INTERACTIVE NOTEBOOKS

EVERY SCIENTIST, MATHEMATICIAN, JOURNALIST, AND WRITER HAS A PLACE TO RECORD THEIR NOTES, THINKING, AND FINDINGS!

LONTARRIS WILLIAMS
(E.B.R.P.S.S.)
WHAT IS AN INTERACTIVE NOTEBOOK?

• A place to record information and increase student understanding of concepts.
• Demonstrates content learned and reflective knowledge by the student.
• Collection of student work throughout the year/Portfolio
• Study Tool / RTI
• Left Side/ Right Side Notebooks supports structured lessons
• Increase communication between the stakeholders.
• Supports ELL (Visuals, Pictures, Vocabulary)
HOW SHOULD YOU USE THEM IN THE CLASSROOM

• Students should use their notebooks everyday.
• It should contain all your work completed in the particular content area.
• It should have an organized format and be regularly reviewed by the teacher.
LET'S TALK ABOUT ORGANIZATION OF THE NOTEBOOK!
INTERACTIVE NOTEBOOK SUPPLIES

Spiral Notebook

Scissors

Glue/Glue Sticks

Writing Tools: Pencils, Crayons, Color Pencils

TURN TO YOUR NEIGHBOR! WE WILL USE SCISSORS TODAY, BUT IT DOES NOT HAVE TO BE PERFECT!
STEP 1
TAKE A MOMENT TO PERSONALIZE YOUR FRONT COVER
Step 2:

Starting with the first page, number the first 3 pages. Numbers should be small and at the top outside corner of every page.

Cover of Notebook

Authors Page
“ALL ABOUT YOU PAGE”

(Skip pages 0-4. These will be REFERENCE PAGES)

REFERENCE PAGES INCLUDE:
RULES AND PROCEDURES
LAB SAFETY
SAMPLE LAB REPORT
GRADING PAGE
OVERAL NOTEBOOK RUBRIC (EXAMPLE)

• Correctness
  4 - Demonstrates a thorough understanding of the subject matter
  3 - Demonstrates a general awareness of concepts
  2 - Demonstrates a limited awareness of concepts
  1 - Demonstrates a minimal understanding in discussion of concepts

Higher-Order thinking
  4 - Contains elaboration, extension, and/or evidence of higher-order thinking and relevant prior knowledge
  3 - Some evidence of elaboration, extension, higher-order thinking, and relevant prior knowledge
  2 - Limited evidence of elaboration, extension, higher-order thinking or relevant prior knowledge
  1 - Little to no evidence of elaboration, extension, higher-order thinking, or relevant prior knowledge

Scientific vocabulary
  4 - Strong use of scientific terminology; defined terms
  3 - Acceptable vocabulary; majority of scientific terms defined
  2 - Simplistic vocabulary; few scientific words defined
  1 - Inappropriate vocabulary

Organization
  4 - bound notebook, neat, in order, tabs visible, table of contents
  3 - four of the previous requirements
  2 - three of the previous requirements
  1 - two or less of the previous requirements

Grammar
  4 - Strong control of English Conventions
  3 - Minor errors with English Conventions have little to no effect on communication
  2 - Errors in English Conventions are disproportionate to length and interferes with communication
  1 - Errors in English Conventions interfere with communication

Grade
  A 20-18, B 17-15, C 14-12, D 11-9, F 8-0
# Math Notebook Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Wow! (4)</th>
<th>Good. (3)</th>
<th>Almost. (2)</th>
<th>Poor. (1)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness &amp; Organization</td>
<td>Handwriting is neat. Notebook is organized in an easy-to-understand format.</td>
<td>Handwriting is usually neat. Notebook is organized in an easy-to-understand format.</td>
<td>Handwriting is not very neat. Notebook organization is not easy to understand.</td>
<td>Handwriting is sloppy and hard to read. Notebook organization is difficult to follow.</td>
<td></td>
</tr>
<tr>
<td>Content Accuracy</td>
<td>All information recorded is accurate.</td>
<td>Most information recorded is accurate.</td>
<td>Some information is accurate, but most is not.</td>
<td>Information recorded is not accurate.</td>
<td></td>
</tr>
<tr>
<td>Required Elements</td>
<td>Table of contents is up-to-date. Pages are numbered, no pages have been skipped, and titles are included.</td>
<td>Table of contents is up-to-date. Mostly all pages are numbered and include a title, no skipped pages.</td>
<td>Table of contents is not up-to-date. Missing some page numbers, a few pages not numbered, and/or titles, few skipped pages.</td>
<td>Table of contents has not been updated, pages are not numbered/titled, several skipped pages.</td>
<td></td>
</tr>
<tr>
<td>Illustrations &amp; Diagrams</td>
<td>Illustrations and diagrams are clear, accurate, and labeled.</td>
<td>Illustrations and diagrams are usually clear, accurate, and labeled.</td>
<td>Some illustrations and diagrams are clear, accurate, and labeled, with some missing.</td>
<td>Illustrations and diagrams are sloppy/unclear or missing.</td>
<td></td>
</tr>
</tbody>
</table>

