Interactive Notebooks

LANGUAGE ARTS

Interactive notebooks are an engaging new way to teach and reinforce effective note taking in a creative and personalized way. Students are able to take an active role in their learning as they create fun, interactive notebook pages for each new language arts topic. Students will learn organization, color-coding, summarizing, and other useful skills while creating portfolios of individual learning that they will refer back to all year long. This book will guide you through setting up, creating, and maintaining interactive notebooks throughout the year. It is an invaluable resource for anyone who wants to begin using this effective tool for skill retention in the classroom.

- 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

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Interactive Notebooks
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Taking Interactive Notes for Reading Comprehension

Introduction

With partners, have students make lists of things readers do before reading and after reading. Then, allow partners to share their lists with the class and compile a class list for each scenario. Create anchor charts for Before Reading and After Reading and display them around the classroom.

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 Taking Interactive Notes for Reading Comprehension pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the React, Interact, and Text Features pieces. Cut on the solid lines to create three flaps on each piece. Apply glue to the top and left sections of each piece. Attach the React and Interact pieces to the page below the title. Attach the Text Features piece to the page below the React and Interact pieces.
4. Look at each symbol and phrase. Discuss how good readers would use them during reading. Discuss how to use each symbol to begin a quick note in an interactive journal while reading. Under each flap, write an example from a current story you are reading.
5. Cut out the Interactive Notes bookmark. Glue it to a piece of construction paper for durability and keep it in the book you are currently reading. Use it as a reference when making notes in your interactive reading journal.

Reflect on Learning

To complete the left-hand page, have students work together to create a third anchor chart for During Reading to add to the charts completed during the lesson introduction. Each student should compile a list in his notebook of things good readers do while reading. Then, have students share their ideas and create a third anchor chart to display in the classroom.
Making, Confirming, and Modifying Predictions

Introduction

If possible, collect the weather predictions for a few days prior to the lesson. Display the weather predictions for the next few days. As a class, discuss how reliable you think they are and why. Discuss how they are based on information from satellites, radar, and meteorological patterns. Then, display the weather predictions from the past few days. Discuss if they were all correct and why or why not. Tell students that making predictions while reading is like making weather predictions, because readers are constantly gathering new information and changing their predictions (which may still turn out to be incorrect).

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, Confirming, and Modifying Predictions pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the A prediction is piece and glue it below the title.
4. Complete the text. (A prediction is an educated guess about what will happen in a text. Making predictions should happen before, during, and after reading.)
5. Cut out all of the pieces and arrows. Arrange them on the page to create a flow chart. The Start Here piece should be at the top with an arrow pointing to the Do you have piece below it. Place two arrows pointing down from that piece with a yes or no piece on top of each. Finally, place the Keep your prediction and Revise your prediction pieces in a row at the bottom. Place the return arrows on the left and right sides of the flow chart to connect the bottom pieces to the top piece. Glue all of the pieces to the page.
6. Start at the top of the flow chart when making predictions. Discuss how the flow chart works and how readers should always be learning new information and confirming or revising their predictions based on that information. Even when a text is finished, a reader may predict what happens next for a character.

Reflect on Learning

To complete the left-hand page, have students follow the flow chart and make and revise predictions for a short text they are currently reading or a short story from a basal textbook.
Making, Confirming, and Modifying Predictions

A prediction is an educated __________________ about what will happen in a text. Making predictions should happen __________________, __________________, and __________________ reading.

Start Here
Make a prediction and start reading.

Do you have any information that confirms your prediction?

yes
no

Keep your prediction and continue reading.

Revise your prediction and continue reading.
Differences in Point of View

Introduction

Write these two sentences on the board: As the flakes slowly piled up outside the window, the ___________ could barely contain his excitement. "More snow means more shoveling, more slush, and more traffic," moaned the ___________. Have students suggest nouns to fill in the blanks. As a class, discuss how they decided on the best noun for each blank and how the point of view affected each narrator's view of the same event (a snowy day).

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 Differences in Point of View pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the image and glue it to the top left of the page.
4. Cut out the Literature flap. Apply glue to the back of the left section and attach it to the right of the image.
5. Cut out the Informational Texts flap book. Cut on the solid line to create two flaps. Apply glue to the back of the top section. Attach it to the bottom of the page.
6. Look at the image and discuss the event it shows. Then, read each piece of text. Discuss how each piece of text discusses the same event from a different point of view. Under each flap, write how the point of view affects the text. In addition, for the informational texts, add notes to compare and contrast how the points of view affect the different accounts of the same topic.
7. On each flap, underline or highlight key words and phrases that show the author's point of view.

Reflect on Learning

To complete the left-hand page, have each student write a short paragraph from the point of view of a common inanimate object such as a pencil or chair.
How would you feel if you were excluded from something? If you're an 18-year old American, you can vote, no matter your appearance, your possessions, or your employment. But for a long time, African Americans were excluded from voting in US elections.

