**How to make notecards – on cards and in Noodletools (for 9th grade)**

**Overview:** This lesson reviews and builds on what students learned in middle school about creating notecards. Students create paper notecards on a shared article and critique peers’ notecards. They then repeat the activity using Noodletools. Similarities and differences of the two formats/skills are discussed.

**Tools:**

* Computer and Infocus
* A short article (or excerpt) on a topic related course content. Students will practice taking notes on this article.
* Blank notecards
* Highlighters
* Document Camera (available in the library)
1. Introduction: we will talk about taking notes for research projects. How many of you have taken notes in the past for research? Have you used paper note cards? Have you used Noodletools (an online version of notecards)? Has anyone used any other online notetaking programs?
2. We’ll talk about taking notes on traditional notecards and how this can be adapted to online notecards like Noodletools.
3. Activate prior knowledge: Ask students what they learned in middle school about making note cards. Why are notecards useful? (Documenting info from sources, linking information to the source, being able to organize/reorganize information into a final outline/paper, etc.)

Create a list of guidelines for good note cards, including: title for notecard, link notecard to a source when possible, one idea/topic per notecard, use bullets/abbreviations, not full sentences, put ideas into your words unless using a direct quote, etc. Stress that you have to read—or at least skim--the whole article before taking notes!

Each of these ideas should be posted around the room to refer to in next steps.

1. Explain that following these guidelines, we will all practice taking notes on the same article. Distribute article and notecards. Have students work individually or in pairs to create notecards on this article. Distribute highlighters and let students know that they can highlight key passages. Give them adequate time to read the article and create a few notecards.
2. Ask for a few volunteers to share their notecards. Each student places notecard under document camera so it will be projected for class to see. For each notecard, class critiques what was done well and what could be improved.
3. Summarize lessons learned on note taking.
4. Explain that the exact same skills are used when taking notes on an online note taking program. Review points listed at beginning of class and posted around the room. Remind students that article must be READ – cutting and pasting is not note taking.
5. Have students create a citation in Noodletools and create notecards for the same article discussed earlier.
6. Have another set of volunteers present their notecards in Noodletools for class to critique.
7. Discuss: what are similarities and differences of using paper notecards and using online tool like Noodletools? What are the benefits and problems with each? Which do you prefer and why?