**GUIDED NOTES**
by Tatiana MacGregor

**ELLS**
- build and strengthen vocabulary
- develop note-taking and summarization skills
- develop writing skills (Honnart and Bozan, 2004).

**STUDENTS WITH LEARNING DISABILITIES**
- better serve students who are unable to identify the important data to note
- assist students who are not able to maintain writing speed
- assist students to make sense of their notes (Lawrin et al, 2002).

**WHAT ARE GUIDED NOTES?**
Guided notes are teacher-provided hand-outs that outline lectures but leave blank spaces for key concepts, definitions, facts, etc. As the lecture progresses, the students fills in the blanks with the appropriate content. This allows the students to partake in active listening while also summarizing main concepts or ideas.

**HOW DO THEY WORK?**
Guided notes allow for the student to actively take notes while the teacher instructs. However, it is necessary to note that the teacher pause intermittently to check for understanding in order to ensure that the students are actively participating. Checking for understanding can be done through choral responding, response cards, and/or study cards.

**HOW CAN ALL STUDENTS BENEFIT?**
Guided Notes serve as a way to increase active student responding during lecture and can lead to student organization and engagement. Because students' translations of lectures are often incomplete and inaccurate, guided notes allow for students to develop their own note-taking skills (Konrad, Joseph, and Eveleigh, 2009). As a result, guided notes allow for students to have more complete notes and maintain a rich reference for tests, quizzes, projects, etc.

To accommodate to students with diverse abilities, the instructor might prepare several versions of guided notes. Students to find note-taking most challenging would be given guided notes that requires relatively minimal writing, while more skilled note-takers would delve deeper into topics and concepts and synthesize the appropriate information.

**STATISTICS**
- 78% of students indicated that guided notes had a positive impact (Lawrin et al, 2012).
- Post-secondary students are notoriously poor note takers and were found to record only about 50% of the main ideas during lectures (Konrad et al, 2009).
BRINGING GUIDED NOTES INTO YOUR CLASSROOM

THINGS TO REMEMBER

- Use PowerPoint slides to project key content
- Leave ample space for students to write
- Do not require students to write too much
- Provide a prompt or question at the top to activate prior knowledge (Konrad, Joseph, and Eveleigh, 2009).

CHECK FOR UNDERSTANDING

- Lottery incentive
- Choral responding
- Response cards
- Summary Frames
- Exit Slips

GUIDED LECTURE NOTES

Guided lecture notes are notes distributed to students by the instructor. These notes provide a skeleton of what is covered in class including key points and results with spaces left for students to take notes and/or work problems during class (Clason and Smith, 2017).

CORNELL NOTES

The Cornell Method provides students with a systematic format to organize notes. The notes are organized by questions and main ideas, notes, and a summary at the end. Students can use guided notes to create Cornell Notes (Conrad, Joseph, and Eveleigh, 2009).

SUMMARY FRAMES

Summary Frames are a series of questions that emphasize a main idea or concept within a text pattern. Students answer the questions, and then write summaries based off of their questions.

WORKS CITED


