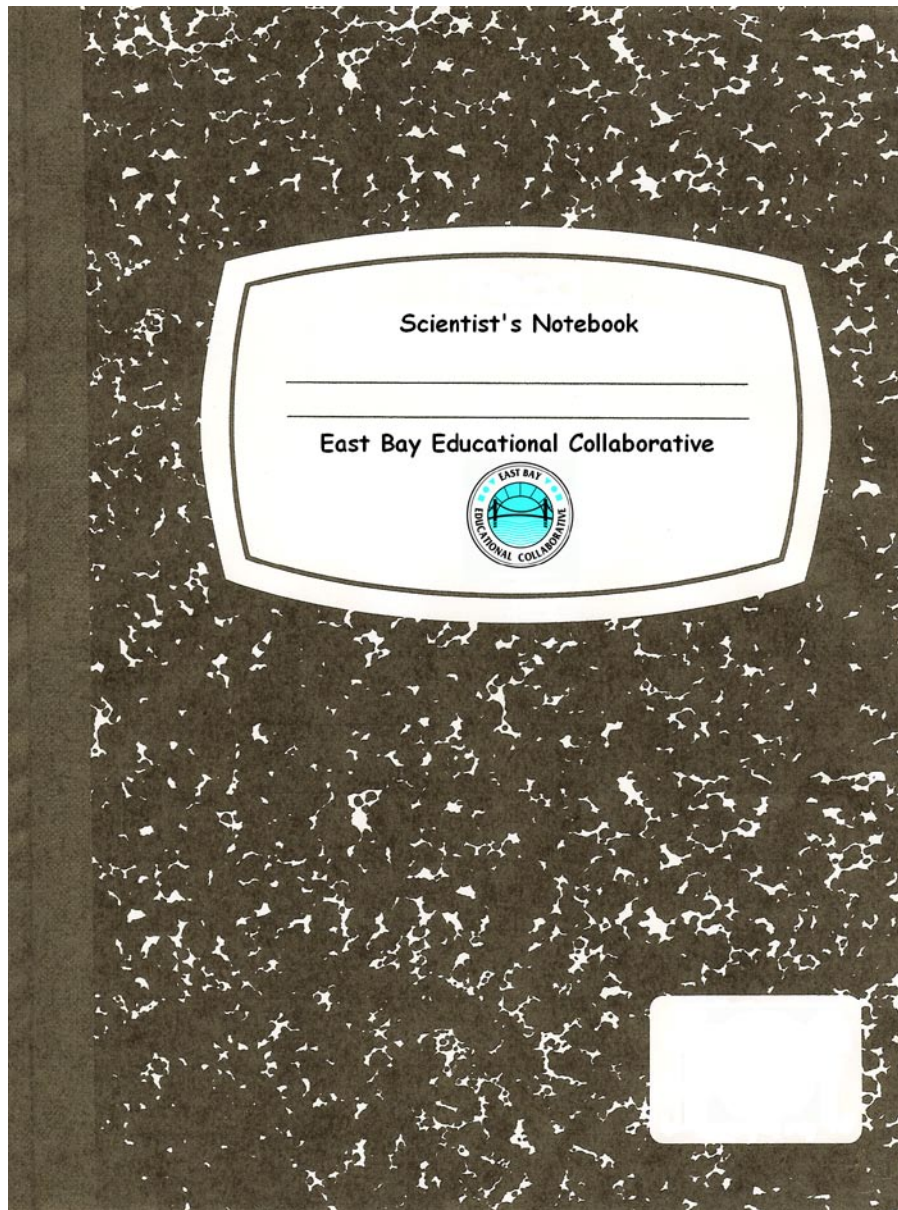




East Bay Educational Collaborative
www.ebecri.org

Scientist's Notebook Model



Scientist Notebook

Think as a Scientist

Record as a Scientist

Reflect as a Scientist

Guidelines:

- Scientist's notebook must be in class daily.
- Notebooks will be assessed according to the organization criteria.
- Leave the first 3 pages for your Table of Contents.
- Date each page on the (upper right hand corner).
- Number every page (bottom right hand corner).
- Written entries must be on the right hand side.
- Keep a neat and organized scientist's notebook at all times.