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Total: ____/10 ____%
Step 3:
At the top of pages 5, 6, 7 write Table of Contents. Divide each page into 3 columns, date, description, page #.
<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
<th>PAGE #</th>
<th>Grade/Stamp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table of Contents

<table>
<thead>
<tr>
<th>Pg</th>
<th>Left Side</th>
<th>Pg</th>
<th>Right Side</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Expectations</td>
<td>1</td>
<td>Safety Unit</td>
</tr>
<tr>
<td>2</td>
<td>The Left Side</td>
<td>3</td>
<td>Lab Safety/Symbols</td>
</tr>
<tr>
<td>4</td>
<td>INB Rubric</td>
<td>5</td>
<td>Lab Safety Cont.</td>
</tr>
<tr>
<td>6</td>
<td>Lab Safety Letter</td>
<td>7</td>
<td>Experimental Design</td>
</tr>
<tr>
<td>8</td>
<td>W2 Lab Quiz</td>
<td>9</td>
<td>Experimental Design</td>
</tr>
<tr>
<td>10</td>
<td>ED Reflections</td>
<td>11</td>
<td>W3 Warm Up</td>
</tr>
<tr>
<td>12</td>
<td>Graphing</td>
<td>13</td>
<td>Lab Scavenger Hunt</td>
</tr>
<tr>
<td>14</td>
<td>W3 Warm Up</td>
<td>15</td>
<td>MSOS Scramble</td>
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<tr>
<td>16</td>
<td>Measurement Reflection</td>
<td>17</td>
<td>Unit 2 Chemistry</td>
</tr>
<tr>
<td>18</td>
<td>Atom Reflection</td>
<td>19</td>
<td>Atomic Structure Notes</td>
</tr>
<tr>
<td>20</td>
<td>Atom Reflection</td>
<td>21</td>
<td>Atomic Structure</td>
</tr>
<tr>
<td>22</td>
<td>Periodic Table Reflection</td>
<td>23</td>
<td>Periodic Table Notes</td>
</tr>
<tr>
<td>24</td>
<td>Lab Quiz #5</td>
<td>25</td>
<td>Periodic Table</td>
</tr>
<tr>
<td>26</td>
<td>Quarter 2 Vocab</td>
<td>27</td>
<td>Unit 3 - Cells</td>
</tr>
<tr>
<td>28</td>
<td>Cell Venn Diagram</td>
<td>29</td>
<td>Plant vs. Animal Cells</td>
</tr>
<tr>
<td>30</td>
<td>Lab Quiz #9</td>
<td>31</td>
<td>Plant vs. Animal Cells</td>
</tr>
<tr>
<td>32</td>
<td>Cell Labeling Activity</td>
<td>33</td>
<td>Cell Labeling Handout</td>
</tr>
<tr>
<td>34</td>
<td>Osmosis &amp; Diffusion Summary</td>
<td>35</td>
<td>Osmosis &amp; Diffusion</td>
</tr>
<tr>
<td>36</td>
<td>INK I Lab Quiz + Vocab</td>
<td>37</td>
<td>Microscope Notes</td>
</tr>
<tr>
<td>38</td>
<td>Cell Analogy</td>
<td>39</td>
<td>Cell Scavenger Hunt</td>
</tr>
<tr>
<td>40</td>
<td>INK II Lab Quiz</td>
<td>41</td>
<td>Unit 4 - Body Systems</td>
</tr>
</tbody>
</table>
“STUDENTS SHOULD DATE AND NUMBER EACH PAGE”

