

Interactive Notebooks

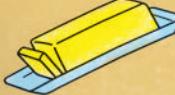
Grade
2

LANGUAGE ARTS



Compound Words

A compound word is two
make one new word

	+	
	+	
	+	
starfish 		
	+	

- 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

Long and Short Vowel Sounds

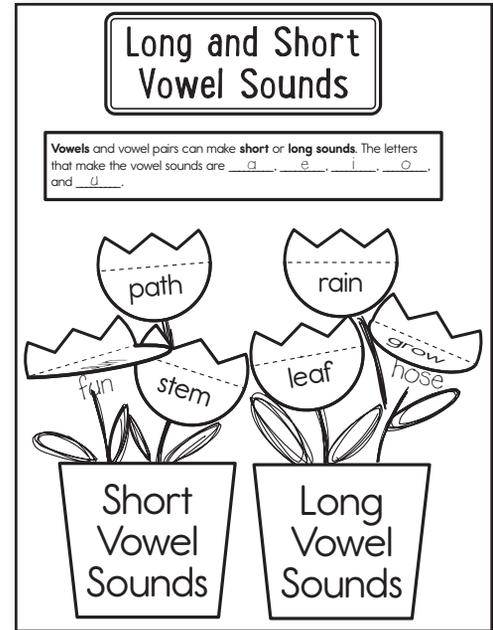
Introduction

Review the definition of a long vowel sound as a vowel that says its name. Then, review the short vowel sound for each vowel. Provide each student with a self-stick note with a one- or two-syllable word written on it. Have students read their words and circle the vowel sounds. Draw two large circles on the board and label them *short vowels* and *long vowels*. Have students bring their words to the board and place them into the correct circles. As a class, review the words to determine if the students placed the words in the circles correctly.

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 Long and Short Vowel Sounds pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *vowels and vowel pairs can make* piece and glue it below the title. Complete the definition of a vowel by filling in the blanks. (The letters that make the vowel sounds are **a**, **e**, **i**, **o**, and **u**.)
4. Cut out the flowerpot pieces and glue them to the bottom of the page.
5. Cut out the flower flaps. Read the word on each flap and decide if it contains a short or a long vowel sound. Then, apply glue to the back of the top section and attach it above the correct flowerpot, leaving enough room to draw a stem to connect it to the flowerpot.
6. Under each flap, write another word with the same vowel sound.

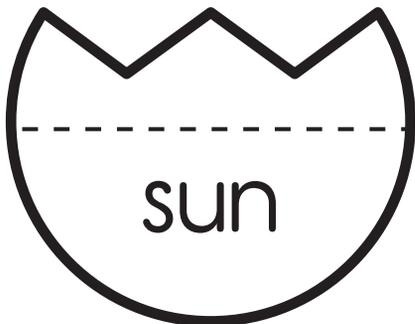
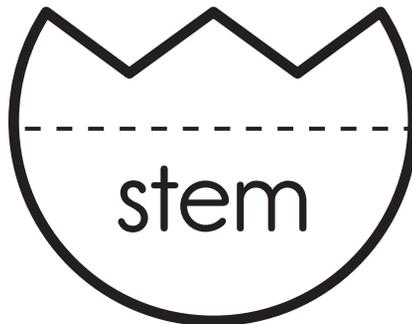


Reflect on Learning

To complete the left-hand page, have students draw two large flowers with five petals each. Have students label the centers of the flowers *short* and *long*. Then, have students write words with short and long vowel sounds in the petals on each flower.

Long and Short Vowel Sounds

Vowels and vowel pairs can make **short** or **long sounds**. The letters that make the vowel sounds are _____, _____, _____, _____, and _____.



Short
Vowel
Sounds

Long
Vowel
Sounds

R-Controlled Vowels

Introduction

Explain that when the letter *r* follows a vowel, the vowel sound changes. The new sound is neither short nor long. It makes one of the following “bossy *r*” sounds: *ar*, *er*, *ir*, *or*, and *ur*. Write a few examples of *r*-controlled words on the board such as *barn*, *firm*, and *storm*. Explain that the *r* is bossy and controls how each vowel sound is pronounced. Say the words together. Then, program construction paper stars with *r*-controlled vowel words, omitting the bossy *r* sounds. For example, write *f__m* for *farm*. Provide each student with a star. Then, have them fill in the blanks with an *r*-controlled vowel sound to form a complete word. Have students share their words.

