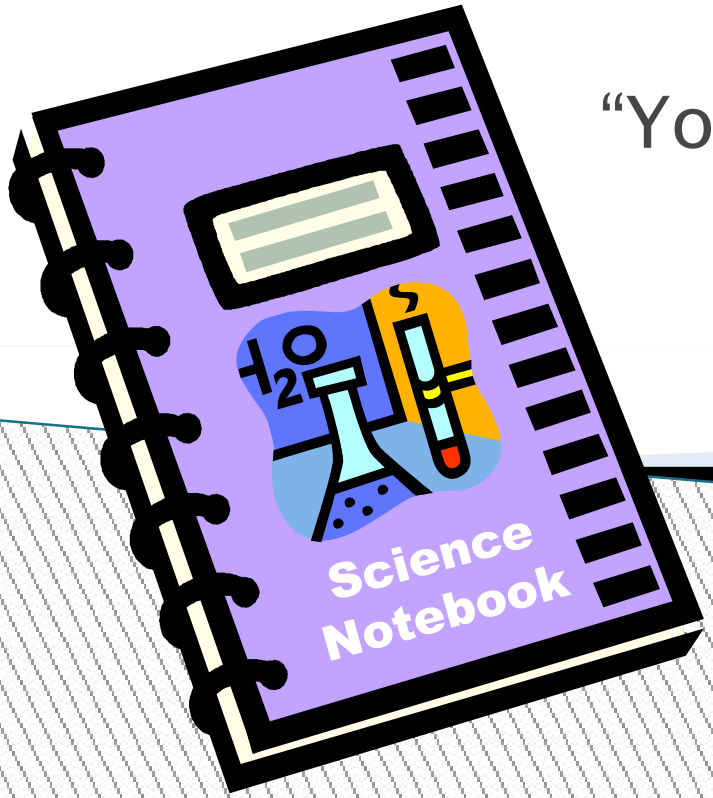
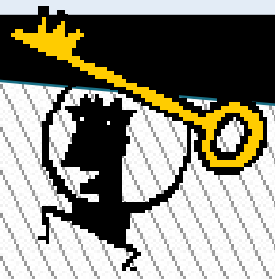
INTERACTIVE SCIENCE NOTEBOOK, Gr. 6-8

"Your Key To Success in Science"
Edited by Dr. Campbell





Have you ever heard yourself say .

I can't find my . . .

tes, homework, old quizzes . . .

I can't remember what we did in class yesterday

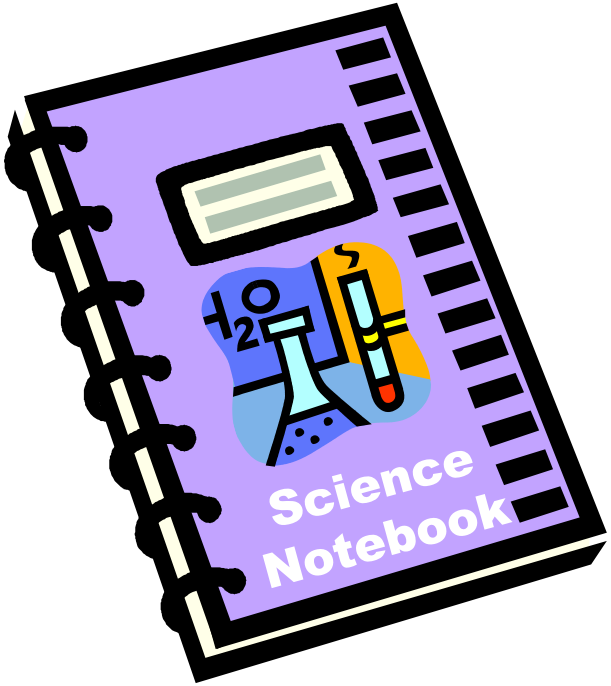
I'm sure its in . . .

my backppack . . .

my room . . .

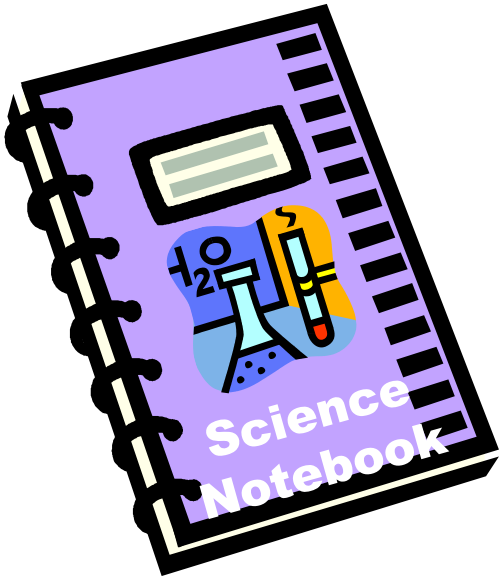
I was absent last week, did I miss anything?

Well, Here's Your Answer...

