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.

Look for these and other great Carson-Dellosa titles to support standards-based instruction in the classroom.

- Interactive Notebooks Math Kindergarten CD-104645
- Applying the Standards Evidence-Based Reading Kindergarten CD-104829
- Applying the Standards Evidence-Based Writing Kindergarten CD-104823

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Uppercase Letters: A–Z

This lesson is designed to introduce one or more letters at a time and can be taught over several days. The letters can be glued onto several pages of the notebook.

Introduction

Display or write the uppercase letter A on the board. Introduce students to the letter’s sound by singing a song or reading a poem that repeats the sound. Ask students to provide examples of words that begin with the letter. Demonstrate how to properly write the uppercase letter. Repeat the activity with each letter of the alphabet.

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 Uppercase Letters: A–Z pages.
2. Cut out the title and glue it to the top of the page.
3. Trace each letter using your finger. Then, trace each letter with a pencil.
4. Cut out each letter and glue it to the left side of the page.
5. Practice writing each letter several times. Then, draw a picture of something that starts with each letter.

Reflect on Learning

To complete the left-hand page, students should write the letter or letters that were introduced in the lesson along the left side of the page. Provide students with magazines and newspapers. Have students find and cut out examples of the letter or letters and glue the examples beside the correct letters.
Uppercase Letters: A-Z
This lesson is designed to introduce one or more letters at a time and can be taught over several days. The letters can be glued onto several pages of the notebook.

**Introduction**

Display or write the lowercase letter a on the board. Introduce students to the letter’s sound by singing a song or reading a poem that repeats the sound. Ask students to provide examples of words that begin with the letter. Demonstrate how to properly write the lowercase letter. Repeat the activity with each letter of the alphabet.

**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 Lowercase Letters a–z pages.
2. Cut out the title and glue it to the top of the page.
3. Trace each letter using your finger. Then, trace each letter with a pencil.
4. Cut out each letter and glue it to the left side of the page.
5. Practice writing each letter several times. Then, draw a picture of an object that begins with each letter.

**Reflect on Learning**

To complete the left-hand page, students should write the letter or letters that were introduced in the lesson along the left side of the page. Provide students with magazines and newspapers. Have students find and cut out examples of the letter or letters and glue the examples beside the correct letters.
<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>j</td>
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<tr>
<td>k</td>
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<td>w</td>
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<td>y</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Z</td>
</tr>
</tbody>
</table>

**Lowercase Letters: a-z**
Matching Uppercase and Lowercase Letters

Introduction

For each letter, review the sound or sounds that the letter makes. Ask students to read around the classroom and provide examples with words that contain the letter. Write or display the uppercase letter. Then, write or display the lowercase letter beside it. Compare the uppercase letter with the lowercase letter. Encourage students to find similarities and differences between the letters.

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 Matching Uppercase and Lowercase Letters pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flap book. Cut on the solid lines to create three flaps. Apply glue to the back of the left section and attach it to the page.
4. On each flap, draw a line to match each uppercase letter to the correct lowercase letter.
5. Practice writing the uppercase and lowercase letters under each flap.

Reflect on Learning

To complete the left-hand page, students should choose five uppercase letters. Students should use markers to write them along the left side of the page. Using a different color, they should write the matching lowercase letters along the right side of the page.
Matching Uppercase and Lowercase Letters

I know my uppercase and lowercase letters!

A B C D E F G H I
b d a c e f h g i

J K L M N O P Q R
k l j q m p r o q

S T U V W X Y Z
s v u x w z y
Vowel Sounds: Short a

Introduction

Review the short a sound. Write the words cat, hut, rat, sat, and rip on the board. Say the words aloud. Ask students if they hear the same vowel sound in each word. Have volunteers come to the board and circle the words that have the short a sound and cross off the words that do not have the short a sound.

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 Vowel Sounds: Short a pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the two pockets and apply glue to the gray glue sections. Flip the pockets over and attach them to the top half of the page.
4. Label the first pocket Short a. Label the second pocket Not Short a.
5. Cut out the picture cards. Say and write the word for the picture on each card.
6. Sort each card into the correct pocket.
7. Turn to a partner and share how you sorted the cards.
8. Create a T-chart labeled Short a and Not Short a on the bottom of the page. Write or draw at least two more words on each side of the T-chart.