Scientist Notebook Organization Rubric			
4 excellent 3 good 2 fair 1 poor			
	Evidence	Score	Comment
Table of Contents	<ul style="list-style-type: none">▪ all entries are included▪ page numbers written		
General Organization	<ul style="list-style-type: none">▪ titles▪ dates▪ page numbers▪ overall neatness		
Written Entries and Reflections	<ul style="list-style-type: none">▪ thorough▪ show evidence of understanding the topic▪ include main ideas▪ give details		
Diagrams	<ul style="list-style-type: none">▪ titled & labeled		



Title

Date

Focus Question

How... or What... or Does...

Prediction/ Hypothesis

If I do this.....

Then.... because.....

Planning

Optional writing of laboratory procedures

Design of investigation

Page #



Date

Data

Paragraph, Bullets, Table/Chart, Drawings, Graphs, etc.

Claims and Evidence

Claims	Evidence	

**Making Meaning Conference- Teacher highlights and reviews the evidence & claims. Can be done by sharing out in group or whole class.*

Conclusion

In this investigation...

or

In this inquiry....

or

I (we) learned that.....

Questions

Page #



Literacy Connection

Science Reading



Elements & Criteria	NA	Not Present	Lacking	Meets	Exceeds
Focus Question <ul style="list-style-type: none"> • Relates to the big idea • Uses your own words 					
Hypothesis/Prediction <ul style="list-style-type: none"> • Makes hypothesis/prediction • Explain why you think this will happen 					
Planning <ul style="list-style-type: none"> • Lists the materials • Describe the steps you take so someone else can repeat the experiment & get the same results 					
Data/Diagrams/Graphs <ul style="list-style-type: none"> • Organized • Clear • Accurate • Diagrams/graphs have all essential elements (labels, title, details, etc.) 					
Claims and Evidence <ul style="list-style-type: none"> • A "claim" is a statement about what you observe to be happening in the experiment. For each claim, you must give the evidence from the experiment that supports it. • Claims should be related to the underlying principles • Evidence includes what works and what doesn't work when appropriate. 					
Conclusion <ul style="list-style-type: none"> • Begins with the topic sentence that puts the focus question into a sentence format • Use words from the word wall • Refer to the evidence you gathered to support your claims • Show your connection to the focus question • Show your connection to the real world 					
Reflections <ul style="list-style-type: none"> • What new thoughts or questions do you have? • How could you improve this lab or your results? • What went wrong? • Describe a "wow" factor 					



TITLE OF LESSON

FOCUS QUESTION* (Big Idea)

- What do you have to investigate or figure out in this lesson that is related to the big idea?
- What will be the main question that will guide your learning?
What..., How..., Does... are good beginnings

PREDICTION/ HYPOTHESIS*

- What do you think will happen (USING PRIOR KNOWLEDGE)
If I do ... then... will happen because...
I think ... because

PLANNING

(Don't rewrite procedures- use if you need to design a procedure)

DATA*

- Record the data in a way that will make sense to you later:
Paragraph, Bullets, Table/Chart, Drawings, Graphs, etc.
- Title and label diagrams and pictures
- Measurements should be specific, accurate, and units labeled
- NEVER erase your work: Simply cross out any errors

CLAIMS AND EVIDENCE*

Claims	Evidence

- State your claim based on your evidence (data collected from observations)
- What do you claim to be true?
- How can you prove what you are stating? (Back it up)
I claim that when, then (happens)....
I know this to be true because I observed.....

MAKING MEANING CONFERENCE*

- Make your thinking public in a class discussion
- Turn and Talk

CONCLUSION/REFLECTION*

- Restate the focus question as a topic sentence
In this investigation...
In this inquiry....
I (we) learned that....
- Use details from your claims and evidence (data) chart to answer the focus question.
- Every claim must be supported by evidence.
I (we) liked/did not like..... because
My (our) prediction that.....was.....because...
This reminds me (us) of..... because....
I (we) discovered that....
Now I (we) think that....because
- Refer back to your hypothesis
*My hypothesis was **correct/incorrect** because...*
- Record your thoughts after the experiment (Understandings, Likes, Related Thinking, Connections)
- Include a summative sentence that can be a restatement in different words of the topic sentence.

Questions

- What new questions do you have to extend your learning?