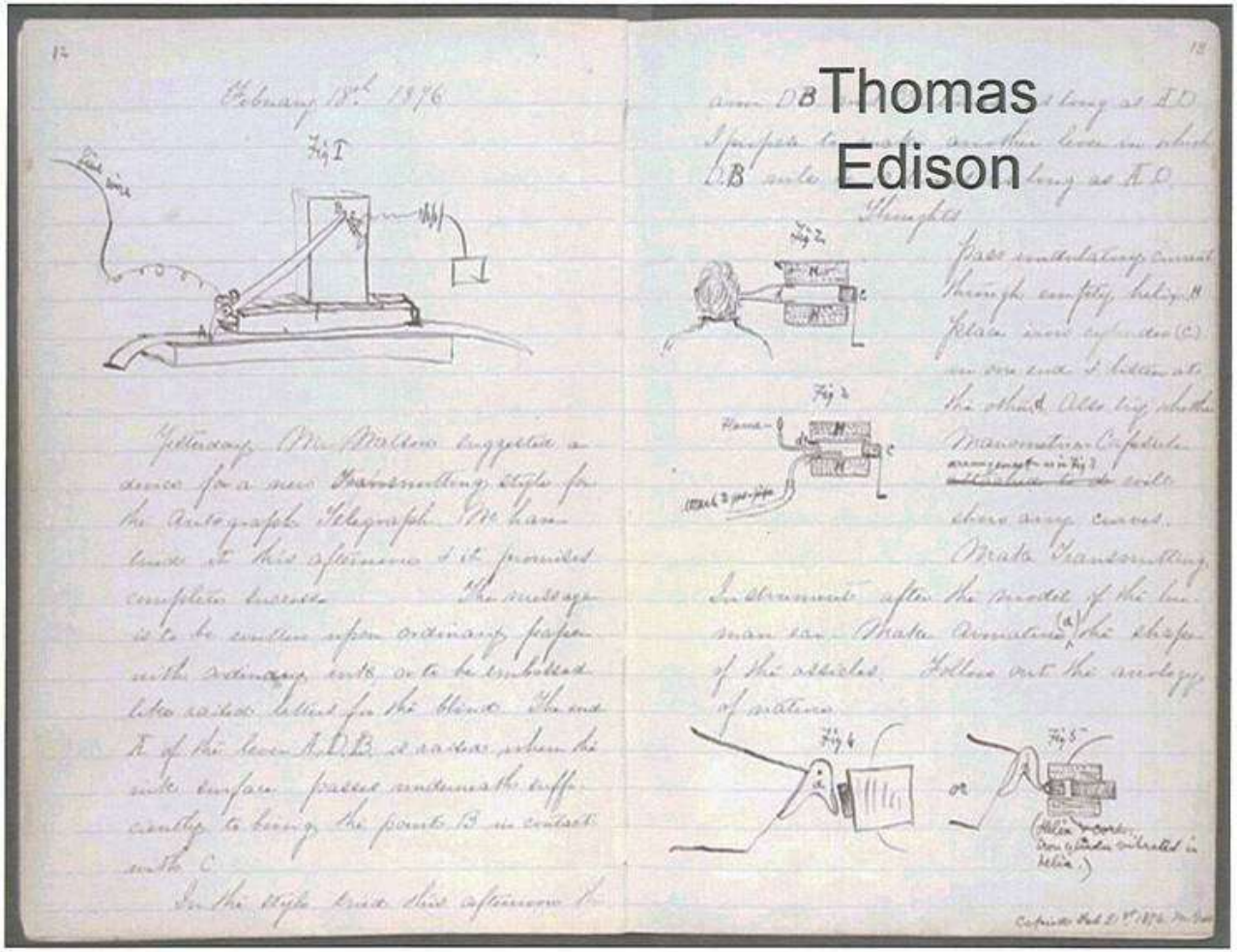


Interactive Science Notebook

What is An Interactive Notebook

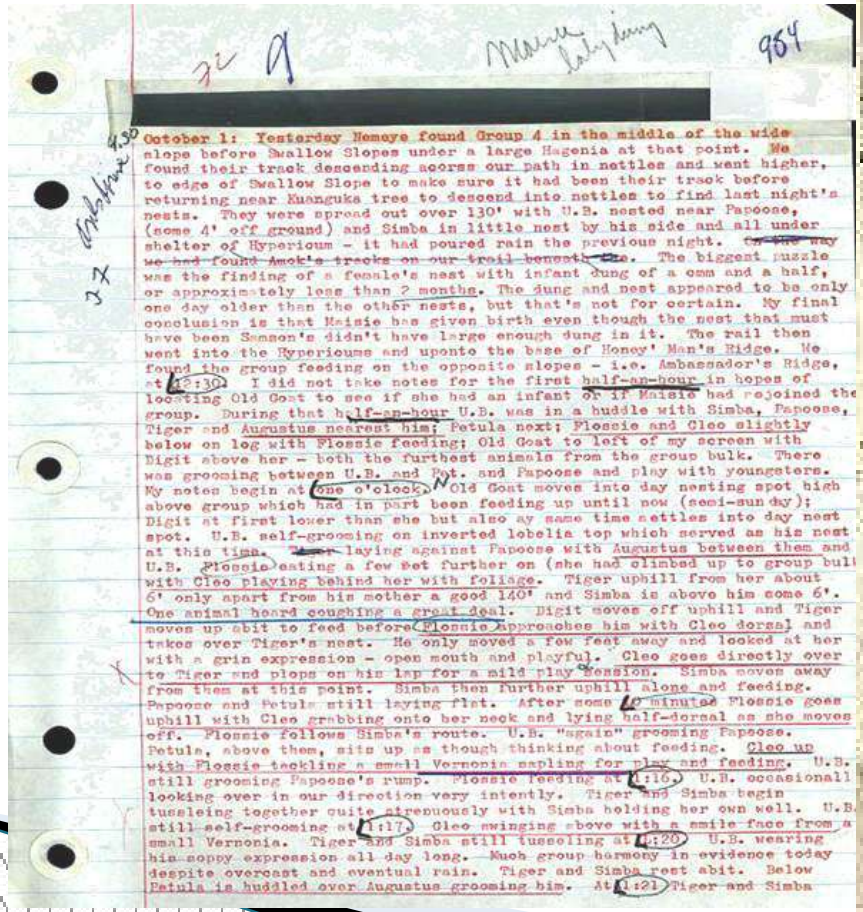


Real Scientist Use Notebooks



Real Scientist Use Notebooks

DIANFOSSEY



October 1: Yesterday Nemoye found Group 4 in the middle of the wide slope before Swallow Slopes under a large Hagenia at that point. We found their track descending across our path in nettles and went higher, to edge of Swallow Slope to make sure it had been their track before returning near Kuanguka tree to descend into nettles to find last night's nests. They were spread out over 130' with U.B. nested near Papoose, (some 4' off ground) and Simba in little nest by his side and all under shelter of Hypericum - it had poured rain the previous night. ~~On the way we had found Amok's tracks on our trail beneath us.~~ The biggest puzzle was the finding of a female's nest with infant dung of a cmm and a half, or approximately less than 2 months. The dung and nest appeared to be only one day older than the other nests, but that's not for certain. My final conclusion is that Maisie has given birth even though the nest that must have been Samson's didn't have large enough dung in it. The rail then went into the Hypericums and uponto the base of Honey' Man's Ridge. We found the group feeding on the opposite slopes - i.e. Ambassador's Ridge, at 12:30. I did not take notes for the first half-an-hour in hopes of locating Old Goat to see if she had an infant or if Maisie had rejoined the group. During that half-an-hour U.B. was in a huddle with Simba, Papoose, Tiger and Augustus nearest him; Petula next; Flossie and Cleo slightly below on log with Flossie feeding; Old Goat to left of my screen with Digit above her - both the furthest animals from the group bulk. There was grooming between U.B. and Pet. and Papoose and play with youngsters. My notes begin at one o'clock. Old Goat moves into day nesting spot high above group which had in part been feeding up until now (semi-sun dy); Digit at first lower than she but also ay same time nettles into day nest spot. U.B. self-grooming on inverted lobelia top which served as his nest at this time. ~~Tiger~~ laying against Papoose with Augustus between them and U.B. Flossie eating a few feet further on (she had climbed up to group bull with Cleo playing behind her with foliage. Tiger uphill from her about 6' only apart from his mother a good 140' and Simba is above him some 6'. One animal heard coughing a great deal. Digit moves off uphill and Tiger moves up abit to feed before Flossie approaches him with Cleo dorsal and takes over Tiger's nest. He only moved a few feet away and looked at her with a grin expression - open mouth and playful. Cleo goes directly over to Tiger and plops on his lap for a mild play session. Simba moves away from them at this point. Simba then further uphill alone and feeding. Papoose and Petula still laying flat. After some 10 minutes Flossie goes uphill with Cleo grabbing onto her neck and lying half-dorsal as she moves off. Flossie follows Simba's route. U.B. "again" grooming Papoose. Petula, above them, sits up as though thinking about feeding. Cleo up with Flossie tackling a small Vernonia sapling for play and feeding. U.B. still grooming Papoose's rump. Flossie feeding at 1:16. U.B. occasionall looking over in our direction very intently. Tiger and Simba begin tussleing together quite strenuously with Simba holding her own well. U.B. still self-grooming at 1:17. Cleo swinging above with a smile face from a small Vernonia. Tiger and Simba still tussoling at 1:20. U.B. wearing his soppy expression all day long. Much group harmony in evidence today despite overcast and eventual rain. Tiger and Simba rest abit. Below Petula is huddled over Augustus grooming him. At 1:21 Tiger and Simba

DaVINCI

The notebook is divided into TWO sections.