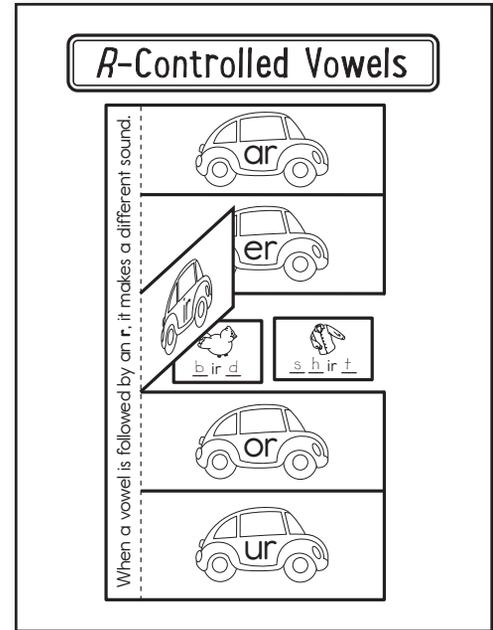
Creating the Notebook Page

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

1. Add a Table of Contents entry for the *R*-Controlled Vowels pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flap book. Cut on the solid lines to create five flaps. Apply glue to the back of the left section and attach it to the page.
4. Cut out the picture cards. Write the consonants that would complete the word for the picture on each card. Read the word. Glue each word under the correct flap.
5. Write another *r*-controlled vowel word with the same spelling pattern on the back of each flap.

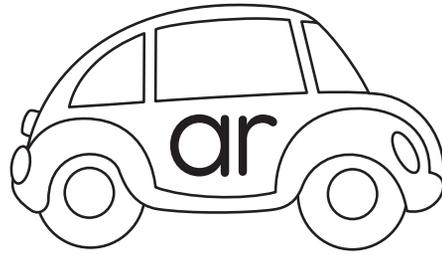
Reflect on Learning

To complete the left-hand page, have students draw five stars. Then, students should write one *r*-controlled vowel word in each star. Have students highlight letters that make the *r*-controlled vowel sound in each word.



R-Controlled Vowels

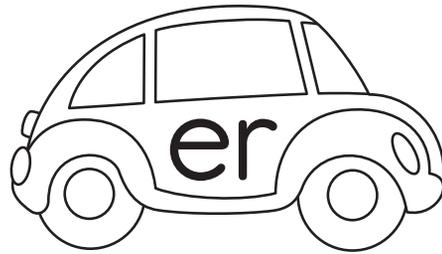
When a vowel is followed by an r, it makes a different sound.



ir _ _



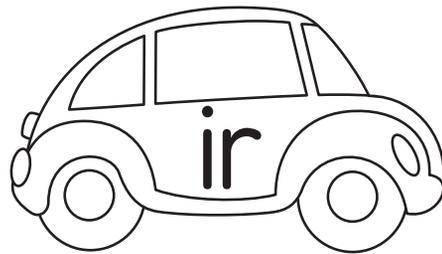
er _ _



ar _ _



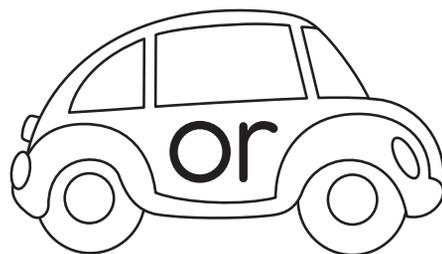
ur _ _



or _ _



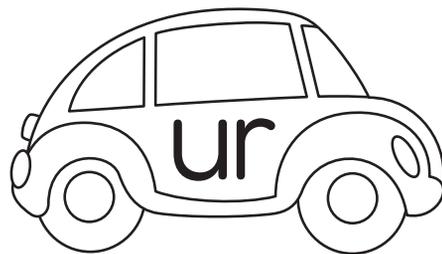
ur _ _



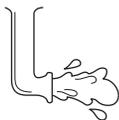
or _ _



ir _ _



ar _ _



er _ _

Beginning Consonant Digraphs

Students will need a brass paper fastener to complete this page.

Introduction

Write several *ch-*, *sh-*, *th-*, and *wh-* beginning consonant digraph words on the board. Say the words aloud. Explain that a consonant digraph combines two consonant sounds to make a new sound. Discuss how the consonant digraph produces the new sound at the beginning in these words. Ask students to give more examples of words with beginning consonant digraphs. Write them on the board as the students say them. Have volunteers come to the board and underline the beginning consonant digraph in each word.

