

# Interactive Notebooks

Grade  
**4**

# LANGUAGE ARTS



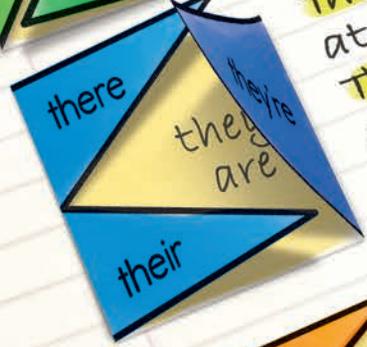
## Commonly Confused



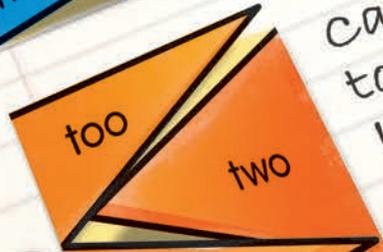
it's started  
the  
The bird flew  
by the bus



You're going to get  
cold without a jacket  
Your mother wants you  
to call her when you are



There is a pizza party  
at his house tonight.  
They're some friends  
coming to see the play.  
We are going to visit  
their new school.



Can my brother come  
to the pool too?  
I have two new kittens.  
My mom is going to  
the store this morning

- 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

# Thinking Stems for Reading Comprehension

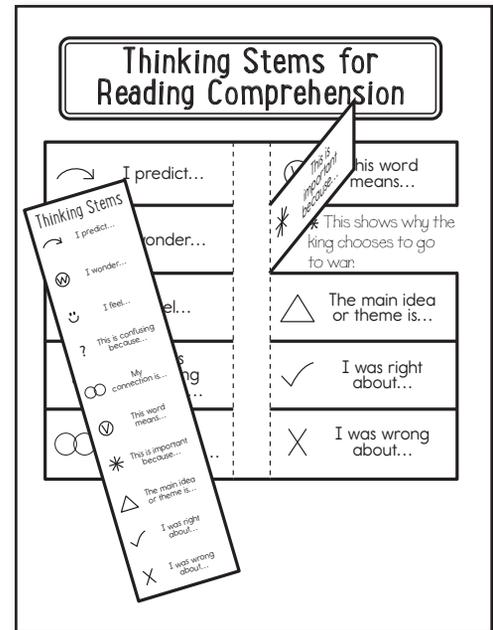
## Introduction

As a class, make a list of things readers do before reading, such as thinking about what they already know about a subject, recalling books they've already read by an author, reading the back cover, etc. Then, make a list of things readers do after reading, such as answering questions, looking for more books in a series, comparing it to similar stories, etc. Explain that good readers are active readers and also do things while reading.

## Creating the Notebook Page

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

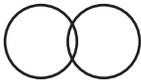
1. Add a Table of Contents entry for the Thinking Stems for Reading Comprehension pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the thinking stems flap book. Cut on the solid lines to create 10 flaps. Apply glue to the back of the center section and glue it to the page.
4. Discuss different ways each stem can be completed while reading a text. Write examples under each flap. It may be helpful to focus on one stem at a time and return to the page as new thinking stems are taught.
5. Focus on the symbols. Use the symbols to note related thinking stems in a reading journal while reading a story or informational text. For example, write a question mark and a short explanation of what is confusing at that moment during reading.
6. Cut out the *Thinking Stems* bookmark. Glue it to a piece of construction paper for durability. Keep it in a reading journal or in the current book you are reading to keep the symbols and thinking stems nearby when working in a reading journal.



## Reflect on Learning

To complete the left-hand page, have students use the symbols and thinking stems to complete at least five thinking stems about a text they have recently read. When appropriate, students should include the title, author, and page numbers related to the thinking stems.

# Thinking Stems for Reading Comprehension

 I predict...	 This word means...
 I wonder...	 This is important because...
 I feel...	 The main idea or theme is...
 This is confusing because...	 I was right about...
 My connection is...	 I was wrong about...

