Interactive Notebook Guidelines
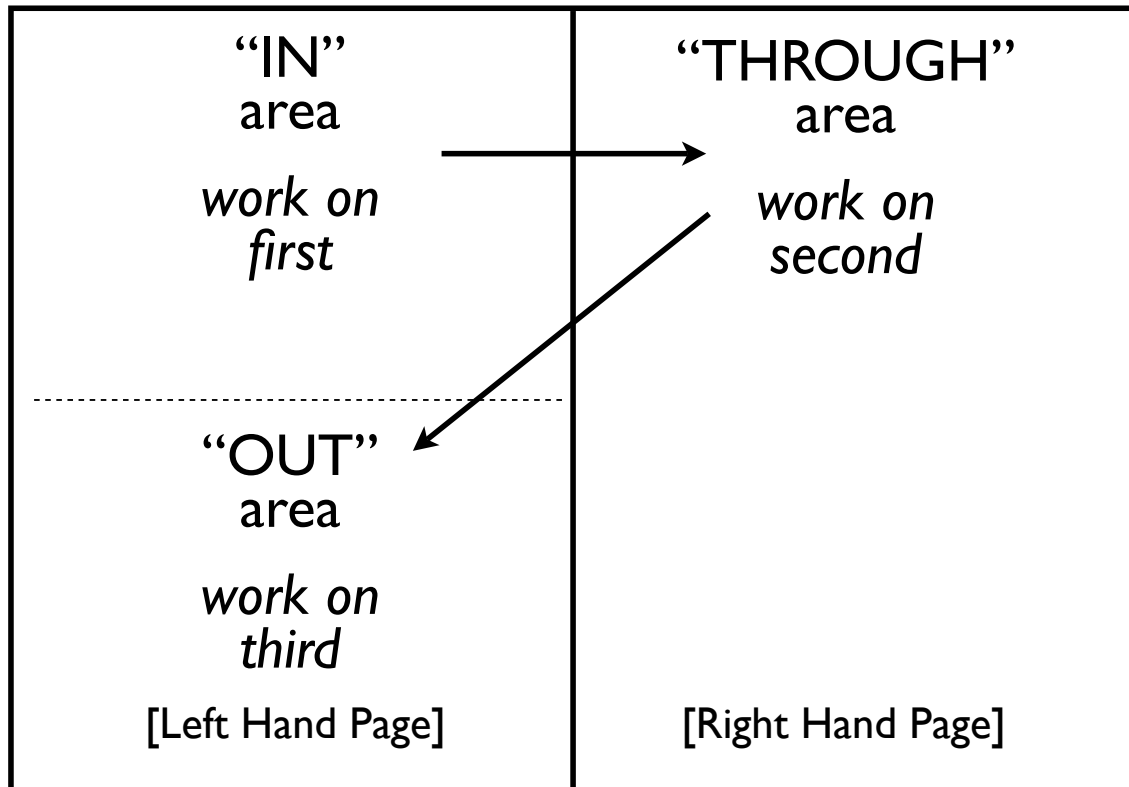
Interactive Notebook Scheme

Students add material to the notebook in the following order each class period:

"IN" area *work on first*	"THROUGH" area *work on second*
- - - - - - - - - - - - - - "OUT" area *work on third* [Left Hand Page]	[Right Hand Page]

Left Page: ***Process***
- Processing is primary and receiving is secondary
- Students process content

Right Page: ***Receive***
- Receiving is primary and processing is secondary
- Teacher introduces content

Sample Unit Progression

Initial Pre-Assessment
- ✓ *Initial "In" piece attempts to ascertain prior knowledge*
- ✓ *A "Brain Dump" is a good initial "In"*

Initial Learning Task
- ✓ *Initial "Through" piece provides a "whole brain" starting point for the first learning piece*
- ✓ *Try to provide the simplest visual representation and key terms only*