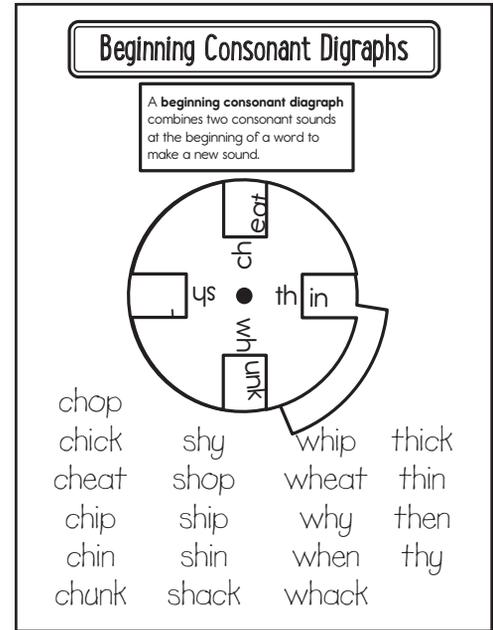
Creating the Notebook Page

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

1. Add a Table of Contents entry for the Beginning Consonant Digraphs pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the definition piece and glue it below the title. Discuss what a beginning consonant digraph is.
4. Cut out the three circles. Place the digraph circle on top of the ending sounds circle and then place the smallest circle on the bottom with the gray side down. Push a brass paper fastener through the dot at the center to connect the circles. (It may be helpful to create the hole in each piece separately first.) Apply glue to the gray glue section and attach it below the definition piece. Both circles should spin freely. Do not press the brass paper fastener through the page.
5. Use the tab to hold and spin the circles to create a word with a beginning digraph sound and an ending sound. Write the word below the circle. Continue to spin the circles and find new words with the beginning digraph sounds. Write each word on the bottom of the page.

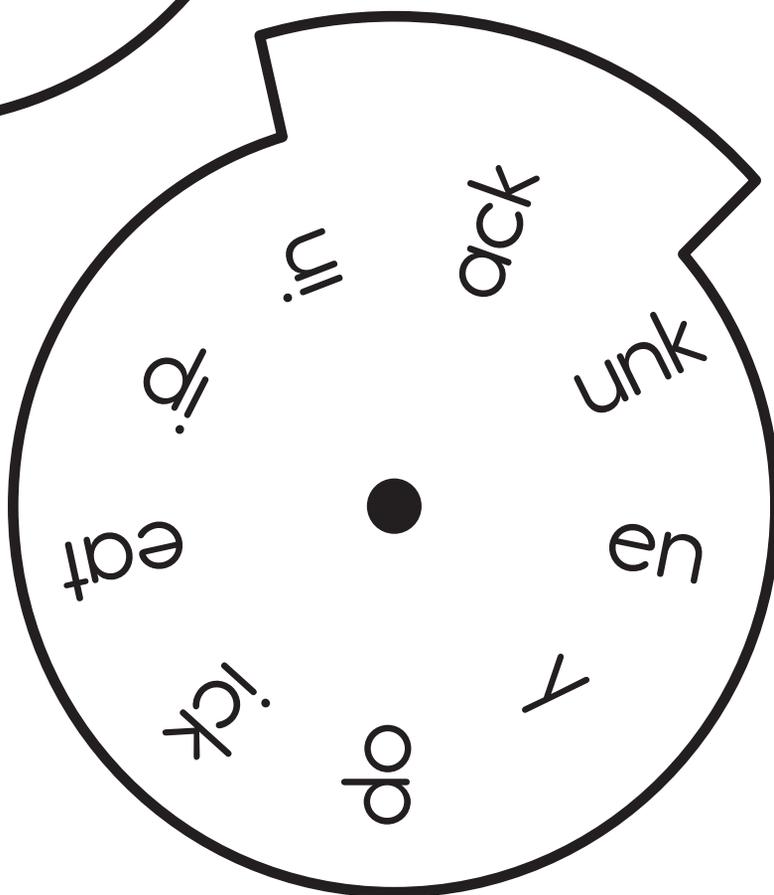
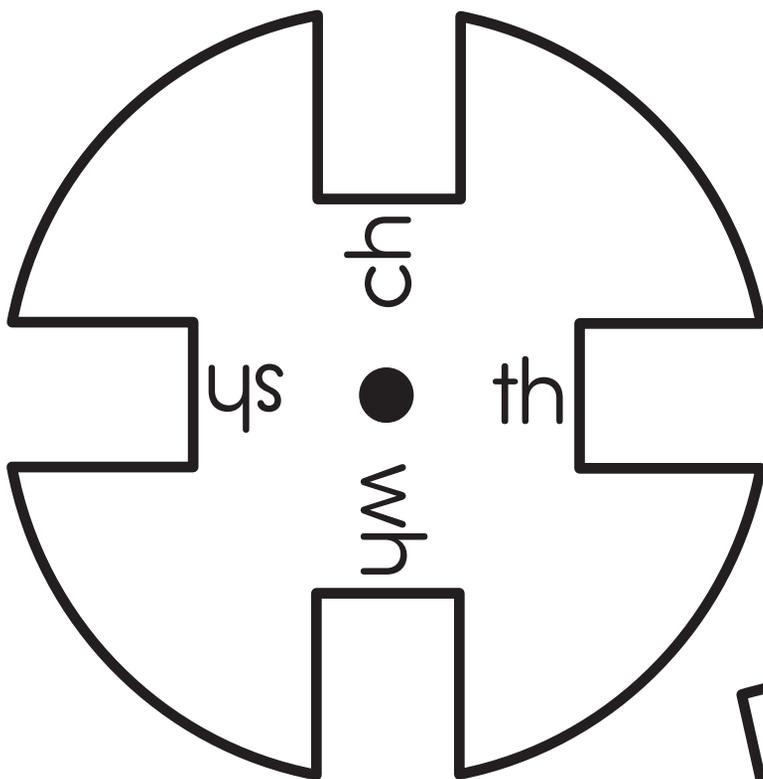
Reflect on Learning

