

Interactive Notebooks

Grade
6

LANGUAGE ARTS



Adverbs
modify verbs, adjectives, or other
the questions When, Where, How

Missing Adverbs

We take a road trip every year

My family visited the Grand Canyon last year.

We carefully rode mules down the trails.

Dad found a campsite nearby in a clearing.
How? Where?

We quickly hooted all night.
How? How often?

The owls loudly hooted almost constantly!
How? Where?

The wind gently blew through the trees.
How? Where?

Dad always likes to get an early start.
How often? When?

so we left at daybreak.

I have to wake up at daybreak to quickly be ready for track practice.

- 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

Interacting with Text

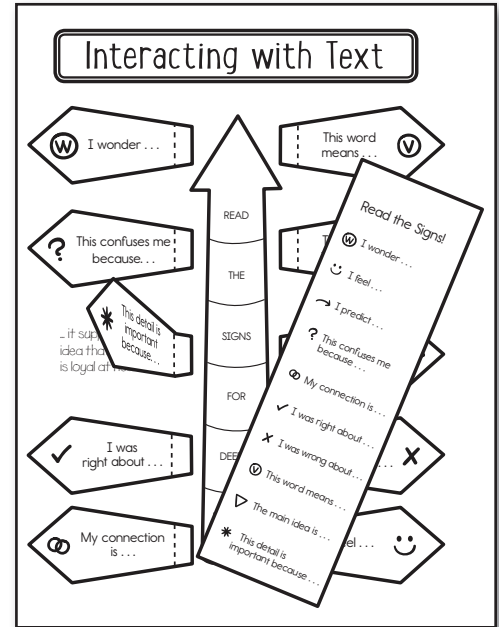
Introduction

Before class, bring in or make copies of the backs of several cereal boxes so that each pair of students will have one. Instruct students to make a list of things they should think about or do before, during, and after reading the cereal boxes in order to get the deepest meaning possible. For example, having them recall a time they've eaten this cereal before or a similar cereal. Then, ask partners to read the boxes and discuss the text. Point out that interacting with text gives readers a deeper understanding of what they read.

Creating the Notebook Page

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

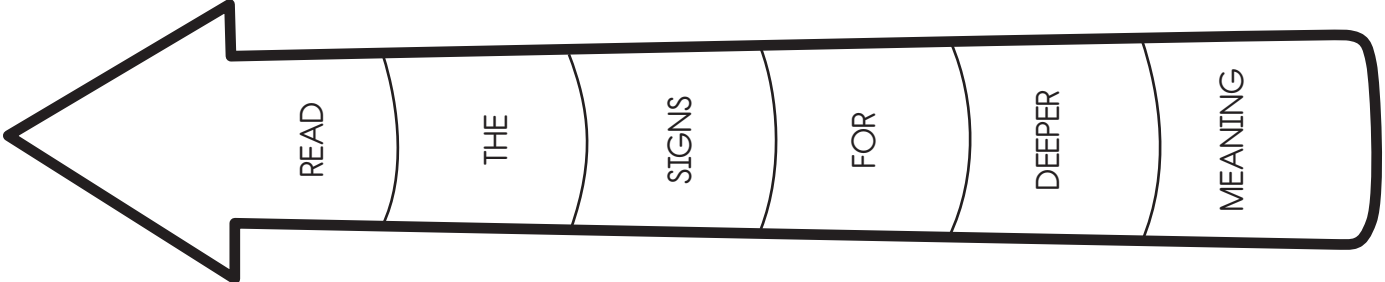
1. Add a Table of Contents entry for the Interacting with Text pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *READ THE SIGNS* arrow piece and glue it to the center of the page below the title.
4. Cut out the sign flaps. Apply glue to the back of the left or right section of each piece and attach five flaps to each side of the arrow.
5. Discuss each symbol and phrase and how to use each symbol to interact with the text during reading. Under each flap, write an example from a current text you are reading.
6. Cut out the *Read the Signs!* 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 elaborate on each of the symbols and thinking stems. Students should write about when each symbol and thinking stem might be used and why it would be helpful for readers to use them as they read.

Interacting with Text



Ⓜ I wonder ...
 I predict ...
 I was right about ...
 I was wrong about ...
 My connection is ...

I feel ...
 This confuses me because ...
 The main idea is ...
 This detail is important because ...
 This word means ...

