

Interactive Notebooks

Grade
3

LANGUAGE ARTS



Comparative and Superlative

Comparative

taller, older, messier
If it is more than two syllables,
add the word "more."
more difficult, more incredible

Superlative

Adjective

Comparative

Superlative

good

better

best

happy

happier

happiest

hungry

hungrier

hungriest

quiet

quieter

quietest

sweet

sweeter

sweetest

After the hike, I'm not sure who was hungrier or me!

- 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

Cause and Effect

Introduction

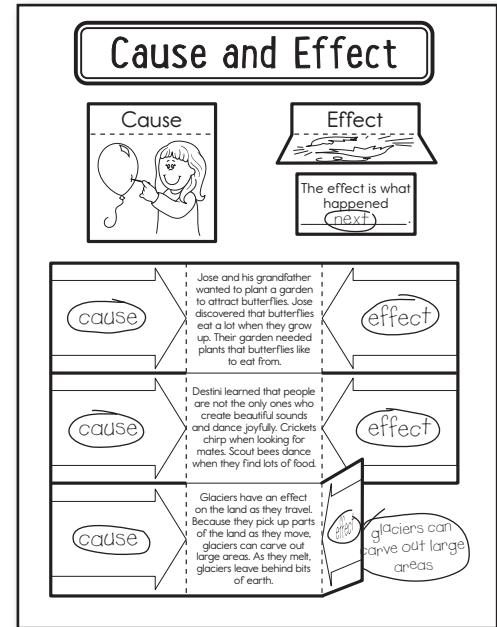
Blow up a balloon. Use a needle to prick the balloon. Explain the difference between cause and effect to students. Cause is what happened first (pricking the balloon). Effect is the outcome or what happened next (the balloon burst).

Caution: Before beginning any balloon activity, ask families about possible latex allergies. Also, remember that uninflated or popped balloons may present a choking hazard.

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 Cause and Effect pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Cause* and *Effect* flaps. Apply glue to the back of the top sections and glue them below the title.
4. Cut out the cause and effect definitions and glue them under the correct flaps. Complete the sentences. (The cause is what happened **first**. The effect is what happened **next**.)
5. Cut out the cause and effect flap book. Cut on the solid lines to create six flaps. Apply glue to the back of the center section and attach it to the page.
6. Label the arrows on the left *cause* and the arrows on the right *effect*.
7. Read each passage. Write the cause under each *cause* flap and the effect under each *effect* flap.



Reflect on Learning

To complete the left-hand page, have students draw at least one two-frame cartoon strip showing cause and effect. Ask students to label each frame as *cause* or *effect*.

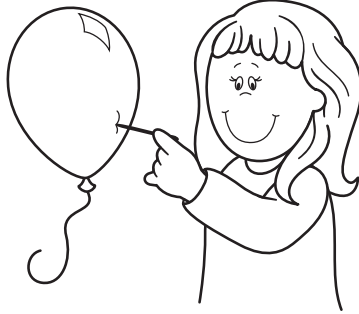
Answer Key

1. Cause: Butterflies eat a lot. Effect: The garden needed plants that butterflies like to eat from. 2. Cause: Crickets chirp. Scout bees find lots of food. Effect: Crickets find mates. Scout bees dance. 3. Cause: Glaciers pick up parts of the land. Glaciers melt. Effect: Glaciers carve out land. Glaciers leave behind bits of earth.

Cause and Effect

The cause is what happened _____.

Cause



Effect



The effect is what happened _____.

Jose and his grandfather wanted to plant a garden to attract butterflies. Jose discovered that butterflies eat a lot when they grow up. Their garden needed plants that butterflies like to eat from.

Destini learned that people are not the only ones who create beautiful sounds and dance joyfully. Crickets chirp when looking for mates. Scout bees dance when they find lots of food.

Glaciers have an effect on the land as they travel. Because they pick up parts of the land as they move, glaciers can carve out large areas. As they melt, glaciers leave behind bits of earth.