Reflect on Learning

To complete the left-hand page, have students choose two cards from the Short a pocket. Students should write several words that rhyme with each card.
Vowel Sounds: Short a

- hat
- bat
- hat
- brush

- fan
- pen
Vowel Sounds: Short e

**Introduction**

Review the short e sound. Read a poem or a short story that repeats words that have the short e sound. Have students to share short e words they heard in the poem or story. Write the words on the board. Have volunteers come to the board, say the words, and circle the short e sound in each word.

**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 Vowel Sounds: Short e pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the spinner and glue it to the top left side of the page. Then, cut out the notepad and glue it beside the spinner.
4. Use a sharpened pencil and a paper clip to spin the spinner. If the spinner lands on a short e word, write the word on the notepad. Spin until the notepad is filled with four short e words.
5. Cut out the short e flap book. Cut on the solid lines to create two flaps on each side. Apply glue to the back of the title section and attach it to the bottom of the page.
6. Write a short e word on each flap. Highlight the short e sound.
7. Draw a picture for the word under each flap.

**Reflect on Learning**

To complete the left-hand page, each student should draw a five-circle bubble map with the middle circle labeled short e. Students should write or draw one short e word in each of the other circles.

Students will need a sharpened pencil and a paper clip to complete the spinner activity.
Vowel Sounds: Short e

- Short e
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Interactive Notebooks Math Grade 1 CD-104646
Applying the Standards Evidence-Based Reading Grade 1 CD-104830
Applying the Standards Evidence-Based Writing Grade 1 CD-104824

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

A consonant blend is made when two or more consonants are blended together to make a new sound.

I know my consonant blends!
Consonants and Vowels

Introduction

Explain that consonants are speech sounds that are not vowels. They also represent 21 letters of the alphabet that are not vowels. Review the sounds that each of the consonants make. Explain that five of the letters in the alphabet create vowel sounds. Review the letters a, e, i, o, and u. Write a word on the board. Have a volunteer come to the board and read the word. Then, have him circle the consonant(s) and underline the vowel(s). Repeat the activity several times with different 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 Consonants and Vowels pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the alphabet piece and glue it below the title. Complete the explanation. (There are 26 letters in the alphabet. Twenty-one letters make consonant sounds. Five letters make vowel sounds.) Next, circle the consonants and underline the vowels in the alphabet.

5. Cut out the 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 bottom of the page.

6. Write the vowels and consonants under the correct flaps.

Reflect on Learning

To complete the left-hand page, have students write various words such as weekly spelling words or sight words. Have students circle the consonants and underline the vowels in each word.
There are ____________ letters in the alphabet. Twenty-one letters make ____________ sounds. Five letters make ____________ sounds.

I know my **consonants** and **vowels**!
Short Vowel Sounds

This lesson is designed to introduce one or more vowel sounds at a time and can be taught over several days.

Introduction

Introduce each short vowel. For each vowel sound, display a short poem or song with a repeated short vowel sound, such as “Where is Short A?” (sung to the tune of “Where is Thumbkin?”). Encourage students to brainstorm a list of words with the short vowel sound introduced. Write the words on the board as students say them.

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 Short Vowel Sounds 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 top section of each flap and attach it to the page.
4. Draw pictures or write words under each flap to represent each short vowel sound.

Reflect on Learning

To complete the left-hand page, have students make a vowel collage. Provide students with magazines and newspapers. Have students choose a vowel sound and then cut out pictures and words with the chosen sound. Have students glue the pictures and words in a collage format. Allow time for students to share their work.
Short Vowel Sounds

A
E
I
O
U
Vowel Teams: Long a

Students will need a sharpened pencil and a paper clip to complete the spinner activity.

Introduction

Write the word bat on the board. Write the word bait beside it. Say the words. Ask students what they notice about the two words. Explain that the long vowel sound a can be made by combining two vowels. This is called a vowel team because the vowels work together to make the long vowel sound. Explain the rhyme “When two vowels go walking, the first one does the talking.” Write a few more words such as pad/paid and man/main. Have students read, then say the words. Have volunteers come to the board and circle the vowel team in each word.

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 Vowel Teams: Long a pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the word bank and glue it to the top-left side of the page.
4. Cut out the spinner and glue it beside the word bank.
5. Cut out the flap book. Cut on the solid lines to create two flaps. Apply glue to the back of the top section and attach it to the bottom of the page.
6. Use a sharpened pencil and a paper clip to spin the spinner. Choose a word from the word bank that matches the vowel team spun. Write it under the correct flap. Highlight the vowel team in each word.
7. Continue the activity until all of the words from the word bank have been used.