Read the Signs!

Ⓜ I wonder ...
😊 I feel ...
↩ I predict ...
? This confuses me because ...
Ⓜ My connection is ...
✓ I was right about ...
✗ I was wrong about ...
Ⓜ This word means ...
△ The main idea is ...
* This detail is important because ...

Citing Text Evidence

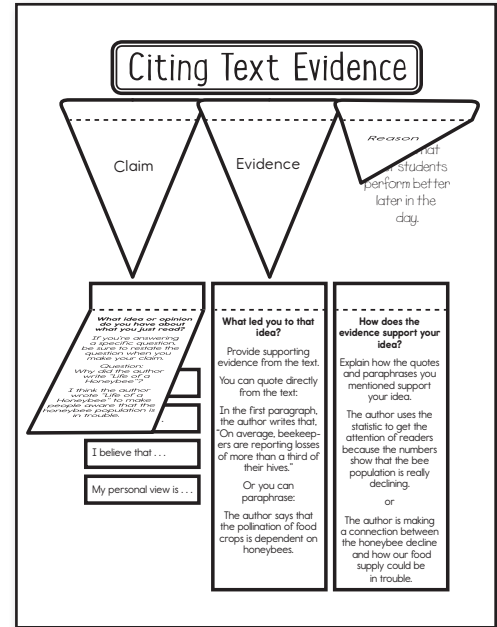
Introduction

Tell students that two people just read the same article about why their town should build a skate park. Then, write the following on the board: *Jack: I agree with the author because our town really needs a skate park. Chris: I agree with the author because he included a poll showing that 63% of residents feel a skate park would have a positive effect on our town.* Discuss how all readers have ideas about what they read. Point out that Jack and Chris have the same opinion. Have students discuss who would be taken more seriously in a discussion on this topic and why.

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 Citing Text Evidence pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Claim*, *Evidence*, and *Reason* flaps. Apply glue to the back of the top section of each piece and attach them below the title in the following order: *Claim*, *Evidence*, *Reason*.
4. Cut out the *What idea . . .*, *What led you . . .*, and *How does the evidence . . .* flaps. Apply glue to the back of the top section of each piece and attach them below the correct pennant.
5. Cut out the sentence starter labels. Discuss whether each sentence starter is appropriate for making a claim, providing evidence, or explaining reasoning. Glue each under the correct *What idea . . .*, *What led you . . .*, or *How does the evidence . . .* flaps.
6. Under the *Claim*, *Evidence*, and *Reason* flaps, write about a text you are currently reading. Under *Claim*, state an idea you have about the text. Under *Evidence*, cite text evidence to support your idea. Under *Reason*, explain your reason.