Follow-up Learning Tasks
- ✓ *Add details and connections in the subsequent "Through" pieces*
- ✓ *Use open-ended "In/Out" pieces that reinforce the "Through" pieces*
- ✓ *This sequence involves a two-day planning cycle in which today's "Out" responses are used to plan tomorrow's "In/Through/Out"*

Pre-Exam Processing Pieces
- ✓ *The processing pieces prior to the exam should be the most rigorous (CAPP)*
- ✓ *If possible, don't move on until only 10% of your class is partially-proficient or unsatisfactory in terms of their "In/Out" responses ("10% Rule")*
- ✓ *Good final "In/Out" practice pieces are "Word Tents" and "Quickdraws"*

Exam/ Assessment
- ✓ Use the same "In/Out" formats practiced in the unit
- ✓ Begin with simplest tasks and progress to the most complex

"In/Out" Possibilities

- Lists
- T-Charts
- Quickwrites (AKA: *Brain Dump*)
- Pair Share Notes
- Cartoons/ Diagrams
- Critter Diagrams
- Bull's Eye Diagrams
- Quickdraws
- Confidence Logs
- Position Logs
- Force Field Analyses
- Word Tents
- 3-item Summaries

T- Charts

✓ To organize/ link facts
✓ To characterize systematically
✓ To show "Cause/ Effect"

T-Chart Suggestion:

Have students list one part of the t-chart on their own and then pair share with another student to complete the other half.

Sample T-charts:

Organisms	Adaptations

Problems students have with reading	Possible Solutions

| If	Then
Boxes do not overlap	The values are statistically significantly different (i.e. not due to chance)
Boxes overlap at all	No statistical difference

Critter Diagrams

✓ To explore a topic systematically
✓ To organize ideas
✓ Easier to create than word webs/concept maps
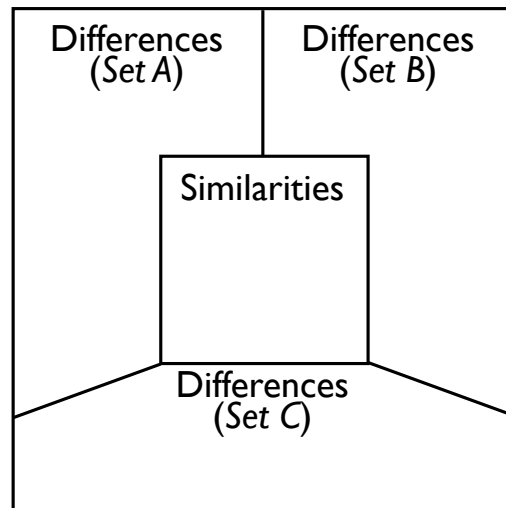✓ Minimum number of "legs" is 3 ("Rule of 3")
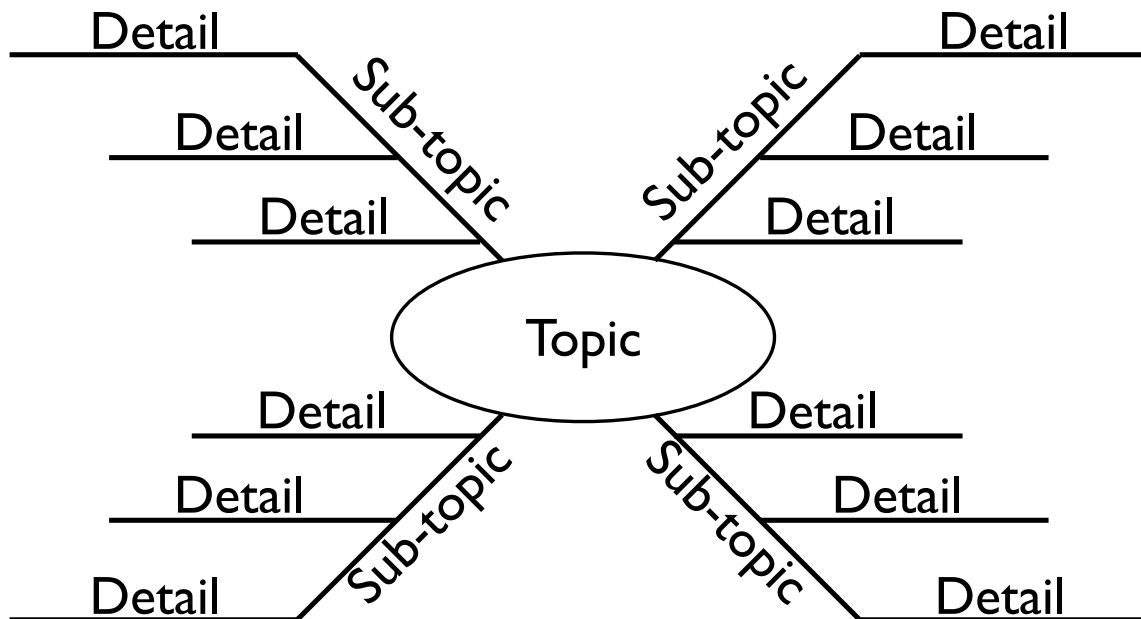
Bull's Eye Diagrams

