

# Making Notes

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Marzano, R., Pickering, D., & Pollock, J. (2001).

Classroom Instruction That Works

# Making Notes

Promote greater student comprehension through reading a text then analyzing what is essential and then put it in their own words.

This requires:

- substituting,
- deleting,
- and keeping some things.

Students need time for review and revision of notes ; notes can be the best study guides for tests.

Marzano, R., Pickering, D., & Pollock, J. (2001).

Classroom Instruction That Works

## Before Reading:

Preview the text with the class, noting features of the text and using them to form questions and responses such as:

-What does this heading tell me? (Write down the title as the topic)

-What form of writing is this? (Write down the form such as magazine article and the date)

-What does this subheading tell me?

-What do I already know about this section topic? (Write down some points)

Adapted from:

Ontario (2003). THINK LITERACY : Cross-Curricular Approaches, Grades 7-12. Toronto: Queens Printer.

# Sharks

## Introduction

Before Dinosaurs wandered the earth, sharks swam and hunted in the oceans. They have survived for nearly 400 million years and adapted to many different habitats. Over 400 species live all over the world along shallow coastal areas, along the deep-water ocean floor and in the open ocean. The shark is a predator with few enemies; only other bigger sharks and people hunt them.

Sharks belong to the class of fish called Chondrichthyes or "cartilaginous fishes". They have skeletons made of flexible cartilage, like the soft bone in your nose. Their powerful jaws are loosely connected to their skulls, so that they can move both their upper and lower jaws. This means they can open their mouths very wide to catch and swallow their prey.

## Shark Senses

Sharks use many senses to catch their prey. They have a keen sense of smell and hearing that helps them track the scent and sounds of injured fish and mammals. Their eyes are similar to a cat's eyes, which allows them to hunt in murky water. Sharks also have some extra-special senses. They can feel vibrations and movement in water through the fine hairs on special tubes under their skin. Around their snouts is a group of cells called electro-receptors that help them detect the signals put out by prey.

## Feeding Habits

Sharks have rows of sharp teeth. If one is lost, another one moves forward from the rows of backup teeth. A shark may grow and lose over 20,000 teeth in a lifetime. Each type of shark has its own shape of tooth, depending on what they eat. Carnivores like the Great White shark and Tiger shark have sharp, jagged teeth so they can bite and tear the flesh of large fish. The Mako shark has sharp pointy teeth that help it spear small fish and squid. Some sharks have very small teeth because they eat tiny sea creatures like plankton.

Most sharks need to eat a large meal every two or three days, but some can go without food for several weeks. Normally sharks like to eat alone, and follow their prey as they move from one place to another or travel to where their prey lives. Sometimes one feeding shark attracts other sharks. They sense the blood and movement and swim up quickly and bite at anything that gets close to their jaws. This "feeding frenzy" can be very dangerous for other sharks.

Strange things have been found inside a shark's stomach. A driver's license, cow's hoof, deer antlers, a chicken coop (with feather and bones) and a rubber tire are just a few of the items people have found inside Tiger sharks.

## Sharks

Although sharks are feared by humans, sharks don't usually attack people. There are only about 100 shark attacks each year, and only 10 of those end in death. Most attacks take place off the coasts of North America, Australia, Hawaii and South Africa. People and sharks like to swim in the warm, shallow waters. Usually a shark attacks a human because it thinks the person is its prey. Sharks go to beaches to look for food. In the murky water the shark may mistake swimmers' splashing arms and legs for fish or surfers on their board for a seal or turtle. You have a greater chance of being struck by lightning than of being attacked by a shark.

During Reading:

However, people kill millions of sharks each year for sport and food. Shark skins are used like leather to make shoes and belts, shark fins are made into soup, the meat is used for shark steaks, and sharks' teeth are made into jewelry. Pollution is also killing many adult sharks and their young. As a result the shark population is getting smaller, and some species are in danger of disappearing from the oceans. The Great White shark is the oldest living species on earth. In popular fiction and films, it is often the villain that terrorizes the people, so people believe that all sharks are like the shark on the screen. The movie *Jaws* kept people out of the water and off the beaches for years. This magnificent animal needs saving.

### Conclusion

Sharks and people can live together. People need to learn more about sharks so that they can help protect them from extinction. Air and water pollution is a serious problem that affects all life forms. Everyone can help by asking our governments and businesses to stop polluting rivers and lakes. As well, countries could have laws that limit how many sharks can be killed each year. It would be sad to lose an animal that has managed to survive for 400 million years.

