Notebooking Tips

Starting a New Notebook:

1. Write student name, homeroom (5-1, etc.), and title of course (Ed 370) on cover.
2. Leave first 2 pages for Table of Contents- include Title (ADD EVERY TOPIC), and Page # for each one.
3. For older students lower case Roman numerals (i, ii) may be used for Table of Contents pages, for younger students, skip this as it will be confusing.
4. Start actual numbering on Page 1 (lower right hand corner) for all other material added. This will include notes, experiments, etc. More information is explained below.
5. Emphasize main points including Date for every class, and Title of each topic. For Ed 370 please also include class # - Class 1, etc. Leave at least a small space between each topic. It is a matter of personal preference (and size of notebook) whether both sides are used.
6. Remind students they are responsible for obtaining material when absent; perhaps copies of notes can be available for all students, but especially for students with learning disabilities.

General Tips

1. Design the notebook around what you want the students to learn or take away with them.
2. Glossary: First discuss the meaning of vocabulary word and then give students the scientific definition. Put glossary at beginning of each experiment/topic or use Alpha Boxes. Stick to more difficult, new key terms, don’t overwhelm students with definitions!

3. Scientific drawings: ABCD’s

1. A - Accurate (looks real)
2. B - Big (takes up whole

 page or ½ page)

1. C - Colorful (with accurate coloring)
2. D – Detailed (clearly labeled)

4.Editing a notebook: Students should not erase. Draw a line through what needs to be changed. This will allow the student to see what he/she wrote first and how his/her thinking has changed. Also sometimes the original information is correct!

5.Reflection is most important for learning. Do not skip it! Find time! Have them write three new things they learned, most important aspect of lesson, etc. Discuss with each other in small groups.

6.Assessment: (formative, summative) Provides constructive feedback that moves the learner forward. Count a notebook grade each quarter-make it important! If possible make a check list and students can self grade/peer grade.

7. Older students- 4th grade to College- Table of Contents, Special Format as follows:

Title of Experiment:

Background: Brief research information, Objective (Purpose), Hypothesis (expected results)

Materials and Methods: (Brief, could refer to page #, handout)

Results: (Data, tables, Graphs, visual observations)

Discussion: (Summarize, analyze, sources for error, future research

Conclusion: Was hypothesis supported?

8. Notebooks for Young Students (2-3) From FOSS or STC Modules

1. Table of Contents
2. Titles of investigations
3. Focus Questions (1-3): (from Teacher’s Manual) Can be formative and/or summative assessment. Students try to answer early and at end of lab as reflection to see how understanding has improved.
4. Drawings: labeled, etc.
5. Student Worksheets: (from Teacher’s Manual) - cut and pasted with glue sticks)
6. What We Learned: 4-5 main ideas – Content Chart (from Teacher’s Manual)
7. Glossary- Alphaboxes or placed at beginning of each topic or back of

notebook

1. Kindergarten, 1st grade

FOSS and STC Modules have booklets that can be copied and stapled.

\*If you are not using FOSS or STC modules you can follow this format by developing your own handouts/booklets or using those with textbook. Once developed these can be used for several years.

ASSET, Science It’s Elementary Workshops, 2007 & 2009