Author's Purpose

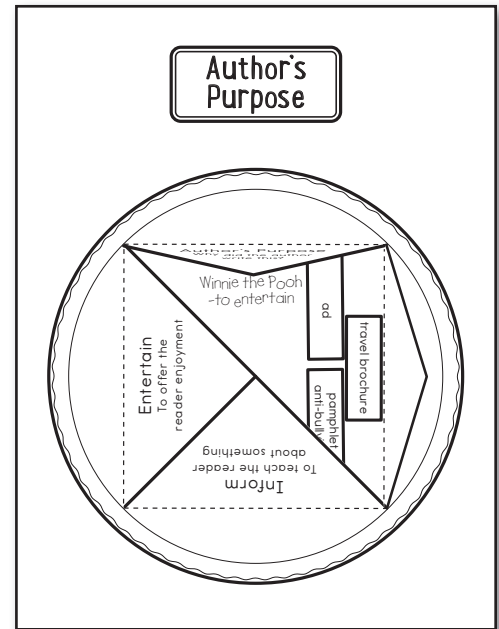
Introduction

Explain to students that authors have different reasons for writing. Write *Persuade*, *Inform*, and *Entertain* on the board, one below the other, to teach the mnemonic "PIE." Read examples to the class—an ad to illustrate persuasive writing, a textbook page to illustrate informative writing, and a short story to illustrate entertainment. Ask students to offer other examples.

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 Author's Purpose pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the pie. Fold it in half horizontally with the text on the outside. Cut on the solid line. Unfold and fold it in half vertically. Cut on the solid line. Be careful not to cut all the way through. The pie will have four triangular flaps in its center.
4. Apply glue to the back of the outside edge of the pie and attach it to the center of the page.
5. Cut out the word pieces. Discuss the different types of writing. Glue the word pieces under the correct flaps.
6. Write the name of a favorite book or story under the *Author's Purpose* flap and describe its purpose.



Reflect on Learning

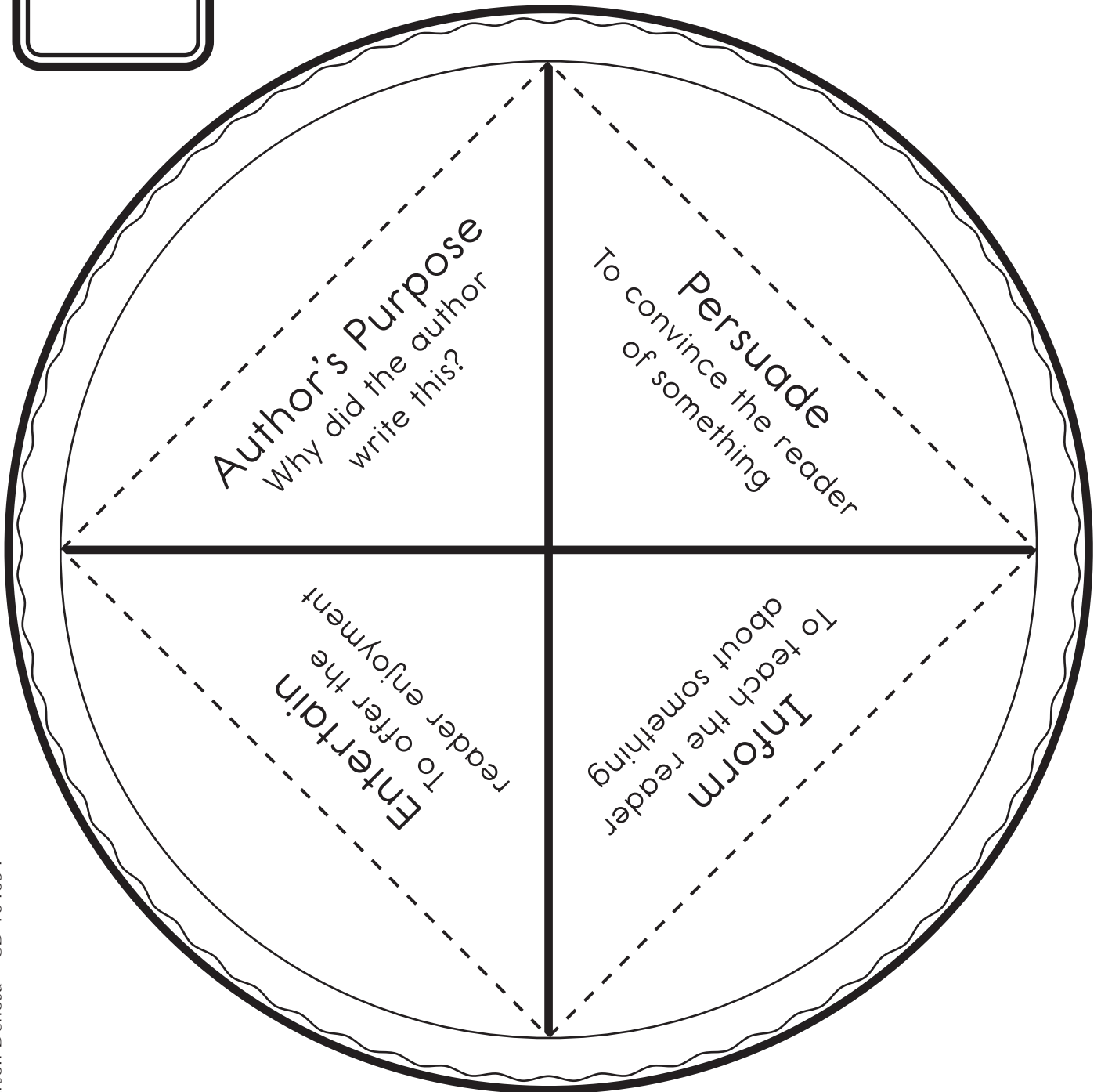
To complete the left-hand page, have each student choose a book, an encyclopedia, a magazine or newspaper article, or an ad. Ask each student to write the title of his chosen piece, then tell what the author's purpose was in writing it. He should cite evidence from the piece to support his opinion.