### References:

- Strong, Mike. *Shark! The Truth Behind the Terror*. Mankato, Minnesota: Capstone Press, 2003.  
Gander Academy's Sharks Theme Page <http://www.stemnet.nf.ca/CITE/sharks.htm>  
Zoom Sharks: All About Sharks! <http://www.EnchantedLearning.com/subjects/sharks>

## After Reading:

- Ask students to read a short passage on the same topic and make notes.
- Have partners or small groups share and compare notes. Students use partner's ideas to change or add to their notes.
- As a class, discuss effective note-making strategies.
- Create class reference materials such as visual organizers, word charts, note-making prompts.

## After Reading:

## Example

### Sharks: An Endangered Species

- Chondrichthyes class, 30 families, 400 species of sharks
- vertebrates with skeletons made of cartilage
- some species over 350 million years old, little need to evolve
- Great White Shark is one of oldest living species
- most are predators and carnivores
- Great White Shark feared among humans as “man-eating machines” (fiction and movies)
- shoes, cow’s hoof, deer antlers, medieval armour, chicken coop with feathers and bones have been found inside tiger shark bellies
- skin smooth in one direction, rough in the other
- shark may grow and use 20 000 teeth in lifetime
- sharks have powerful jaws
- have tongues called basihyal
- both upper and lower jaws move
- GWS is threatened species

## Making Jot Notes

## After Reading:

## Example

### Important

- Chondrichthyes class, 30 families
- vertebrates with skeletons made of cartilage
- some species over 350 million years old
- little need to evolve
- sharks have powerful jaws
- both upper and lower jaws move
- most are predators and carnivores
- Great White Shark is one of oldest living species
- GWS is threatened species

### Interesting

- 400 species of sharks
- have tongues called basihyal
- shoes, cow's hoof, deer antlers, medieval armour, chicken coop with feather and bones have been found inside tiger shark bellies
- skin smooth in one direction, rough in the other
- shark may grow and use 20 000 teeth in lifetime
- Great White Shark feared among humans as "man-eating machines" (fiction and movies)

## Sorting / Comparing Notes



Tips	Why
Write down the date of your note-making.	<ul style="list-style-type: none"> <li>• helps you remember context</li> <li>• if you have written the notes on a loose sheet of paper, date helps you organize notes later</li> </ul>
Give the notes a title, listing the text the notes are about.	<ul style="list-style-type: none"> <li>• helps you quickly identify information you may be looking for later</li> </ul>
Use paper that can be inserted later into a binder, or have a special notebook for note making, or use recipe cards. Use notepad, outlining, or annotation features of your word processing software.	<ul style="list-style-type: none"> <li>• you need to be able to organize your notes for easy access for use in studying, or in research reports</li> <li>• loose-leaf paper, a single notebook, or small cards are convenient in library research</li> </ul>
Use point form, your own shorthand or symbols, and organizers such as charts, webs, arrows. Use the draw and graphic functions of your software.	<ul style="list-style-type: none"> <li>• point form and shorthand is faster, easier to read later, helps you summarize ideas</li> <li>• organizers help you see links and structures, organize your ideas</li> </ul>
Use headings and subheading in the text as a guide for organizing your own notes.	<ul style="list-style-type: none"> <li>• this part of the organization is already done for you; provides a structure</li> </ul>
Don't copy text word for word. Choose only the key words, or put the sentences in your own words. If you want to use a direct quote, be sure to use quotation marks. Don't write down words that you don't know unless you intend to figure them out or look them up. Use software's copy and paste function to select key words only.	<ul style="list-style-type: none"> <li>• helps you understand what you have read</li> <li>• short form is much easier for studying and reading later</li> <li>• helps avoid plagiarism (using someone else's writing or ideas as your own)</li> </ul>
Write down any questions you have about the topic.	<ul style="list-style-type: none"> <li>• gives you ideas for further research</li> <li>• reminds you to ask others, clarify points</li> <li>• gives you practice in analyzing while reading</li> </ul>
Review your notes when you are done.	<ul style="list-style-type: none"> <li>• ensures that they're legible</li> <li>• enables you to go back to anything you meant to look at again</li> <li>• helps you reflect on and remember what you've read</li> </ul>