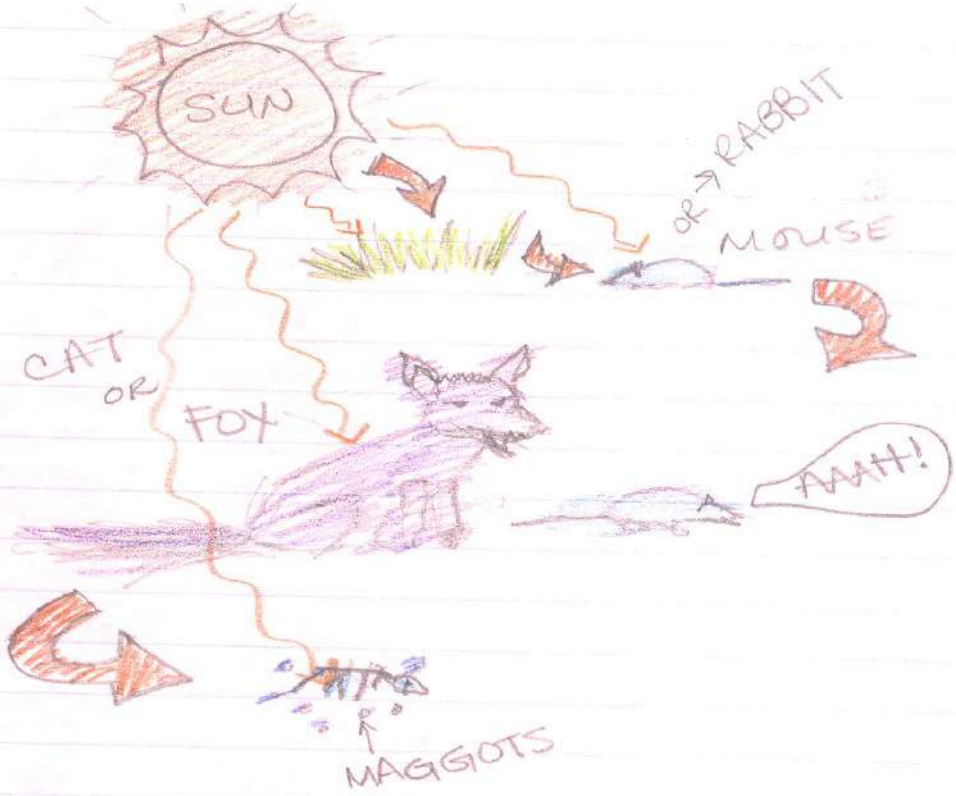
Left Side-Right Side: WHICH SIDE?

- The **Left SIDE "LOVES" student work.** This is the side that you can use to show me your **creativity**. **This is the "output" or product side.**
- The Right side is "**RESTRICTED**" and contains **information provided by Dr. Campbell. It can also be used for notes about the text or in class videos.**

The notebook is divided into TWO sections.

LEFT side "loves" **RIGHT** side is "restricted" to

STUDENT work = **OUTPUT** **TEACHER INPUT**



A food web is made up of several linked food chains. The energy source flows through all the parts of the food web.

4.5c

Flow of energy through food webs

All organisms are part of a food web. Several food chains, which are linked, make up a food web. A food chain identifies the roles organisms use to get the food they need to survive. The sun, which is the source of energy, is the start of food chains. Food chains also contain producers, consumers, and decomposers. A producer is a plant. Plants use sunlight to make food. The greatest amount of energy in a community is in the producers. Primary, first-level, consumers are animals that eat plants. Secondary, second-level consumers, eat an animal for their food source. You have heard these called herbivores, carnivores, and omnivores. Do you remember the difference? Decomposers are organisms that break down wastes and dead plants or animals. The sun's energy cycles through ecosystems from producers through consumers and back into the nutrient pool through decomposers.

① eat plants ② eat animals ③ eat both

For example, a simple food chain might be the sun, grass, mouse, fox, and maggots. In this food chain what is the producer? What is the decomposer? What is the source of energy? This food chain is part of a larger food web. Can you see that changing the mouse to a rabbit makes a different food chain but in the same food web? What other chains in this food web could we create? Can you identify which are primary/secondary consumers, producers, and decomposers?

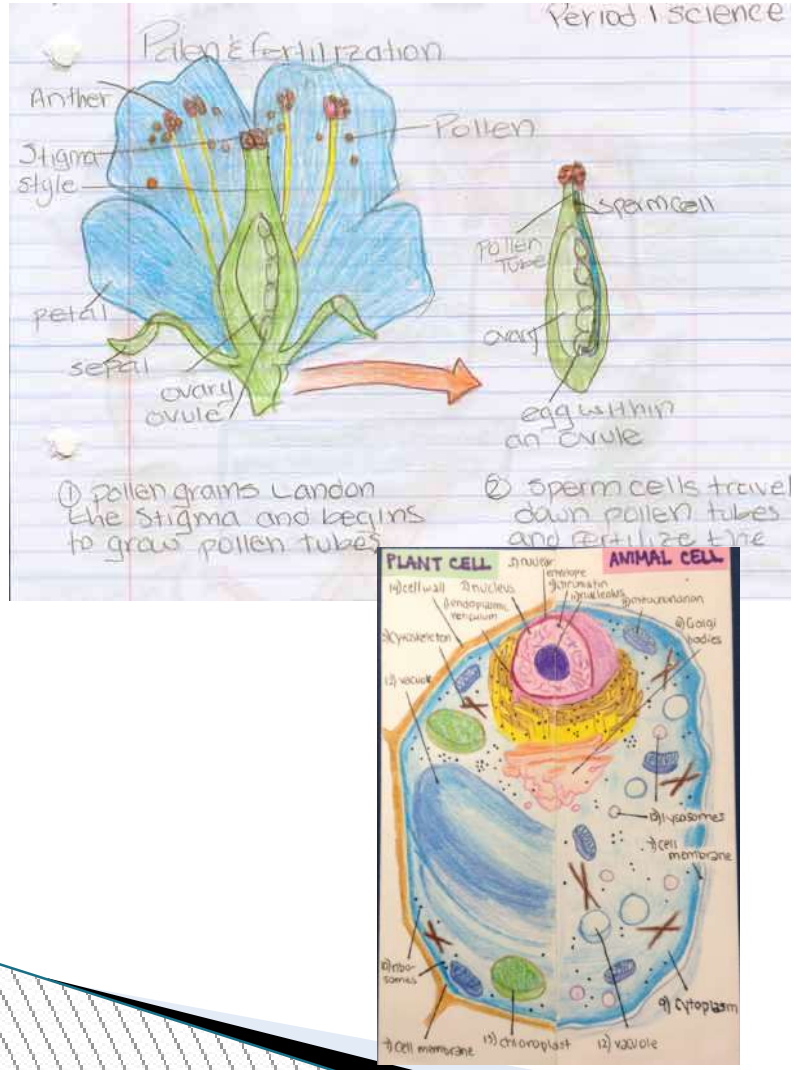
#2

LEFT SIDE is for You

- The **LEFT SIDE** belongs to you.
- On this page you may include **diagrams, cartoons, drawings, poems, foldables**, etc. **Let your CREATIVITY go wild!**
- **This helps YOU make the connection to what we are learning.**

EVEN PAGES = 2,4,6,8…YOU GOT IT..

