

# Interactive Notebooks

Grade  
**1**

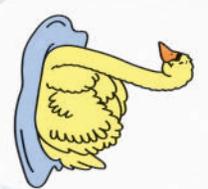
# LANGUAGE ARTS



**Consonant Blends**

A consonant blend is two consonants blended together to make a new sound.

stamp  
stay



SN

I know my  
consonant  
s blends!



SK

SC

- Ideal for organizing information and applying learning
- Perfect for addressing the needs of individual learners
- Includes step-by-step instructions for each page
- Great for introducing new language arts topics

# Consonants and Vowels

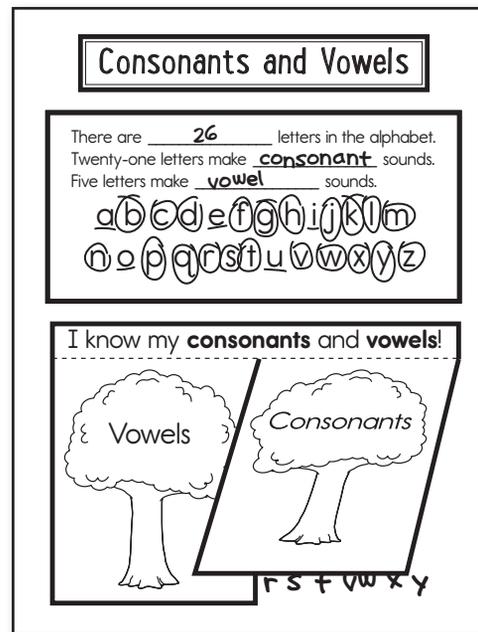
## Introduction

Explain that consonants are speech sounds that are not vowels. They also represent 21 letters of the alphabet that are not vowels. Review the sounds that each of the consonants make. Explain that five of the letters in the alphabet create vowel sounds. Review the letters *a, e, i, o,* and *u*. Write a word on the board. Have a volunteer come to the board and read the word. Then, have him circle the consonant(s) and underline the vowel(s). Repeat the activity several times with different words.

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Consonants and Vowels pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the alphabet piece and glue it below the title. Complete the explanation. (There are **26** letters in the alphabet. Twenty-one letters make **consonant** sounds. Five letters make **vowel** sounds.) Next, circle the consonants and underline the vowels in the alphabet.
5. Cut out the flap book. Cut on the solid line to create two flaps. Apply glue to the back of the top section and attach it to the bottom of the page.
6. Write the vowels and consonants under the correct flaps.



## Reflect on Learning

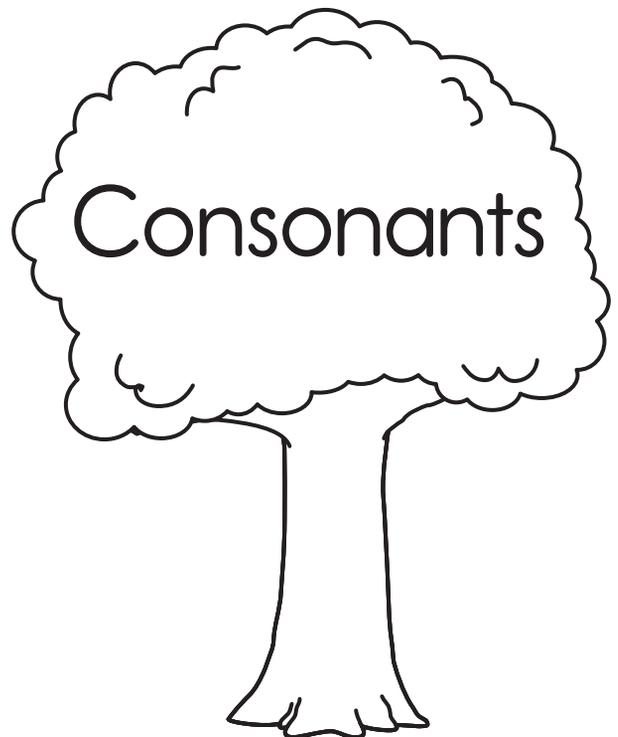
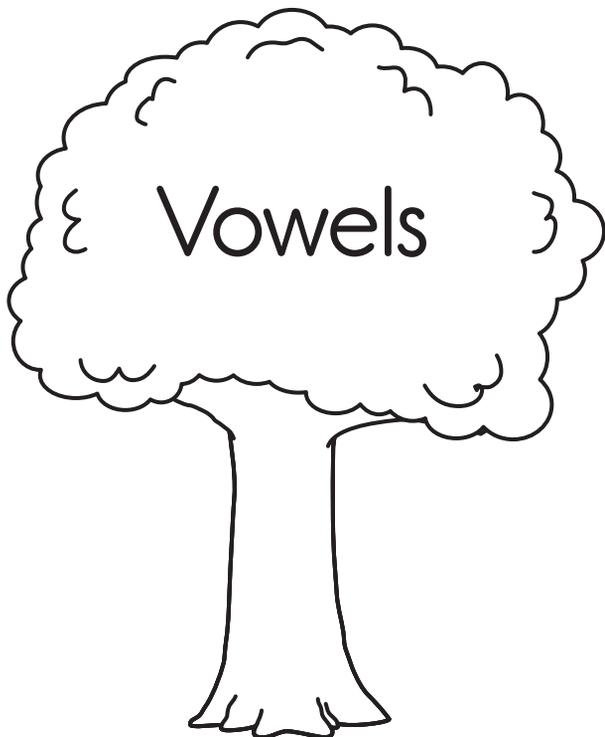
To complete the left-hand page, have students write various words such as weekly spelling words or sight words. Have students circle the consonants and underline the vowels in each word.

