

Interactive Notebooks

Grade
8

LANGUAGE ARTS



- 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

Inference

Introduction

Show students a variety of pictures and ask questions that are not directly answered by the content of the photos. Have students cite specific details that validate their answers. For example, ask them what season it must be in a picture of people cooking out in shorts. Then, have them attempt to answer questions in the same way when there is no way they could know the answers. For example, ask students to explain the relationship between two people in a picture who are walking together. Have students explain (verbally or in writing) the difference between the first set of guesses and the second. Use their explanations to define inference on the board.

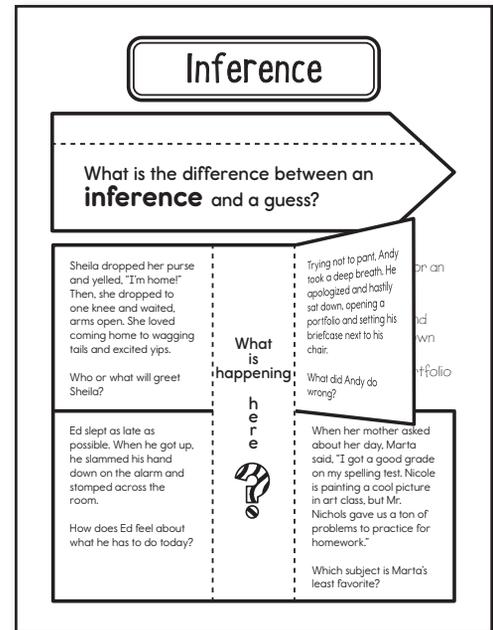
Creating the Notebook Page

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

1. Add a Table of Contents entry for the Inference pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the definition flap. Apply glue to the back of the top section and attach it below the title.
4. Under the definition flap, explain the difference between an inference and a guess. (Answers will vary but may include that an inference uses information from the text to make a logical conclusion.)
5. Cut out the flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the center section and attach it below the definition flap.
6. Write the answer to the question and two key words or phrases from the text that support your answer under each flap.

Reflect on Learning

To complete the left-hand page, have students recount situations where they made inferences in real life. Have students write the story as a narrative first. Then, have them write the clues they used to make the inference. Finally, have them write the inference.



Inference

What is the difference between an **inference** and a guess?

| | | |
|---|---|---|
| <p>Sheila dropped her purse and yelled, "I'm home!" Then, she dropped to one knee and waited, arms open. She loved coming home to wagging tails and excited yips.</p> <p>Who or what will greet Sheila?</p> | <p>What is happening here</p>  | <p>Trying not to pant, Andy took a deep breath. He apologized and hastily sat down, opening a portfolio and setting his briefcase next to his chair.</p> <p>What did Andy do wrong?</p> |
| <p>Ed slept as late as possible. When he got up, he slammed his hand down on the alarm and stomped across the room.</p> <p>How does Ed feel about what he has to do today?</p> | | <p>When her mother asked about her day, Marta said, "I got a good grade on my spelling test. Nicole is painting a cool picture in art class, but Mr. Nichols gave us a ton of problems to practice for homework."</p> <p>Which subject is Marta's least favorite?</p> |

Incorrect Inferences

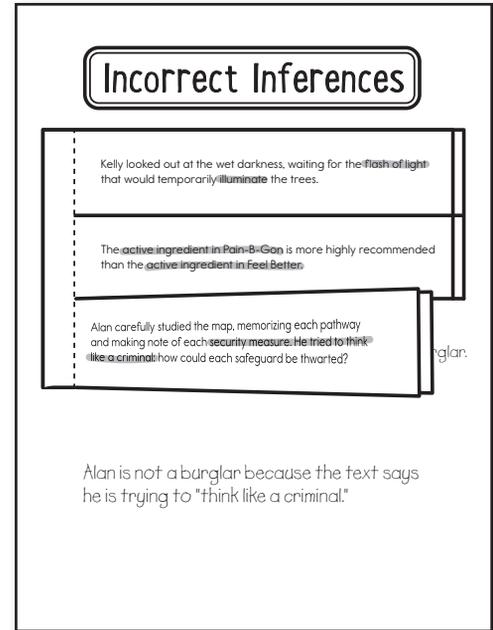
Introduction

Have students listen as you describe a situation they might see outside a window and ask them to guess what is happening. Make sure each situation could have multiple right answers. For example, if the window is wet, someone may have just washed it, a sprinkler may have sprayed it, or it could have rained. Have students write or discuss how much evidence they might need to feel confident that an inference is correct.

