

*Keeping Interactive Notebooks in Science:*  
***The Left Side***

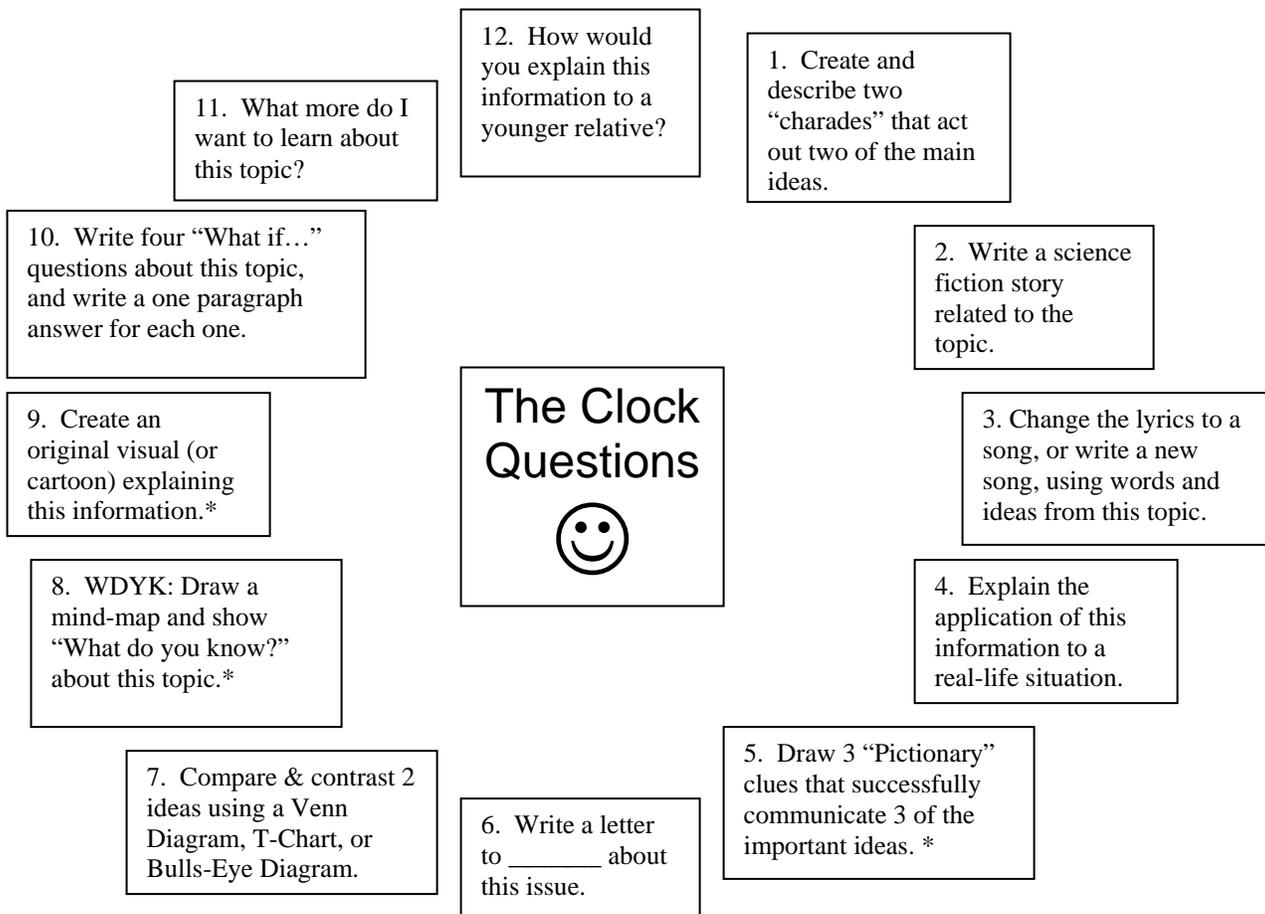
The left page demonstrates your understanding of the information from the right side of the page. You work with the input and interact with the information in creative, unique, and individual ways. The left side incorporates and reflects how you learn science as well as what you learn in science. The 12 “Clock Questions” below help focus your attention and guide your learning.