# Consonants and Vowels

There are \_\_\_\_\_ letters in the alphabet.  
Twenty-one letters make \_\_\_\_\_ sounds.  
Five letters make \_\_\_\_\_ sounds.

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

I know my **consonants** and **vowels**!



# Short Vowel Sounds

This lesson is designed to introduce one or more vowel sounds at a time and can be taught over several days.

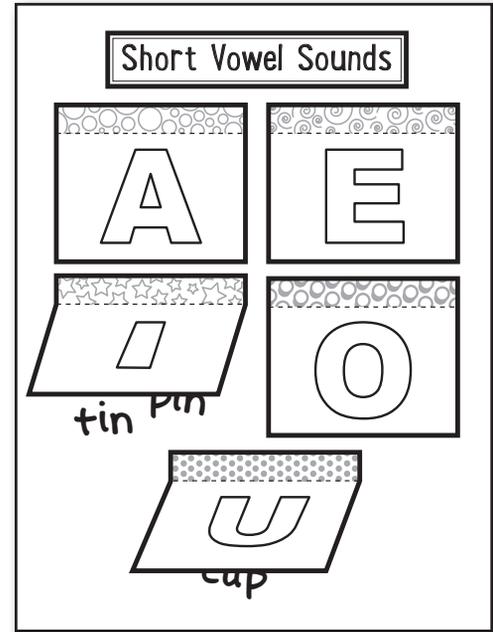
## Introduction

Introduce each short vowel. For each vowel sound, display a short poem or song with a repeated short vowel sound, such as “Where is Short A?” (sung to the tune of “Where is Thumbkin?”). Encourage students to brainstorm a list of words with the short vowel sound introduced. Write the words on the board as students say them.

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

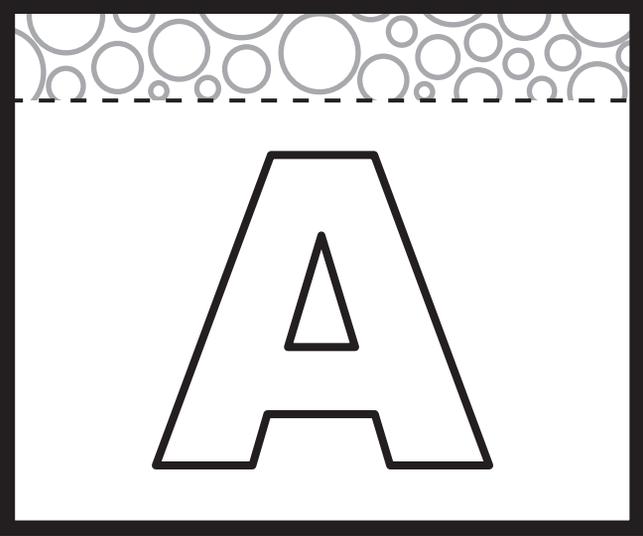
1. Add a Table of Contents entry for the Short Vowel Sounds pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flaps. Apply glue to the back of the top section of each flap and attach it to the page.
4. Draw pictures or write words under each flap to represent each short vowel sound.



