

Nitty Gritty Science presents:

INTRO TO
SCIENCE
INTERACTIVE
NOTEBOOKS

The **ONLY** guide you'll need to
get started!

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Intro to Science Interactive Notebooks

Introduction

A Science Interactive Notebook is a great tool to use in the science classroom at any level. Not only do interactive notebooks help with students' organization, but they are also a creative way to engage students to process information and demonstrate critical thinking. At the end of the year, the students will have a working portfolio that can be assessed to show what they have learned throughout the school year.

Where to Begin

Introduce the Science Interactive Notebooks to your students as a tool that they will be using daily/weekly to help them learn and understand the science concepts that will be taught throughout the year.

Materials Needed

Students provide:

- Spiral notebook designated ONLY for Science (I prefer three or five subject college ruled because you won't have to trim down 8.5 x 11" paper).

Teacher provides (* required, other items optional):

- Glue sticks *
- Colored pencils *
- Scissors * (those with fun edges work too!)
- Crayons
- Colored paper
- Tape
- Post-its
- Stencils
- Index cards

Do not use marker (bleeds through pages) or staples in Interactive notebooks.

Many times I have my students work in groups when they are working on the left side of the notebook, so I have a Tupperware for each group with supplies in it.

Putting Science Interactive Notebooks Together

Day 1

Have students personalize their Interactive Notebooks by dedicating the first page to an All About Me poem using the following:

ALL ABOUT ME
First Name
Four Descriptive Traits
Sibling/Daughter/Son of (choose 1)
Lover of (2 things)
Who fears (2 things)
Who would one day like to see (1 thing)
And try (1 thing)
Resident of (City, State)
Last Name
<small>www.PrintablePaper.net</small>

Example:



ALL ABOUT ME

Erica

Energetic, Friendly, Sassy, Busy

Sibling of Jennifer and Brendan

Lover of Animals and Sports

Who fears small spaces and running out of time

Who would one day like to see the Pyramids

And try hang gliding

Resident of Jacksonville, FL

Colón



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Besides the poem, requirements for the page

- Minimum of three colors used
- Three pictures drawn

Day 2

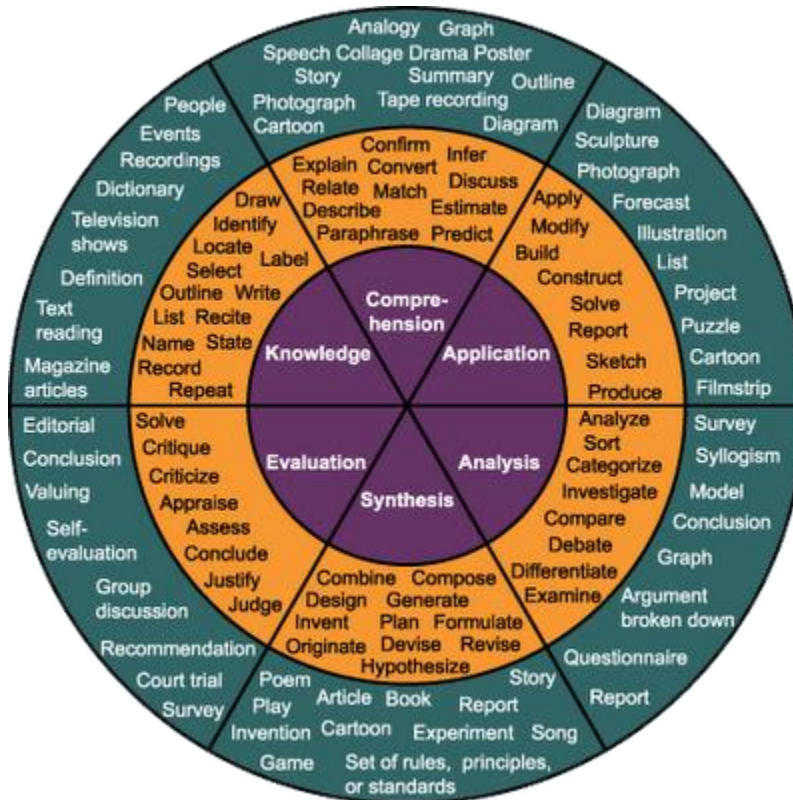
Have students set up notebook so they stay organized for the year. To be successful, the following will need to be completed so that all students are on the same page and so that you're not pulling your hair out in a couple of weeks ☺

1. Explain to students that this notebook will be used for science ONLY. They are not to rip out any pages for any reason.

