<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus for Kindergarten will be:</td>
<td>The focus for First Grade will be:</td>
<td>The focus for Second Grade will be:</td>
<td>The focus for Third Grade will be:</td>
<td>The focus for Fourth Grade will be:</td>
<td>The focus for Fifth Grade will be:</td>
</tr>
<tr>
<td><strong>Interpretation of Data: Claims and Evidence</strong></td>
<td><strong>Data collection and Interpretation of Data: Claims and Evidence</strong></td>
<td><strong>Data collection and Interpretation of Data: Claims and Evidence</strong></td>
<td><strong>Prediction/Hypothesis, Interpretation of Data: Claims and Evidence, and Conclusion</strong></td>
<td><strong>Prediction/Hypothesis, Interpretation of Data: Claims and Evidence, and Conclusion</strong></td>
<td><strong>All components of Scientist Notebook</strong></td>
</tr>
<tr>
<td><strong>Student Expectation</strong></td>
<td><strong>Student Expectation</strong></td>
<td><strong>Student Expectation</strong></td>
<td><strong>Student Expectation</strong></td>
<td><strong>Student Expectation</strong></td>
<td><strong>Student Expectation</strong></td>
</tr>
<tr>
<td>By the end of the year students should be able to interpret their data using a claims and evidence T chart independently.</td>
<td>By the end of the year students should be able to record data and interpret their data using a claims and evidence T chart independently.</td>
<td>By the end of the year students should be able to collect and record data, illustrate the data (using a variety of displays, charts, tables, etc), and interpret their data using a claims and evidence T chart independently.</td>
<td>By the end of the year students should be able to make a hypothesis using prior knowledge and experiences to predict what might in the investigation. By the end of the year students should be able to collect and record data, illustrate the data (using a variety of displays, charts, tables, etc), and interpret their data using a claims and evidence T chart independently. Students should be able to write a concluding statement after analyzing the data that had been collected recorded and organized.</td>
<td>By the end of the year students should be able to make a hypothesis using prior knowledge and experiences to predict what might in the investigation. Students should be able to collect and record data, illustrate the data (using a variety of displays, charts, tables, etc), and interpret their data using a claims and evidence T chart independently. Students should be able to write a concluding statement after analyzing the data that had been collected recorded and organized.</td>
<td></td>
</tr>
</tbody>
</table>

**Science Notebook Checklist:** To be placed inside the front cover of all students notebooks for reference.
## Science Overview K-5 Focus in Notebook

### Kindergarten

**Format:**
- Table of contents: To be posted in room.
  - Title of each investigation
  - Page number where the investigation is found in the notebook.
- Numbered pages: optional

**Glossary:** In back of Science notebook

**Checklist for each investigation:**
- Do I have a focus question, purpose or problem in regards to the investigation?
- Do I have a prediction/hypothesis?
- Did I collect my data?
- Did I write my claims down and support them with evidence?
- Did I write a conclusion regarding the investigation?
- Did I write further thoughts or questions related to the investigation? “I wonder…”
- Did I write the vocabulary words from the investigation?

Please see K-1 template

### First grade:

**Format:**
- Table of contents: To be posted in room.
  - Title of each investigation
  - Page number where the investigation is found in the notebook.
- Numbered pages: optional

**Glossary:** In back of Science notebook

**Checklist for each investigation:**
- Do I have a focus question, purpose or problem in regards to the investigation?
- Do I have a prediction/hypothesis?
- Did I collect my data?
- Did I write my claims down and support them with evidence?
- Did I write a conclusion regarding the investigation?
- Did I write further thoughts or questions related to the investigation? “I wonder…”
- Did I write the vocabulary words from the investigation?

Please see K-1 template

### Second grade through Eighth grade:

**Format:**
- Table of contents: To be posted in room.
  - Title of each investigation
  - Page number where the investigation is found in the notebook.
- Numbered pages:

**Glossary:** In back of Science notebook

**Checklist for each investigation:**
- Did I write a focus question, purpose of problem in regards to the investigation?
- Did I write a prediction/hypothesis?
- Did I list the materials needed for the investigation?
- Did I write the procedures in order?
- Did I organize and record my data using bullets, tables, charts, drawings, graphs, etc?
- Did I write my claims down and support them with evidence?
- Did I write a conclusion regarding the investigation?
- Did I write further thoughts or questions related to the investigation? “I wonder…”
- Did I write the vocabulary words from the investigation?

Please see 2-5 templates

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**Note:**

The glossary at the back of the book is a list of the vocabulary words and definitions from each investigation.