## Reflect on Learning

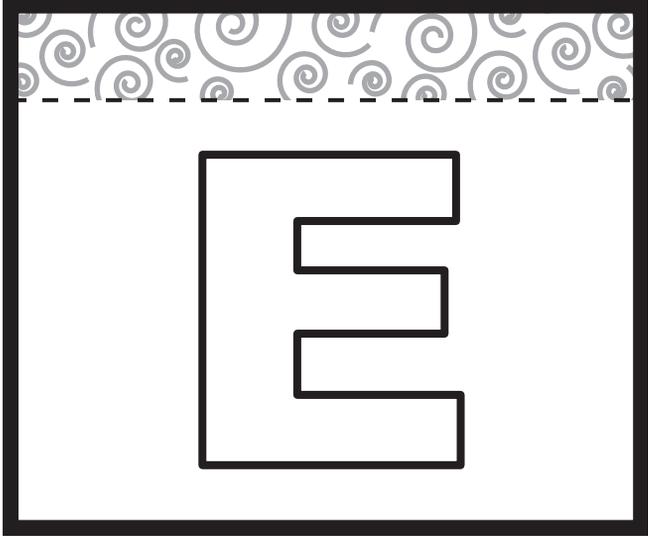
To complete the left-hand page, have students make a vowel collage. Provide students with magazines and newspapers. Have students choose a vowel sound and then cut out pictures and words with the chosen sound. Have students glue the pictures and words in a collage format. Allow time for students to share their work.

# Short Vowel Sounds



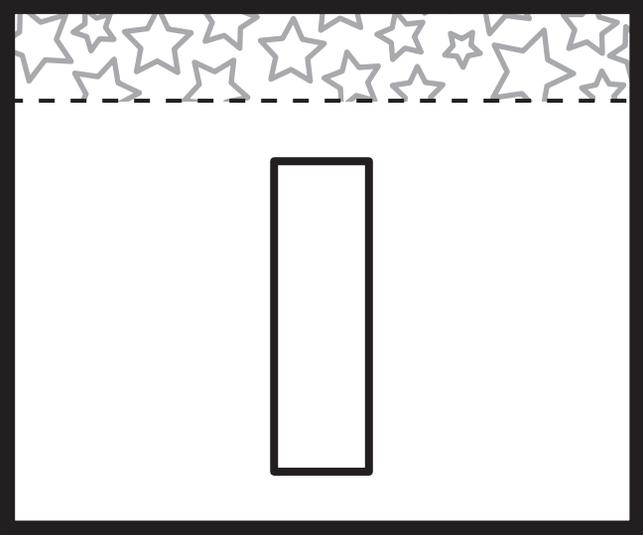
A

A rectangular card with a decorative border at the top consisting of a pattern of circles. A dashed horizontal line is positioned just below the border. In the center of the card is a large, hollow outline of the uppercase letter 'A'.



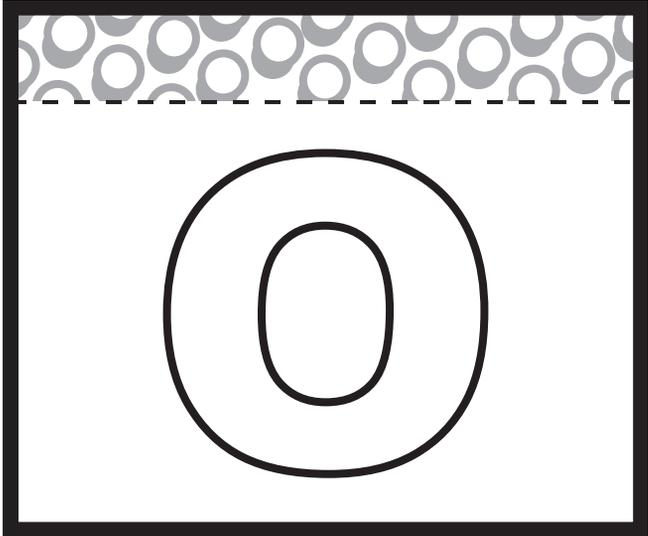
E

A rectangular card with a decorative border at the top consisting of a pattern of spirals. A dashed horizontal line is positioned just below the border. In the center of the card is a large, hollow outline of the uppercase letter 'E'.



