# 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, 9Smallest 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. |

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the Copyright Act 1968 (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).



This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.