2+1 Form

✓ To compare and contrast 2 things
✓ Use "Rule of 3" for each part of the diagram

Differences (*Set A*)	Differences (*Set B*)

Similarities
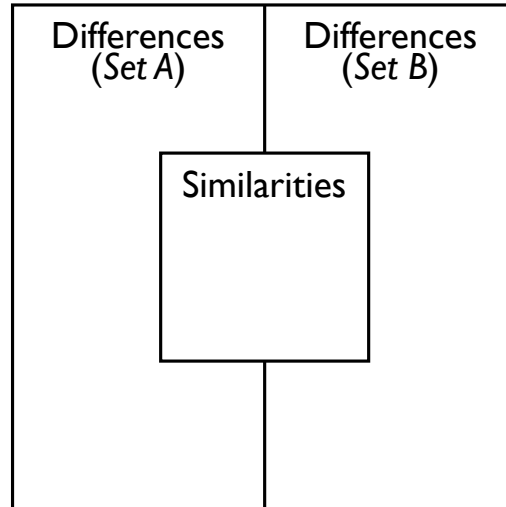
3+1 form

✓ To compare and contrast 3 things
✓ Use "Rule of 3" for each part of the diagram

Differences (*Set A*)	Differences (*Set B*)

Similarities

Differences (*Set C*)

Bull's Eye Suggestion:

Try dividing the contrast ring even further.

Word Tents

✓ Use this tool when you want students to "connect" key terms in paragraph form
✓ Students write sentences using the key terms and underline the terms as they use them
✓ This is an excellent "In/Out" to use just prior to an exam

Word Tent sample prompt:

1. Word Tent: You may change endings and use the words more than once. <u>Underline</u> the words you use.

root	stem	water
chlorophyll	glucose	xylem
phloem	nitrogen	sulfur
phosporus	compound	molecule
oxygen	carbon dioxide	leaf
pore	sunlight	

Confidence Logs

✓ Self-assessment tool
✓ Students who evaluate their current understanding are performing a higher level task (Bloom; Costa)

How will you do on the quiz tomorrow?

A   B   C   D   F

Mark an **X** where you think you belong on the line
and state <u>at least 3</u> reasons why you are there.

Position Logs

✓ To evaluate a position
✓ This task can be used to set up Socratic dialogue

Are you in favor of human cloning?

absolutely not   no   somewhat   yes   absolutely yes

Mark your present position on this issue with an **X**
and state <u>at least 3</u> reasons why you are there.

Force field Analyses

✓ To help analyze and evaluate both sides of an issue
✓ This task can be used to set up Socratic dialogue in a way that lessens argumentativeness

Steps:

1st List positives and negatives on the question or issue.