I

A rectangular card with a decorative border at the top consisting of a pattern of stars. A dashed horizontal line is positioned just below the border. In the center of the card is a large, hollow outline of the uppercase letter 'I'.



O

A rectangular card with a decorative border at the top consisting of a pattern of circles. A dashed horizontal line is positioned just below the border. In the center of the card is a large, hollow outline of the uppercase letter 'O'.



U

A rectangular card with a decorative border at the top consisting of a pattern of dots. A dashed horizontal line is positioned just below the border. In the center of the card is a large, hollow outline of the uppercase letter 'U'.

# Vowel Teams: Long a

Students will need a sharpened pencil and a paper clip to complete the spinner activity.

## Introduction

Write the word *bat* on the board. Write the word *bait* beside it. Say the words. Ask students what they notice about the two words. Explain that the long vowel sound *a* can be made by combining two vowels. This is called a *vowel team* because the vowels work together to make the long vowel sound. Explain the rhyme “When two vowels go walking, the first one does the talking.” Write a few more words such as *pad/paid* and *man/main*. Have students read, then say the words. Have volunteers come to the board and circle the vowel team in each word.

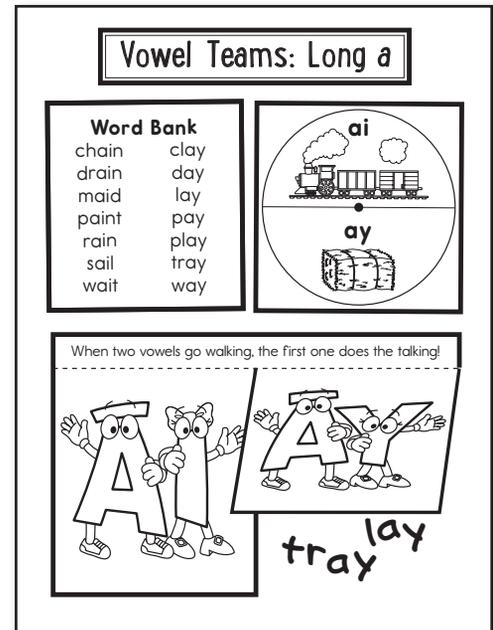
## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Vowel Teams: Long *a* pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the word bank and glue it to the top-left side of the page.
4. Cut out the spinner and glue it beside the word bank.
5. Cut out the flap book. Cut on the solid lines to create two flaps. Apply glue to the back of the top section and attach it to the bottom of the page.
6. Use a sharpened pencil and a paper clip to spin the spinner. Choose a word from the word bank that matches the vowel team spun. Write it under the correct flap. Highlight the vowel team in each word.
7. Continue the activity until all of the words from the word bank have been used.

## Reflect on Learning

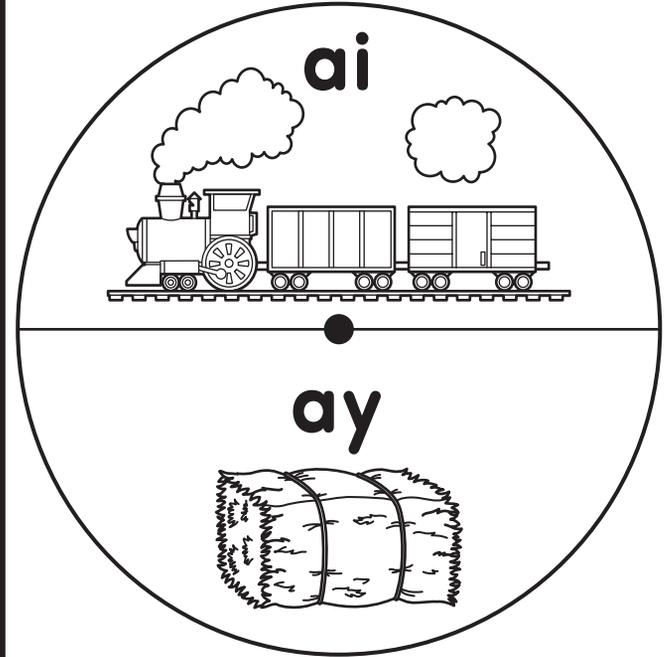
To complete the left-hand page, have students brainstorm more words with the vowel teams *ai* and *ay*. Then, have them write short poems using words from their lists and the word bank. Allow time for students to share their work.