Reflect on Learning

To complete the left-hand page, have students brainstorm more words with the vowel teams ai and ay. Then, have them write short poems using words from their lists and the word bank. Allow time for students to share their work.
Vowel Teams: Long a

Word Bank

<table>
<thead>
<tr>
<th>ai</th>
<th>ay</th>
</tr>
</thead>
<tbody>
<tr>
<td>chain</td>
<td>clay</td>
</tr>
<tr>
<td>drain</td>
<td>day</td>
</tr>
<tr>
<td>maid</td>
<td>lay</td>
</tr>
<tr>
<td>paint</td>
<td>pay</td>
</tr>
<tr>
<td>rain</td>
<td>play</td>
</tr>
<tr>
<td>sail</td>
<td>tray</td>
</tr>
<tr>
<td>wait</td>
<td>way</td>
</tr>
</tbody>
</table>

When two vowels go walking, the first one does the talking!
**Vowel Teams: Long e**

**Introduction**

Write the word *seat* on the board. Write the word *seed* beside it. Say the words. Ask students what they notice about the two words. Explain that the long vowel sound *e* can be made by combining two vowels. This is called a *vowel team* because the vowels work together to make the long vowel sound. Write a few more words such as *heat/heed* and *scream/screen*. Have students read, then say the words. Have volunteers come to the board and circle the vowel team in each word.

**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 Vowel Teams: Long *e* pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Team ea* flap box. Apply glue to the back of the center box and attach it to the top-left side of the page.
4. Complete the words on the top of each flap by writing *ea* in each of the blanks.
5. Write a word with the same vowel team under each flap. Highlight the vowel team in each word.
6. Repeat steps 3–5 with the *Team ee* flap box, attaching the back of the center box to the bottom-right side of the page.

**Reflect on Learning**

To complete the left-hand page, have students choose six of the words from the right-hand page. Then, have them write short sentences with each of the words. Have students highlight the vowel team in each word used.
Vowel Teams: Long e

Team ea
- p___
- s___t
- dr___m
- qu___n

Team ee
- b___
- sh___p
- f___t
Vowel Teams: Long i

Introduction
Write the words high, lie, and my on the board. Say the words. Ask students what they notice about the three words. Explain that the long vowel sound i can be made by combining two vowels. This is called a vowel team because the vowels work together to make the long vowel sound. Explain that y can make the long i sound by itself. Write a few more words such as pie, fly, and light. Have students read, then say the words. Have volunteers come to the board and circle the vowel team in each word.

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 Vowel Teams: Long i 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 top section of each flap and attach it to the page.
4. Cut out the word cards. Write the correct vowel team on each word card. Read the word. Glue each card under the correct flap.
5. Write a word under each flap with same vowel or vowel team. Highlight the vowel team in each word.

Reflect on Learning
To complete the left-hand page, have students draw a tic-tac-toe board. With partners, have them take turns writing long i vowel team words in the spaces. The first student to write three words correctly in a row or diagonally is the winner. Have each pair play another round in the other partner’s notebook.
Vowel Teams: Long i

Team ie

Team igh

Team y

sk____  l____
t____  fl____
s____  p____
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- Interactive Notebooks: Math Grade 2 (CD-104647)
- Applying the Standards Evidence-Based Reading Grade 2 (CD-104831)
- Applying the Standards Evidence-Based Writing Grade 2 (CD-104825)

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**Long and Short Vowel Sounds**

**Introduction**

Review the definition of a long vowel sound as a vowel that says its name. Then, review the short vowel sound for each vowel. Provide each student with a self-stick note with a one- or two-syllable word written on it. Have students read their words and circle the vowel sounds. Draw two large circles on the board and label them *short vowels* and *long vowels*. Have students bring their words to the board and place them into the correct circles. As a class, review the words to determine if the students placed the words in the circles correctly.