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 Incorrect Inferences pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the two flap books. Cut on the solid lines to create three flaps on each book. Apply glue to the gray glue section of the larger flap book and place the smaller flap book on top to create a stacked six-flap book. Apply glue to the back of the left section of the flap book and attach it to the page.
4. Read each top flap. Then, read the flap below it to see an incorrect inference that an inattentive reader might make. Under the second flap, write a more accurate inference than the one given on the second flap.
5. Highlight or underline the word(s) on the top flap that reinforce the new inference and prove the original inference wrong.
6. At the bottom of the page, choose one set of words that you highlighted and write a sentence to explain the inference.



Reflect on Learning

To complete the left-hand page, have students explain how it would affect a reader's understanding to continue the story under the impression that the original inference was correct.

Incorrect Inferences

Kelly looked out at the wet darkness, waiting for the flash of light that would temporarily illuminate the trees.

The active ingredient in Pain-B-Gon is more highly recommended than the active ingredient in Feel Better.

Alan carefully studied the map, memorizing each pathway and making note of each security measure. He tried to think like a criminal: how could each safeguard be thwarted?

It is nighttime; Kelly is waiting for someone to turn on a flashlight.

Pain-B-Gon is more highly recommended than other medications with the same active ingredient.

Alan is a burglar trying to figure out how to steal a heavily guarded item.

glue

Summarizing

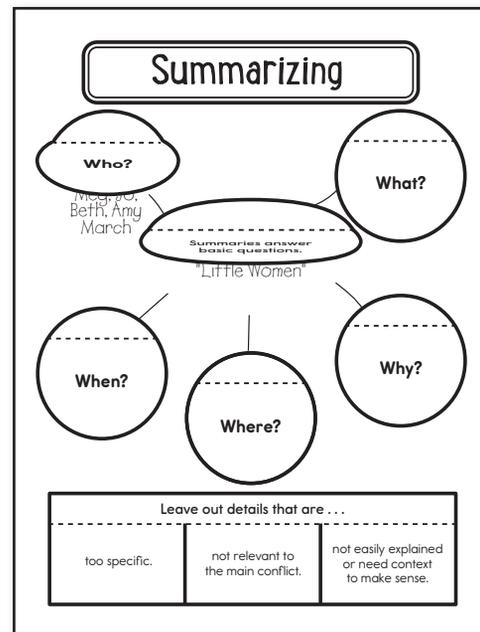
Introduction

Have students write a paragraph about a scenario they have all experienced, such as the first day of school, lunch, or a fun time with a friend. Point out that students were not able to recount every detail or word from the whole event, forcing them to choose only the most important parts to retell. Explain that this decision-making process is called *summarizing*.

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 Summarizing pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Summaries* flap. Apply glue to the back of the top edge and attach it in the center of the page.
4. Under the flap, write the title of a text you have recently read.
5. Cut out the *who*, *what*, *when*, *where*, and *why* flaps. Apply glue to the back of the top section of each circle and attach them around the *Summaries* flap. Draw a line from each of the *who*, *what*, *when*, *where*, and *why* flaps to the *Summaries* flap to create a bubble chart.
6. Under the flaps in the bubble chart, write the relevant details of the text, naming characters under the *who* flap, the setting under the *where* and *when* flaps, the major conflict under the *what* flap, and what motivates the characters or creates the conflict under the *why* flap.
7. 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 bottom of the page.
8. Under the flaps in the flap book, record the requested details.



Reflect on Learning

To complete the left-hand page, have students write a short summary of the book they used to complete the right-hand page. Students should use the details from the bubble chart flaps without including any details from the flap book to write their summaries.

Summarizing

Who?

What?

When?

Where?

Why?

| Leave out details that are . . . | | |
|----------------------------------|------------------------------------|---|
| too specific. | not relevant to the main conflict. | not easily explained or need context to make sense. |

Summaries answer basic questions.