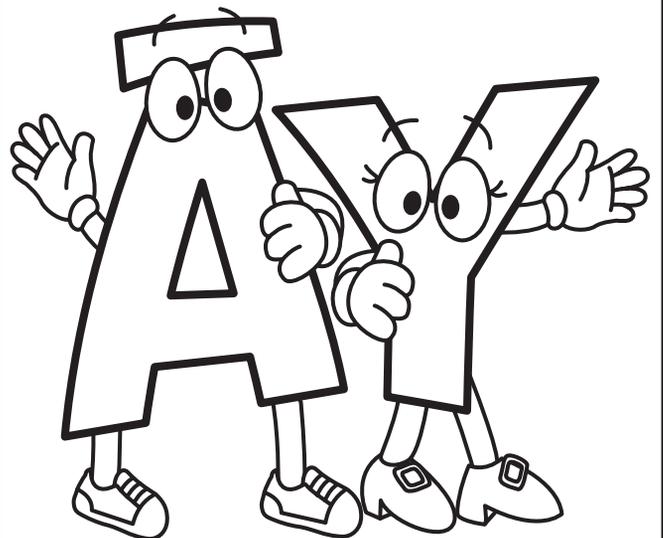
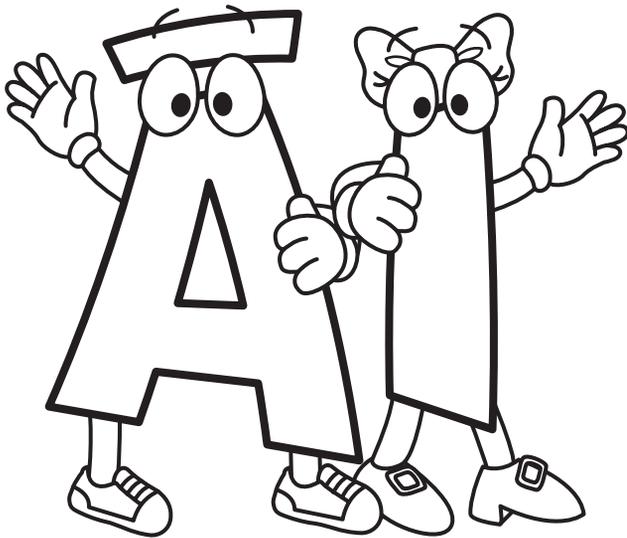
# Vowel Teams: Long a

## Word Bank

|       |      |
|-------|------|
| chain | clay |
| drain | day  |
| maid  | lay  |
| paint | pay  |
| rain  | play |
| sail  | tray |
| wait  | way  |



When two vowels go walking, the first one does the talking!



# Vowel Teams: Long e

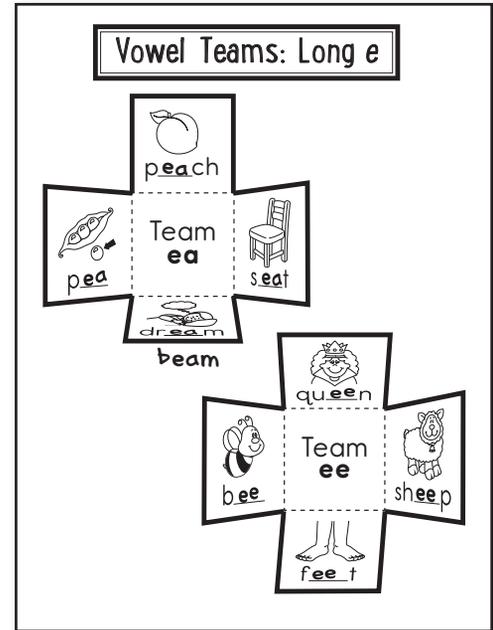
## Introduction

Write the word *seat* on the board. Write the word *seed* beside it. Say the words. Ask students what they notice about the two words. Explain that the long vowel sound *e* can be made by combining two vowels. This is called a *vowel team* because the vowels work together to make the long vowel sound. Write a few more words such as *heat/heed* and *scream/screen*. Have students read, then say the words. Have volunteers come to the board and circle the vowel team in each word.