To complete the left-hand page, have students draw four wheels with four spokes each. Then, students should write a beginning consonant digraph in the middle of each wheel. Instruct students to write different words that begin with each digraph on the spokes of the wheels.



Beginning Consonant Digraphs

A **beginning consonant digraph** combines two consonant sounds at the beginning of a word to make a new sound.



Ending Consonant Digraphs

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

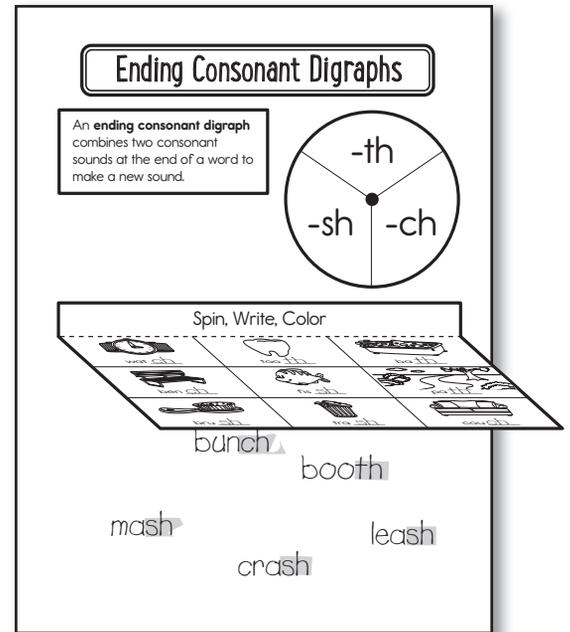
Introduction

Write several *-ch*, *-sh*, and *-th* ending consonant digraph words on the board. Say the words aloud. Explain that a consonant digraph combines two consonant sounds at the end of a word to make a new sound. Discuss how the consonant digraph produces the new sound at the end in each word. Ask students to give more examples of words with ending consonant digraphs. Write them on the board as the students say them. Have volunteers come to the board and underline the ending consonant digraph 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 Ending Consonant Digraphs pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the definition piece and glue it to the left side of the page below the title. Discuss what an ending consonant digraph is.
4. Cut out the spinner and glue it beside the definition piece.
5. Cut out the flap. 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 create a spinner. Match each ending digraph spun to a picture on the flap. Fill in the blank with the ending digraph and color the picture. Continue spinning until each word on the flap is complete.
7. Brainstorm more words that contain the same ending consonant digraph sounds and write them under the flap. Highlight the consonant digraph in each word.