**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 Long and Short Vowel Sounds pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the vowels and vowel pairs can make piece and glue it below the title. Complete the definition of a vowel by filling in the blanks. (The letters that make the vowel sounds are a, e, i, o, and u.)
4. Cut out the flowerpot pieces and glue them to the bottom of the page.
5. Cut out the flower flaps. Read the word on each flap and decide if it contains a short or a long vowel sound. Then, apply glue to the back of the top section and attach it above the correct flowerpot, leaving enough room to draw a stem to connect it to the flowerpot.
6. Under each flap, write another word with the same vowel sound.

**Reflect on Learning**

To complete the left-hand page, have students draw two large flowers with five petals each. Have students label the centers of the flowers *short* and *long*. Then, have students write words with short and long vowel sounds in the petals on each flower.
Vowels and vowel pairs can make short or long sounds. The letters that make the vowel sounds are ________, ________, ________, ________, and ________.
**Introduction**

Explain that when the letter *r* follows a vowel, the vowel sound changes. The new sound is neither short nor long. It makes one of the following “bossy *r*” sounds: *ar, er, ir, or,* and *ur.* Write a few examples of *r*-controlled words on the board such as *barn, firm,* and *storm.* Explain that the *r* is bossy and controls how each vowel sound is pronounced. Say the words together. Then, program construction paper stars with *r*-controlled vowel words, omitting the bossy *r* sounds. For example, write *f__m* for *farm.* Provide each student with a star. Then, have them fill in the blanks with an *r*-controlled vowel sound to form a complete word. Have students share their 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 *R*-Controlled Vowels pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flap book. Cut on the solid lines to create five flaps. Apply glue to the back of the left section and attach it to the page.
4. Cut out the picture cards. Write the consonants that would complete the word for the picture on each card. Read the word. Glue each word under the correct flap.
5. Write another *r*-controlled vowel word with the same spelling pattern on the back of each flap.

**Reflect on Learning**

To complete the left-hand page, have students draw five stars. Then, students should write one *r*-controlled vowel word in each star. Have students highlight letters that make the *r*-controlled vowel sound in each word.
When a vowel is followed by an `r`, it makes a different sound.

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Illustration</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ar</strong></td>
<td><img src="image" alt="Car" /></td>
<td><img src="image" alt="Bear" /></td>
</tr>
<tr>
<td><strong>er</strong></td>
<td><img src="image" alt="Car" /></td>
<td><img src="image" alt="Eraser" /></td>
</tr>
<tr>
<td><strong>ir</strong></td>
<td><img src="image" alt="Car" /></td>
<td><img src="image" alt="Igloo" /></td>
</tr>
<tr>
<td><strong>or</strong></td>
<td><img src="image" alt="Car" /></td>
<td><img src="image" alt="Orange" /></td>
</tr>
<tr>
<td><strong>ur</strong></td>
<td><img src="image" alt="Car" /></td>
<td><img src="image" alt="Uranus" /></td>
</tr>
</tbody>
</table>
**Beginning Consonant Digraphs**

*Students will need a brass paper fastener to complete this page.*

**Introduction**

Write several *ch-, sh-, th-, and wh-* beginning consonant digraph words on the board. Say the words aloud. Explain that a consonant digraph combines two consonant sounds to make a new sound. Discuss how the consonant digraph produces the new sound at the beginning in these words. Ask students to give more examples of words with beginning consonant digraphs. Write them on the board as the students say them. Have volunteers come to the board and underline the beginning consonant digraph in each word.

**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 Beginning Consonant Digraphs pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the definition piece and glue it below the title. Discuss what a beginning consonant digraph is.
4. Cut out the three circles. Place the digraph circle on top of the ending sounds circle and then place the smallest circle on the bottom with the gray side down. Push a brass paper fastener through the dot at the center to connect the circles. (It may be helpful to create the hole in each piece separately first.) Apply glue to the gray glue section and attach it below the definition piece. Both circles should spin freely. Do not press the brass paper fastener through the page.
5. Use the tab to hold and spin the circles to create a word with a beginning digraph sound and an ending sound. Write the word below the circle. Continue to spin the circles and find new words with the beginning digraph sounds. Write each word on the bottom of the page.

**Reflect on Learning**

To complete the left-hand page, have students draw four wheels with four spokes each. Then, students should write a beginning consonant digraph in the middle of each wheel. Instruct students to write different words that begin with each digraph on the spokes of the wheels.
Beginning Consonant Digraphs

A beginning consonant digraph combines two consonant sounds at the beginning of a word to make a new sound.