For a long time in US history, African Americans were used as slaves and were thought of as property. They were not allowed many basic rights, including the right to vote. Eventually, laws changed and black people were allowed to vote, as seen on the cover of Harper's Weekly. However, while laws changed, other laws or prejudices often made it difficult for black people to vote.

Now, US citizens over the age of 18 are allowed to vote in elections. But, it wasn’t always that way. In 1789, for example, only white males over 21 who owned property and were Protestant Christians were allowed to vote.

As time marched on, laws slowly changed. First, most white males gained the right to vote. Then, slavery was abolished, and black men soon were allowed to vote. By 1920, women were given the right to vote, and by 1971, 18-year-olds became eligible to vote also. The November 1867 cover of Harper’s Weekly, titled “The First Vote,” celebrated a step in the right direction. However, even though the Fifteenth Amendment gave African American men the right to vote, it wouldn’t be until the passage of the Voting Rights Act of 1965 that African Americans could truly vote.

Mr. Adams waited behind the grandfather with the white beard. He felt uneasy and shifted from foot to foot. His kind had never been able to vote before. Sure, things had changed since President Lincoln freed the slaves. But, would the vote of a former slave count? After years of not being allowed to choose when to eat lunch, it was difficult to believe he could now help choose the president of the United States. He turned to the soldier behind him and asked, “Do you really think my vote will count?”

“Brother, we fought a war for this,” the soldier said. “Your vote is important. It will count the same as anyone else’s.”
Determining Theme

Introduction

Review theme. Remind students that theme is the central message of a story, and it isn’t often easily summed up in one word. For example, loyalty is not a theme, but true friends are loyal could be. Place students in small groups and assign each group a familiar story such as Cinderella or The Adventures of Robin Hood. Each group should decide on the theme for their group’s fairy tale. Have groups present the themes they chose and provide several supporting reasons.

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 Determining Theme pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Theme is and the You can determine pieces and glue them below the title.
4. Cut out the question flaps. Apply glue to the back of the left sections and attach them to the bottom of the page.
5. Discuss what a theme is and how authors leave clues for readers that can help them understand the theme of a text. Read each question. Under each flap, write an example answer from a text you have recently read. Write the theme on the underside of the flap.

Reflect on Learning

To complete the left-hand page, display a poem or provide students with copies to glue in their notebooks. Have students determine the theme. Students should record the theme and several questions and answers that helped them determine it.
Determining Theme

Theme is the BIG idea of a text.

You can determine the theme of a text by asking and answering questions about the story elements.

- How did the main character change?
- What lesson did the main character learn?
- How did a character react to a situation?
- How did this story make me feel? Why?
- What was repeated in the story? Why?
- What was the problem, and how was it overcome?
Elements of Poetry

**Introduction**

Display several different poems. Have students discuss with partners the similarities and differences they see between the poems. Then, as a class, compare and contrast the poems.

**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 Elements of Poetry pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Rhyming, Shaped, Free Verse 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. Read the flap book and discuss each type of poetry. Identify how each example poem demonstrates the poetry type. Under the flap, write a short description to explain how that type of poetry is different from the other types.
5. Cut out the Rhyme Scheme, Figurative Language 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 page below the poetry types flap book.
6. Cut out the poem. Glue it under the Rhyme Scheme, Figurative Language flap book.
7. Complete the definitions for rhyme scheme and figurative language. (Rhyme scheme describes how a poem's lines rhyme. It uses letters to show which lines rhyme and how the rhyme repeats. Poets use figurative language to appeal to the senses. Some types of figurative language are similes, metaphors, and imagery.)
8. On the poem under the flaps, write the rhyme scheme at the end of the lines of the poem. Highlight or underline the figurative language used in the poem.

**Reflect on Learning**

To complete the left-hand page, display a poem. Or, provide students with copies to glue in their notebooks. Have students identify the type of poem, the rhyme scheme, and any figurative language used in the poem.
Elements of Poetry

There are hundreds of different types of poetry, such as haiku, ballads, or diamante poems. Some of the major categories are below.

**Rhyming**

Poems that rhyme really shine. They’re fun to read and to say. Check at the end of the line, To see how the words save the day!

**Shaped**

Poetry
Flowing, free. Making thoughts dance. Poetry can be—Whatever Mold it, shape it, create it Capturing the world.

**Free Verse**

Poetry
Flowing, free. Making thoughts dance. Poetry can be—Whatever Mold it, shape it, create it Capturing the world.

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**Rhyme Scheme**

Rhyme scheme ____________
how a poem’s ____________ rhyme. It uses ____________ to show which lines rhyme and how the rhyme ____________.

**Figurative Language**

Poets use **figurative language** to ____________ to the ____________.
Some types of figurative language are ____________, ____________, and ____________.

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**By the Ocean**

As she walked along the sandy shore with delight as nature’s wonders she did see starfish, whitecaps, conch shells, and more. She knew that she would never fly free like the tissue-paper seagulls above or swim with the dolphins she did love.