Keeping Science Interactive Notebooks

Science Interactive Notebooks are based around the idea that students will use both their right and left brain hemispheres to help them gain and understand new science knowledge. Each two-page spread is used to teach the daily science concept.

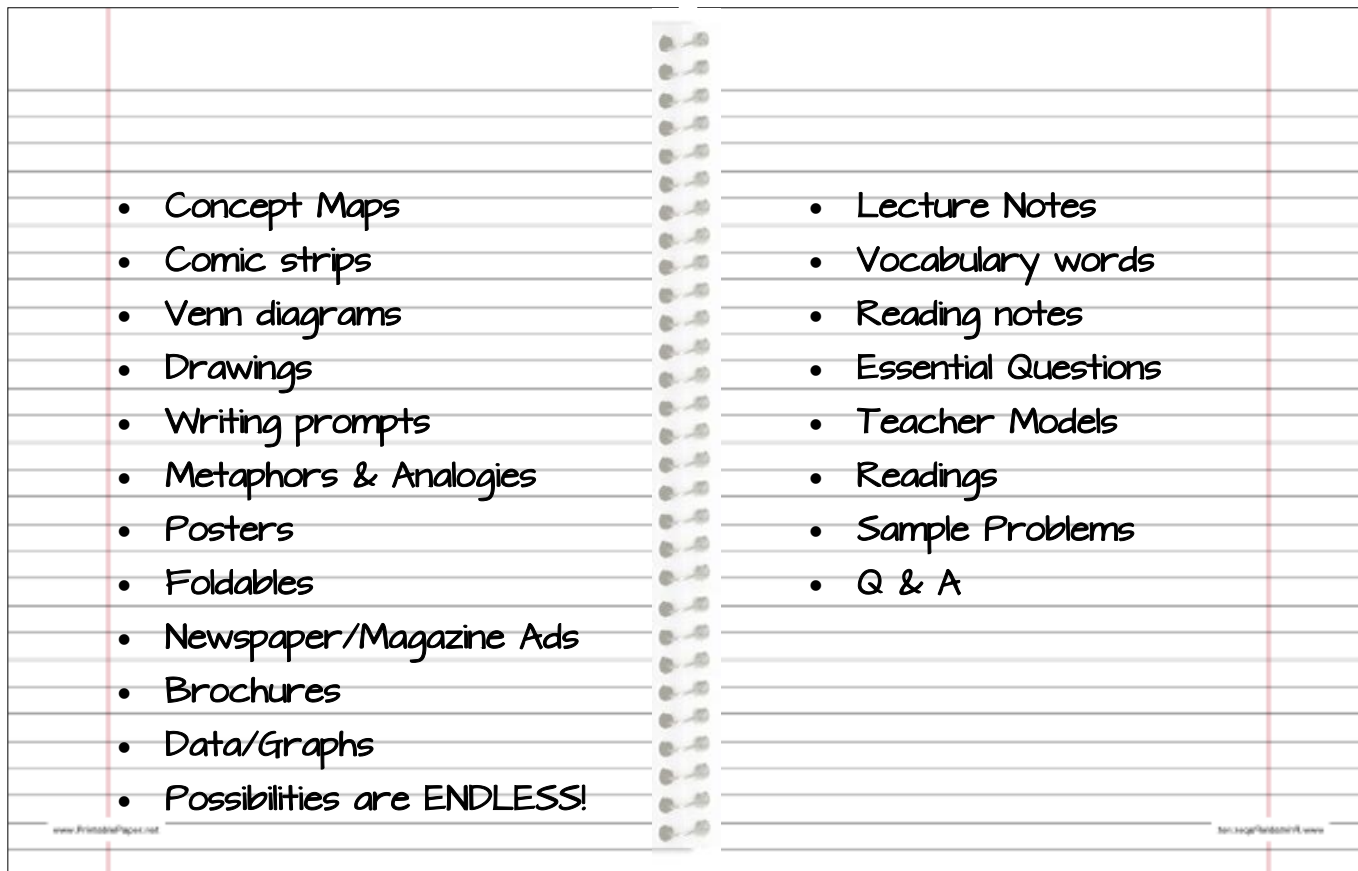
The **Right Side** of the Science Interactive Notebook is the Teacher Input side. This is all the information that you want the students to learn and know. This side uses a lot of the knowledge/comprehension levels of Bloom's Taxonomy (see wheel below).