Thinking Stems	I predict...	I wonder...	I feel...	This is confusing because...	My connection is...	This word means...	This is important because...	The main idea or theme is...	I was right about...	I was wrong about...
										

# Author's Purpose

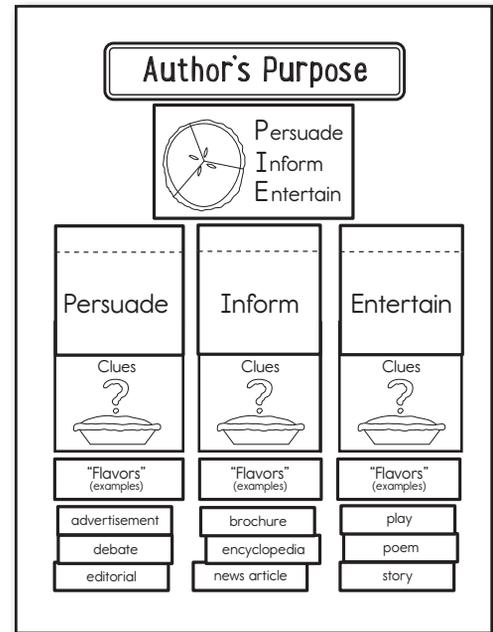
## Introduction

Display a recipe, a comic strip, a poem, and a print advertisement. Ask students to describe the similarities and differences between the writing using the five Ws—who, what, when, where, and why. Guide students to understand that authors have different reasons for why they write.

## 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* piece and glue it below the title.
4. Discuss the *PIE* mnemonic and how it can be used to remember the three major reasons authors write anything—to persuade, to inform, or to entertain.
5. Cut out the *Persuade*, *Inform*, *Entertain*, and *Clues* flaps. Apply glue to the back of each top section and attach them below the *PIE* piece so the top section of each *Clues* flap is covered by the *Persuade*, *Inform*, or *Entertain* flap.
6. Under each *Persuade*, *Inform*, or *Entertain* flap, record what the author is trying to do. For example, under *Persuade*, write *The author is trying to convince the audience of their point of view, or try to get them to do something.*
7. Under the *Clues* flaps, write key words and other clues that identify each type of writing.
8. Cut out the "Flavors" labels. Glue one below each *Clues* flap.
9. Cut out the example pieces. Sort them below the correct purpose for writing and glue each one in place.



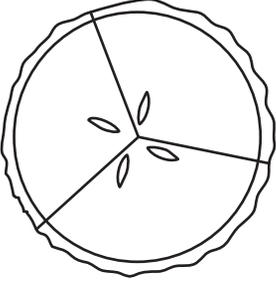
## Reflect on Learning

To complete the left-hand page, have students choose a purpose for writing and write a short piece. They should use key words and other techniques to clarify the purpose of their writing.

Answer Key

Persuade: advertisement, debate, editorial; Inform: brochure, encyclopedia, news article; Entertain: play, poem, story

# Author's Purpose



Persuade  
Inform  
Entertain

advertisement	news article	story	encyclopedia	poem	debate	brochure
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Persuade	Inform	Entertain
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Clues 	Clues 	Clues 
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"Flavors" (examples)	"Flavors" (examples)	"Flavors" (examples)
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editorial
play

