

Madeline Hunter Lesson Plan Template

Lesson plan developed by Outreach, Learning and Research Librarians,
River Campus Libraries, University of Rochester

2017

Professor Name: RF et al.

Course: AST #####

Date/Location:

Number of students: ~15

Objectives	Students will: <ul style="list-style-type: none"> - read critically through a short article to experiment with one of three notetaking methods: <ul style="list-style-type: none"> • Interrogative - apply original questions and thoughts to the article to begin developing new ideas for a paper • Summary - after reading without taking notes, paraphrase the article, to elicit important points in your own words • BEAM - pull out elements for Background Exhibit Argument Methodology - work with two brief articles to recognize that looking through multiple sources becomes a valid and useful strategy.
Review (What students already know.)	<p>Acknowledge that students must already take good notes to be accepted by UR. But college is more complex and requires heightened skills.</p>
Anticipatory Set	<ul style="list-style-type: none"> • Students will read a short article on concerns about genetic testing ("<i>Personalized Medicine is here</i>") for 3-4 minutes, using their current note taking style • 2 or 3 students share out their method/strategy <p>Instructor points to comments from a recent survey of UR professors as context for the following exercises.</p>
Body/Procedure <p>Model (How will you demonstrate skills?)</p> <p>Check for Understanding</p> <p>Guided Practice</p>	<p>Our goal for today's quick lesson is to expose you to some alternate ways that will help keep you on the right track (at a higher, college level of research) and prepare you to write better papers.</p> <p>All students will choose a method different from their own to take notes for 10 minutes on a second article about diversity in genetic testing. Be very directive in what students do to signify they have chosen one strategy over another (e.g., circle the strategy you will try,</p>

	<p>fold the paper to be able to focus on the strategy you will try)</p> <ul style="list-style-type: none"> ● Summarize group reads the article 2-3 times, sets it aside and writes up their summary of it ● BEAM group applies BEAM to it ● Interrogate group reacts to the paper (asks it questions, writes out their own opinion, etc.) by writing notes in the white space. <p>1-2 students from each group share out their experiences. Discussion includes whether there was any thought to the first article while reading the second. How multiple sources inform your notes.</p>
Closure	<p>Show images illustrating different methods, and recommend using more than one.</p> <p>Keep these strategies in mind, practice, practice, practice, and you'll stay ahead of the curve of your fellow freshmen students.</p>
Independent Practice	<p>Students will have instructions for all 3 methods to try out on their own.</p>
Materials, Resources & Physical Space	<ul style="list-style-type: none"> ● examples of notetaking strategies - marginalia (ask, read, link, book set 100 years after . . .) (other examples: w/highlighting & notes, chemistry paper, magazine article), highlighting of text, shared notes through software tools (see <i>Kim's e-mail re:Mendeley</i>) ● Powerpoint presentation ● 2 articles ● Instructions for 3 notetaking methods ● laptop, screen, projector, highlighters
Reflection	

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Review (What students already know.)	Acknowledge that students must already take good notes to be accepted by UR. But college is more complex and requires heightened skills.
Anticipatory Set	<ul style="list-style-type: none">• Students will read a short article on concerns about zika virus at the Olympics for 3-4 minutes, using their current note taking style• 2 or 3 students share out their method/strategy <p>Instructor points to comments from a recent survey of UR professors as context for the following exercises.</p>
Body/Procedure Model (How will you demonstrate skills?) Check for Understanding Guided Practice	<p>Our goal for today's quick lesson is to expose you to some alternate ways that will help keep you on the right track (at a higher, college level of research) and prepare you to write better papers.</p> <p>All students will choose a method different from their own to take notes for 10 minutes on a second article about zika and the Olympics. Be very directive in what students do to signify they have chosen one strategy over another (e.g., circle the strategy you will try, fold the paper to be able to focus on the strategy you will try)</p> <ul style="list-style-type: none">• Summarize group reads the article 2-3 times, sets it aside and writes up their summary of it• BEAM group applies BEAM to it

	<ul style="list-style-type: none"> ● Interrogate group reacts to the paper (asks it questions, writes out their own opinion, etc.) by writing notes in the white space. <p>1-2 students from each group share out their experiences. Discussion includes whether there was any thought to the first article while reading the second. How multiple sources inform your notes.</p>
Closure	<p>Show images illustrating different methods, and recommend using more than one.</p> <p>Keep these strategies in mind, practice, practice, practice, and you'll stay ahead of the curve of your fellow freshmen students.</p>
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Materials, Resources & Physical Space	<ul style="list-style-type: none"> ● examples of notetaking strategies - marginalia (ask, read, link, book set 100 years after . . .) (other examples: w/highlighting & notes, chemistry paper, magazine article), highlighting of text, shared notes through software tools (see <i>Kim's e-mail re:Mendeley</i>) ● Powerpoint presentation ● 2 articles ● Instructions for 3 notetaking methods ● laptop, screen, projector, highlighters
Reflection	

2015

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Date/Location:

Course: AST #####
Number of students: ~15

Objectives	Students will: <ul style="list-style-type: none">• read critically through a short article in order to pull out Background Exhibit Argument Methodology• apply original questions and thought to the article in order to begin developing new ideas for a paper• paraphrase the article, add a direct quote, and share his/her new version in order to demonstrate variation in key points of the article
Review (What students already know.)	
Anticipatory Set	<ul style="list-style-type: none">• Think back to your high school days and a time when you had to research for a term paper. How did you take and keep track of your notes?• Provide students 30 seconds to reflect and then 2 or 3 students share out their experience/strategy
Body/Procedure Model (How will you demonstrate skills?) Check for Understanding Guided Practice	<p>Similar/different to these approaches, our goal for today's quick lesson is to expose you to some alternate ways that will help keep you on the right track (at a higher, college level of research) and prepare you to write better papers.</p> <p>Show examples of marginalia, highlighting text for BEAM, asking yourself questions/writing up original thoughts/connections as you read</p> <p>All students have the Newsday article on a blank sheet of paper but each group of 5 students will have slightly different directions for what they should do with it.</p> <p><i>Newsday</i> article, "Impact of pay hike; \$15 fast-food wage ripple effect worries some LI employers, but supporters cheer," 7/26/15</p> <ul style="list-style-type: none">• One group reads the article 2-3 times, sets it aside and writes up their summary of it• One group applies BEAM to it

	<ul style="list-style-type: none"> One group reacts to the paper (asks it questions, writes out their own opinion, etc.) by writing notes in the white space. Highlight these to represent your original thought! <p>1-2 students from each group share out their work - we will keep an eye out for good examples of student work, and toward the end of work time, ask a student or two to take a pic of their work and forward via e-mail. This will allow us to display what they have done as they talk about it with the class.</p>
Closure	<p>Recent surveys conducted at UR and at other local colleges suggest that one of professors' biggest challenges/complaints with students in their research/writing is a void of original thought - instead, a regurgitation of facts from a variety of articles. None of your own reflection, no new knowledge created, little critical thought about the topic.</p> <p>Keep these strategies in mind, practice, practice, practice, and you'll stay ahead of the curve of your fellow freshmen students.</p>
Independent Practice	
Materials, Resources & Physical Space	<ul style="list-style-type: none"> examples of notetaking strategies - marginalia (ask, read, link, book set 100 years after . . .) (other examples: w/highlighting & notes, chemistry paper, magazine article), highlighting of text (write down quote from source, explain what it means to you in own words, elaborate with your own thoughts), shared notes through software tools (<i>see Kim's e-mail re:Mendeley</i>) laptop, screen, projector
Reflection	