Answer Key

Persuade: ad, travel brochure, anti-bullying pamphlet; Inform: news article, encyclopedia, science book; Entertain: "The Three Little Pigs," "Humpty Dumpty," comic book

Author's Purpose

ad	news article	"The Three Little Pigs"	encyclopedia	"Humpty Dumpty"	travel brochure	comic book	science book	anti-bullying pamphlet
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Making Inferences

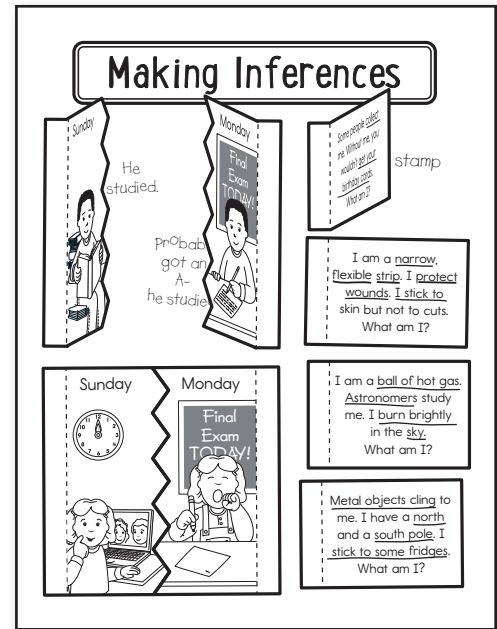
Introduction

Show students a homework assignment that is partially finished and also torn or dirty. Ask students to act like detectives, and put the clues together and figure out what happened to the homework. After students have exhausted possible scenarios, explain that they do similar detective work when they read. Clues in the writing help them understand what they are reading.

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 Making Inferences pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the scene with the boy. Cut it in half on the solid line.
4. Apply glue to the back of the narrow right and left sections of the first scene and attach both pieces to the left side of the page below the title so that the edges meet.
5. Repeat steps 3 and 4 with the remaining scene, attaching it below the first scene.
6. Under the left side of each scene, write what each student did the night before the test. Under the right side of each scene, infer what grade each student probably got on the test. Explain your reasoning.
7. Cut out the riddle flaps. Apply glue to the back of the left sections and attach them to the right side of the page.
8. Read each riddle. Underline the clue words and phrases. Write the answer under each flap.



