

Interactive Notebooks

Grade
7

LANGUAGE ARTS



Supporting a Claim
means that a writer first makes a claim to support
provides evidence and provides a reason support
evidence

Topic

Reason

Restatement of Claim

Phrases to introduce...
Claim I believe
Evidence According to
Reason this clearly demonstrates

- 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

Taking Notes While Close Reading

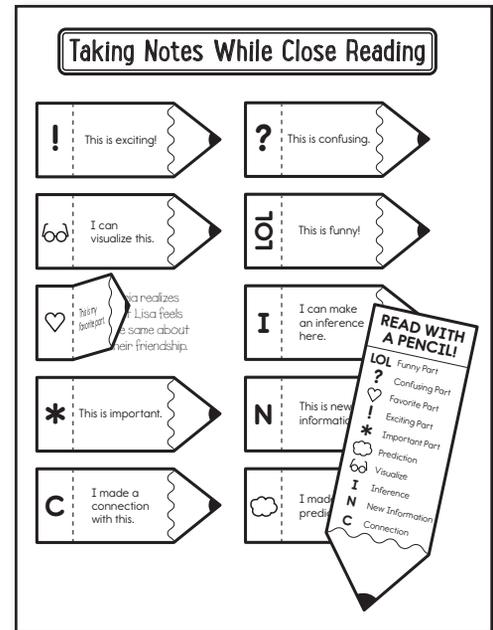
Introduction

Before class, prepare a short, high-interest passage for students. Give them time to read the passage one time. Then, ask them to read it a second time. This time, have students raise one finger when they reach any point in the passage where they feel they should stop and take notes about what they've just read. After the second read-through, discuss reasons why they stopped to raise a finger. Ask: *Did you raise a finger when you came to something important? . . . when you made a connection to something in the text? . . . when you could visualize an event or information?*

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 Notes While Close Reading pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the 10 pencil flaps. Apply glue to the back of the left section of each flap and attach it to the page.
4. Look at each symbol and phrase. Discuss how to use each symbol to take notes while close reading. Under each flap, write an example from a current text you are reading.
5. Cut out the *Read with a Pencil!* 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 write a persuasive paragraph about the importance of taking notes while reading, giving examples of specific benefits for readers. Have students exchange notebooks with partners and write a few comments about which examples were most persuasive.

Taking Notes While Close Reading

READ WITH A PENCIL!

L	Funny Part
?	Confusing Part
	Favorite Part
!	Exciting Part
*	Important Part
	Prediction
	Visualize
I	Inference
N	New Information
C	Connection

N	This is new information.	I	I can make an inference here.
H	I can make an inference here.	?	This is confusing.
C	I made a connection with this.	L	This is funny!
	This is my favorite part.	!	This is exciting!
	I can visualize this.	*	This is important.
?	This is confusing.		I made a prediction.
L	This is funny!	C	I made a connection with this.
L	This is funny!	?	I made a prediction.

Tone and Mood

Introduction

Tell students that an author creates tone with word choice. Write the following sentences on the board: 1) *The fans leaped to their feet and roared as the musician sprinted onto the glittering stage.* 2) *A quiet hush descended on the crowd as the musician stepped into a soft pool of light on the darkened stage.* Have students work with partners to analyze the sentences to determine how word choice affects the tone of each sentence. Then, ask students to demonstrate the mood of each sentence by using facial expressions and body language. Point out that mood is how a writer's words affect readers.

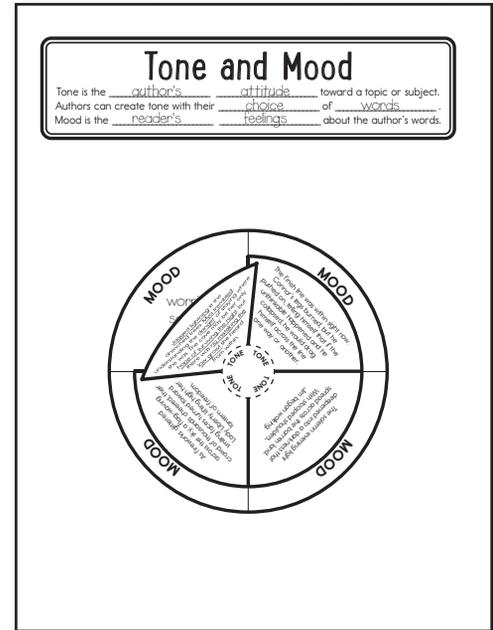
Creating the Notebook Page

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

1. Add a Table of Contents entry for the Tone and Mood pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the definitions for *tone* and *mood*. (Tone is the **author's attitude** toward a topic or subject. Authors can create tone with their **choice of words**. Mood is the **reader's feelings** about the author's words.)
4. Cut out the *Mood* circle and glue it to the middle of the page.
5. Cut out the *Tone* circle flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the center section and attach it to the center of the *Mood* circle. Make sure to align the flaps with the lines on the *Mood* circle.
6. Discuss the tone of each passage. Underline the words and phrases that set the tone. Under each flap, describe the mood of each passage.

