# Supporting strategies – four quadrant notes

This note-making process is designed to be a thinking activity rather than a passive activity where students mindlessly copy notes from the board.

Four quadrant notes divide a page into 4 sections. The first quadrant is the one in the top left and then the students move clockwise through the other quadrants.

|  |  |
| --- | --- |
| 1. ‘Fill in the blanks’ example provided by teacher and completed by student | 1. Question supplied by teacher and answered by student |
| 1. Things to remember | 1. Question chosen and answered by student |

* Quadrant 1: contains a ‘fill in the blanks’ example created by the teacher and completed by the student.
* Quadrant 2: contains a question provided by the teacher for students to turn into a worked example. This is usually slightly more challenging than Quadrant 1.
* Quadrant 3: students choose their own question to turn into a worked example. Students can choose an example that they completed during the lesson or make up their own. Students choose a question to show their level of confidence. Students may choose an example that caused them to think deeply or that highlighted something they need to remember.
* Quadrant 4: this is where students write their notes to their future forgetful selves ([bit.ly/notesstrategy](https://bit.ly/notesstrategy)), that is ‘Things to remember’.

## Process

1. Students initially complete their notes in their visibly random groups of 3 at a vertical non-permanent surface.
2. When groups are finished, they return to their seats and recreate the ‘Four quadrant notes’ in their workbooks.
3. Students move around the classroom as they complete their own four quadrant notes so that they can use examples and points from other groups’ ‘Things to remember’ quadrant, not just their own.

## Sample

Figure 1 – four quadrant notes example

|  |  |
| --- | --- |
| **Example 1**  Find the 5-number summary for this set of data:  1, 3, 4, 5, 5, 6, 7, 8, 8, 9, 9  Smallest value: ☐  Median, Q2: ☐  Lower quartile, Q1: ☐  Upper quartile, Q3: ☐  Largest value: ☐  The 5-number summary is: ☐, ☐, ☐, ☐, ☐ | **Example 2**  Find the 5-number summary for this set of data:  2, 2, 3, 4, 4, 4, 5, 6, 6, 6, 7, 7 |
| **Things to remember** | **Example 3**  Find the 5-number summary for a set of data. |

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