Paraphrasing

Introduction

Define *paraphrasing* as rephrasing the original thought or text into one's own words. Discuss the three R's of paraphrasing: **R**eword (replace words and phrases with synonyms when possible), **R**earrange (rearrange words within sentences to make new sentences), and **R**echeck (the paraphrase should convey the same meaning as the original text). Then, place students into pairs and ask a question such as, "What did you do before coming to school this morning?" or "Tell where you would like to go on vacation and why you would like to go there." One partner should answer the question in three or four sentences. The other partner should paraphrase the student's answer. Then, have the partners switch roles.

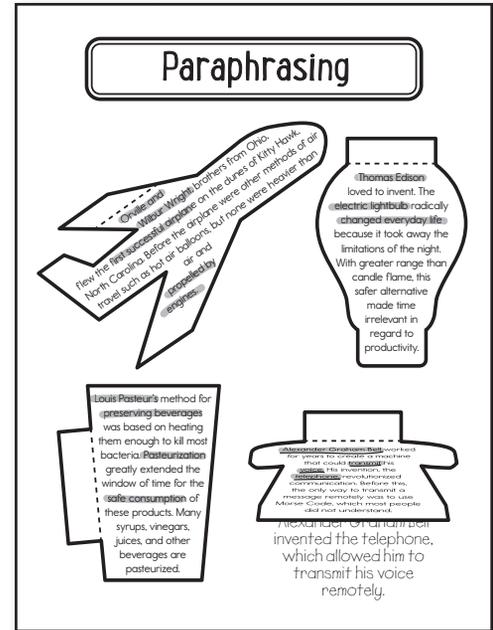
Creating the Notebook Page

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

1. Add a Table of Contents entry for the Paraphrasing pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flaps. Apply glue to the back of the tab on each flap and attach the flaps to the page in any order, making sure they do not overlap.
4. Read each flap. Then, highlight or underline key words or phrases from the passage.
5. Under each flap, write a sentence that paraphrases the same information and includes the key words from the flap.

Reflect on Learning

To complete the left-hand page, have students list situations where paraphrasing is more effective than recounting a story or conversation word for word. For each situation on their lists, have them explain why paraphrasing would be a more efficient or preferable option.



Paraphrasing

Thomas Edison loved to invent. The electric lightbulb radically changed everyday life because it took away the limitations of the night. With greater range than candle flame, this safer alternative made time irrelevant in regard to productivity.

Orville and Wilbur Wright, brothers from Ohio, flew the first successful airplane on the dunes of Kitty Hawk, North Carolina. Before the airplane were other methods of air travel such as hot air balloons, but none were heavier than air and propelled by engines.

Louis Pasteur's method for preserving beverages was based on heating them enough to kill most bacteria. Pasteurization greatly extended the window of time for the safe consumption of these products. Many syrups, vinegars, juices, and other beverages are pasteurized.

Alexander Graham Bell worked for years to create a machine that could transmit his voice. His invention, the telephone, revolutionized communication. Before this, the only way to transmit a message remotely was to use Morse Code, which most people did not understand.

Textual Evidence

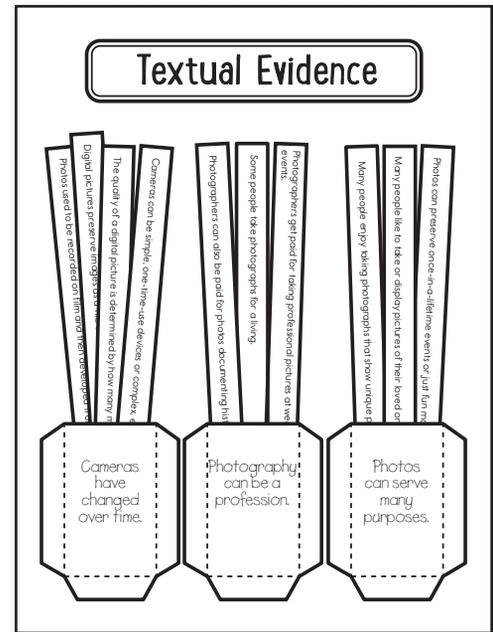
Introduction

Choose four sentences from a paragraph and number them 1, 2, 3, and 4. Post a sheet of paper in each corner of the room so that each corner corresponds with one of the sentences. Have students read the paragraph. Then, ask them factual questions that they can answer with one of the four sentences. Rather than answer aloud, students should go to the corner that corresponds with the number of the correct sentence. Have a student who went to the correct corner confirm the answer for the class. Point out to students that they are using the author's words (textual evidence) to show the answer instead of their own words.