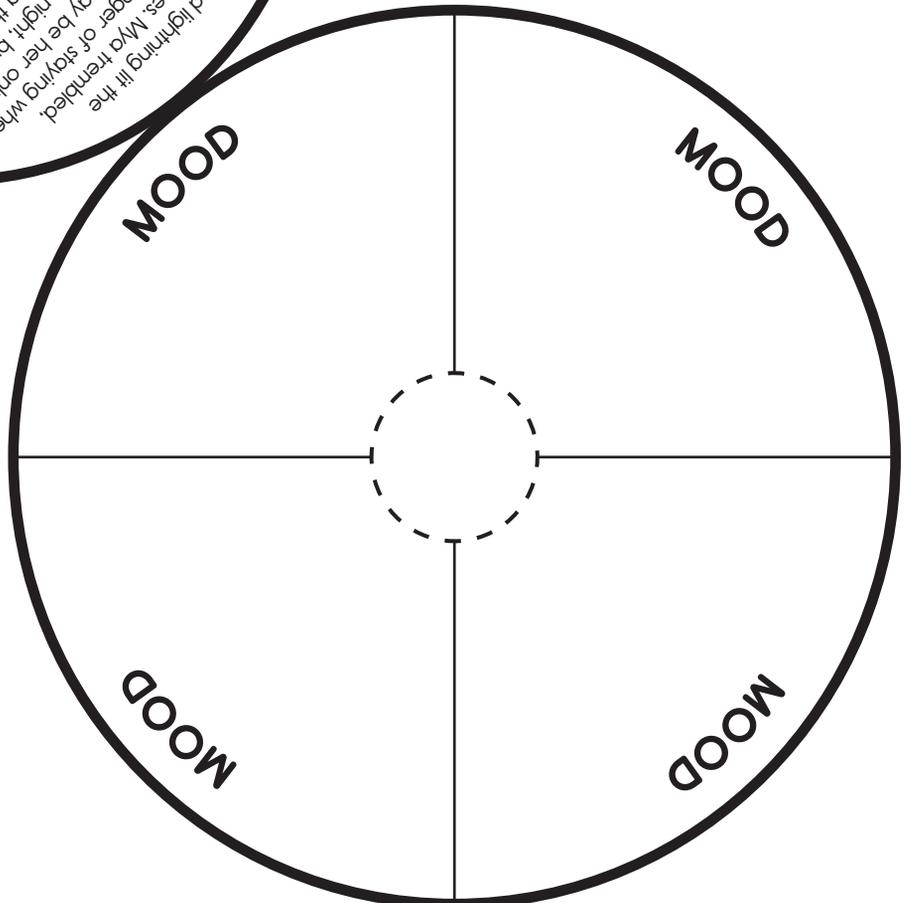
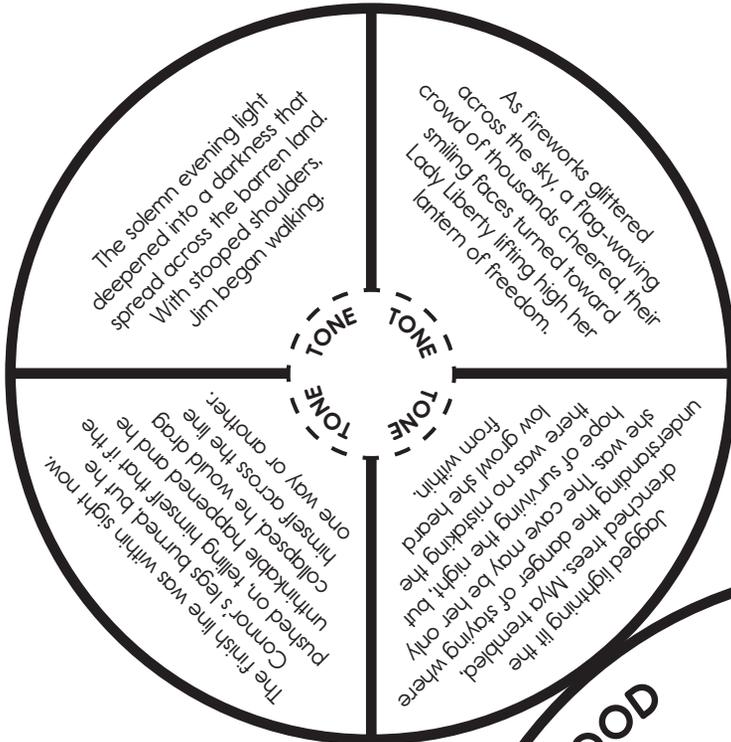
Reflect on Learning

To complete the left-hand page, have students rewrite each of the four passages to reflect a different tone. Then, write a sentence for each explaining how the tone changed the mood.



