Using
Interactive Notebooks
in the
Classroom

Science & Social Studies Interactive Notebook

Interactive Notebook
Score Sheet

Week #	Notebook Pages	Notebook Score	Teacher Stamps (# and Highlight Stamps)	Weekly Point Total	Peer Initials	Teacher Initial or Stamp
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Interactive Notebook
Rubric

5	• Notebook contents are complete, dated, labeled, and organized • Information on right-side and left-side topics correct • Notes are Cornell style, with questions • Displays superior understanding of content material • Well developed processing assignments that use color and effective diagrams • In-depth reflections about the work done
4	• Notebook contents are almost complete, dated, labeled, and organized • Information on right-side and left-side topics are correct • Notes are Cornell style, with questions • Displays good understanding of content material • Satisfactory processing assignments that use color and effective diagrams • Thorough reflection about the work done
3	• Notebook contents are almost complete, dated, labeled, and organized • Notes are Cornell style, with some questions • Information on right-side and left-side topics are mostly correct • Displays limited concept of understanding of content material • Processing assignments incomplete or lack use of color and effective diagrams • Shows reflection about the work done
2	• Notebook contents are incomplete or not dated, labeled, or organized • Notes are Cornell style, with few or no questions • Information on right-side and left-side topics are partially correct • Displays superficial understanding of content materials • Processing assignments show minimal processing of information • Shows little reflection about the work done
1	• Product is very poorly done and poorly organized • Few or no processing assignments are included

Interactive Notebook
Table of Contents

Pg.	Date	Left side items (Odd Pages)	☑	Pg.	Date	Right side item (Even Pages)	☑

Interactive Notebook
Important Vocabulary

Pg.	Word/Term	Pg.	Word/Term

Using Interactive Notebooks

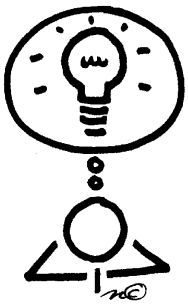
We will be using an Interactive notebook to collect and process information in our science class. Our notebooks use a left side and a right side to help you organize your learning. This notebook style uses both the right and left hemispheres of the brain to help you sort, categorize, remember and creatively interact with the new knowledge you are gaining. The more you process information, the more you begin to understand it. This leads to longer retention.

Important Things to Remember:

- Every notebook page should have a title, and should be recorded into the table of contents
- Note should be taken in Cornell style
- Notebooks should be brought to class everyday. It will be in your best interest to always have it.
- Number the pages sequentially.
- Do not remove any pages.
- Both right and left pages should be numbered. The first pages are reserved for a table of contents and instructions. Other information will be included as appendices.
- Use color to help organize your information
- Handouts, foldables, and other papers should be glued or taped in place. No staples.
- Notebooks will be graded weekly using self, peer, and teacher rubrics.

The Left Side

The left page demonstrates your understanding of the information from the right side of the page. You work with the input and interact with the information in creative, unique and individual ways. The left side incorporates and reflects how you learn science as well as what you learn in science.



OUTPUT GOES ON THE LEFT SIDE!

Left side items include:

- Brainstorming
- Concept maps
- Riddles
- Your questions
- Pictographs
- Cartoons
- Venn Diagrams
- Data and Graphs you generate
- Analysis writing
- Reflecting writing
- Quick write
- Four square
- Mnemonics
- Significant statements
- Flowchart
- Graphic organizers
- Drawing
- Writing prompts

Things to Know About Left Sides

- Every left side pages gets used
- Always use color . . . It helps the brain learn and organize information
- Quizzes and tests are left side items
- Homework problems are left sides

The Right Side

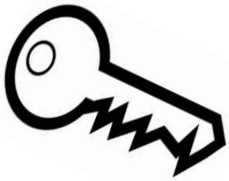
The right page is a place where you put all information that we learn in class.

INPUT GOES ON THE RIGHT SIDE!

Right side items include:

- Notes
- Guest speaker Notes
- Vocabulary words and definitions
- Video and film Notes
- Teacher Questions
- Readings
- Sample Problems

Keys to Fantastic Right Sides



- Always start the page with the date and title at the top
- The right side is for writing down information you are given in class
- Use Cornell style notes for lecture, discussion, etc.
- Write up your student questions ASAP
- Write summaries at the bottom of each page of notes to reduce the amount you have to study
- Use highlighting and color to make important info stand out

The CORNELL WAY

1. **NOTE – TAKING:** Reading or hearing information for the first time while jotting down and organizing key points to be used later as learning tool.

C	Create Format	CREATE Cornell notes format and complete heading
O	Organize Notes	ORGANIZE notes on right side

2. **NOTE – MAKING**: Within 24 hours of having taken the notes, revised these notes, generate questions, and use collaboration to create meaning.