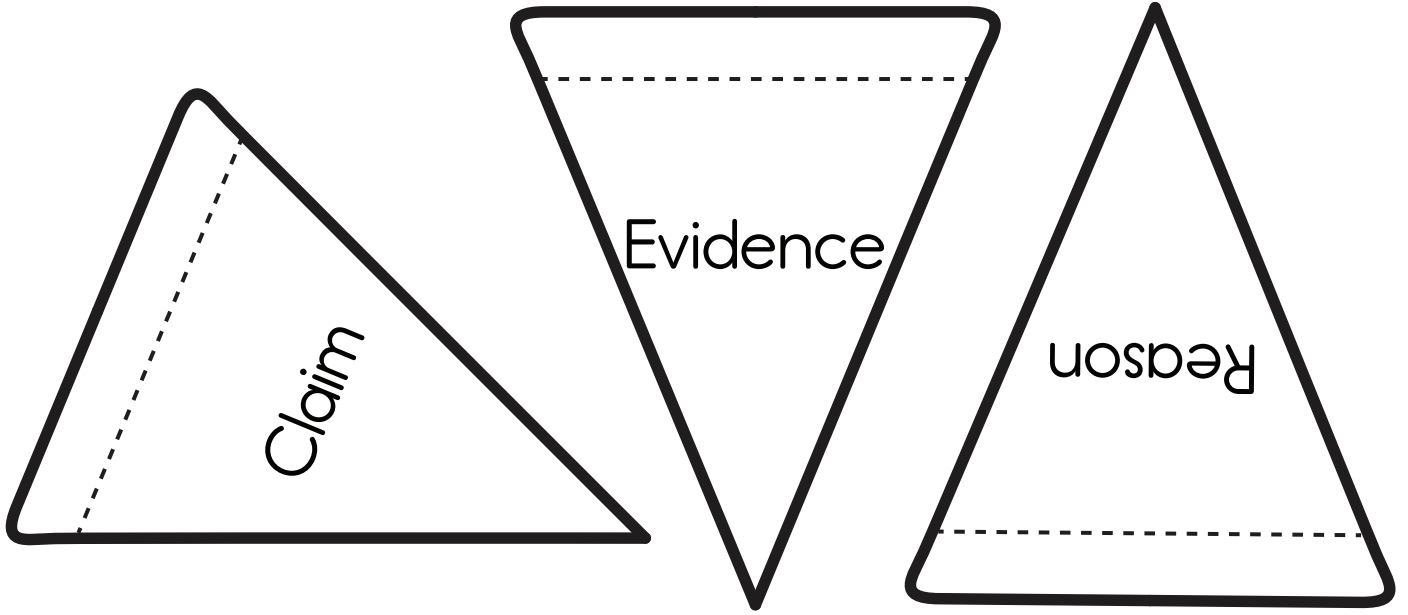
Reflect on Learning

To complete the left-hand page, have students use the notes they wrote under the *Claim*, *Evidence*, and *Reason* flaps to write a paragraph that shares their ideas about a text they are reading.

Answer Key

What idea . . . you just read?: I think that, My opinion is, I believe that, My personal view is; What led you . . . idea?: The author explains that, In the first paragraph, the text states, The author defines, The author describes; How does the evidence . . . idea?: This evidence shows that, This illustrates that, This statistic highlights that, The author included this to show

Citing Text Evidence



What idea or opinion do you have about what you just read?	What led you to that idea?	How does the evidence support your idea?
<p>If you're answering a specific question, be sure to restate the question when you make your claim.</p> <p>Question: Why did the author write "Life of a Honeybee"?</p> <p>I think the author wrote "Life of a Honeybee" to make people aware that the honeybee population is in trouble.</p>	<p>Provide supporting evidence from the text.</p> <p>You can quote directly from the text:</p> <p>In the first paragraph, the author writes that, "On average, beekeepers are reporting losses of more than a third of their hives."</p> <p>Or you can paraphrase:</p> <p>The author says that the pollination of food crops is dependent on honeybees.</p>	<p>Explain how the quotes and paraphrases you mentioned support your idea.</p> <p>The author uses the statistic to get the attention of readers because the numbers show that the bee population is really declining.</p> <p>or</p> <p>The author is making a connection between the honeybee decline and how our food supply may be in trouble.</p>

I think that ...	In the first paragraph, the text states ...	This statistic highlights that ...
The author explains that ...	My opinion is ...	The author included this to show ...
This evidence shows that ...	The author describes ...	I believe that ...
This illustrates that ...	My personal view is ...	The author defines ...

Author's Purpose

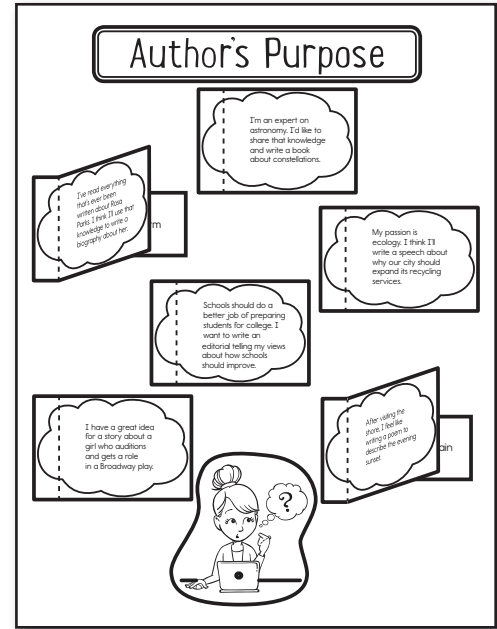
Introduction

Remind students that the three main reasons authors write are to persuade, to inform, or to entertain. Present students with the following excerpts and ask them to determine the author's purpose for each. 1) "With more honeybee colonies collapsing each year, we are at the point where we must make changes before it's too late." 2) "In a bee colony, the queen's only job is to lay eggs." 3) "Queen Bee gathered her royal warriors around her and gave the order to attack!" Have students label each excerpt with a purpose, and then discuss how they were able to determine the author's purpose for each excerpt.

