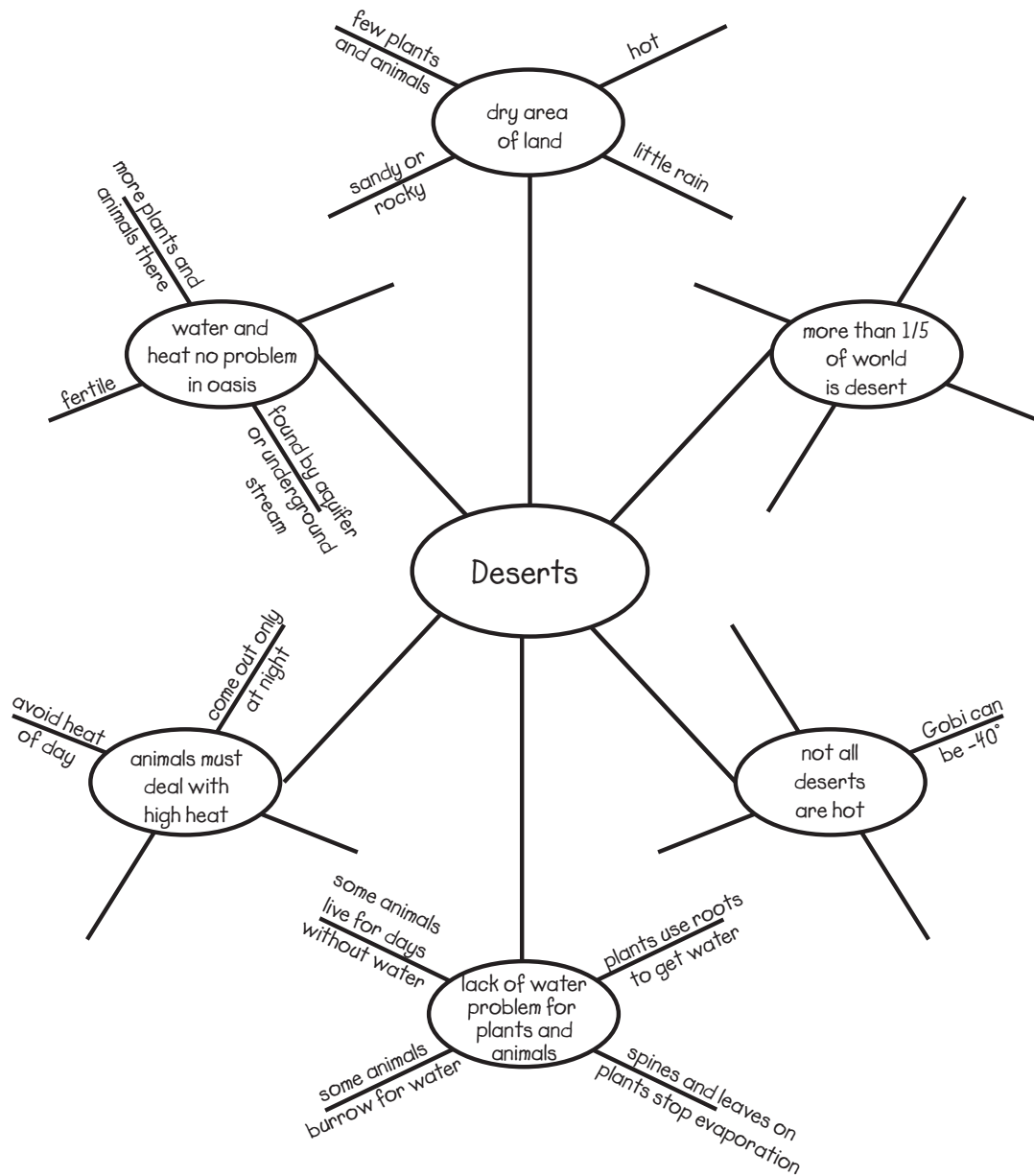
An aquifer is an underground bed or layer that yields water for wells and springs.



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Answer Key

4-9





Unit 4: Taking Notes in Class

Answer Key

- 4-10**
1. abbreviations, symbols, fewest words (shortened sentences and phrases)
 2. Write just the beginning of a long word, omit the vowel or vowels from a short word if the word does not begin with a vowel, write just the first and last letters of a one-syllable word.
 3. To alert you to write what they say next in their notes.
 4. Responses will vary.
 5. A major idea about a topic.
 6. Underline the word.
 7. Place a question mark at its end.
 8. Replace the symbol with the word or term it represents.
 9. Allow you to see the relationships between facts, terms, and ideas.