- sh
- ch
- th
- wh
- gl
- op
- et
- en
- unk
- ack
- ip
- in
- glue
Ending Consonant Digraphs

Students will need a sharpened pencil and a paper clip to complete the spinner activity.

Introduction

Write several -ch, -sh, and -th ending consonant digraph words on the board. Say the words aloud. Explain that a consonant digraph combines two consonant sounds to make a new sound. Discuss how the consonant digraph produces the new sound at the end in each word. Ask students to give more examples of words with ending consonant digraphs. Write them on the board as the students say them. Have volunteers come to the board and underline the ending consonant digraph in each word.

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 Ending Consonant Digraphs pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the definition piece and glue it to the left side of the page below the title. Discuss what an ending consonant digraph is.
4. Cut out the spinner and glue it beside the definition piece.
5. Cut out the flap. Apply glue to the back of the top section and attach it to the bottom of the page.
6. Use a sharpened pencil and a paper clip to create a spinner. Match each ending digraph spun to a picture on the flap. Fill in the blank with the ending digraph and color the picture. Continue spinning until each word on the flap is complete.
7. Brainstorm more words that contain the same ending consonant digraph sounds and write them under the flap. Highlight the consonant digraph in each word.

Reflect on Learning

To complete the left-hand page, have each student draw a tic-tac-toe board. With partners, students should take turns writing words with ending consonant digraphs in the boxes. The first student to get three correct words across, down, or diagonally wins the round. Have students play another round in their partners’ notebooks.
An **ending consonant digraph** combines two consonant sounds at the end of a word to make a new sound.

**Spin, Write, Color**

- wat _____
- too _____
- ba _____
- ben _____
- fi _____
- pa _____
- bru _____
- tra _____
- cou _____
Syllables

Introduction

Explain that a syllable is a unit of speech with one vowel sound. Write several one- and two-syllable words on the board. Have students listen as you identify and clap the number of syllables in each word. Then, have each student say her name aloud and clap the syllables. Have students clap out other words to hear how many syllables each word has.

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 Syllables pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the definition piece and glue it below the title. Complete the explanation. (Words are made up of parts called syllables.)
4. Cut out the two pockets. Apply glue to the back of the left and right sides and the bottom of each pocket and attach them side by side to the middle of the page.
5. Cut out the pencils. Say the word on each pencil and decide if it contains one or two syllables. Then, sort the words into the correct pockets.
6. Draw a T-chart below the pockets. Label the sides of the chart one and two. Write three more one- and two-syllable words in the correct columns.

Reflect on Learning

To complete the left-hand page, have students draw lines to divide their pages into two columns labeled One Syllable and Two Syllables. Write 10 one- and two-syllable words on the board. Then, have students write the words in the correct columns.
Words are made up of parts called **syllables**. Each syllable has a vowel sound. One way to count syllables is to clap as you say the word.

- art
- dollar
- jump
- school
- summer
- name
- window
- puppy
- twenty
- whale
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.
Cause and Effect

Introduction

Blow up a balloon. Use a needle to prick the balloon. Explain the difference between cause and effect to students. Cause is what happened first (pricking the balloon). Effect is the outcome or what happened next (the balloon burst).

Caution: Before beginning any balloon activity, ask families about possible latex allergies. Also, remember that uninflated or popped balloons may present a choking hazard.

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 Cause and Effect pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Cause and Effect flaps. Apply glue to the back of the top sections and glue them below the title.
4. Cut out the cause and effect definitions and glue them under the correct flaps. Complete the sentences. (The cause is what happened first. The effect is what happened next.)
5. Cut out the cause and effect flap book. Cut on the solid lines to create six flaps. Apply glue to the back of the center section and attach it to the page.
6. Label the arrows on the left cause and the arrows on the right effect.
7. Read each passage. Write the cause under each cause flap and the effect under each effect flap.

Reflect on Learning

To complete the left-hand page, have students draw at least one two-frame cartoon strip showing cause and effect. Ask students to label each frame as cause or effect.

Answer Key

Jose and his grandfather wanted to plant a garden to attract butterflies. Jose discovered that butterflies eat a lot when they grow up. Their garden needed plants that butterflies like to eat from.

Destini learned that people are not the only ones who create beautiful sounds and dance joyfully. Crickets chirp when looking for mates. Scout bees dance when they find lots of food.