R	Review & Revise	REVIEW & REVISE notes
N	Note Key Ideas	NOTE key ideas to create questions
E	Exchange Ideas	EXCHANGE ideas by collaborating

3. **NOTE-INTERACTING:** Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement

L	Link Learning	LINK learning to create a synthesized summary
L	Learning Tool	Use completed Cornell notes as a LEARNING TOOL

4. **NOTE-REFLECTING:** Use written feedback to address areas of challenge by setting focus goals to improve future notes. The Cornell Note Reflective Log Handout provides the opportunity to reflect on the notes and the learning.

W	Written Feedback	Provide WRITTEN feedback
A	Address	ADDRESS written feedback
Y	Your Reflection	Reflect on YOUR learning

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Cornell Notes

TOPICS/STANDARD/OBJECTIVE	Heading

ESSENTIAL QUESTIONS:

The overall question that guides the content of the notes. It is based on the standard or objective in the heading. The summary should provide the answer to the essential question.

QUESTIONS:	NOTES:
Right 2/3 of page	***Right 2/3 of page***
• Identify the main ideas in the notes. • Create study questions that are answered by each main idea. • Write higher-level questions (Costa's Levels 2 & 3) for the main ideas. *(Some material in the notes may not lend itself to higher-level questions.)* • Use the questions to study for quizzes and exams.	• Be prepared to actively listen and take notes. • Take notes in *your own words* while listening to the teacher, reading a textbook, watching a video, solving a math problem, or participating in a science lab. • Record *facts, explanations, definitions, graphs,* etc. • Use *abbreviations and visuals* that work for you. • Write in *phrases* (not complete sentences). • Don't worry about spelling except on important terms. • Write *important information,* not every word that is said or read. • *Listen* for important points emphasized by the teacher. • Fill in details, mark important information and vocabulary, and delete irrelevant information after class. • Use symbols (star, checkmark, etc.) to indicate what is significant. • Use memory cues: *underline, highlight, draw diagrams,* etc. • Use *different colors* to indicate changes in topics or to mark important vocabulary words or phrases. • *Review notes* with a partner whenever possible. ·*Review notes 70-24-l(after 70minutes,24hours,andldays).* Note any points that need to be clarified with the instructor.

SUMMARY:

- Address the essential question of the lesson.
- Answer the higher-level questions from the left side to tie together the main ideas.
- Paraphrase (use your own words) the answers to the questions.

10-2-2 Note-Taking Structure

10-2-2 Structure & Rationale:	• The structure involves the following: 10 minutes: Presenting information/note-taking 2 minutes: Processing information 2 minutes: Summarizing information • Allows students the necessary time to process information and concepts presented in whole group instruction The structure allows for: Greater retention of information Improvement in the quality of notes, questions and summaries
10 Minutes: Whole Group Instruction	• The instructor lectures/presents information or gives and audio-visual presentation for ten minutes while the students take Cornell notes. • Encourage students to use abbreviations and short-cuts while taking notes.
2 Minutes: Partners/Small Groups	• The instructor then pauses for two minutes while the students take time to process the information by working collaboratively in partners/small groups to do the following: Sharing notes Revising/refining notes Filling in gaps in notes Clarify information/concepts presented Create questions on the left side • During this time students are not allowed to ask the instructor questions; students should rely on the support of peers to assist them in processing the information.
2 Minutes: Independently Process	• The students then take two minutes silently to individually process the information and create a one-sentence summary to be placed across the page just below the chunk of notes. • The teacher may choose to have students share out their sentence summary as a way to check for understanding.
Repeat the Process	• Repeat the process until all information is presented.
Last 5 Minutes of Class: Whole Group	• Reserve the last five minutes of the period for the students to interact with the teacher. Students can ask questions to: Resolved unanswered questions Get clarification about information presented Sort out misconceptions/gaps

Steps for Summarizing Informational Texts

Step 1	**Seek to understand the reading and writing tasks.** What are you expected to know and do? What is the purpose in reading this text?
Step 2	**Carefully read the text** Number the paragraphs or sections. Read the text once to get a general idea of what the text is about. Avoid getting bogged down in all the details. Read for the big ideas and the structure.
Step 3	**Reread and mark the text** Circle the terms and underline the information relevant to the reading/writing tasks.
Step 4	**Pause to connect ideas within the text** How do ideas connect to each other? Draw pictures, diagrams, concept maps, or even link ideas within the text with lines/arrows, etc.
Step 5	**Write summary statements for each paragraph in the margin** What is the main idea of this paragraph or section? What items support the main idea?
Step 6	**Write final summary** Present ideas in an order that makes sense, starting with the main idea Refer to your markings on the text when writing your summary Include important vocabulary Use your own words in paraphrasing information, do not quote directly from the text It's okay to use an idea that is not yours if it is cited appropriately Limit your summary to one-fourth to one-third the original length of the text Re-read your summary for clarity

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Tips for Taking Notes:

- Listen for important points
- Write only important ideas such as names, dates, terms, places, and events.
- Use abbreviations for familiar words
- Identify the main idea
- Look up definitions
- Add symbols or highlight important words and concepts
- Review overall information

Tips for Writing Good Questions:

- Develop study questions from main ideas
- Write high-level questions (Costa's Level 2 & 3), rather than just factual questions

Costa's Levels of Thinking

3-Applying

"Off the page" or "From the brain"

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2-Processing

"Between the Lines" or "From the book and brain"

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why?)
Infer	Analyze	

1-Gathering

"On the page" or "From the book"

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

Cornell Notes
Reviewing & Revising

Directions: Review and revise notes taken on the right side. Use the symbols below to revise your notes.