Tone and Mood

Tone is the _____ toward a topic or subject.
 Authors can create tone with their _____ of _____.
 Mood is the _____ about the author's words.



Plot Diagram

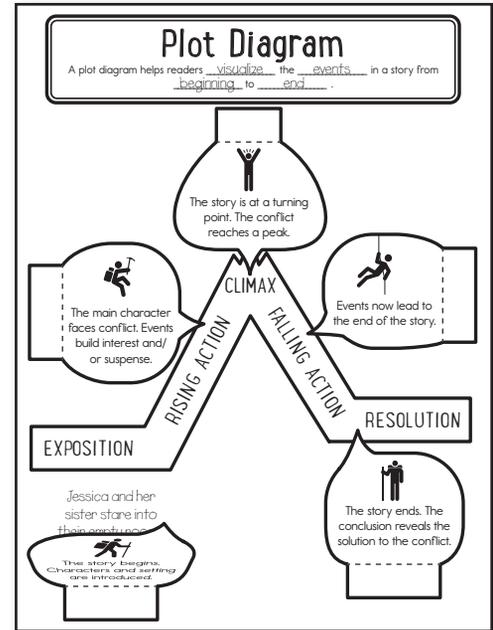
Introduction

Provide students with a copy of a familiar story, such as a fairy tale or fable. Have students work in small groups to analyze the events in the story. Ask them to use different colors to highlight events that happen in the beginning, middle, and end of the story. Discuss how the events at the beginning of the story led to a turning point in the middle. Have students tell how the events led to the story's resolution. Allow time for groups to share their ideas with their classmates.

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 Plot Diagram pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the explanation of a plot diagram. (A plot diagram helps readers **visualize** the **events** in a story from **beginning** to **end**.)
4. Cut out the *Exposition/Rising Action* piece and glue it to the middle of the page. You may choose to create the notebook page sideways for more space. Discuss the five elements of a plot diagram and what happens at each stage.
5. Cut out the the five element flaps. Apply glue to the back of the narrow section of each flap and attach it to the page above or below the matching element on the plot diagram.
6. Under each flap, write one to two sentences to describe specific examples of each plot element in a story you have read recently.



Reflect on Learning

To complete the left-hand page, have students use the sentences they wrote under the flaps of the plot diagram on the right-hand page to write a summary of the story they have recently read.

Plot Diagram

A plot diagram helps readers _____ the _____ in a story from _____ to _____.



The story ends. The conclusion reveals the solution to the conflict.



The main character faces conflict. Events build interest and/or suspense.

RESOLUTION

FALLING ACTION



Events now lead to the end of the story.

CLIMAX

RISING ACTION

EXPOSITION



The story is at a turning point. The conflict reaches a peak.



The story begins. Characters and setting are introduced.

Point of View

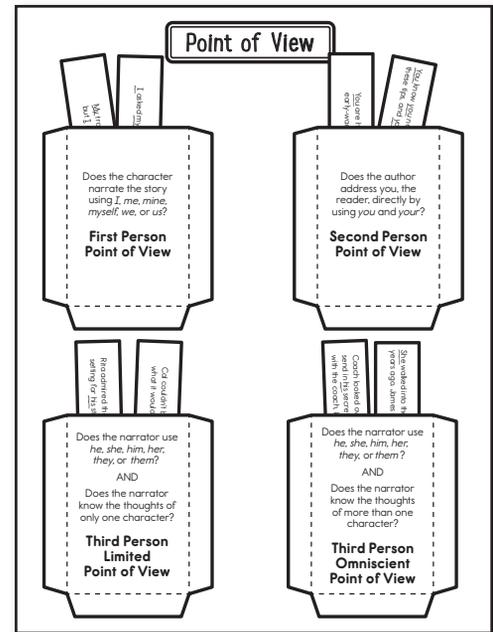
Introduction

Provide several pieces of writing that represent first-, second-, and third-person points of view. Have small groups of students highlight the pronouns in each piece of writing. Discuss how the presence of personal pronouns, such as *I*, *me*, *my*, and *mine*, indicate a first-person point of view, while pronouns such as *he*, *she*, *him*, and *her* indicate a third-person point of view. Point out that the second-person point of view uses the pronouns *you* and *your* but isn't used very often in writing. Have students tell the difference between third-person limited and third-person omniscient narrators.