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 author's picture and glue it to the bottom of the page.
4. Cut out the idea cloud flaps. Apply glue to the back of the left sections and attach them to the page above the author's head.
5. Discuss each of the ideas the author is considering. How are they alike? How are they different? What does the author want to accomplish with each of her ideas?
6. Cut out the *inform*, *persuade*, and *entertain* labels. Read the ideas on the flaps and glue the correct author's purpose label under each flap.



Reflect on Learning

To complete the left-hand page, have students write three different ideas for written pieces that represent each of the three different purposes for writing.

Answer Key

Persuade: "My passion is ecology ..."; "Schools should do a better job ..."
Inform: "I've read everything ..."; "I'm an expert on astronomy ..."
Entertain: "After visiting the shore ..."; "I have a great idea for a story ..."

Author's Purpose



After visiting the shore, I feel like writing a poem to describe the evening sunset.

I'm an expert on astronomy. I'd like to share that knowledge and write a book about constellations.

I have a great idea for a story about a girl who auditions and gets a role in a Broadway play.

My passion is ecology. I think I'll write a speech about why our city should expand its recycling services.

I've read everything that's ever been written about Rosa Parks. I think I'll use that knowledge to write a biography about her.

Schools should do a better job of preparing students for college. I want to write an editorial telling my views about how schools should improve.

persuade	entertain	inform
persuade	entertain	inform

Making Inferences

Introduction

Remind students that an inference is information or a detail not directly stated in a text. Readers can use what they read, along with what they already know, to make an inference. Write this sentence on the board: *The boy picked up his umbrella and backpack and opened the door. He looked up at the sky and then put his umbrella back inside the house.* Have partners make inferences to answer the questions: *Why did the boy look up at the sky? Where is the boy going?* Have students share their ideas with the class to see if others made the same inferences.

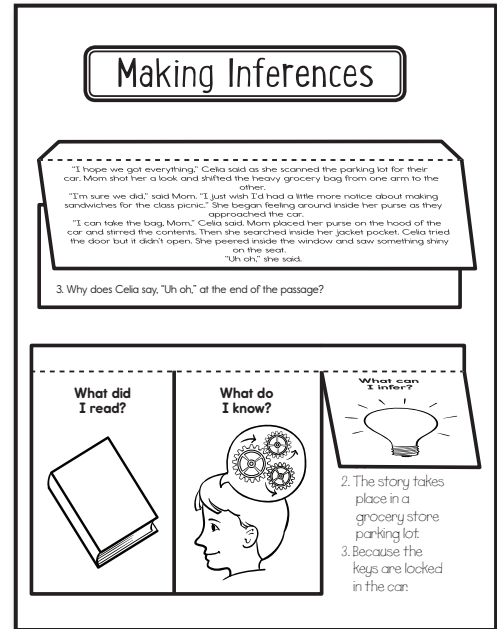
Creating the Notebook Page

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 passage flap. Apply glue to the back of the top section and attach it below the title.
4. Cut out the questions piece and glue it under the passage flap.
5. Cut out the *What did I read? What do I know? What can I infer?* flap book. Cut on the solid lines to create three flaps. Apply glue to the back of the top section and attach it below the passage flap.
6. Read the passage and discuss the event it describes. Then, read question 1 under the passage flap. Write notes for question 1 under the flap for *What did I read?* Then, write notes under the flap for *What do I know?* Finally, write your answer to question 1 under the *What can I infer?* flap.
7. Repeat step 6 for the remaining questions.

Reflect on Learning

To complete the left-hand page, have students write a paragraph that continues the story. Allow time for students to share their work.



Making Inferences

"I hope we got everything," Celia said as she scanned the parking lot for their car. Mom shot her a look and shifted the heavy grocery bag from one arm to the other.

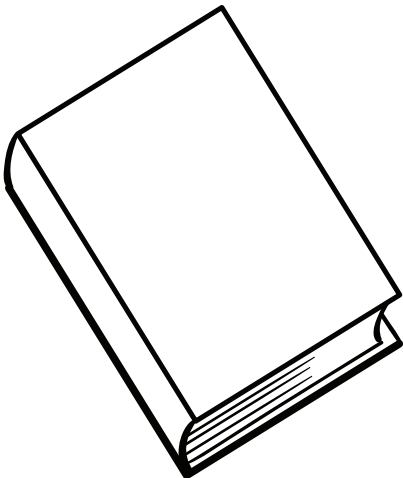
"I'm sure we did," said Mom. "I just wish I'd had a little more notice about making sandwiches for the class picnic." She began feeling around inside her purse as they approached the car.

