

## DSCI612-L2

# Writing on the Window: Lesson Report

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## Scene A

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### **Reflection #1: How does Ms. S set her students up for note taking?**

Ms. S is not paying attention to the fact that all students need differentiated learning instruction. She leads them into a note taking pattern that does not reach many learners. Ms. S does not stay engaged with her students because she is going back and forth from the board and her students.

### **Reflection #2: Does her format and strategy help all learner types, why or why not?**

No, her format does not help all learners. She keeps her strategies different enough in order to reach every learner, but the material is not consistent. Her content is what changes and not the format.

### **Reflection #3: How does Ms. S's system for note taking help or hinder students' understanding of a topic?**

Her system hinders the students because it is only one way to take notes. She needs to provide a variety of ways to take notes within this scene. She is not reaching all learners and some of them get clearly left behind.

## Scene B

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### **Reflection #1: What did you notice about the structure the teacher outlined for taking notes?**

The teacher took notes with them so he didn't move too fast or too slow. He also had to take breaks between notes which probably meant his students needed those breaks as well. This structure will allow the students the time to listen, write, and hopefully retain it.

### **Reflection #2: How does this process engage all the students in the process of learning while taking notes?**

As the teacher is walking through the process of taking notes, he is assigning them tasks to do like putting a date on the paper or numbering items in a certain way. He continues to ask the students to stay engaged through their notes.

### **Reflection #3: How does this strategy break information up into meaningful sets of information?**

It is not one block of information for the students to retain and then regurgitate in the next class. The breaking down of the information helps students create stepping stones to hold on to. The next time a student wants to access the information, he or she will then use the stepping stones to find the information, rather than have to remember all of it as one big chunk.

## **Key Take Aways**

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### **The Three High-Leverage Practices you've reflected on:**

1. Set up and model how you want students to take notes.
2. Present the material in a way that students can think about it from multiple perspectives (i.e. window notes strategy).
3. Help students break information down into meaningful sets of data.

## **Quiz**

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### **Question 1: What is the one major benefit to using this note taking strategy in your classroom?**

**Your Answer:** This strategy helps students process information into meaningful bits of information.

**Correct Answer:** This strategy helps students process information into meaningful bits of information.

### **Question 2: What were the four main categories the teacher used for window notes?**

**Your Answer:** Describe, react, analyze, solve

**Correct Answer:** Describe, react, analyze, solve

### **Question 3: Based on the information presented, how would you integrate this high leverage practice into your class?**

**Your Answer:** I would make sure my lesson plans are prepared enough so I don't have to depend on them when I'm actually teaching. I would also consider each learner and how they might need differentiated instruction. When teaching, I would make sure I am observant of my students and their reactions to the information I am giving them.