2nd Prioritize each list (1 = Weakest; 10 = Strongest)

3rd Tally and compare

Positives	Question or Issue	Negatives
6 daf goggle 5 famarama di 4 sdd dds 7 bib lob 10 qwerty	Taking the State Assessment Exams	9 lig hab fog 3 big wigit 3 ripi pip piri 4 smooof 10 pop gub gub
32		29

Adapting "KWL" to the Interactive Notebook

In	Through	
K	**W**	**L**
What I Know	*What I want to know (my questions)*	*What I Learned (answers paired to questions)*
Out		
Assign an appropriate processing piece		
	Summary space – student completes outside of class	

"Through" Possibilities

- Cornell notes (all varieties)
- 3-Item Paraphrases
- (Attachments)

Cornell Formatted "Through" Page

In	Through
Out	*Question Column* — *Notes Area*
	Summary Space
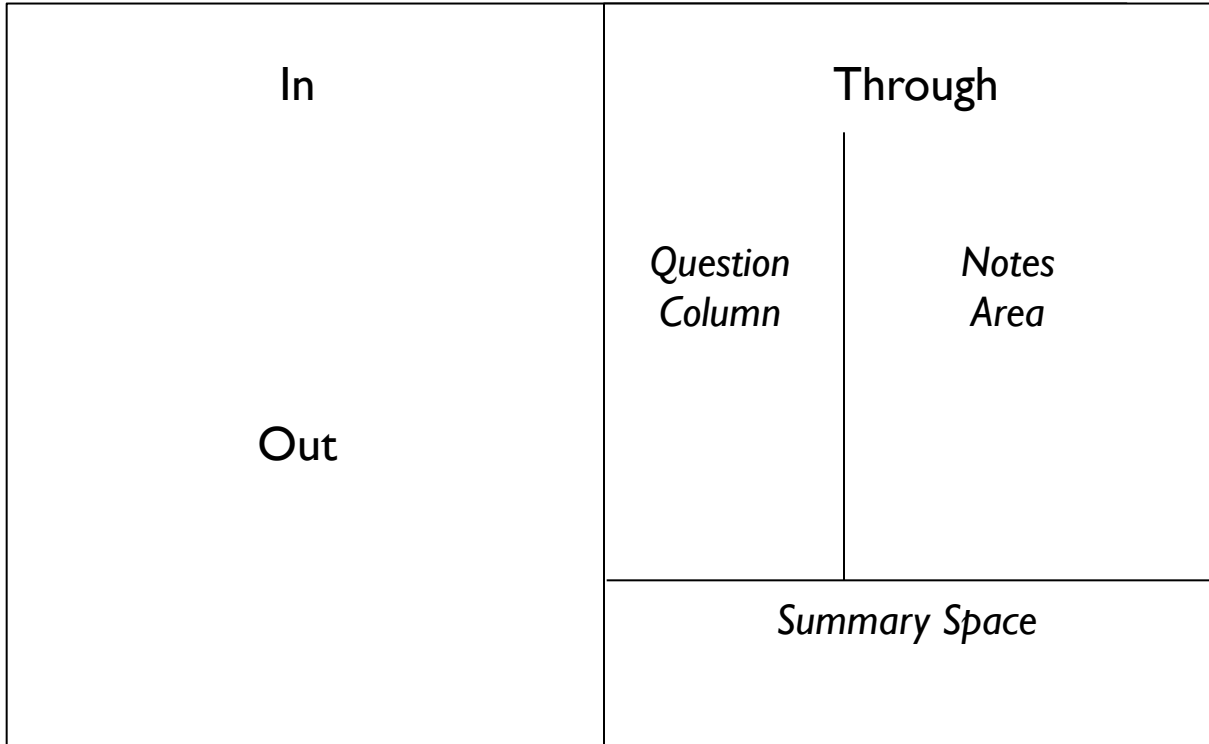
Cornell Notes: "STAR" Setup