Source: <http://www.alline.org/euro/images/bloomwheel.png>

The **Left Side** of the Science Interactive Notebook is the Student Output side. This side is where students use information from the teacher input side (right), and creatively processes that information. Students will be using application, analysis, synthesis and evaluation skills from Bloom's taxonomy.

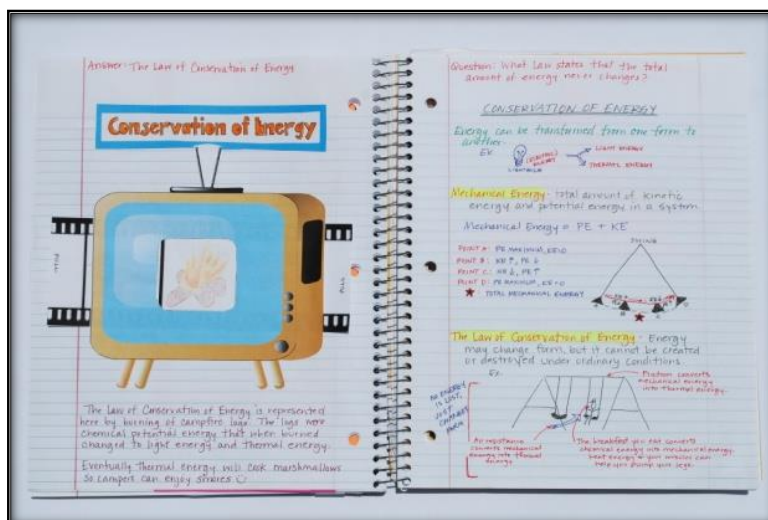
Here is a list of examples to use on both sides of the Science Interactive Notebook.



Examples

Here are a few examples from my Science Interactive Notebooks:

- Life Science
- Earth Science
- Physical Science



Answer: They are determined by the location of asteroid belt.

Solar System Scale Model

Planet	Distance From the Sun (AU)	Distance From the Sun (cm)
Mercury	0.39	0.95
Venus	0.72	19
Earth	1.00	254
Mars	1.52	38
Jupiter	5.20	1334
Saturn	9.54	2445
Uranus	19.18	4890
Neptune	30.06	7652

THE PLANETS

Planets are classified according to their location in the solar system. **Inner planets** are those with orbits between the Sun and asteroid belt; **outer planets** orbit outside the asteroid belt.

Terrestrial planets are made mainly of rocky material and **gaseous planets** are made mainly of ice and gas.

MERCURY - planet closest to Sun
 • has no true atmosphere, surface temperatures are extreme
 • has many craters and long, steep cliffs

VENUS - second from Sun and similar to Earth in size and mass
 • extremely dense atmosphere of clouds causing intense greenhouse effect resulting in surface temps between 450°C and 475°C

EARTH - third planet from the Sun
 • water exists on Earth as solid, liquid and gas
 • atmosphere protects surface from meteors and Sun's radiation

MARS - fourth planet from the Sun
 • called the red planet because of the iron oxide that is present in the surface rocks giving them reddish color
 • thin atmosphere causing extreme temperatures, strong winds and global dust storms
 • has polar ice caps, seasons, and other evidence that water is or was once present

JUPITER - largest planet in solar system, fifth from Sun
 • atmosphere mostly hydrogen and helium, many high pressure gas storms with the most notable being the Great Red Spot
 • has at least 60 moons with four having their own atmosphere

SATURN - sixth planet from Sun, second largest in solar system
 • thick outer rings of hydrogen, helium, ammonia, methane and vapor
 • 8 moons, with largest moon, Titan, being larger than Mercury

URANUS - seventh planet from Sun, large and gaseous
 • methane in atmosphere gives planet a blue-green color
 • has tilted axis of rotation moving around Sun like a rolling ball

NEPTUNE - eighth planet from Sun
 • has surface of frozen nitrogen and geysers that erupt nitrogen gas

INNER PLANETS

OUTER PLANETS

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Answer: Atmosphere makes conditions on Earth suitable for living.

