

# Ready, Set, Document!



**SINGLE LESSON** – Teacher Facilitation Guide

Grades 8-12

## ABOUT THIS RESOURCE

Documenting is an essential skill that helps students succeed well beyond their time in school, in many facets of life. In our [Work Skills](#) framework, we define the skill “**document**” like this:

Effectively take notes to keep track of ideas and information and use tools to organize and remember ideas (e.g., annotations, mindmapping).

## LESSON OBJECTIVE

Facilitate a lesson on documenting. Provide students with tools and strategies to help them keep track of the ideas and information they are working with.

## LESSON PLAN OVERVIEW

This lesson on documenting includes teacher modeling of two note-taking processes and group practice. Students begin by reflecting on how they currently organize their work and why documenting is important. Then, teachers model taking notes using the Cornell and Mind Map methods, introducing students to customizable templates. Students use the templates to practice taking notes and organizing information and walk away with concrete strategies for documenting.

## HOW TO PREPARE

1. Preview the [Lesson Framework](#) that follows.
2. Preview and make copies of each of the resources listed below. Take note of any changes you would like to make.
3. Make a copy of the [Ready, Set, Document!](#) slide deck. Edit for your needs.
4. Select the resources you will use as you model using the note-taking templates. You may choose to use the same resource for both methods. If needed, sample resources are included in the lesson framework below.
5. Once you have selected the resources, practice modeling using each template or prepare samples you can follow while you model how to use each template for students.
6. Create your exit ticket ahead of time if you decide to go high-tech with a QR code and Google Form.

## RESOURCES

- [Ready, Set, Document!](#) (Google Slides)
- [Cornell Method Template](#) (Google Doc)
- [Mind Map Method Template](#) (Google Doc)

## ACTIVITIES

### JUMP TO

#### [Activity 1 \(slides 2-6\): Background Discussion](#)

- [Slide 2](#)
- [Slide 3](#)
- [Slide 4](#)
- [Slide 5](#)
- [Slide 6](#)

#### [Activity 2 \(slide 7\): Model Lesson](#)

- [Slide 7](#)

#### [Activity 3 \(slide 8\): Independent Practice](#)

- [Slide 8](#)

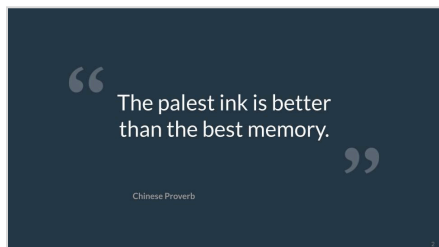
#### [Activity 4 \(slide 9\): Exit Ticket](#)

- [Slide 9](#)

## LESSON FRAMEWORK

### ACTIVITY 1: BACKGROUND DISCUSSION (SLIDES 2–6)

#### Slide 2



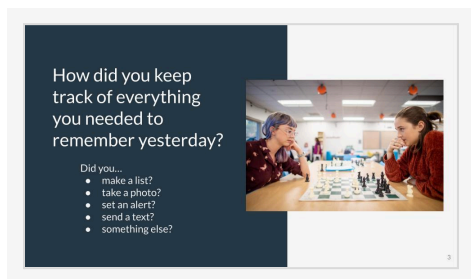
Facilitate a background discussion on documenting using the quotation on slide 2.



#### ACTIVE LEARNING

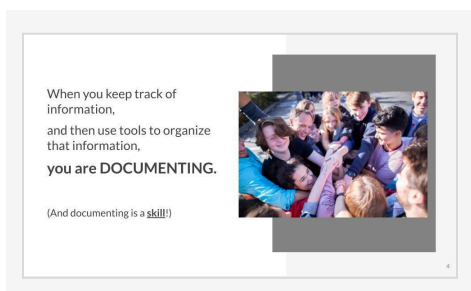
Invite students to use the think-pair-share method. Give them time to think about what the quote means silently before having them share their thoughts with a partner. When all groups have had time to share with each other, give them time to share with the whole group.

#### Slide 3



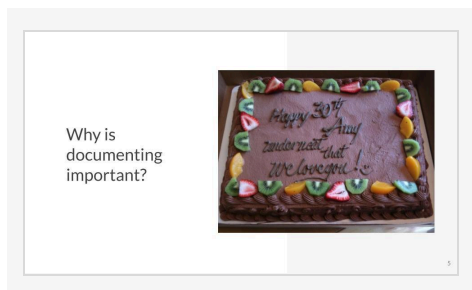
Continue to facilitate a background discussion. The goal with slide 3 is to help students discover daily activities that use the skill of documenting (without telling them in advance).