# Making Inferences

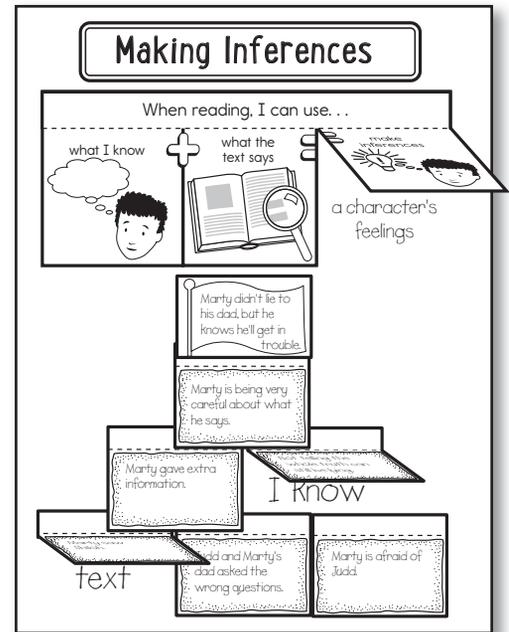
## Introduction

Before the lesson, scatter clues around that indicate something happened. For example, food wrappers, crumbs, and a cup left on the table could signify a snack. Have students determine what happened and identify the clues that helped them figure it out. Explain that, like detectives, readers use clues to make inferences while 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 flap book. Cut on the solid lines to create three flaps. Apply glue to the back of the top section and attach it to the page below the title.
4. Discuss how making inferences requires using what the reader already knows combined with what the text states to make a conclusion, or inference. Under each flap, write examples of the types of details that can be used. For example, under *what I know*, write *observations* and *experiences*. Under *what the text says*, write *character actions* or *descriptions*. Under *make inferences*, write *a character's feelings*.
5. Cut out the six stone flaps and the flag.
6. Make an inference from a recently read story and write it on the flag. On each stone flap, write a clue that led you to the inference. You may not use all of the stones. Apply glue to the back of each top section. Attach each flap to the page, creating a pyramid. Glue the flag at the top.
7. Under each flap, write *I know* or *text* to identify the type of clue.



## Reflect on Learning

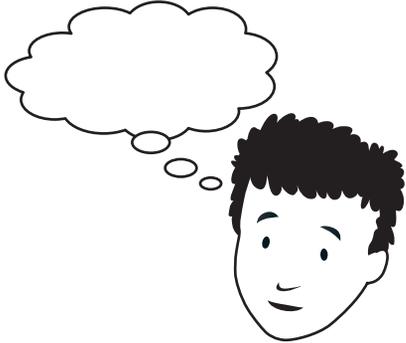
To complete the left-hand page, read the following sentences aloud. Then, have students describe what they can infer about Ian's situation.

*Ian stepped into the room. It buzzed with noise and activity. His mouth went dry and his stomach started turning flips. He glanced left and right at the sea of tables. He saw empty seats here and there, but he didn't see any familiar faces. He considered turning around, but he was hungry, and he wouldn't get another chance to eat until dinner.*

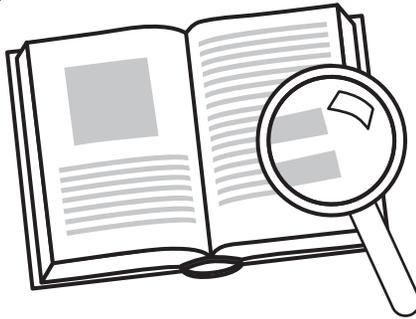
# Making Inferences

When reading, I can use . . .