EARTH'S ATMOSPHERE

atmosphere - thin layer of gases surrounding Earth, made up of nitrogen (78%), oxygen (21%), carbon dioxide, water vapor, and other gases, as well as particles of liquids and solids.

- water vapor - water in its gaseous form, invisible
- ozone - forms when lightning interacts with oxygen in the air and creates a molecule of three oxygen atoms

Earth's atmosphere makes conditions on Earth suitable for living things; it traps energy from the sun, keeping the Earth warm and water in liquid form and protects Earth from dangerous radiation and meteor collisions.

Earth's atmospheres are divided into the following layers which are classified according to temperature changes with altitude.

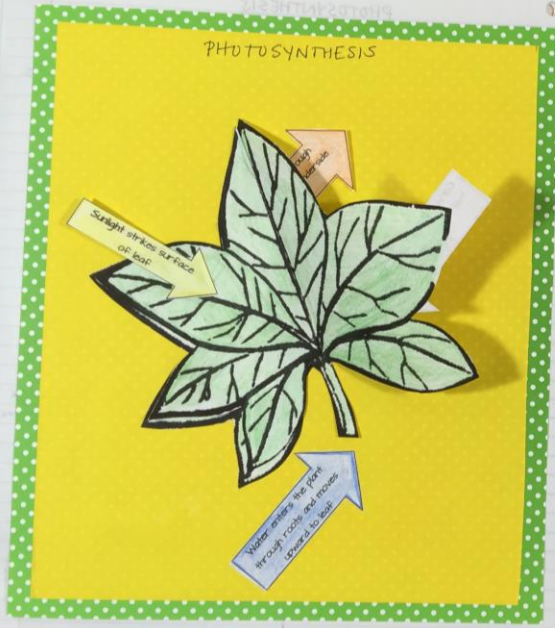
- Troposphere** - layer closest to Earth's surface which extends from the surface to altitudes of 8 (N & S poles) 5 (equator) km, layer in which Earth's weather occurs
- Stratosphere** - layer directly above troposphere which extends to about 50 km and contains the ozone layer which protects Earth from ultraviolet (UV) rays that can kill plants, animals and cause skin cancer in humans
- Mesosphere** - beginning at 50 km and ending around 80 km, this layer protects Earth's surface from being hit by most meteoroids, which burn up from friction with the atmosphere
- Thermosphere** - divided into two layers:
 - ionosphere - lower layer of the thermosphere which begins at 80 km and extends to about 500 km and contains ions, or charged particles allowing radio waves to bounce off and auroras to occur
 - exosphere - outer layer of thermosphere

Altitude, or elevation, is the distance above sea level. As altitude increases, air pressure decreases, which also decreases density. Low density of air can make it difficult to breathe with less oxygen.

air pressure - the result of the weight of a column of air pushing down on an area, measure by an instrument called a **barometer**.

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Answer: "Yields"



Question: In the photosynthesis equation, what does the arrow represent?

PHOTOSYNTHESIS

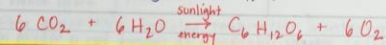
Nearly all living things obtain energy either directly or indirectly from the energy of sunlight captured during photosynthesis.

Photosynthesis - process by which a cell captures energy in sunlight and uses it to make food.

Plants, such as grass, use energy from sun to make its own food, therefore its called an **autotroph**.

The caterpillar obtains energy from eating grass and the bird obtains energy by feeding on caterpillar. These organisms which cannot make their own food are called **heterotrophs**.

During photosynthesis, autotrophs use the sun's energy to convert carbon dioxide (CO₂) and water (H₂O) into oxygen (O₂) and sugars (C₆H₁₂O₆):



TWO STAGES OF PHOTOSYNTHESIS

STAGE 1: CAPTURING SUN'S ENERGY

- Process occurs mostly in leaves
- Chloroplasts in plant cells capture energy using photosynthetic pigment called **chlorophyll**
- Energy powers Stage 2

STAGE 2: USING ENERGY TO MAKE FOOD

- Cells need H₂O and CO₂ for this stage. CO₂ enters leaves through **stomata**, H₂O enters through roots.
- CO₂ and H₂O undergo chemical reactions in chloroplasts to produce sugars (C₆H₁₂O₆) and oxygen which exit leaves through **stomata**.



