

Interactive Notebooks

Grade
5

LANGUAGE ARTS



Prepositions
words that relate nouns or other words in a sentence

Prepositions are often used to show position.
The puppy was hidden under the bed.
They may also indicate position.
Carlos could not stop yawning during the test.
Prepositions are generally part of **prepositional phrases**.
the preposition, the object of the preposition, and use it to describe the object.
To find the object of a preposition, find the preposition and use it to ask the question, "In where?"
Emma's shoe was lost in her closet.
In where? → closet.

POSITION
in from over under
between beneath
above through

prepositions show
POSITION

since until
after past
throughout during

through
preposition

Brady's throat was hoarse
after yelling all afternoon
the game.

- 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 Interactive Notes for Reading Comprehension

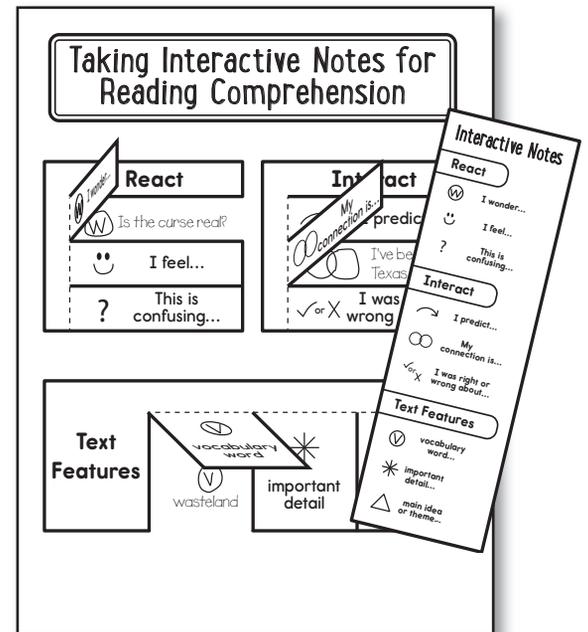
Introduction

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.

Taking Interactive Notes for Reading Comprehension

React

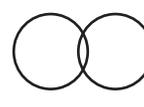
 I wonder...

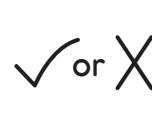
 I feel...

 This is confusing...

Interact

 I predict...

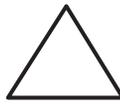
 My connection is...

 I was right/wrong about...

Text Features


vocabulary word


important detail


main idea or theme

Interactive Notes

React

 I wonder...
 I feel...
 This is confusing...

Interact

 I predict...
 My connection is...
 I was right/wrong about...

Text Features

 vocabulary word...
 important detail...
 main idea or theme...

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).

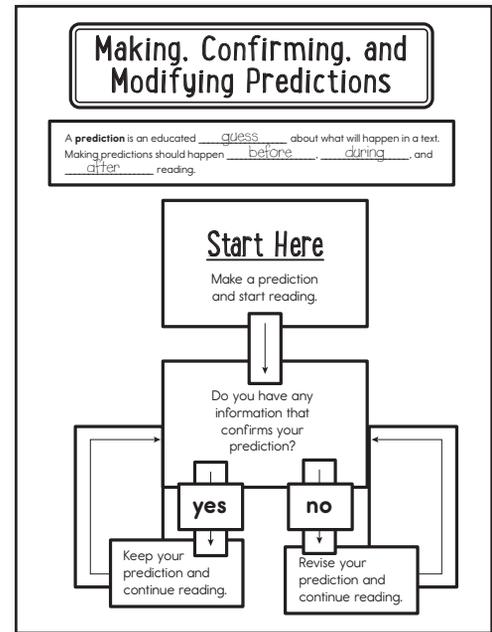
Creating the Notebook Page

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.

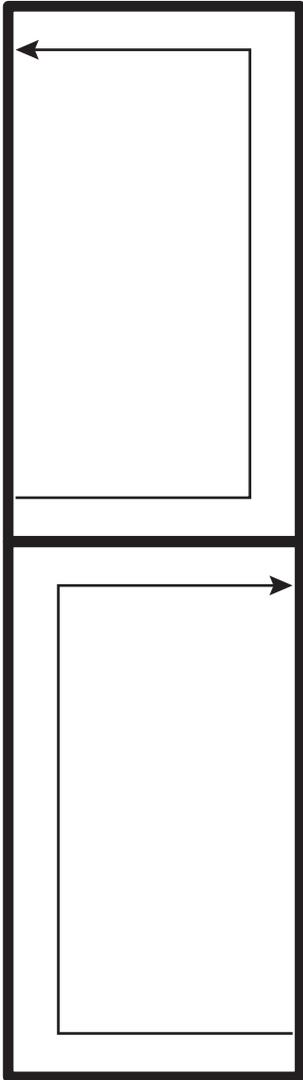


Making, Confirming, and Modifying Predictions

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?

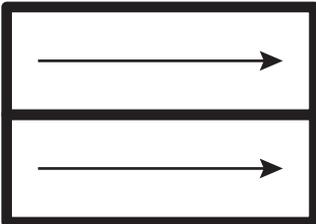


Keep your prediction and continue reading.

Revise your prediction and continue reading.

yes

no



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).