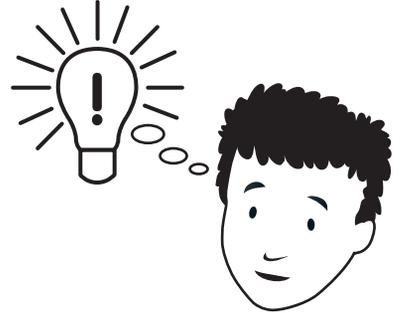
what I know



what the text says



make inferences




# Story Elements

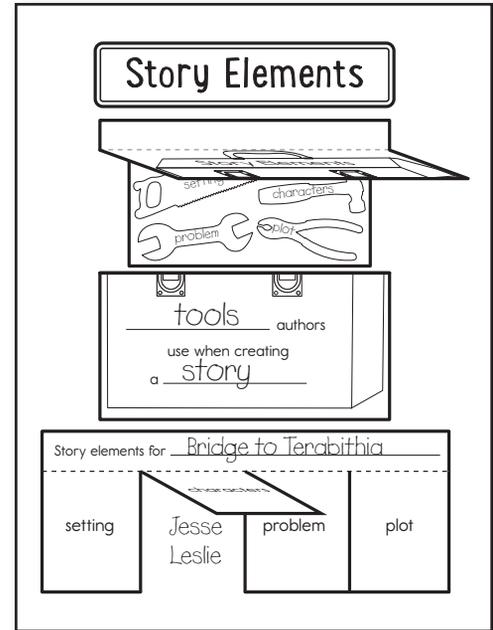
## Introduction

Remind students of a familiar series of novels based on a familiar set of characters. Discuss what is similar among the novels (the characters), and what changes (the setting, events, problems, etc.). Create a list of the differences to return to at the end of the lesson.

## 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. Cut out the toolbox piece. Cut on the solid line to cut it in half. Apply glue to the back of the top section of the flap and attach it below the title. Glue the bottom half of the toolbox to the page so it aligns with the top of the toolbox when the flap is down.
4. Cut out the tools piece. Glue it under the toolbox flap.
5. Complete the definition for *story elements* (**tools** authors use when creating a **story**).
6. Under the flap, label each tool with a story element: **characters**, **plot**, **problem**, and **setting**.
7. Cut out the *Story elements* flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the top section and attach it to the bottom of the page.
8. Write the title of a story you have recently read in the top section of the flap book. Under each flap, write related details for that story.
9. Return to the list created during the introduction of the lesson. Identify the items that relate to story elements. For example, events that are different between stories would be part of the plot. Discuss how sometimes authors keep some elements similar to engage readers of other books in the series, but change others to keep the stories fresh and interesting.



## Reflect on Learning

To complete the left-hand page, have students consider why each of the story elements are necessary. Students should identify each of the elements for a story they have recently read and describe how the story would have been different if any of the elements had been missing.

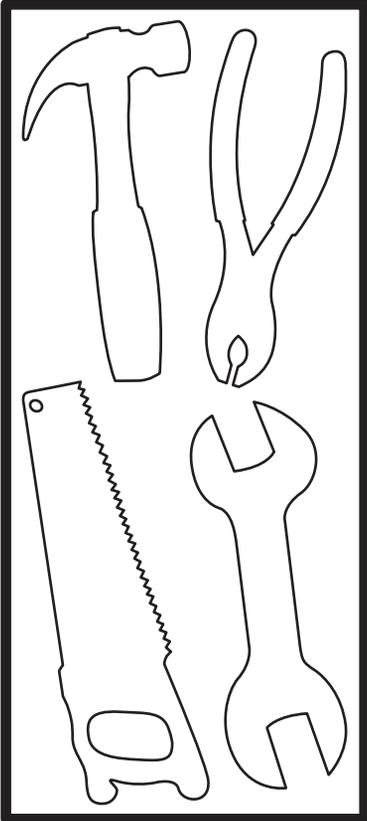
# Story Elements

Story Elements

\_\_\_\_\_ authors

use when creating

a \_\_\_\_\_



Story elements for \_\_\_\_\_

setting	characters	problem	plot
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# Theme

## Introduction

Ask students to share with the class about a time they attended a party that had a theme, visited a theme park, or enjoyed a familiar theme song. Then, discuss how the word *theme* ties in all of the things that were shared to come up with a general definition for the word *theme*.