What goes on the Left Side? OUTPUT GOES ON THE LEFT SIDE! Left side items include:

- |                       |                                |   |
|-----------------------|--------------------------------|---|
| ❖ Brainstorming       | ❖ Metaphors and analogies      | ❖ Significant statements                            |
| ❖ Discovery headlines | ❖ Venn diagrams                | ❖ Flowcharts  |
| ❖ Biography posters   | ❖ Bulls-Eye diagrams           | ❖ Graphic organizers                                |
| ❖ Concept maps        | ❖ Data and graphs you generate | ❖ Drawings  |
| ❖ Riddles             | ❖ Analysis writing             | ❖ Writing prompts                                   |
| ❖ Your questions      | ❖ Reflection writing           | ❖ Scientific conclusions                            |
| ❖ Pictographs         | ❖ Quick-writes                 | ❖ Other creative avenues for processing information |
| ❖ Cartoons            | ❖ Four square analogies        |   |
| ❖ Poetry and songs    | ❖ Mnemonics                    |   |

***Things to Know about Left Sides***

- ✓ Every left side page gets used.
- ✓ Always use color. It helps the brain learn and organize information.
- ✓ Homework problems are left sides, but they don’t take the place of processing your notes!



*Keeping Interactive Notebooks in Science:*  
***The Right Side***

Interactive Notebooks will be used in this class daily to help you learn and remember important scientific concepts. *Why do they work?* 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.

What goes on the right side? **INPUT GOES ON THE RIGHT SIDE!** Input is all the information that you are supposed to learn. Some examples of input are: notes from lectures, guest speakers, texts, or other sources; vocabulary words; video and film notes; teacher questions; readings; questions and answers; sample problems; and lab information and procedures.

**The Keys to Fantastic Right Sides**

- ❖ Always start the page with the date and title at the top of the page.
- ❖ Right sides have odd numbered pages.
- ❖ The right page is for writing down information you are given in class.
- ❖ Use Cornell Notes for lectures, discussions, texts, etc. Write up your study questions ASAP.
- ❖ Write legibly. Use highlighting and color to make important information stand out.
- ❖ Write summaries at the bottom of each page of notes to increase comprehension and reduce amount you have to study.



Sample Cornell Notes

Question (from student)	Notes (factual information)
Why are plants green instead of blue or red?	Scientists note that plants are green. Many hypotheses have been proposed to understand plant color.
How does photosynthesis work to make food?	Photosynthesis means to put together with light, meaning that plants use a process to produce food and energy from light.
What's the difference between transmit and absorb?	Plants are green because they transmit green light.
<p>Summary: Photosynthesis is a process that plants use to make their own food. "Photo" means light and "synthesis" means put together. Plants use light to make their own food and energy.</p>	

*Keeping Interactive Notebooks in Science:*  
***The Reflection***

Towards the end of each unit, you will be asked to reflect upon your work. This writing sample is completed *on a separate sheet of lined paper*. While there is no required length, high quality reflection uses 1-2 pages. Attach the parent review (with comments and signature) to the bottom of your reflection.

**1) Select up to 2 items that represent your best work – 1 from the left side, 1 from the right side. In two reflective paragraphs, 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-student.**

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**High quality reflection** includes your consideration of the following in reference to your best work: what you learned from the activity, how you learned from it, what aspects of the work were high quality, what you would do differently in the future (and why), what makes you proud of this particular work, what made the activity worthwhile for you, how does the work impact your view of the world, what information did you learn that was new to you, etc. High quality reflection also examines your skills as a student and as a scientist. Skills you might discuss are organization, analysis, logic, creativity, thoroughness, accuracy of information, ability to put new information together, understanding new concepts, etc. *Please note:*



*Reasoning that it was “fun” or just that you liked it is NOT adequate reflection.*

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**2) Indicate your overall rating of your notebook based on the rubric. Explain why you have earned this rating. Has your notebook improved from past notebooks?**

**3) What specific study skills have you employed to be successful in this class? What organizational strategies appearing in the notebook helped you learn the most? Elaborate.**

**4) What are your goals for improvement in this class? List specific areas in which you feel you need to improve or need help improving.**

**5) What specific changes would you like to see in this class? Explain.**

*Keeping Interactive Notebooks in Science:*  
***The Parent Review***

Dear Parent/Significant Adult:

This interactive notebook represents your student's learning to date and should contain the work your student has completed in Science. Please take some time to look at the notebook with your student, read his/her reflection, and respond to any of the following:

- **The work we 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/Significant Adult Signature:** \_\_\_\_\_

Comments? Questions? Concerns? Feel free to email \_\_\_\_\_

or call \_\_\_\_\_.