STEP 3

Add subscripts so that the sum of the oxidation numbers of all atoms in formula is zero - use CRISSCROSS method: the charge (without the sign) of one ion becomes the subscript of the other ion - see examples:

Li⁺ N³⁻ → Li₃N
 Ni²⁺ O²⁻ → Ni₂O₂
 Pb²⁺ O²⁻ → Pb₂O₂ (reduced) → PbO

Practice Problems:

1. Na⁺ Cl⁻ → NaCl
2. Zn²⁺ S²⁻ → ZnS
3. Zn²⁺ OH⁻ → Zn(OH)₂
4. Al³⁺ Cl⁻ → AlCl₃
5. K⁺ PO₄³⁻ → K₃(PO₄)
6. Pb²⁺ O²⁻ → PbO₂
7. Mn²⁺ Br⁻ → MnBr₂
8. H⁺ Cl⁻ → HCl

Naming Compounds

STEP 1

STEP 2

STEP 3

Practice

1. SO₂ sulfur
2. SO₂ silica
3. CaCO₃ cal
4. SO₂ sul
5. PBr₃ ph
6. Mg(NO₂)₂
7. P₂O₅
8. CCl₄

Science Interactive Notebook Parent Letter

I wanted to share this parent letter with you since I think it's important that parents see what their students are doing in the science classroom. As students move on to middle and high school, parents are less involved since students are more independent, but I know many still love to see their child's work and what a great way to give each the opportunity to have a positive conversation about school work!

This letter is intended to go home with the students every 9 weeks. I had my students all designate a page for it and glue it in before they took it home to ensure the parent was handed the notebook as well as the letter.

Just wait until you the feedback you get from the parents - you're going to wish you started your Science Interactive Notebooks sooner!

(see next page for letter)

Dear Parents/Guardians,

The students have worked very hard on their Science Interactive Notebooks and will continue to do so for the remainder of the school year. The Science Interactive Notebook is an engaging tool that students use to show that they are understanding what has been taught in class each day and gives them an opportunity to share some of their creativity with the entire class.



I invite you to take a look at what your child has accomplished so far and feel free to ask him/her about the pages they have completed. I know they are proud of their work, as am I.

Please sign below to verify that your child has shared their work with you and feel free to make a special comment to him/her in the space provided or use it to share any of your thoughts or concerns you may have at this time.

Thank you for your time.

My child, _____, has shared their Science Interactive Notebook with me on _____ (date).

Parent Signature _____

Grading the Interactive Science Notebooks

Everyone has a different way of doing this. Some paste in rubrics and use that to track student progress. Others have students turn in notebooks at the end of each unit and grade accordingly. What I have found works for me is a quick "sticker-check". I feel that I have enough summative assessments that help me measure students understanding, so I use my students' Interactive Science Notebook as a daily formative assessment - graded with a sticker (or a stamp).

How the Sticker-Check works is that every day when students come into the classroom, they automatically know to have their Interactive Science Notebooks open to the most recent assignment. I walk up and down the aisles with a pack of stickers, if the left (or student output) side is completed they get a sticker in the upper left hand corner square. If it's not, I don't make a big deal, the student just doesn't get a sticker and I move on.

When it comes to the day of the test of the particular unit we're working on, students stack their notebooks on my desk with the last page being open. While students are testing I quickly grade notebooks with a completion grade. For example, if students are to have 8 different assignments done during the Plant Unit, then I quickly count back the last 8 upper, left side corners of their notebook. They should have 8/8 stickers - if they only have 7 stickers then they get a 7/8 or an 88%.

This system works for me, but there is no right or wrong way. I also include a parent signature page that I ask to have signed and dated (every quarter) that they have seen the notebook and students have explained what they are learning. I usually get great messages from parents telling me they love seeing their kids' creativity.

Need More Science??

Are you looking for engaging activities and original ideas for Science interactive Notebooks? Maybe you're just needing to bulk up what you already have. The next pages share the Table of Contents for my COMPLETE Science Interactive Notebooks for Earth Science, Life Science and Physical Science. Each chapter is aligned to the **Next Generation Science Standards** and can be bought individually or as a complete bundle.

Table of Contents

Physical Science Interactive Notebook

Click [HERE](#) to Learn More.