LEFT SIDE

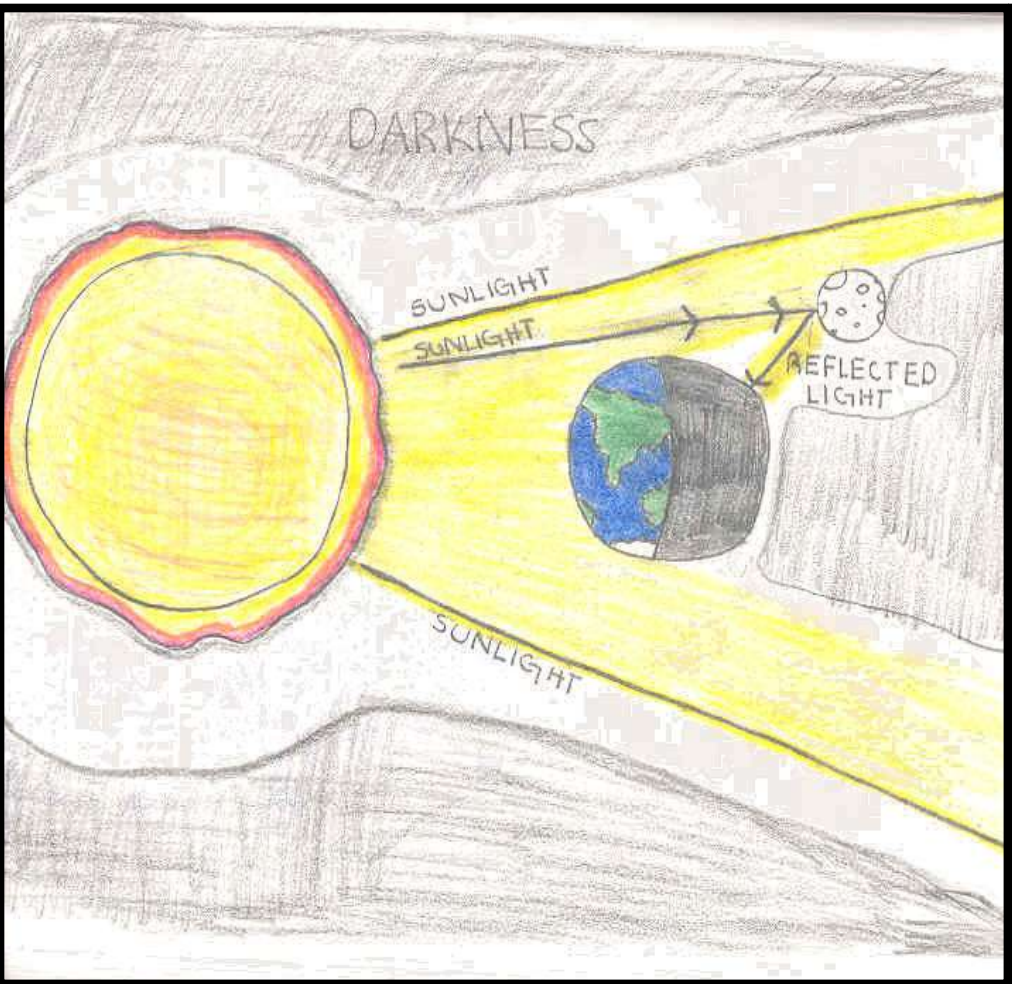


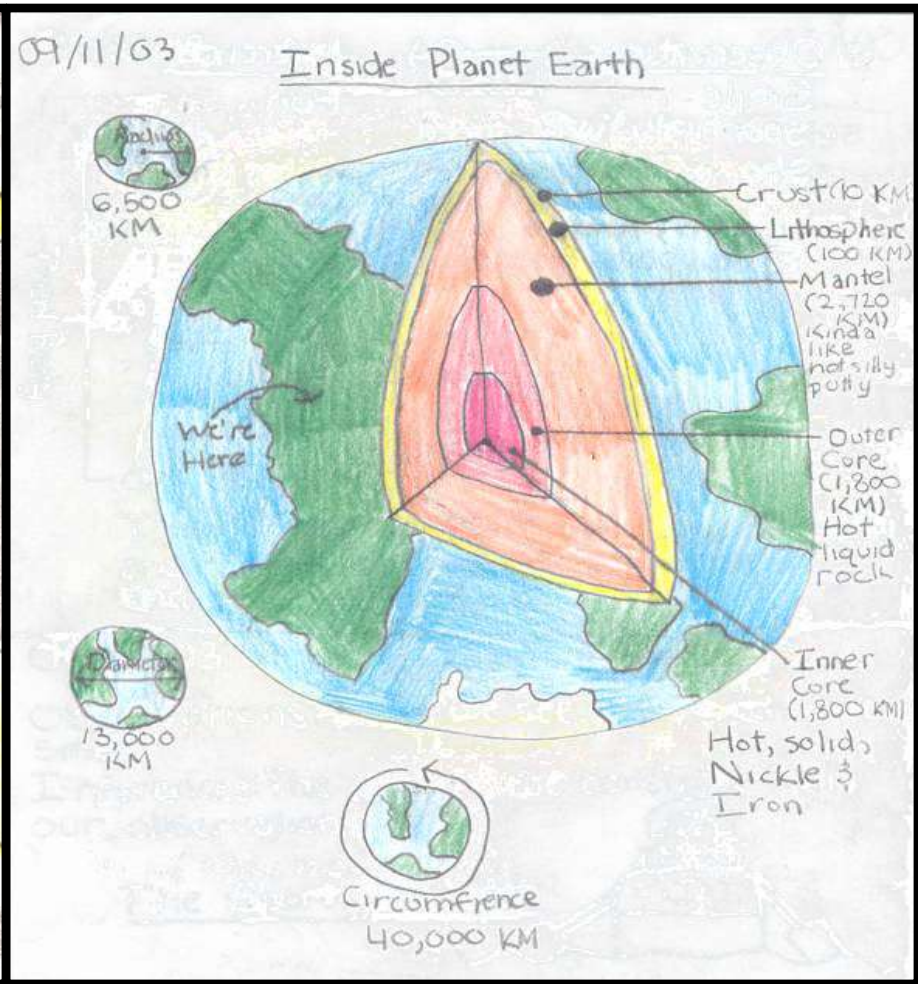
The day's activity is placed on the **LEFT or OUTPUT** side of the notebook. This section acts as a **reinforcement** for the **RIGHT or INPUT side. This side entails hands-on, tactile learning.**

Examples of Left Side Assignments

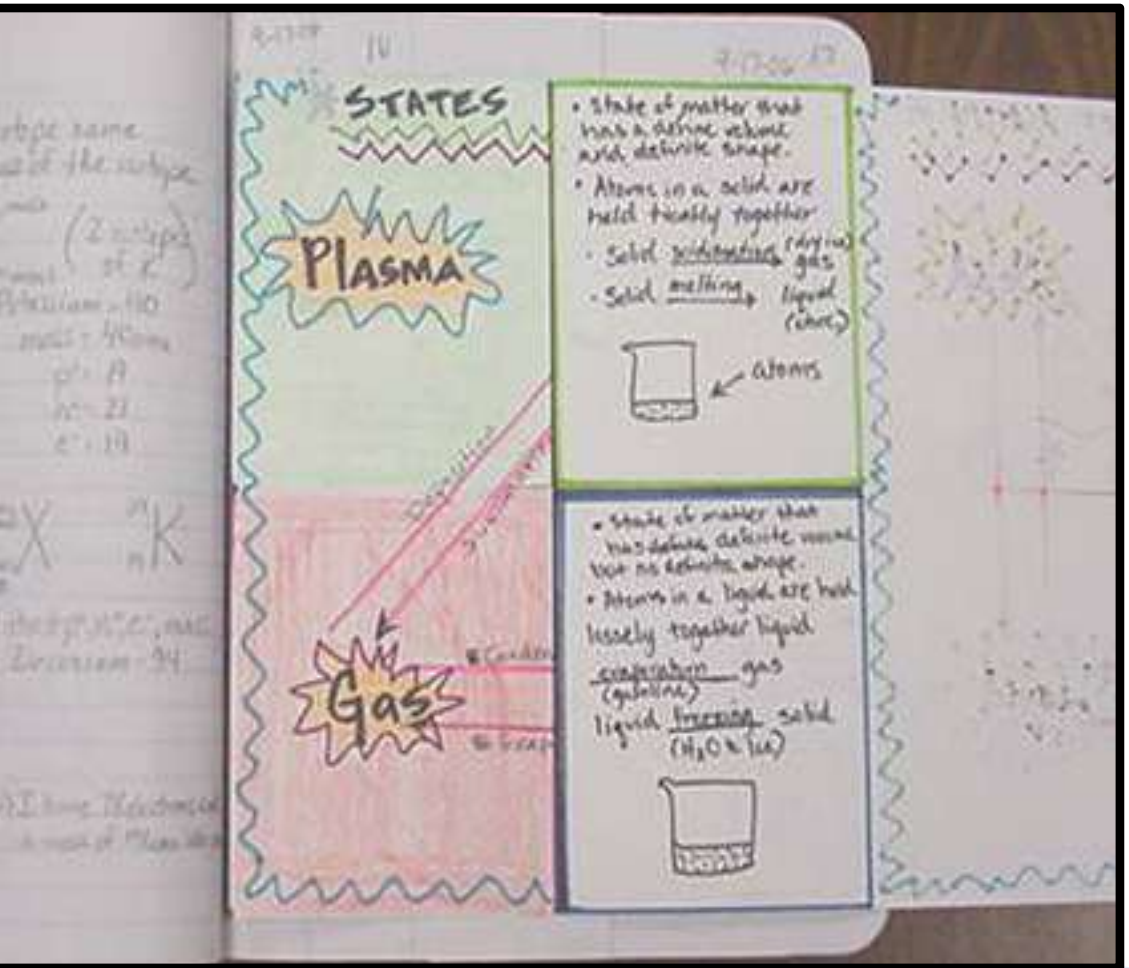
- Science Warm-Ups
- Graphic Organizers
- Drawings/Illustrations
- Cartoons/Comics
- Lab Analysis
- Your Questions
- Teach Your Parent