#### Slide 4



Introduce the definition of document as a skill and help students make the connection between their everyday activities and the skill document.

## Slide 5



Encourage students to discuss why documentation is important in a variety of contexts. You may wish to share stories of when you “should have written it down” or when lack of documentation led to big problems.

Examples of why documenting is important:

- remembering key concepts and important details
- easily referencing information from the past
- helping you focus on the current task
- avoiding errors or mistakes
- providing proof (legal or otherwise)

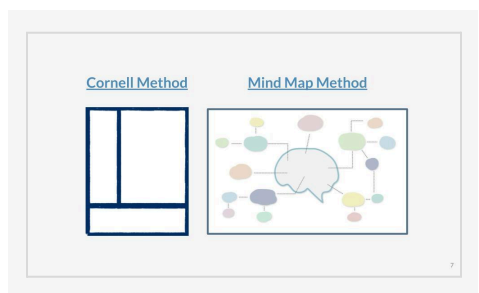
## Slide 6

Give students time to share with a partner what their current method is for taking notes and organizing their schoolwork. Students may use the guiding questions while sharing. After partners have shared, bring the class back together to share with the whole group if time allows.

**NOTE:** Some students may not have a method of taking notes and/or organizing information; remind them that this lesson is meant to help them with that.

## ACTIVITY 2: MODEL LESSON (SLIDE 7)

### Slide 7



**NOTE:** Both templates introduced in this activity can be recreated on notebook paper.

Introduce the customizable templates for the [Cornell Method](#) and [Mind Map Method](#) for taking notes. Be sure to adapt the templates for your needs prior to conducting the model lesson.

**Model** the steps for taking notes with both templates with something you (the teacher) would like them to take notes on.

1. [Cornell Method Template](#)
  - a. Model completion of the template by walking students through steps 1-7 in order. Modify as needed for your course or students.
  - b. The layout can be simplified into a basic 3-section organizational tool. Ex:
    - i. General- Left: question, Right: answer
    - ii. Math- Left: equation, Right: work to show answer
    - iii. History- Left: time period, Right: major events/people
2. [Mind Map](#)
  - a. Model completion of the template starting with the main topic in the center bubble and adding subtopics as needed. Add connection or association lines between them.

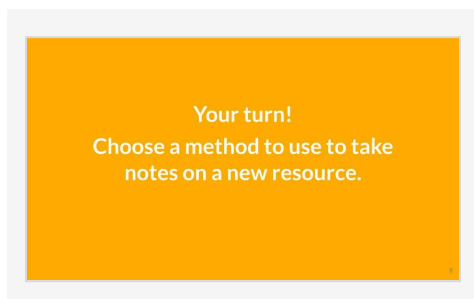
If you are using this lesson without your own content, you may choose to find your own materials or use these resources:

- English: [Parts of an Argument](#) (Video)
- Math: [Shapes and Distributions](#)
- Science: [Characteristics of Life](#)
- History: [Romanisation](#)

*SAY: Does this seem like a lot to do to take notes and keep them organized? It is! But once you get used to a method, it won't take as long. The goal is for documenting to become a habit that is effective not just at school, but outside of the classroom too.*

*Remember, you don't have to follow the methods exactly. You can modify them if you think of something more effective.*

## ACTIVITY 3: INDEPENDENT PRACTICE (SLIDE 8)

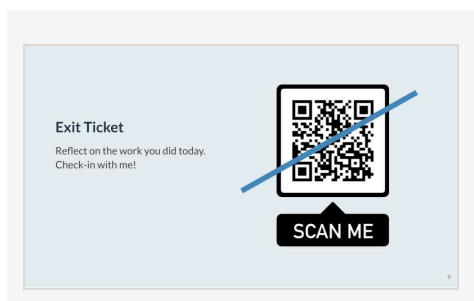
Slide 8

## ACTIVE LEARNING

Invite students to use the templates to practice taking and organizing notes for another resource in your class.

Facilitate a brainstorming session first or ask students to turn and talk with a partner about what they might like to work on.

## ACTIVITY 4: EXIT TICKET (SLIDE 9)

Slide 9

Ask students to reflect on their work and complete a virtual check-in with you similar to this [Google Form](#). *The Google Form and QR code are just examples for how you can collect student reflections. You will need to make your own form and QR code ahead of time if you want to do this.*

Free QR generator: <https://www.qr-code-generator.com/>

Google Form: <https://forms.new/>

Get more resources like this at [www.opportunityeducation.org/resources](http://www.opportunityeducation.org/resources)