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| Title | Science Notebooks\* |
| Overview | Students will learn the importance of a science notebook. They create their own science notebook with a table of contents. |
| Standards | **ELA.3.R.C2.4** Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.  **ELA.4.R.C3.3** Use information gained from illustrations (e.g., maps and photographs) and words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| Materials/Advance Preparation Needed | * ½ inch binders * White copy paper (1 for each student) * Notebook paper (10 to 15 pieces for each student) * Chart paper; this will be used to model how to make a table of contents |
| Procedures/Steps:  (Emphasis on students making inquiry, e.g., posing questions/problems and working towards answers and solutions) | **Introduction:**   * Write this statement on the board. “Scientists are people who use research and experiments to learn more about the natural world.” Have two or three students read this statement aloud. Read this statement aloud together. Discuss what the natural world means. * Explain to the class that we are going to be scientists and that we will be using research and experiments to learn more about the natural world.   **Lesson: Part One**   * **Whole Class:**   **Think: Pair: Share**  Tell the students to **Think** about an important item a scientist would need to do research. Have them **Pair** with a neighbor to discuss what they thought about it. Have student’s **Share** what they discussed. Record answers to their answers on the board. If they do not come up with science notebook, steer them in that direction.   * See if the students can come up with important information that would go into a science notebook (Dates, diagrams, observations, charts, data, predictions, conclusions or outcomes, table of contents) * Tell them they are going to be making and keeping their very own science notebooks. * **Independent Work**:   Pass out supplies to the students; binders and around 10 to 15 pieces of paper and one piece of copy paper to each student.   * Have the students put the notebook paper inside their binders. * Write \_\_\_\_\_’s Science Folder on the copy paper and slide inside the front cover of the binder. Show the student’s where they will be keeping them (file cabinet with names, desks, lockers, etc).   **Lesson: Part Two**   * **Whole Group:**   Discuss the importance of a table of contents.   * Make a table of contents with the students on large chart paper. See Teacher Background for an article related to guidelines for creating a notebook. * **Independent Work:**   Have students go to their desks and create their table of contents on the very first sheet in their science notebooks.  You will have to model this with them for the first 3 to 5 science entries. First entry will be writing response identifying the pollinator problem. |
| Assessment (What will be the evidence of student learning?) | * Students must discuss and share important items a scientist would need to do research. –Teacher observation * Students will come up with a list of information that would go inside a science notebook. * Throughout the year, students will keep all science findings in their notebook. –Notebook will be assessed by teacher for required content. * Students should begin using more detail and using words and phrases taught in our science lessons in their writing within the notebook. -teacher will keep anecdotal notes on each students’ notebook |