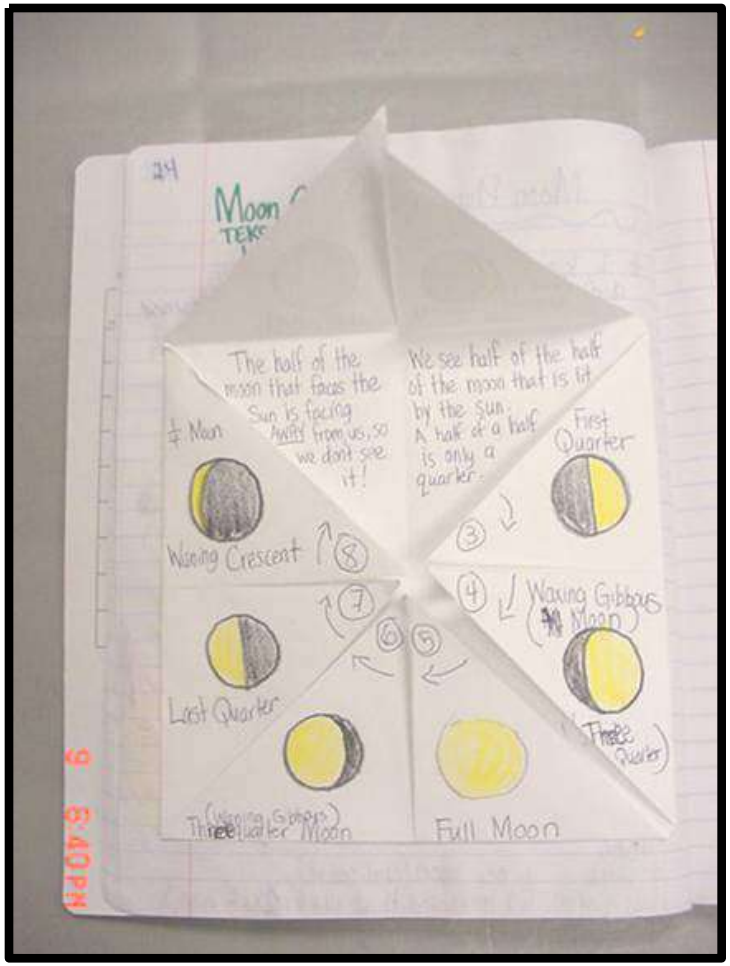
DRAWINGS/ILLUSTRATIONS





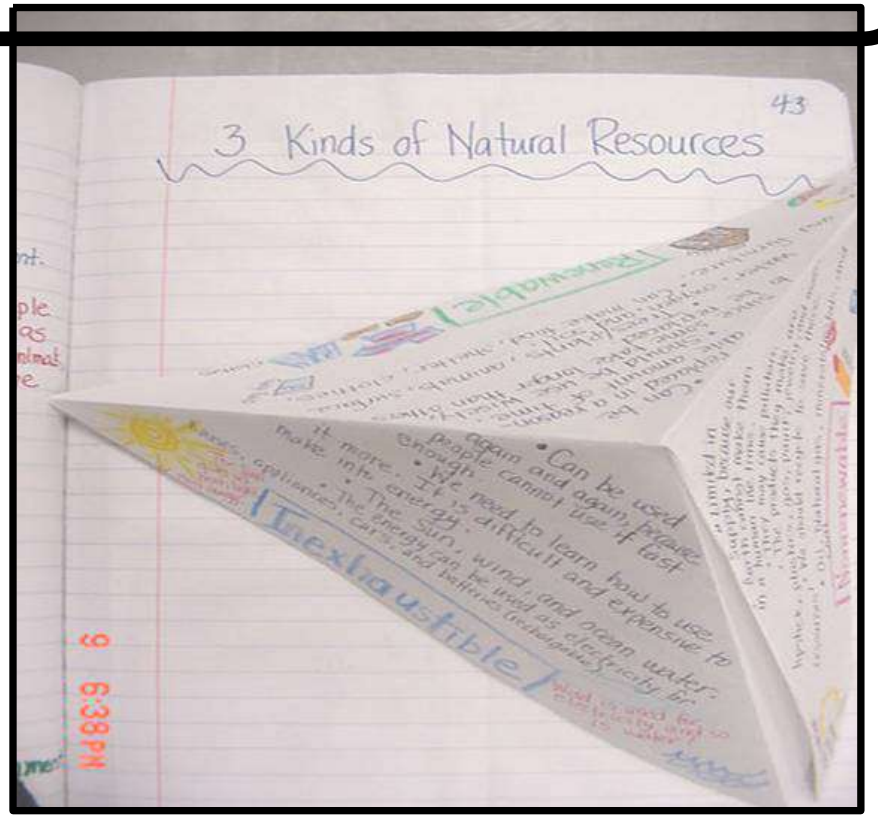
FOLDABLES


STATES
Plasma
Gas
atoms

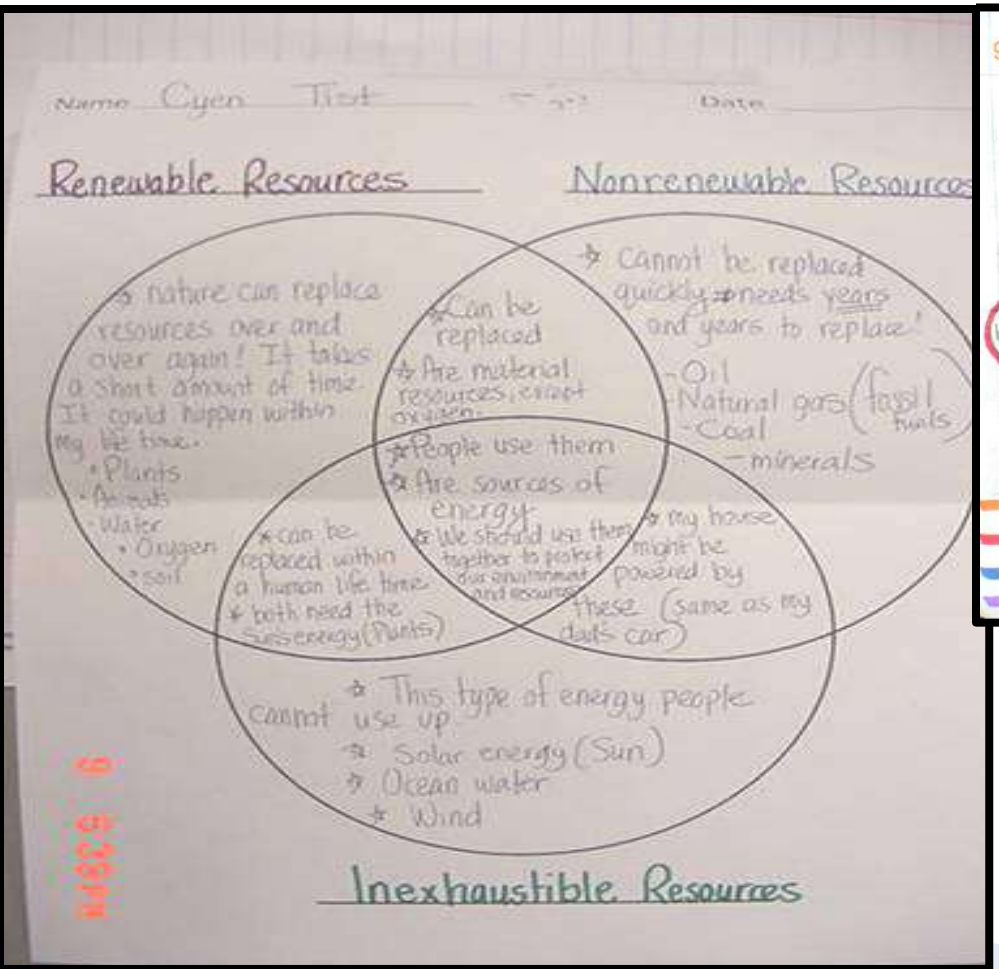

Moon
The half of the moon that faces the Sun is facing away from us, so we don't see it!
We see half of the half of the moon that is lit by the Sun. A half of a half is only a quarter.
New Moon
First Quarter
Waxing Crescent
Waxing Gibbous
Last Quarter
Full Moon

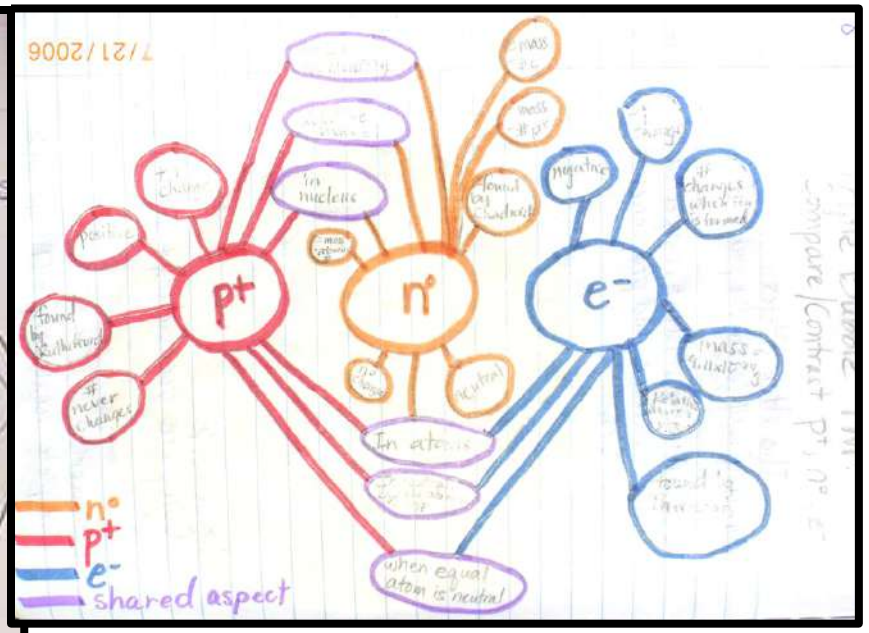
FOLDABLES


Complete
Metamorphosis
Egg
Larva
Pupa
Adult


43
3 Kinds of Natural Resources