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

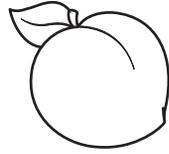
1. Add a Table of Contents entry for the Vowel Teams: Long e pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Team ea* flap box. Apply glue to the back of the center box and attach it to the top-left side of the page.
4. Complete the words on the top of each flap by writing *ea* in each of the blanks.
5. Write a word with the same vowel team under each flap. Highlight the vowel team in each word.
6. Repeat steps 3–5 with the *Team ee* flap box, attaching the back of the center box to the bottom-right side of the page.



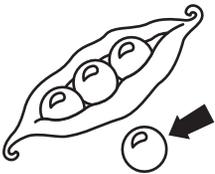
## Reflect on Learning

To complete the left-hand page, have students choose six of the words from the right-hand page. Then, have them write short sentences with each of the words. Have students highlight the vowel team in each word used.

# Vowel Teams: Long e



p\_\_ch



p\_\_

Team  
**ea**



s\_\_t



dr\_\_m



qu\_\_n

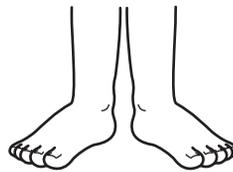


b\_\_

Team  
**ee**



sh\_\_p



f\_\_t

# Vowel Teams: Long *i*

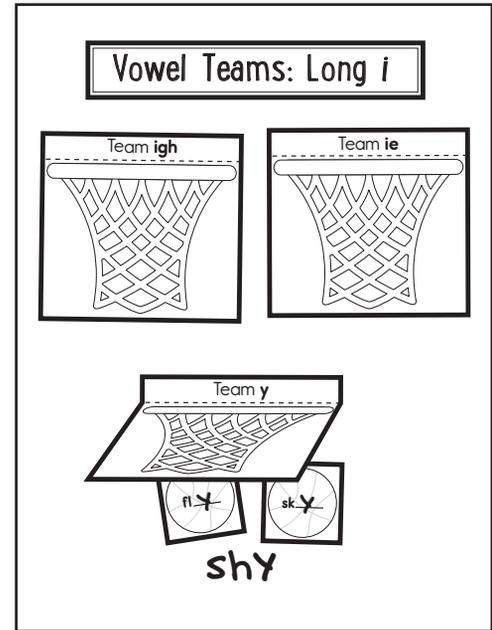
## Introduction

Write the words *high*, *lie*, and *my* on the board. Say the words. Ask students what they notice about the three words. Explain that the long vowel sound *i* can be made by combining two vowels. This is called a *vowel team* because the vowels work together to make the long vowel sound. Explain that *y* can make the long *i* sound by itself. Write a few more words such as *pie*, *fly*, and *light*. Have students read, then say the words. Have volunteers come to the board and circle the vowel team in each word.