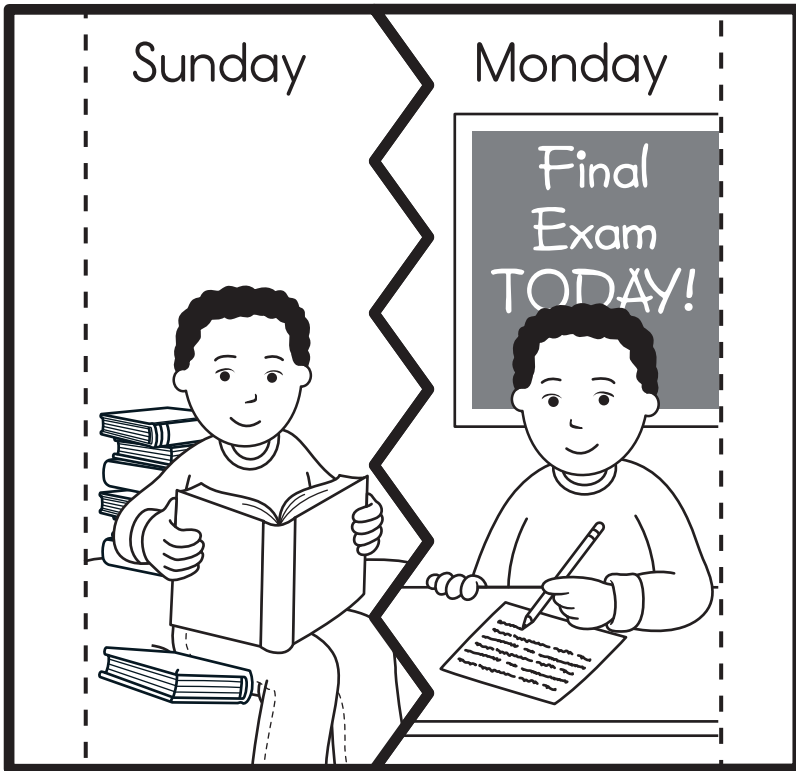
Reflect on Learning

To complete the left-hand page, have students write paragraphs about a fictional character with a special quality, like extreme intelligence or physical strength. They must describe this characteristic without naming it. For instance, they could write that someone “is able to lift a car” but cannot say someone is “strong.” Have them share their descriptions with partners to see if they can infer the special qualities described.

Answer Key

Scene with boy: He studied. He probably got an A. Scene with girl: She stayed up late playing on the computer. She probably got a bad grade because she did not study. Riddles: stamp, adhesive bandage, sun, magnet

Making Inferences

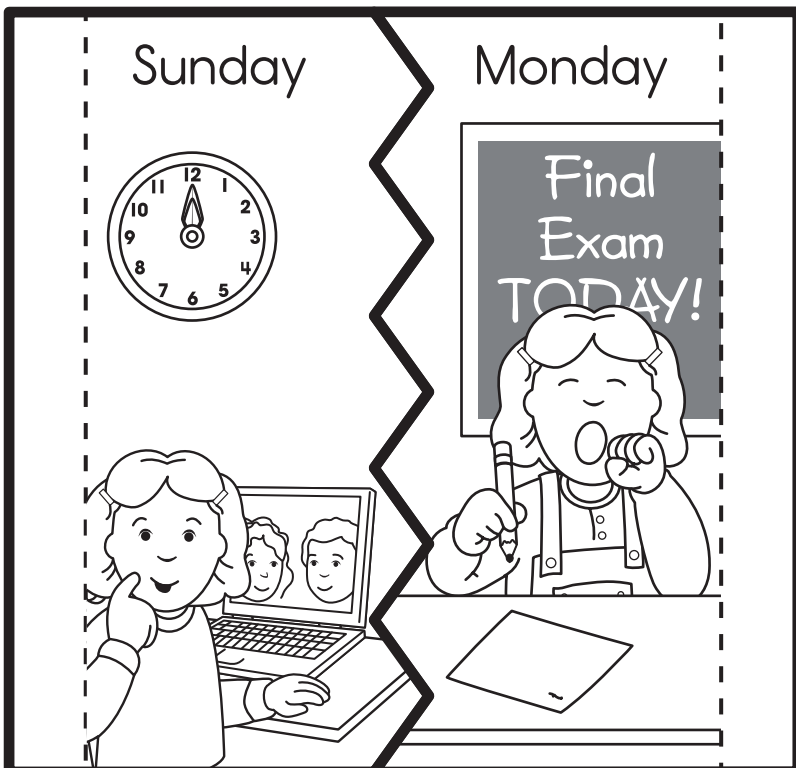


Some people collect me. Without me, you wouldn't get your cards in the mail.
What am I?

I am a narrow, flexible strip. I protect wounds. I stick to skin but not to cuts.
What am I?

I am a ball of hot gas. Astronomers study me. I burn brightly in the sky.
What am I?

Metal objects cling to me. I have a north and a south pole. I stick to some fridges.
What am I?