"I can take the bag, Mom," Celia said. Mom placed her purse on the hood of the car and stirred the contents. Then, she searched inside her jacket pocket. Celia tried the door but it didn't open. She peered inside the window and saw something shiny on the seat.

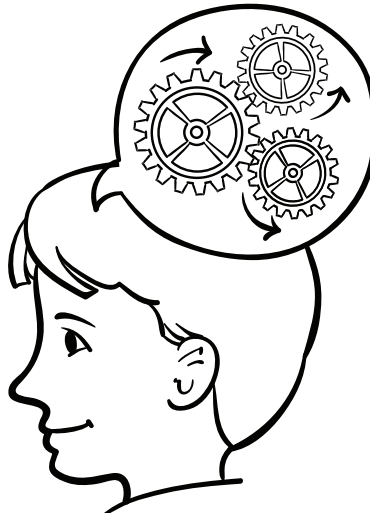
"Uh oh," she said.

1. What can you infer about Mom?
2. What can you infer about the setting?
3. Why does Celia say, "Uh oh," at the end of the passage?

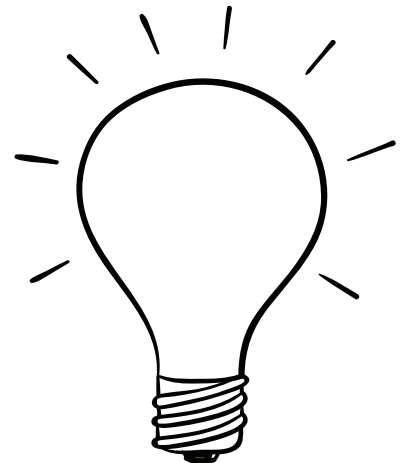
**What did
I read?**



**What do
I know?**



**What can
I infer?**



Comparing and Contrasting Genres

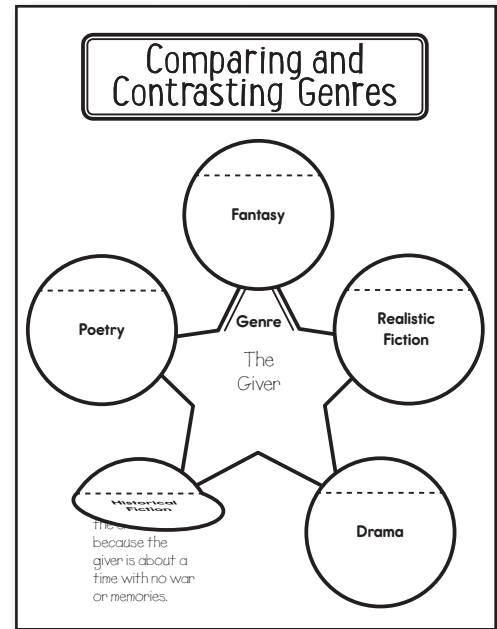
Introduction

Place students in small groups and assign each group a theme or topic such as *loyalty*, *overcoming adversity*, *friendship*, *responsibility*, etc. Have students discuss how texts can have a similar theme even though they are from different genres. Ask groups to choose two different genres such as historical fiction and drama, or poetry and science fiction. Then, have students discuss similarities and differences in the way the topic would be covered by each.

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 Comparing and Contrasting Genres pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the star and glue it to the center of the page.
4. Think of a recently read piece of literature and write its title on the star.
5. Cut out the genre circle flaps. Choose the genre circle flap that matches the piece of literature you wrote on the star. Apply glue to the back of the top section and attach it to the top point of the star labeled *Genre*.
6. Apply glue to the back of the top sections of the remaining genre circle flaps. Attach each one to the remaining points of the star.
7. Discuss how the piece of literature you wrote on the star might be similar or different if written in another genre. Write notes under each flap to compare and contrast it with the original genre.



Reflect on Learning

To complete the left-hand page, have students write in the voice of the author of their chosen piece of literature, explaining why he or she chose to write in that genre.

Comparing and Contrasting Genres