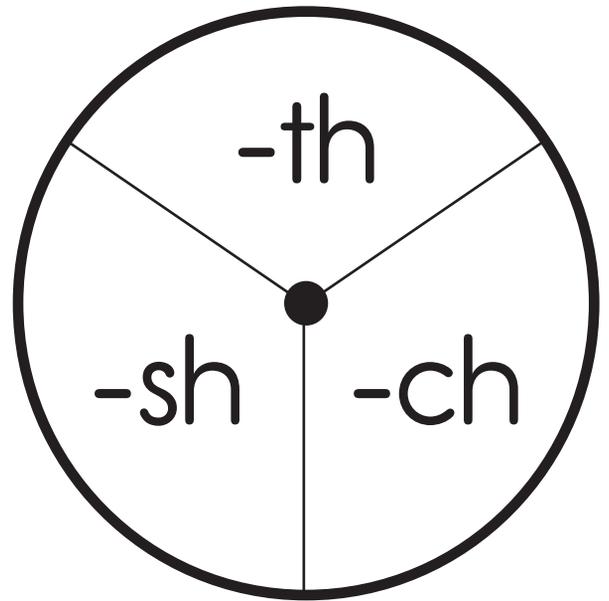


Reflect on Learning

To complete the left-hand page, have each student draw a tic-tac-toe board. With partners, students should take turns writing words with ending consonant digraphs in the boxes. The first student to get three correct words across, down, or diagonally wins the round. Have students play another round in their partners' notebooks.

Ending Consonant Digraphs

An **ending consonant digraph** combines two consonant sounds at the end of a word to make a new sound.



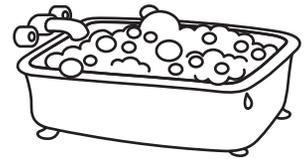
Spin, Write, Color



wat _____



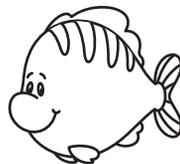
too _____



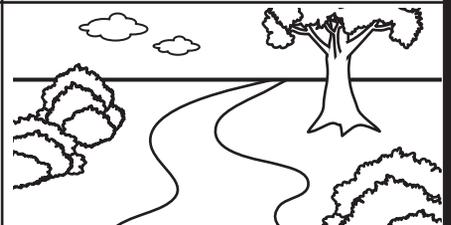
ba _____



ben _____



fi _____



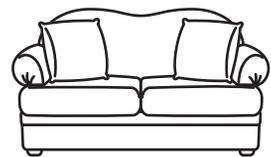
pa _____



bru _____



tra _____



cou _____

Syllables

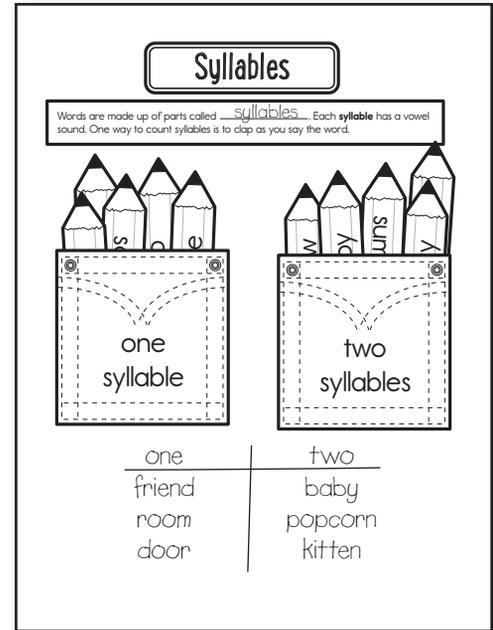
Introduction

Explain that a syllable is a unit of speech with one vowel sound. Write several one- and two-syllable words on the board. Have students listen as you identify and clap the number of syllables in each word. Then, have each student say her name aloud and clap the syllables. Have students clap out other words to hear how many syllables each word has.

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 Syllables pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the definition piece and glue it below the title. Complete the explanation. (Words are made up of parts called **syllables**.)
4. Cut out the two pockets. Apply glue to the back of the left and right sides and the bottom of each pocket and attach them side by side to the middle of the page.
5. Cut out the pencils. Say the word on each pencil and decide if it contains one or two syllables. Then, sort the words into the correct pockets.
6. Draw a T-chart below the pockets. Label the sides of the chart *one* and *two*. Write three more one- and two-syllable words in the correct columns.



Reflect on Learning

To complete the left-hand page, have students draw lines to divide their pages into two columns labeled *One Syllable* and *Two Syllables*. Write 10 one- and two-syllable words on the board. Then, have students write the words in the correct columns.

Syllables

Words are made up of parts called _____. Each **syllable** has a vowel sound. One way to count syllables is to clap as you say the word.