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 Point of View pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the pockets. Apply glue to the back of the tabs. Attach the *First Person Point of View* pocket and the *Second Person Point of View* pocket side-by-side below the title. Attach the two third person pockets side-by-side at the bottom of the page.
4. Discuss the question(s) on each pocket. Tell how the questions can help readers determine point of view.
5. Cut out the sentence pieces. Read each sentence and underline the pronouns. Use the pronouns to determine the point of view. Sort the sentences into the correct pockets.



Reflect on Learning

To complete the left-hand page, have students rewrite each of the eight sentences from the right-hand page using a different point of view.

Does the character narrate the story using *I, me, mine, myself, we, or us*?

First Person Point of View

I asked myself if I really thought I could win the race.

You know you need to make some money this summer. Just follow these tips, and you are on your way to making \$100 a week.

She walked into the room and spotted James, her friend from many years ago. James saw her and thought that she looked familiar.

Cal couldn't believe his luck. He had always wondered what it would be like to win the lottery, and now he knew.

My travels have taken me around the world, but I always come home to the mountains.

Does the author address you, the reader, directly by using *you* and *your*?

Second Person Point of View

You are home alone when you hear the tornado early-warning signal go off. What do you do?

Coach looked over at Larry and wondered if it was time to send in his secret weapon. Larry, refusing to make eye contact with the coach, knew that this would be his last game.

Rita admired the way the author had created such an eerie setting for his story. She planned to tell him after the reading.

Does the narrator use *he, she, him, her, they, or them*?

AND

Does the narrator know the thoughts of more than one character?

Third Person Omniscient Point of View

Does the narrator use *he, she, him, her, they, or them*?

AND

Does the narrator know the thoughts of only one character?

Third Person Limited Point of View

Point of View

Determining Conflict

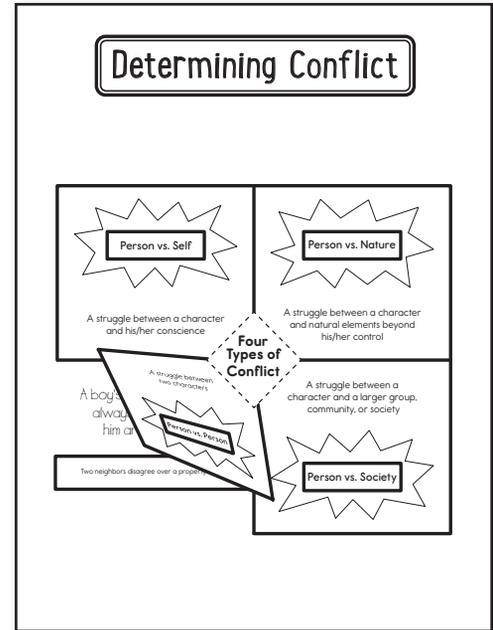
Introduction

Tell students that the main problem in a story is called the central conflict. Point out that conflict develops as the story progresses and is solved at the end. Write the following story titles on the board: *Maria Takes on Washington*, *Maria and Meg—Friends No More*, *A Tough Choice for Maria*, and *Maria and the Blizzard*. Have students work with partners to discuss the possible conflict in each of the stories and then share their ideas with the class.

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 Conflict pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Four Types of Conflict* flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the middle section and attach it to the center of the page.
4. Cut out the four conflict labels. Discuss the characteristics of each type of conflict on the flap book. Glue each conflict label to the correct flap.
5. Cut out the sentence pieces. Discuss the type of conflict in each sentence. Glue it under the correct flap, leaving space above or below to write an additional sentence.
6. Under each flap, write an additional sentence to represent each type of conflict.



Reflect on Learning

To complete the left-hand page, have students create a visual symbol for each of the four types of conflict. For example, *Person vs. Nature* might be symbolized by a person leaning into a wind gust. Ask students to label each symbol. Then, have students write sentences to describe a story that each conflict might represent.

Answer Key

Person vs. Self: A young person feels torn between covering up for a friend who is in trouble and getting help for the friend from an adult. Person vs. Person: Two neighbors disagree over a property line. Person vs. Society: An employee blows the whistle on his company after discovering they are dumping toxic waste. Person vs. Nature: A man ignores hurricane warnings and evacuation orders and decides to stay in his home during the storm.

Determining Conflict

Person vs. Person
Person vs. Nature
Person vs. Self
Person vs. Society

Two neighbors disagree over a property line.

An employee blows the whistle on his company after discovering the company is dumping toxic waste.

A young person feels torn between covering up for a friend who is in trouble and getting help for the friend from an adult.

A man ignores hurricane warnings and evacuation orders and decides to stay in his home during the storm.