Story Elements

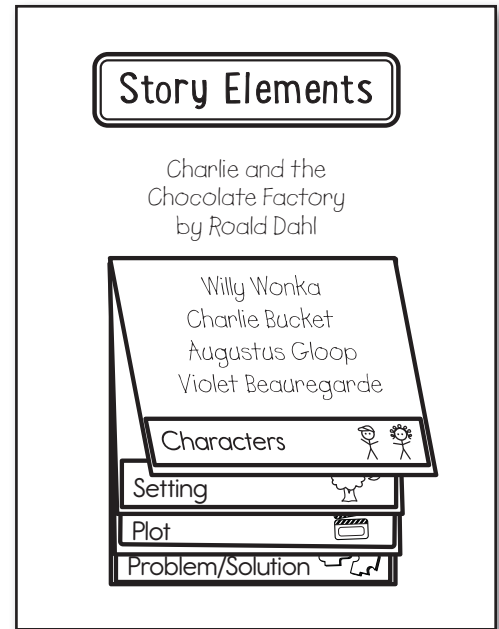
Introduction

Draw a graphic organizer on the board showing four lines coming out from a circle. Label the circle *title*. Label the rays *Characters*, *Problem/Solution*, *Setting*, and *Plot*. Choose a book students will know and write its title in the circle. After explaining to students that there are four basic elements to every story, have them volunteer details from the story for each ray.

Creating the Notebook Page

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


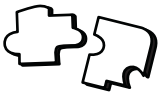


1. Add a Table of Contents entry for the Story Elements pages.
2. Cut out the title and glue it to the top of the page.
3. Choose a favorite book or read a new one. Write the title of the book and its author below the title.
4. Cut out the two rectangular pieces. Fold each rectangle on the dashed lines. Fold the first piece so that the gray glue section is inside the fold. Apply glue to the gray glue section and place the other folded rectangle on top so that the folds are nested and create a book with four cascading flaps. Make sure that the inside pages face up so that the edges of both pages are visible. Glue the back of the flip book to the page below the book title.
5. Cut out the story elements pieces. Glue one at the bottom of each page of the flip book in the order of *Characters*, *Setting*, *Plot*, and *Problem/Solution*.
6. Complete each page of the flip book with related details from the chosen book.



Reflect on Learning

To complete the left-hand page, have students refer back to the flip book they made. Each student should choose one element and substitute different details. Ask them to describe how the story would change if the author used these details instead.

Story Elements

Characters		Problem/Solution	
Setting		Plot	

	glue	

Theme

Introduction

Emphasize to students that a theme is the message of a story—something that can be learned and used as a life lesson. Write nine common themes on the left side of a T-chart: *courage*, *cooperation*, *loyalty*, *honesty*, *compassion*, *kindness*, *acceptance*, *perseverance*, and *responsibility*. As a class, discuss what these mean. Write the details on the right side of the T-chart. Then, ask students to think of books or movies they have read or seen that contain any of these themes.

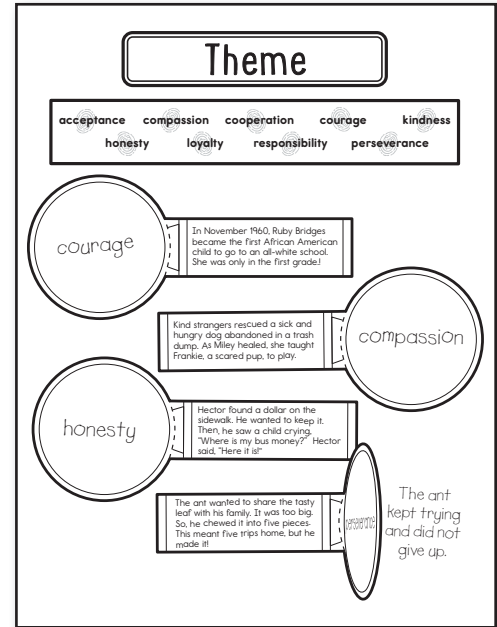
Creating the Notebook Page

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

1. Add a Table of Contents entry for the Theme pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the themes piece and glue it below the title.
4. Discuss each theme and give examples.
5. Cut out the magnifying glasses. Apply glue to the back of the handles and attach them to the page below the themes piece.
6. Read and discuss each passage. Write the theme illustrated in the passage on the glass flap. Use the words on the theme piece. Under the glass flap, explain your choice.

Reflect on Learning

To complete the left-hand page, have students write letters to the main characters in books they have read or movies they have seen. Students should tell the main characters what life lessons they learned from the books or movies.



acceptance

compassion

cooperation

courage

kindness

honesty

loyalty

responsibility

perseverance

Theme

The ant wanted to share the tasty leaf with his family. It was too big to carry. So, he chewed it into five pieces. This meant five trips home, but he made it!

In November 1960, Ruby Bridges became the first African American child to go to an all-white school. She was only in the first grade!

Kind strangers rescued a sick and hungry dog abandoned in a trash dumpster. As she healed, she taught Frankie, a scared pup, to play.

Hector found a dollar on the sidewalk. He wanted to keep it. Then, he heard a child crying, "Where is my bus money?" Hector said, "Here it is!"