

Task for *Ash Road*

Seven strips note-taking

Purpose

This strategy provides guided practice for locating and selecting relevant information in text. It may also be adapted for use when selecting information from images. It is important that students have the opportunity to justify their selections. Students may be guided to select certain types of information in preparation for a writing task e.g. a single paragraph response to an image.

Students are provided with a text or image for reading/viewing and discussing. In small groups (which could be using the [jigsaw strategy \(page 94\)](#), and students in each of the groups may be working on a different but related text or image) students decide which information is most relevant for the note-taking purpose. For example, if the students are going to write a response to an image or to text then they may collect three to four facts about an image and record two ideas about the effect the images/text has on the reader, as well as offering an opinion. These notes can then be converted into a brief written response that describes the text or image, offers an explanation about writer's purpose or effect on the reader/viewer and offers an opinion:

1. Teacher explains the purpose for gathering the information. It could be that the purpose is to locate and select relevant information only or the notes might be used for a writing task e.g. a response.
2. Students read or view the text and discuss.
3. After reading students individually select from the text or image four facts and two ideas and an opinion based on the facts (this is an arbitrary number that could be varied depending on the amount of information in the text or image). Each piece of information is written on one strip of paper.
4. Students pool their strips (a group of four will have 28 strips).
5. Students discuss and select relevant information reducing the 28 strips to seven for the entire group. Students justify their choices. Duplicated information may be amalgamated, irrelevant information is discarded.
6. The strips are moved into a logical sequence (i.e. the order of a written response if this is the purpose). Students record the final set of notes.