LEFT SIDE OF THE NOTEBOOK
“STUDENT OUTPUT”
- USE LOTS OF COLOR
- SHOWS STUDENT THINKING
- REFLECTIVE WRITING (EXIT)
- CONCEPT MAPS
- BEGINNING OF THE LESSON (WARM UP, DONOW, KWL)
- HOMEWORK
- LAB WRITE- UPS
- DRAWINGS/DIAGRAMS
- QUESTIONS
- DATA AND GRAPHS
- CREATIVITY (SONGS, POEMS, CARTOON)
RIGHT SIDE OF THE NOTEBOOK
“TEACHER INPUT”

- TEACHER GUIDED NOTES (CORNELL NOTES)
- TESTED MATERIALS
- STUDY GUIDES
- VOCABULARY
- VIDEO NOTES
- TEXTBOOK NOTES
- LAB ACTIVITIES
### ADDITIONAL EXAMPLES

<table>
<thead>
<tr>
<th>Left page</th>
<th>Right page</th>
</tr>
</thead>
</table>
| Personal side  
You interact with the information in your unique and creative way. | Information side  
You write or glue in information from class (today’s lesson). |

### IN activity
- Purpose: focus on today’s activity
- Examples: pre-test, quick-write, demonstration, T-chart

### THROUGH activity
- Purpose: information from today’s activity (learning)
- Examples: textbook or lecture notes, vocabulary, lab procedure & data, worksheet, concept map

### OUT activity
- Purpose: reflect or apply today’s activity
- Examples: content or lab questions, quick-write, 3-2-1 summary, diagram, graph
WHAT DOES IT LOOK LIKE IN THE CLASSROOM?
The Water Cycle

Vocabulary:
- Evaporation
- Transpiration
- Condensation
- Precipitation

Video/ Pg 21: Ups-Down the Water Cycle

Behavior: They are very small and they are everywhere, like they get on molecules and compounds.

Evaporation: Water leaves the sea and forms clouds. The water vapor moves into the air and forms clouds.

Condensation: When the water vapor cools, it forms tiny droplets of water and forms clouds.

Precipitation: When the water droplets get heavy, they fall down as rain, snow, or sleet.

The Water Cycle song

Weather Instruments

What I know:
- There are two main instruments:
  - Anemometer (measures wind speed)
  - Thermometer (measures temperature)

New Learning:
- We learned about different instruments and their uses.

What does it measure?
- Anemometer: Wind speed
- Thermometer: Temperature

Weather Instruments

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INTERACTIVE NOTEBOOKS ACROSS THE CURRICULUM
LET'S PRACTICE!!

PAGE 10
LEFT HAND CORNER
WHAT SAFETY PROCEDURES SHOULD YOU FOLLOW IN A SCIENCE LAB?
(We will refer to the packet to add examples in all Content Areas!)
HOW HAVE YOU USED INTERACTIVE NOTEBOOKS IN YOUR CLASSROOM?

OR

HOW DO YOU PLAN TO USE THEM?
Going Digital With Interactive Notebooks!

• Create a Table of Content document in Google Doc for students.
• Each time, have students add a date and description.
• Have students obtain a link/sharable link to highlight and attach the link to the description

EXAMPLE

<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/10/2017</td>
<td>Self Introductory Speech</td>
<td>95% A</td>
</tr>
<tr>
<td>8/16/2017</td>
<td>School Newsletter</td>
<td>79% C</td>
</tr>
</tbody>
</table>
INTERNET SITES TO HELP YOU WITH MY NOTEBOOK

(UPPER ELEMENTARY)
Cornell Notes/ Labs/Science Worksheets and Videos
http://intgsd.sharpschool.net/teachers_staff/science_department/mr_castroll/science_notebook/

(MIDDLE SCHOOL)
CPO SCIENCE (FREE, Charts, Slides, Sample Lessons & Videos)
http://www.cposcience.com/home/ForEducators/MiddleSchoolPhysicalScience/tabid/268/default.aspx?MediaFileId=2999

ELL
file:///C:/Users/Leah%20Station/AppData/Local/Microsoft/Windows/INetCache/IE/M5IT0B63/Interactive%20Notebook%20to%20Support%20ELLs.pdf

(TEACHERSPAYTEACHERS)
CONTENT/ UNITS
Lontarris Williams
lwilliams3@ebrschools.org

DOOR PRIZE
#'S 7, 10, 33, 40