Renewable
Can be used again and again, because people cannot use it fast enough
We need to learn how to use it more. It is difficult and expensive to make into energy.
The sun, wind, and ocean water can be used as electricity for
Nonrenewable

GRAPHIC ORGANIZERS





RIGHT SIDE from Dr. C

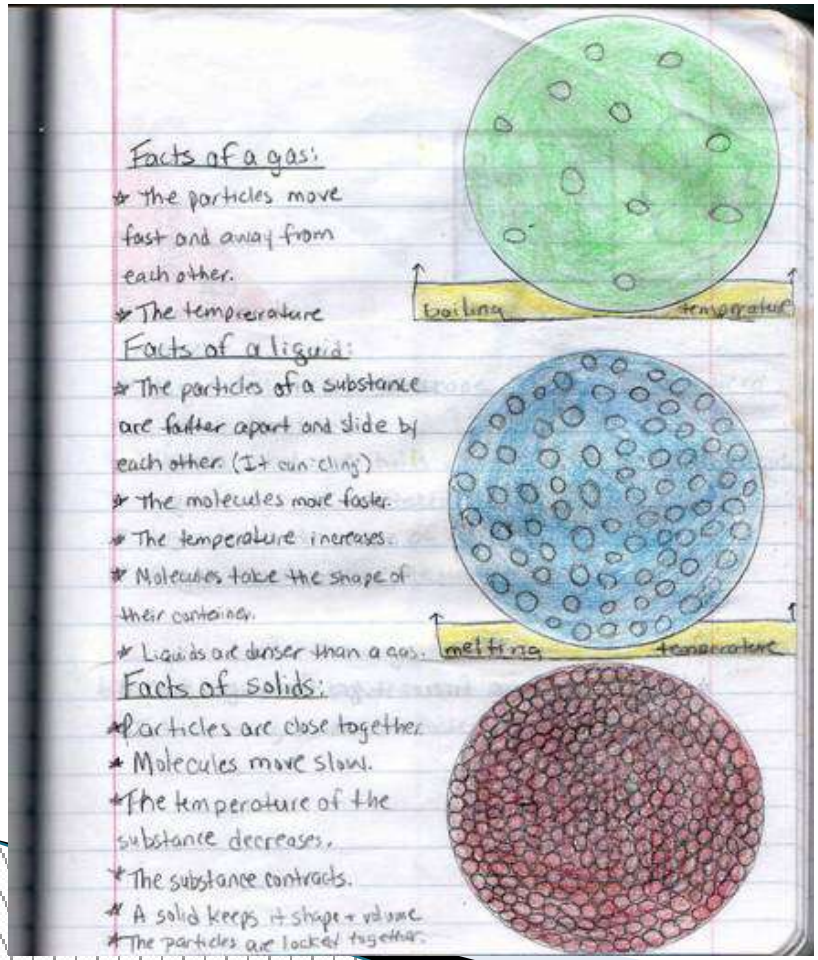
- The **RIGHT SIDE** contains **information given or "input" from Dr. Campbell.** It also contains notes from your text.
- It can contain notes from videos, etc.
- The **RIGHT SIDE** contains much, but not all of the **TESTABLE material.**