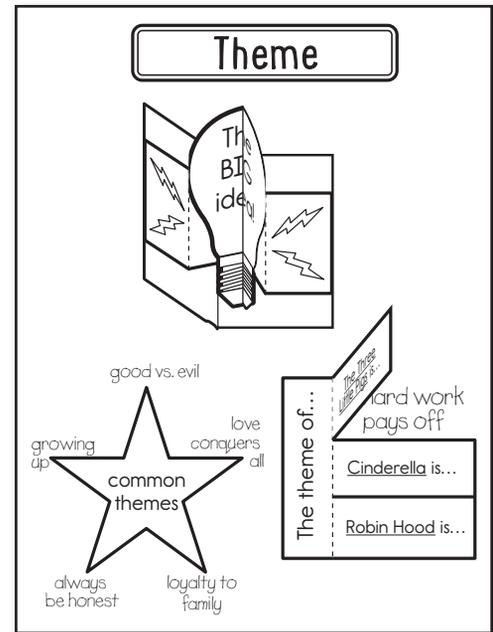
## Creating the Notebook Page

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 *What is the theme?* piece and the lightbulb piece. Fold the *What is the theme?* piece on the dashed line and then open it so that the blank side is faceup. Fold the tabs on the lightbulb on the dashed lines.

Apply glue to the back of the tabs. Place the lightbulb on top of the *What is the theme?* piece so that the tabs meet the left and right edges and the lightbulb touches the top and bottom edges. Fold the piece closed like a book, pulling the lightbulb out so it folds in half down the center to create a pop-up book. Apply glue to the gray glue section on the back of the book and glue it below the title.

4. Cut out the star and glue it to the bottom left of the page.
5. At each point of the star, write a common theme, such as *love conquers all*, *good vs. evil*, *growing up*, *always be honest*, and *loyalty to family*. You may write more themes around the star as you think of them.
6. Cut out the flap book. Cut on the solid lines to create three flaps. Apply glue to the back of the left section and attach it to the bottom right of the page.
7. Under each flap, write the theme of each familiar story.



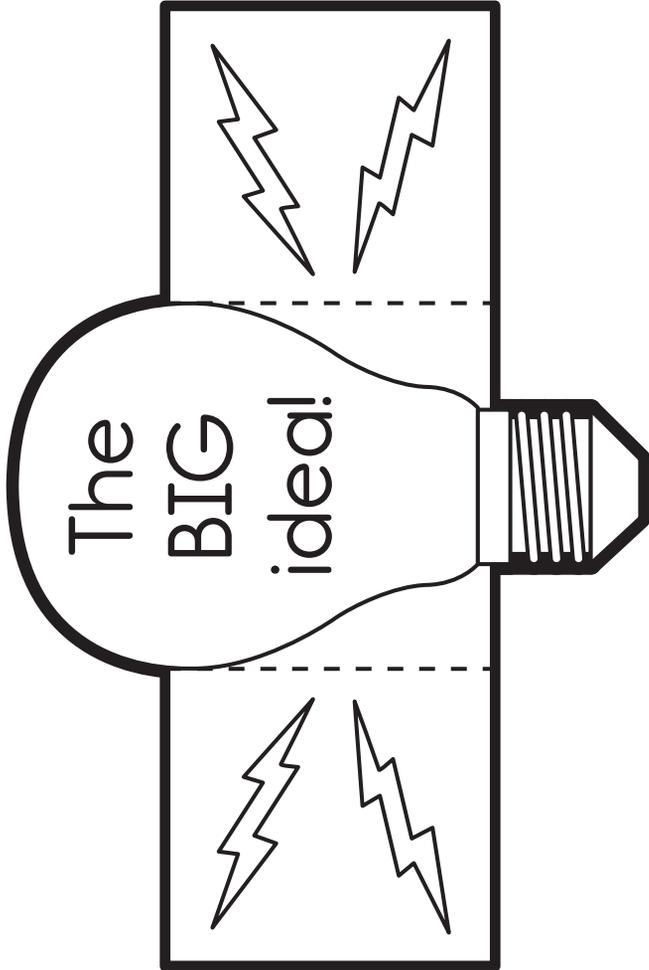
## Reflect on Learning

To complete the left-hand page, have students choose one of the common themes brainstormed on the right-hand side of the page. Then, students should write a short story based on that theme.

# Theme

What  
is the  
theme?

glue



The theme of...

The Three Little Pigs is...

Cinderella is...

Robin Hood is...