



\* This Digital Notebook example is for preview only. See slide 4 for sample pages of product.

## About This Product

It's no secret that I believe traditional science interactive notebooks are one of the best learning tools for students. However, it wasn't until the pandemic of 2020, which forced teachers and students into remote learning, that I realized how naive I was about the potential success students could also have using a digital interactive notebook.

I have watched, listened, and learned from teachers who have found digital interactive notebooks incredibly successful for their students. Knowing this is something teachers need, I have worked hard to design the NGS Magnified Digital Notebook series to help your students learn the content and allow them to interact with their (right-side) notes to complete the (left-side) activities to apply what they've learned. I've also included various activities to meet your students' multiple learning styles - all the best elements of a traditional interactive notebook.

# Let's Begin

NGS Magnified Digital Notebooks are the perfect tool for:

- Remote Learning
- Flipped Classroom
- 1 to 1 Learning
- Absent Students

NGS digital notebooks mirror the NGS interactive notebooks. Digital notebooks are an excellent resource for three reasons:

1. Organization - Digital notebooks can help students keep their work in one place and find what they need.
2. Promote independent learning - Digital notebooks empower students to take ownership of their learning, exploring in-depth concepts and revisiting them as needed.
3. Real-time collaboration and feedback - Digital notebooks provide real-time collaboration between students and teachers. Teachers can provide immediate feedback on student work, and students can collaborate with peers.

# Student Digital Notebook

The student notebook is on Google Drive and ready for you to share with your students. Here's a quick overview of the features:

Set up like a traditional interactive notebook with input and output sides.

Hyperlinked tabs so student can easily move through chapter for review

Students watch video < 6 min to complete notes.

4 - Rocks and Minerals INB Student

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was made 5 hours ago by Bethany Kirkwood

Background Layout Theme Transition

Directions: Click and drag each text box to the correct location on the Rock Cycle. Sort the rocks to the correct box.

melting and crystallization

heat and pressure

weathering, erosion, compaction, and cementation

igneous metamorphic sedimentary

gneiss marble shale

pumice schist conglomerate

obsidian sandstone granite

ROCK CYCLE

CLASSIFYING ROCKS

Geologists look at mineral \_\_\_\_\_ and \_\_\_\_\_ which can contain a mixture of minerals and other materials or only a single mineral.

Rock-forming minerals -

Color -

→ Granite -

→ Basalt -

Texture -

• Grain \_\_\_\_\_

• Grain \_\_\_\_\_

• Grain \_\_\_\_\_

Geologist classify rocks into three major groups:

Igneous	Sedimentary	Metamorphic

Rock Cycle -

PROPERTIES OF MINERALS

MINERAL FORMATION

CLASSIFYING ROCKS

ROCK GROUPS

CLASSROOM LABS

Classifying Rocks

For further exploration, click button(s) below:

Rock Cycle

Encouraging independent learners. Directions for output side are here along with what they need to complete the activity.

Notes are chunked into manageable sections with large spaces for textboxes

Some pages have links so students can go deeper into the topic if they need.

# Preview of Pages



### REFERENCE FILES

#### METHODS OF SCIENCE

Scientific Inquiry:

- Scientific law
- Scientific theory
- Hypothesis
- Prediction

Step	Definition	Example
1. Question	A question that can be tested by an experiment.	Does the amount of water affect the growth of a plant?
2. Hypothesis	A prediction or educated guess about the outcome of an experiment.	If I water a plant every day, it will grow taller than a plant that is not watered.
3. Experiment	A procedure that tests a hypothesis.	Plant A: watered every day. Plant B: not watered.
4. Data	Information collected during an experiment.	Plant A: 10 cm tall. Plant B: 5 cm tall.
5. Conclusion	A statement that summarizes the results of an experiment.	Watering a plant every day causes it to grow taller.

Scientific Inquiry Process: Question, Hypothesis, Experiment, Data, Conclusion



### EARTH'S SYSTEMS

System	Description
Lithosphere	
Biosphere	
Atmosphere	
Hydrosphere	
Cryosphere	

#### THE STUDY OF EARTH SCIENCE

Earth Science is the study of the Earth and its atmosphere, hydrosphere, and lithosphere.

Earth scientists use several BIG QUEST to guide them:

- What work together as a system?
- How do systems constantly move from one part of the Earth to another?
- How do systems interact with each other?

Earth scientists use several BIG QUEST to guide them:

Question	Answer
What work together as a system? <td></td>	
How do systems constantly move from one part of the Earth to another? <td></td>	
How do systems interact with each other? <td></td>	

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### LAB SAFETY SYMBOLS

Symbol	Description
[Flame]	Flammable
[Explosion]	Explosive
[Corrosion]	Corrosive
[Toxic]	Toxic
[Biohazard]	Biohazard
[Radioactive]	Radioactive
[Cancer]	Cancer
[Irritant]	Irritant
[Hazardous Waste]	Hazardous Waste

LAB SAFETY SYMBOLS

Flammable: This symbol indicates that the substance is highly flammable and can catch fire easily. It is important to keep these substances away from open flames and heat sources.

Explosive: This symbol indicates that the substance is highly explosive and can explode if it is heated, shocked, or mixed with air. It is important to handle these substances with extreme care.

Corrosive: This symbol indicates that the substance is highly corrosive and can cause severe damage to the skin, eyes, and other surfaces. It is important to wear protective gear when handling these substances.

Toxic: This symbol indicates that the substance is highly toxic and can cause serious health effects if it is inhaled, ingested, or absorbed through the skin. It is important to avoid contact with these substances.

Biohazard: This symbol indicates that the substance is a biological hazard and can cause disease or other health effects. It is important to handle these substances with extreme care and to use proper disposal procedures.

Radioactive: This symbol indicates that the substance is radioactive and can emit ionizing radiation. It is important to handle these substances with extreme care and to use proper disposal procedures.

Cancer: This symbol indicates that the substance is a known or suspected carcinogen and can cause cancer. It is important to avoid contact with these substances.

Irritant: This symbol indicates that the substance is an irritant and can cause skin, eye, or respiratory irritation. It is important to wear protective gear when handling these substances.

Hazardous Waste: This symbol indicates that the substance is a hazardous waste and can cause environmental damage. It is important to handle these substances with extreme care and to use proper disposal procedures.



Thank you for sharing NGS Magnified with your students!

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