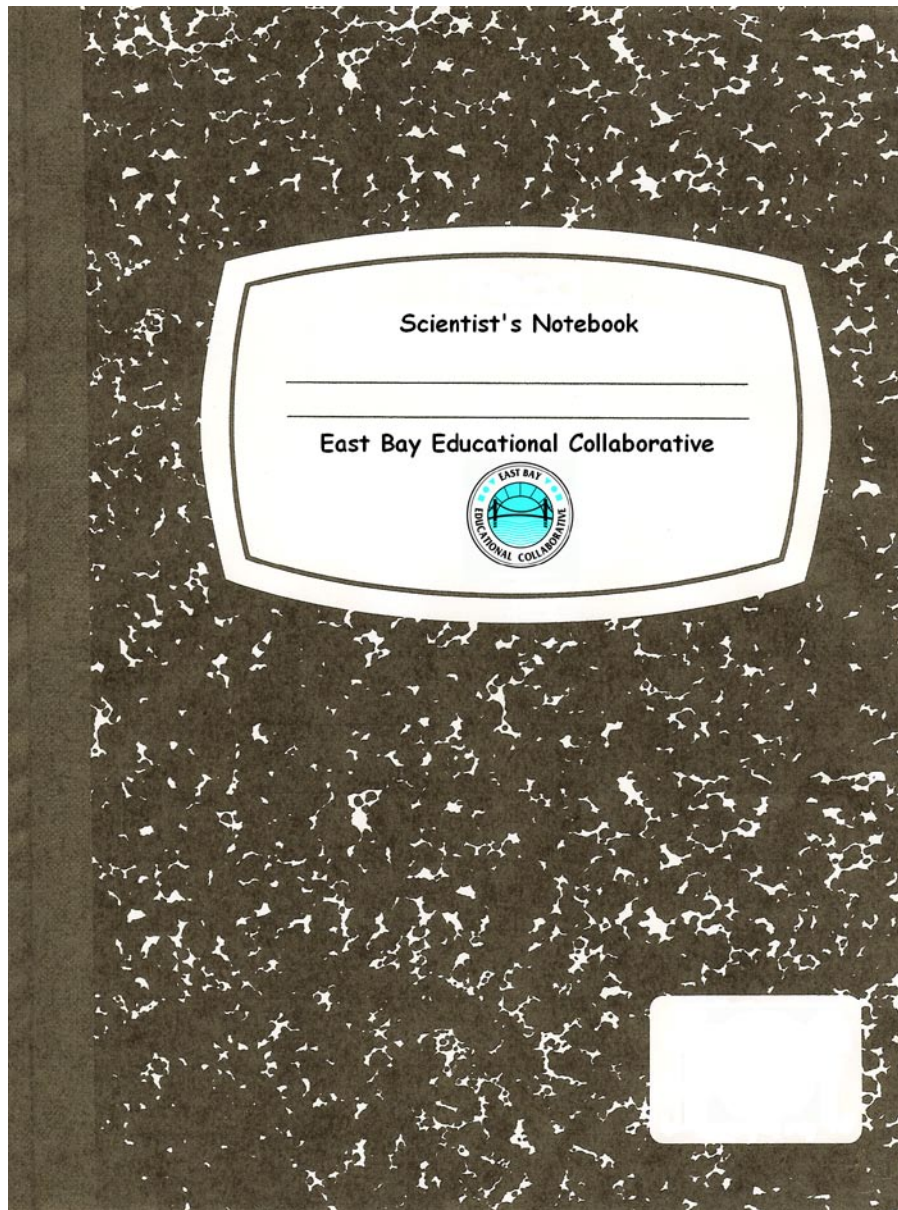




East Bay Educational Collaborative  
[www.ebecri.org](http://www.ebecri.org)

# 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.

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



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**Table of Contents**

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**Entry #**

**Page #**

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**Title**

**Date**

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**Focus Question**

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

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**Prediction/ Hypothesis**

If I do this.....

Then.... because.....

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**Planning**

Optional writing of laboratory procedures

Design of investigation

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Page #

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**Date**

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**Data**

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

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**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.*

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**Conclusion**

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*In this investigation...*

*or*

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*In this inquiry....*

*or*

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*I (we) learned that.....*

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**Questions**

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Page #

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**Literacy Connection**

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Science Reading



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





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## 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?