Description	NGSS (MS w/ DCI)
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Section 2: Standards of Measurement	
Section 3: Graphing	
Chapter Two: Motion and Forces	
Section 1: Describing Motion	PS2-2A
Section 2: Acceleration	PS2-2A
Section 3: Motion and Forces	PS2-2A
Section 4: Newton's Laws of Motion	PS2-1A; PS2-2A
Section 5: Gravity	PS2-4B
Chapter Three: Energy, Work and Simple Machines	
Section 1: Nature of Energy	PS3-1A; PS3-2A
Section 2: Conservation of Energy	PS3-5B
Section 3: Work	PS3-2C
Section 4: Using Machines	PS3-2C
Section 5: Simple Machines	PS3-2C
Chapter Four: Electricity and Magnetism	
Section 1: Electricity	PS2-3B
Section 2: Electric Current	PS2-3B
Section 3: Electrical Circuits	PS2-5B
Section 4: Magnetism	PS2-3B
Section 5: Magnetism and Electricity	PS2-5B
Chapter Five: Waves and the Electromagnetic Spectrum	
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Section 2: Features of Waves	PS4-1A
Section 3: Behavior of Waves	PS4-2A
Section 4: Electromagnetic Spectrum	PS4-2B

Section 5: Communicating with Radio Waves	PS4-3C
Chapter Six: Sound, Light, Mirror and Lenses	
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Section 4: Mirrors	PS4-2B
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Section 3: Describing Matter	PS1-2A; PS1-3A
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Section 3: Chemical Reactions	PS1-2B; PS1-5B
Section 4: Balancing Chemical Equations	PS1-2B; PS1-5B
Section 5: Chemical Rxns - Types, Rates and Energy	PS1-2B; PS1-5B
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Section 2: Acids, Bases and Salts	PS1-3B
Section 3: Strength of Acids and Bases	PS1-2A
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Section 2: Transferring Thermal Energy	PS3-1B
Section 3: Using Heat	PS1-4A

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Life Science Interactive Notebook

Click [HERE](#) to Learn More.

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Section 3: Graphing	
Chapter Two: Intro to Life Science	
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Section 2: Science Lab Safety	
Section 3: Scientific Research and Tools	
Chapter Three: Principles of Ecology	
Section 1: Nutrition and Energy	LS2-3B
Section 2: Energy Flow in Ecosystems	LS2-3B
Section 3: Cycles in Nature	LS2-3B
Section 4: Organisms and Their Environment	LS2-4C
Section 5: Ecological Succession	LS2-4C
Section 6: Biomes	LS2-1A
Chapter Four: Population Dynamics	
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Section 2: Human Population	LS2-2A
Section 3: Renewable & Non-renewable Resources	LS2-1A; LS2-5
Section 4: Biodiversity	LS2-4C
Chapter Five: Cell Structure & Function	
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Section 2: The Plasma Membrane	LS1-2A
Section 3: Eukaryotic Cell Structure	LS1-2A
Section 4: Prokaryotic Cell Structure	LS1-1A
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Chapter Six: Cell Processes & Energy	
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Section 2: Cellular Respiration	LS1-7C; PS3.D
Section 3: Cell Cycle	LS1-2
Section 4: Mitosis	LS1-2
Section 5: DNA Structure and Replication	LS1-2
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Chapter Seven: Genetics: The Science of Heredity	
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Section 2: Mendel's Laws of Heredity	LS3-2A
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Section 2: Evolution of Populations	LS4-4C
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Earth Science Interactive Notebook

Click [HERE](#) to Learn More.

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Section 1: The Method of Science	
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Chapter Two: Intro to Earth Science	
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Section 2: Science Lab Safety	
Section 3: Methods of Science	
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Section 1: Exploring Earth's Surface	
Section 2: Models of Earth	
Section 3: Maps & Computers	
Chapter Four: Rocks and Minerals	
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Section 2: Mineral Formation and Resources	ESS2-1A; ESS2-2A
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Section 4: Air/Water Resources & Human Impact	ESS3-3C; ESS3-1A



NITTY GRITTY SCIENCE

Thank you for your recent download!!! I hope this resource helps you and your students have a successful year using Science Interactive Notebooks. I can guarantee students will show pride in their work and be willing to share their notebook entries with you and their classmates.

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Erica L Colón

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