How to become a STAR at Taking Lecture or Book Notes	
S Set up page	A. *Add a complete Heading* B. *Add a Title* C. *Draw a line down the paper about one third of the way in from the left margin to create the "question column" (left) and "notes area" (right)* D. *Draw a line across the paper a few lines up from the bottom to create the "summary" area*
T Take notes	A. *Record the material presented in the "notes area"* B. *Use selective listening to decide what's important* C. *Choose a note taking format (e.g. outline, bulleted list, word web) and develop a "shorthand" system (e.g. abbreviations, underlining, arrows, pictures, symbols, colors) that works for you*
A Ask questions	A. *Formulate questions that are answered by the material you've written in the "notes area"* B. *Write those questions opposite their respective "answers" in the "question column"*
R Review	A. *Review your notes and write a summary – do this as soon after note taking as possible!* B. *Cover the "notes area" and use the questions in the "question column" as cues for reviewing the material*

Guided Cornell Notes

✓ Teacher/class/peer provides the "question column" questions and student seeks answers from information source
✓ The teacher can use this "guided" approach to teach students what goes in the "question column"

Double Cornell Notes

✓ Student keeps two pages of Cornell notes simultaneously: one page for recording notes and the second page for recording questions that pop up during note taking
✓ This technique is especially useful in high rigor (CAPP) situations
✓ Some students find this technique very useful in math class

6 *Question* Notes

✓ A Cornell note taking format for videos
✓ <u>Must</u> be followed by a second collaborative note taking session based on a discussion of the original notes

Video Title	
WHO/WHEN/ WHERE	
WHAT	
WHY/HOW	
Summary	

3-Item Paraphrases

✓ A Cornell note taking formatted active reading tool
✓ <u>Don't</u> skip the third step!

Three-Item Paraphrase Reading Tool

Step One

29 Feb 2006
Reading Title

Set up the page Cornell-style

Step Two

29 Feb 2006
Reading Title

1   scrambled eggs
      poached eggs
      hard-boiled eggs
2   bird legs
      mammal legs
      reptile legs
3   square pegs
      round pegs
      mumblee pegs
4   coffee dregs
      tea dregs
      cocoa dregs

Note 3 things from each numbered paragraph

Step Three

29 Feb 2006
Reading Title

1   scrambled eggs
Eggs poached eggs
      hard-boiled eggs
2   bird legs
Legs mammal legs
      reptile legs
3   square pegs
Pegs round pegs
      mumblee pegs
4   coffee dregs
Dregs tea dregs
      cocoa dregs

Summary: Blah-de-blah
         La la la
         Howdy how wow

Add "cue" words and summarize

Scoring Rubric

✓ Designed for grading one day's notes quickly
✓ Have students select "best effort" notes to grade using the rubric

Name: _____
Period: _____
Date Targeted: _____

Single-Day Interactive Notebook Scoring Rubric

	No Attempt	Unsatisfactory	Partially Proficient	Proficient	Advanced	*Bonus*
	0	1	2	3	4	5
Content	No completed I/T/O sections	2 I/T/O sections missing or incomplete	1 I/T/O section missing or incomplete	I/T/O sections present and complete	All of 3 *plus*: e-x-p-a-n-d-e-d entries and Q/S areas complete	All of 4 *plus*: self-initiated enrichment
	0	1	2	3	4	5
Style	Notes not Cornell style	2 Q/N/S areas missing	1 Q/N/S area missing	Cornell-style formatting for notes	All of 3 *plus*: strategic use of color	All of 4 *plus*: notes reflect personal learning style
	0	1	2	3	4	5
Organization	Missing 3 dates and/or titles on any page or set of pages	Missing 2 dates and/or titles on any page or set of pages	Missing 1 date or title on any page	Dates and titles present on all pages	All of 3 *plus*: passes shake test	All of 4 *plus*: includes updated index or table of contents

I = "IN" section   T = "THROUGH" section   O = "OUT" section   Q = "Question" section   N = "Notes" section   S = "Summary" section