

EVIDENCE-BASED PRACTICE

GUIDED NOTE-TAKING

Subject Area(s)

Content Areas: Science, Social Science, etc.

Grade Level(s)

3-12

Brief Summary

Guided note-taking is an outline that lists main ideas, provides designated spaces for students to follow along, and fill in the notes as written. This strategy can be adapted to be beneficial for all students.

Expanded Description

Guided note-taking is a strategy that presents an outline from a teacher to their students while addressing the needs of the students. This strategy can help all students regardless of subject during a teacher directed activity or lecture. Historically this approach produced greater gains on tests.

Guided notes first started out in a middle school setting where it worked well. Then guided notes were adapted for all grade levels from elementary through college level courses. This strategy was intended to help students with and without disabilities. Guided Notes help learners follow a lecture, identify its important points, develop a foundation of content to study, distinguish between main versus secondary points, and examples versus digressions.

Guided Notes provide a handout to students that have spaces available for them to write down lesson concepts and allows the student opportunities to demonstrate appropriate classroom behavior. Notes that are reviewed by the teacher can provide positive reinforcement. Guided Notes can be adapted to any instructional level and altered for students with specific skill deficits. Guided Notes are inexpensive and efficient. They also allow teachers to exhibit their own style and are often preferred over “regular” notes by both teachers and students.

Essential Components/ “How to” Information

Materials Needed:

- Paper
- Pencil or Computer (based on the student’s individual needs)
- Textbook/Readings (if applicable)
- Materials for lecture (If necessary)
 - Powerpoints, Smartboard activities, supplementary handouts

Steps:

- Step 1: Develop an outline of the lesson/assigned reading. This outline should include the key concepts of the area being taught or read.
- Step 2: Create a handout/outline that allows the students to write in specific details regarding the lecture/assigned reading. This handout should at least include the topic and main ideas. Depending on the academic level, the teacher can adapt the outline to be as thorough as filling in one word to complete a detail or idea.
- Step 3: Pass out the guided notes to the students prior to the lecture/reading and instruct them to fill out the notes during the lecture/reading assignment.
- Step 4: Have the student read over the guided notes before starting the lecture/reading to get an idea for what they need to be listening to or looking for.
- Step 5: Have students complete the guided notes as lecture is going on or as they read the assigned passage(s).
- Step 6: Collect the finished guided notes from the students to make sure they are accurately taking notes.
- Step 7: The student will look over the key phrases on the handout/ outline.
- Step 8: The teacher will have written a review/ quiz of the information on the guided notes with the covered key topics.

Implications for Practice

- Guided notes give students the ability to identify important information during a fast paced lecture or activity.
- Guided notes keep the students on task and engaged for a longer period of time during a lecture.
- Research has proven that when students were trained to use the guided notes, they gained a higher grade and answer more questions during testing.
- Guided notes give students a greater time to focus on what they are taking notes on rather than just writing what they hear in a lecture.

Possible Adaptations/Modifications

- Making the blanks shorter so the students are required to write fewer words

- Giving the students choices to circle
- Allowing students to select the correct answer and paste with objects such as stickers or cut outs
- Using assistive technology for students who may struggle with fine motor skills.

Foundational References

1. Konrad, M., Joseph, L. M. (2011). Using guided notes to enhance instruction for all students. *Intervention in School & Clinic*, 46(3), 131-140
2. Weishaar, M., & Boyle, J. R. (1999). Note-taking strategies for students with disabilities. *Clearing House*, 72(6), 392.
3. Lazzrus, B. (1991). Guided notes, review, and achievement of secondary students with learning disabilities in mainstream content courses. *Education & Treatment of Children*, 14(2), 112.

Additional Links/Sources

<http://www.studygs.net/guidednotes.htm>

(Additional strategies and examples)

http://www.csd.k12.wi.us/cms_files/resources/Guided%20Notes.pdf

(Examples of guided notes/ templates)

http://www.interventioncentral.org/rti2/guided_notes

(Guided notes maker/template)

<http://www.docstoc.com/docs/128065821/GUIDED-NOTES>

(Example of a science guided notes)

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