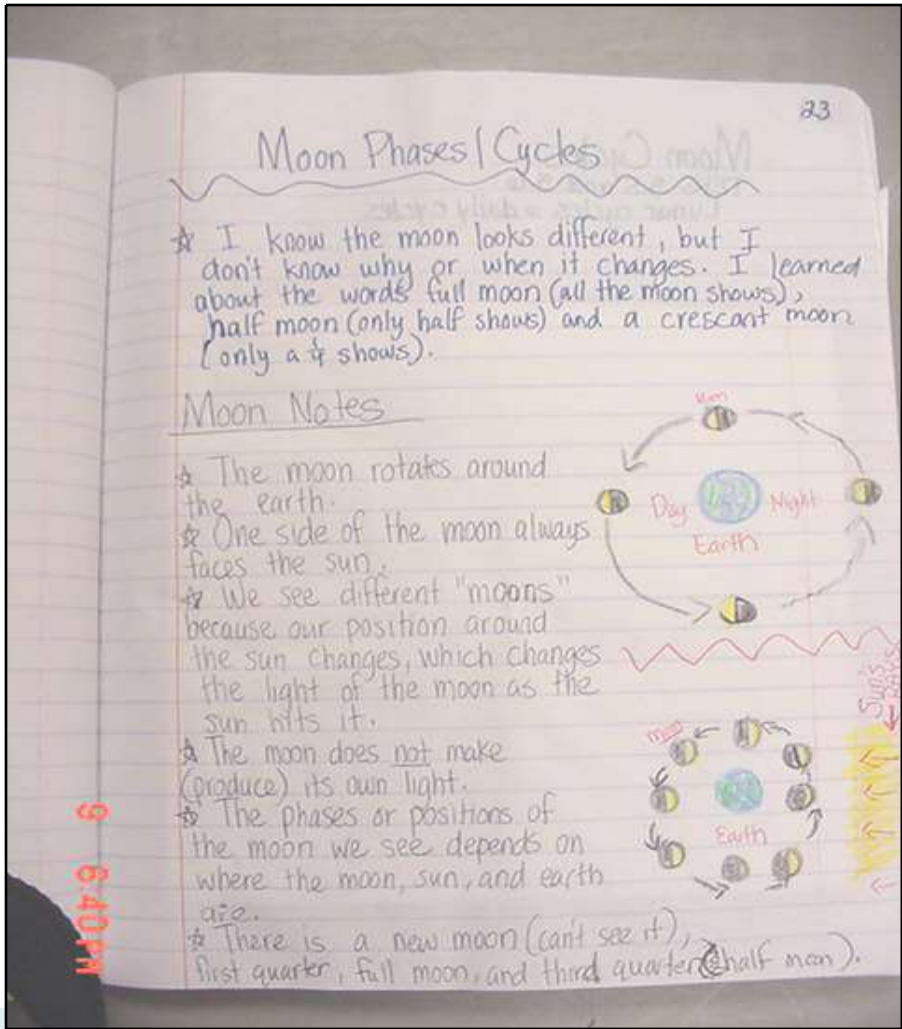
Odd Pages = 1,3,5,7..YOU KNOW IT.

Example of Right Side "Input"

- Notes from
  - Teacher guided

Example of Right Side "Input"





Science Notebook Supplies

Mead Five Star Notebook

Erasable pens & pencils

Scotch Tape

HIGHLIGHTER

Scissors

NO MARKERS!

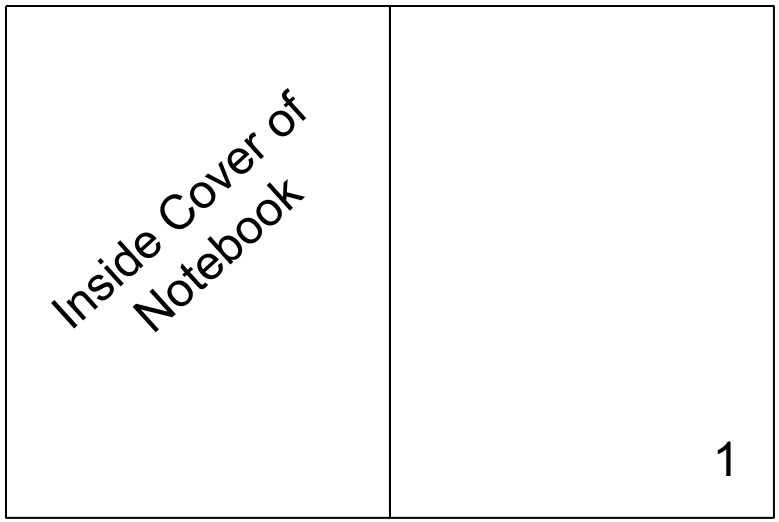
colored pencils

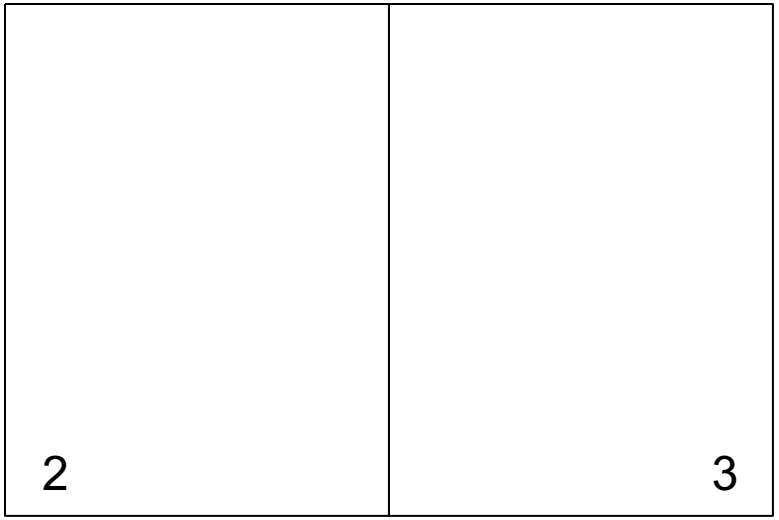
Getting Started

Setting up your ISN

Step 1: Numbering Pages

- Starting with the first page, **NUMBER ALL** of the pages (front and back). Numbers should be small and at the bottom outside corner of every page. (Hint: You should have about 200 pages)





Step 2 : Title Page (page 1)

- **The name of the course:**
  - Grade _____ Science
- **The words:** Interactive Science Notebook
- **The class period that you have science:**
  - 3rd period, for example
- **The school year:** 2016-2017
- **Your "awesome" teacher:** Dr. Campbell
- **Your name:** (self explanatory)
- **Three pictures about science** (anything that represents science, hand drawn or photos)
- Use at least four colors on your title page (black & white do not count)

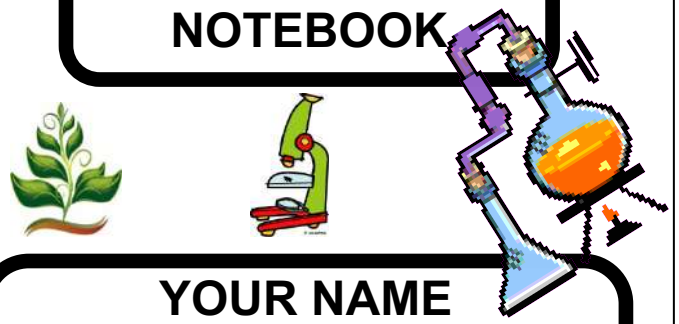
BE CREATIVE
MAKE IT
ORIGINAL

Title Page Example

Cover of Notebook

Grade _____ Science

INTERACTIVE SCIENCE NOTEBOOK



YOUR NAME
Your Class period
Dr. Campbell
2016-2017

Step 3 : All About Me (page 2)

- Your name
- Your age and Birthday
- Three words that describe you
- A picture of you (hand drawn or a photo)
- Three pictures that represent you
- Use at least four colors (black and white don't count)

This goes on the back of the title page!