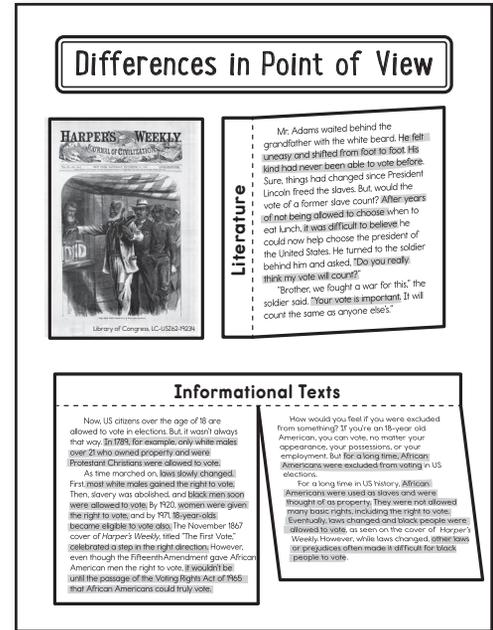
Creating the Notebook Page

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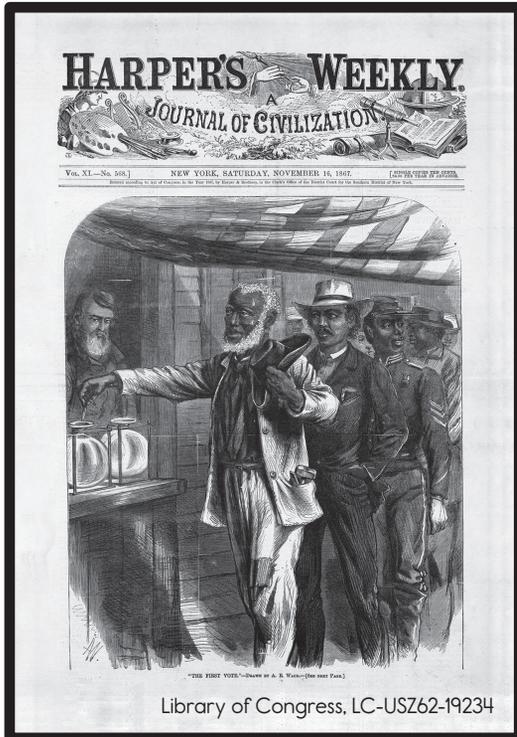
1. Add a Table of Contents entry for the Differences in Point of View pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the image and glue it to the top left of the page.
4. Cut out the *Literature* flap. Apply glue to the back of the left section and attach it to the right of 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.



Differences in Point of View



Literature

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."

Informational Texts

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.

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.

Determining Theme

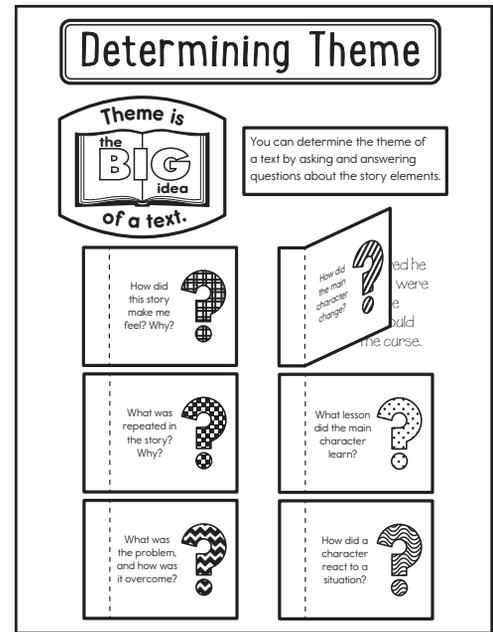
Introduction

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.

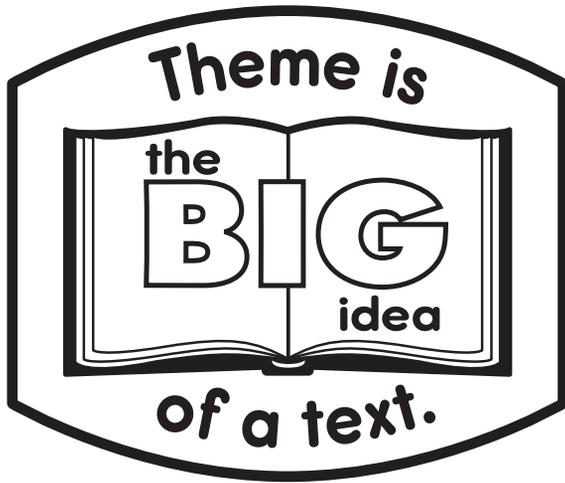
1. Add a Table of Contents entry for the Determining Theme pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Theme is* and the *You can determine* pieces and glue them below the title.
4. Cut out the question flaps. Apply glue to the back of the left sections and attach 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



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



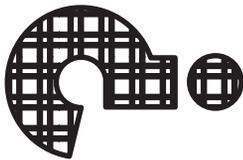
How did the main character change?



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

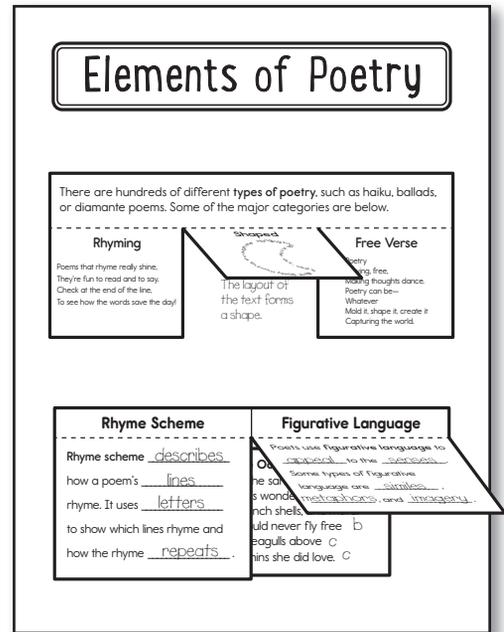
Introduction

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

Slowly moving through the night,
pale, calm, hanging high
in the sky, white, silent,
up.

Free Verse

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

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 _____.

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.