

Literacy across learning lesson 4

Portobello High School



Developing skimming, scanning and note-taking techniques

Aim:

- To understand the difference between skimming and scanning and to be able to take effective notes

Objectives: By the end of this lesson I will be able to:

1. Skim an article and discuss its content
2. Scan an article in detail and answer a set of questions
3. Create effective notes from an information text

Task 1 (5 minutes) – Using skimming techniques to familiarise ourselves with a source – Mummy article

- Before deciding whether to use a source of information we need to have a general idea what type of information the source contains. We can do this by skimming the text.
- Class discussion about skimming with the aid of a PowerPoint example:
 - What is skimming?
 - How do we skim?
 - Why is it useful?
- Each group is given a piece of text. They have 3 minutes to scan the text and work out what it is about.
- Class feedback.
- What do the pupils think about skimming?

Task 2 (10 minutes) – Using scanning techniques to pick out specific words from a text

- Class discussion about scanning with the aid of a PowerPoint example:
 - What is scanning?
 - How do we scan?
 - Why is it useful?
- Word Bingo – Each student is given the same article. A word is read out and pupils have to find it, shouting 'Bingo!' when they do.

Task 3 (15 minutes) – Deciding what a word means using context

When skimming and scanning, pupils might come across words that they do not understand. How do they work out what a word means?

- *He was so hungry he didn't even pour the _____ on his cereal*
 - What word is missing?
 - How did the pupils work this out?
 - Talk about context
- Going back to the scanning article, which words do pupils not understand?
- Call My Bluff – Each pair is given a word. They need to find the correct meaning and make up 2 possible meanings. Can the class work out the real meaning?

Task 4 (10 minutes) – Note-taking

Once we have skimmed a text and have decided we want to read it in detail, we might want to make notes.

- Class discussion about note taking with the aid of a PowerPoint example
 - What are the best ways to take notes?
- Pupils are given an article which they need to read in detail and must then make notes on 5 key points of information.
- Class feedback.

Task 5 (15 minutes) – Putting it all together

- Each group is given a new piece of text from a different source (eg a newspaper, website, non-fiction book, magazine – these same articles will be used in lesson 5).
- Pupils need to use skimming, scanning and note taking to make notes on the most important 10 points of information that their article gives.