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 Textual Evidence pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the three pockets. Apply glue to the back of the tabs on each pocket and attach the pockets to the bottom third of the page.
4. Cut out the sentence strips.
5. Read each sentence and sort them into groups that make sense. For each group of strips, develop a statement that is directly supported by all of the sentences. Write the statement on one pocket and place the appropriate strips in the pocket. Repeat this step with the other pockets. No strips should be left over.



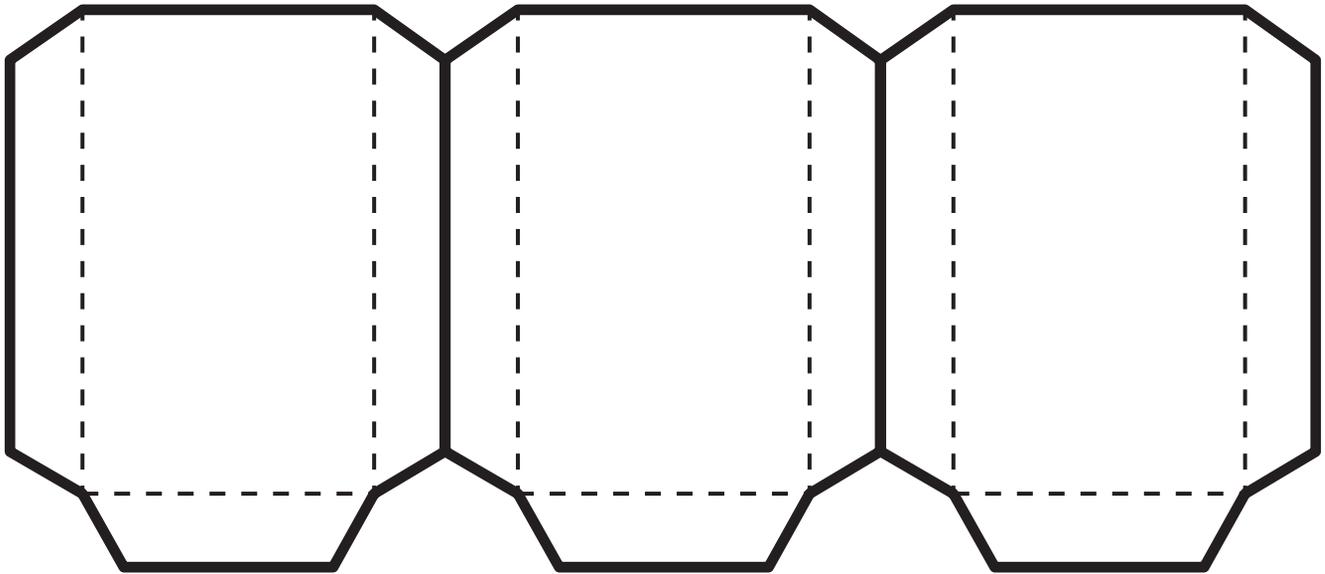
Reflect on Learning

To complete the left-hand page, have students write a statement about photography that is not supported by the sentence strips from the right-hand page. Have students write an explanation of why the statement is not supported by the textual evidence.

Answer Key

Answers will vary, but potential statements include “photos can serve many purposes,” “photography can be a profession,” and “cameras have changed over time.” (A potential thesis statement might be, “Photography equipment has changed over time, but the demand for personal and professional photographs remains.”)

Textual Evidence



Many people enjoy taking photographs that show unique perspectives.

Some people take photographs for a living.

Photographers get paid for taking professional pictures at weddings, concerts, and other events.

Photographers can also be paid for photos documenting historic or newsworthy events.

Photos used to be recorded on film and then developed from the film pieces called negatives.

Digital pictures preserve images as files on memory cards.

Cameras can be simple, one-time-use devices or complex, expensive pieces of equipment.

The quality of a digital picture is determined by how many megapixels the camera has.

Photos can preserve once-in-a-lifetime events or just fun moments.

Many people like to take or display pictures of their loved ones.