## Creating the Notebook Page

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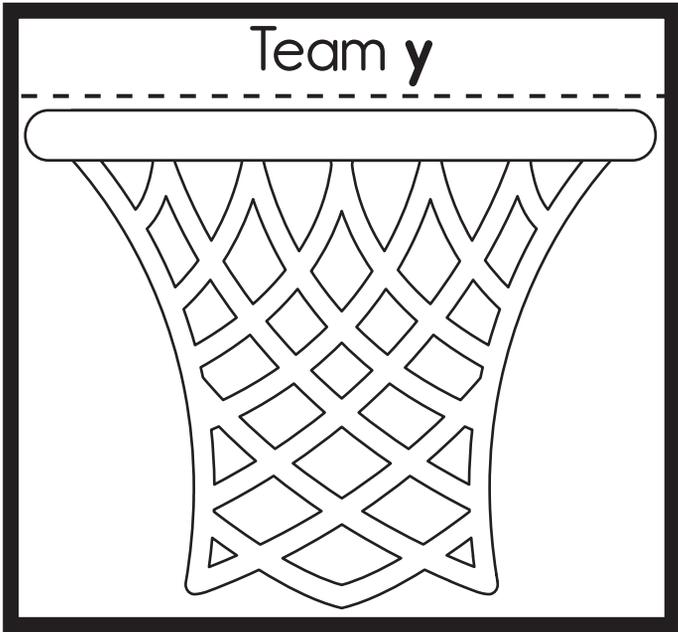
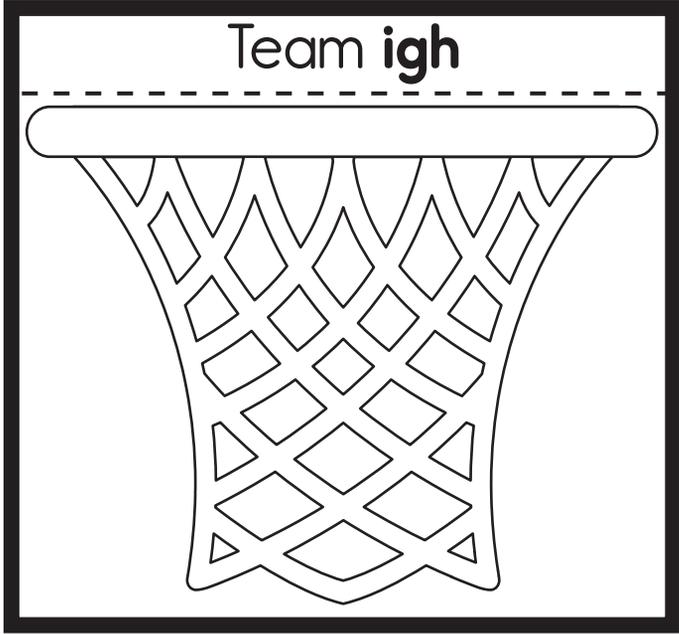
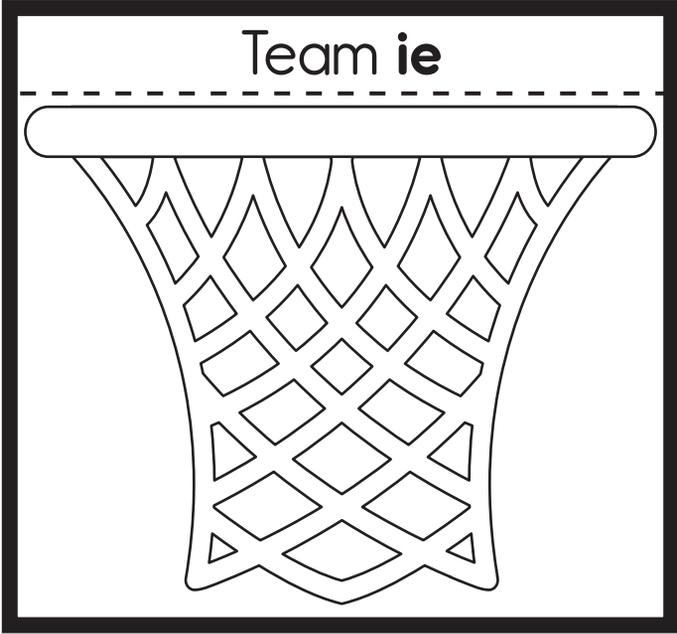
1. Add a Table of Contents entry for the Vowel Teams: Long *i* pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flaps. Apply glue to the back of the top section of each flap and attach it to the page.
4. Cut out the word cards. Write the correct vowel team on each word card. Read the word. Glue each card under the correct flap.
5. Write a word under each flap with same vowel or vowel team. Highlight the vowel team in each word.



## Reflect on Learning

To complete the left-hand page, have students draw a tic-tac-toe board. With partners, have them take turns writing long *i* vowel team words in the spaces. The first student to write three words correctly in a row or diagonally is the winner. Have each pair play another round in the other partner's notebook.

# Vowel Teams: Long i



|        |        |
|--------|--------|
| sk____ | l____t |
| t____  | fl____ |
| s____t | p____  |