All About Me Example

All About Me

Teacher

Nature Lover

Quilter

YOUR NAME
Age
Birthday

2

Table of Contents

3

Step 4: TABLE OF CONTENTS

- Pages 3-8 will be set up for use as a Table of Contents
- Title each page with "Table of Contents
- Use a ruler and divide your pages into three sections.
- Refer to the next page for a picture

Table of Contents Set-Up

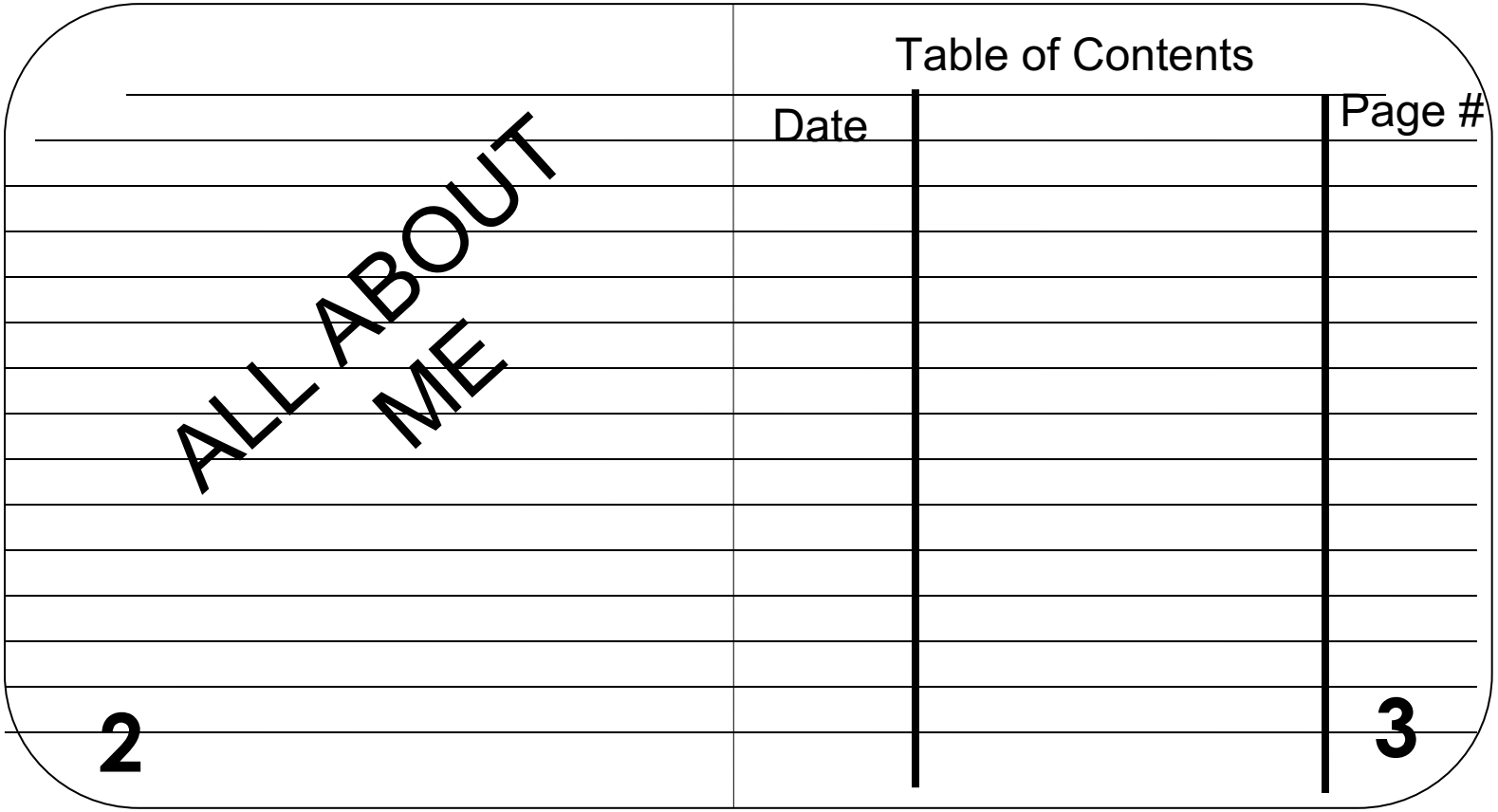


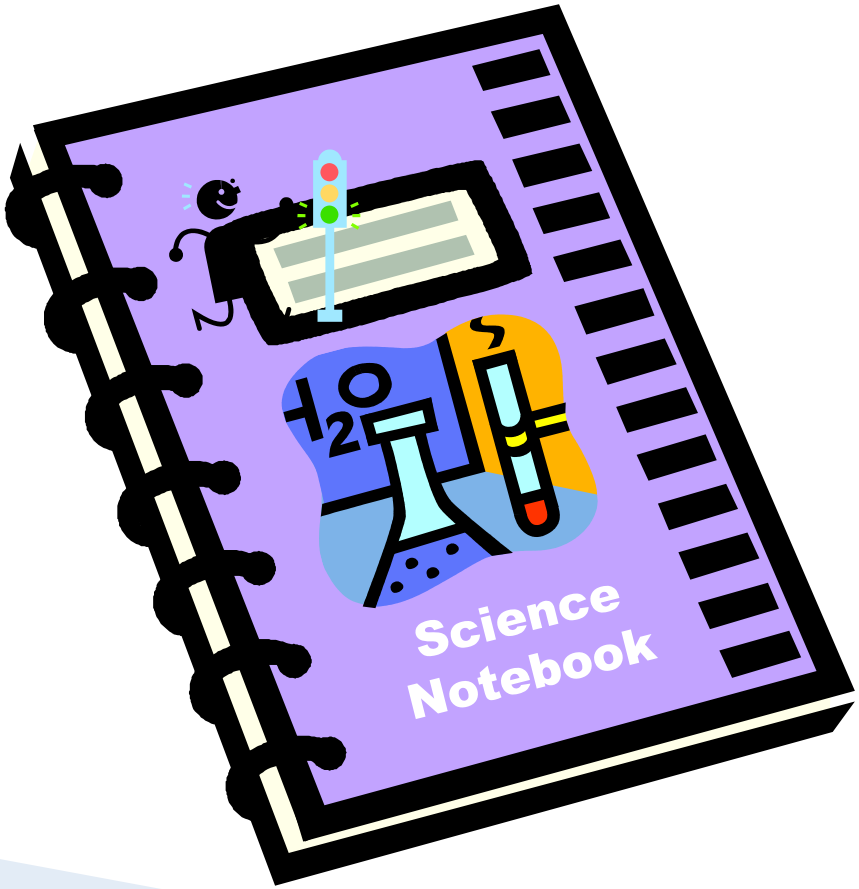
Table of Contents Set-Up

Table of Contents			Table of Contents		
Date		Page #	Date		Page #
4					5

NOTEBOOK RULES..

- No **RIPPED OUT** pages or torn corners
- No **DOODLING** that doesn't relate to science
- Notebook should be used for **SCIENCE CLASS ONLY**
- **DATE AND NUMBER** each page
- All entries must go into the **Table of Contents**
- BE **COLORFUL & LOVE** YOUR NOTEBOOK

WE ARE READY!



Credits –

Thank you to the many teachers over the past 10 years who have developed the ideas behind ISN. Their research and dedication have laid the foundation for these learning tools.