Symbol	Revision
1,2,3 . . . A,B,C . . .	Number the notes for each new concept or main idea.
	Circle vocabulary/key terms in a colored pencil
Main Idea	Highlight or underline main ideas in colored pencil
Reword in Red	Fill in gaps of missing information and/or reword/rephrase in red.
~~Unimportant Information~~	Delete/cross out unimportant information by drawing a line through it with a red pen
?	Identify points of confusion to clarify by asking a partner or teacher
*	Identify information to be used on a test, essay, quiz, etc.
Visual/Symbol	Create a visual/symbol to represent important information to be remembered

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Cornell Note
Student Sample

AVID
Decades of College Dreams

Acceleration

Class/Period: Physics

Date:

velocity

	Notes:
	Acceleration : the rate at which velocity is changing
Can you have a negative accel? What is it called?	- b/c accel. is a rate, it is a measure of change in velocity with respect to time $\text{Acceleration} = \frac{\text{change in velocity}}{\text{time interval}}$
What are 3 examples of how a car can accelerate or decelerate?	- if change state of motion, accel. occurs - having good accel. means able to change velocity quickly - accel. can decrease or increase - when accel. decreases, is called deceleration or negative accel.
What has to change for something to accelerate	- accel. is directional, like velocity. If speed, direction, or both change, velocity changes and so does accel. - since accel. is the change in velocity or speed per time interval, the units are speed per time (m/s per sec) = m/s^2 (example)

Summary:
Acceleration means a change in velocity; whenever we change our state of motion, we are accelerating. If our acceleration is decreasing, it is called deceleration. Acceleration is directional, like velocity and its units are speed per time. Since acceleration is a rate, it is a measure of how the velocity changes w/respect to time.

Cornell Notes	Topic/Objective:	Name:
		Class/Period:
		Date:

Essential Question/Topic:

Questions:	Notes:

Summary:

Questions:	Notes:

Summary:

Cornell Notes
Reflective Log

Standard/Topic:_____

List the pages where all notes and information on this topic can be found:
Read over the summaries from these pages, and identify 3 key learning(s) from these summaries. • • •
How can you apply your key learning(s) to another concept you learned I this class, to another class, to yourself, or to real life?
What are some unanswered questions that you still have about this standard/topic?

Unit Reflection

At the end of each unit, you will be asked to reflect upon your work. This writing sample begins on the left side of the notebook and continues on the right. While there is no required length, high quality reflection uses 1-2 pages of the notebook. Attach the parent feedback form at the bottom of the right hand page as required.

High Quality Reflection:
Select up to 4 items that represent your best work, 2 from the left side, 2 from the right side. Address the specific reasons why you chose these items as your best work as well as what these assignments reflect about your skills as a scientist/engineer. Please note: Reasoning that it was "fun" or just that you liked it is NOT adequate reflection. Some ideas to consider include:

- What about the left side activities helped you better understand and recall the material?
- How did you use different levels of questions to help you reach a deeper level of understanding?
- What did you learn from the activity (both content-wise and learning-wise)?
- What aspects of the work were high quality and why?
- What you would do differently in the future and why?

Assessment of Skill Set:
High quality reflection also examines your skill as a student. Skills you might discuss are your organization, analysis, logic, creativity, thoroughness, accuracy of information, ability to put new information together, understanding new concepts, etc. What specific study skills have you employed to be successful in this class? What organizational strategies appear in the notebook helped you learn the most? Elaborate.

Assessment of Unit Work as a Whole:
Indicate your overall rating of your notebook based on the rubric. Justify your rating with specific examples. Has your notebook improved from past notebooks? Explain.

Looking to the Future:
What are your goals for improvement in this class? List specific areas in which you feel you need to improve or need help improving. What specific changes would you like to see in this class? Explain.

Dear Parent/Guardian:

This Interactive Notebook represents your student's learning to date and should contain the work your student has completed in science class. Please take some time to look at his or her Interactive Notebook, read the reflection written in the notebook, and respond to any of the following:

The work I found most interesting was _____*because...*

What does the notebook reveal about your student's learning habits or talents?

My student's biggest concern about this class is...

Parent/Guardian Signature: _____Date:_____

If you have immediate concerns, please feel free to contact me at:

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Adult Input Page

To the adult: Completing this page will help your student to have a better understanding of the material learned in class. When a person teaches another, both learn, but the "teacher" often learns much more than the "student:' Your student should discuss and teach you a concept covered in class. Please write down one or two sentences explaining what YOU LEARNED from the discussion and tutoring.

Date	What I LEARNED	Adult Signature