Glaciers have an effect on the land as they travel. Because they pick up parts of the land as they move, glaciers can carve out large areas. As they melt, glaciers leave behind bits of earth.
Author’s Purpose

Introduction

Explain to students that authors have different reasons for writing. Write Persuade, Inform, and Entertain on the board, one below the other, to teach the mnemonic “PIE.” Read examples to the class—an ad to illustrate persuasive writing, a textbook page to illustrate informative writing, and a short story to illustrate entertainment. Ask students to offer other examples.

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 pie. Fold it in half horizontally with the text on the outside. Cut on the solid line. Unfold and fold it in half vertically. Cut on the solid line. Be careful not to cut all the way through. The pie will have four triangular flaps in its center.
4. Apply glue to the back of the outside edge of the pie and attach it to the center of the page.
5. Cut out the word pieces. Discuss the different types of writing. Glue the word pieces under the correct flaps.
6. Write the name of a favorite book or story under the Author’s Purpose flap and describe its purpose.

Reflect on Learning

To complete the left-hand page, have each student choose a book, an encyclopedia, a magazine or newspaper article, or an ad. Ask each student to write the title of his chosen piece, then tell what the author’s purpose was in writing it. He should cite evidence from the piece to support his opinion.

Answer Key
Author's Purpose

- Ad
- News article
- "The Three Little Pigs"
- Encyclopedia
- "Humpty Dumpty"
- Travel brochure
- Comic book
- Science book
- Anti-bullying pamphlet

Author's Purpose

- **Inform**
  - To teach the reader about something

- **Entertain**
  - To offer the reader enjoyment

- **Persuade**
  - To convince the reader of something

Why did the author write this?
Making Inferences

Introduction

Show students a homework assignment that is partially finished and also torn or dirty. Ask students to act like detectives, and put the clues together and figure out what happened to the homework. After students have exhausted possible scenarios, explain that they do similar detective work when they read. Clues in the writing help them understand what they are reading.

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 scene with the boy. Cut it in half on the solid line.
4. Apply glue to the back of the narrow right and left sections of the first scene and attach both pieces to the left side of the page below the title so that the edges meet.
5. Repeat steps 3 and 4 with the remaining scene, attaching it below the first scene.
6. Under the left side of each scene, write what each student did the night before the test. Under the right side of each scene, infer what grade each student probably got on the test. Explain your reasoning.
7. Cut out the riddle flaps. Apply glue to the back of the left sections and attach them to the right side of the page.
8. Read each riddle. Underline the clue words and phrases. Write the answer under each flap.

Reflect on Learning

To complete the left-hand page, have students write paragraphs about a fictional character with a special quality, like extreme intelligence or physical strength. They must describe this characteristic without naming it. For instance, they could write that someone “is able to lift a car” but cannot say someone is “strong.” Have them share their descriptions with partners to see if they can infer the special qualities described.

Answer Key

Scene with boy: He studied. He probably got an A. Scene with girl: She stayed up late playing on the computer. She probably got a bad grade because she did not study. Riddles: stamp, adhesive bandage, sun, magnet
Some people collect me. Without me, you wouldn’t get your cards in the mail. What am I?

I am a narrow, flexible strip. I protect wounds. I stick to skin but not to cuts. What am I?

I am a ball of hot gas. Astronomers study me. I burn brightly in the sky. What am I?

Metal objects cling to me. I have a north and a south pole. I stick to some fridges. What am I?
Story Elements

Introduction

Draw a graphic organizer on the board showing four lines coming out from a circle. Label the circle title. Label the rays Characters, Problem/Solution, Setting, and Plot. Choose a book students will know and write its title in the circle. After explaining to students that there are four basic elements to every story, have them volunteer details from the story for each ray.

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 Story Elements pages.
2. Cut out the title and glue it to the top of the page.
3. Choose a favorite book or read a new one. Write the title of the book and its author below the title.
4. Cut out the two rectangular pieces. Fold each rectangle on the dashed lines. Fold the first piece so that the gray glue section is inside the fold. Apply glue to the gray glue section and place the other folded rectangle on top so that the folds are nested and create a book with four cascading flaps. Make sure that the inside pages face up so that the edges of both pages are visible. Glue the back of the flip book to the page below the book title.
5. Cut out the story elements pieces. Glue one at the bottom of each page of the flip book in the order of Characters, Setting, Plot, and Problem/Solution.

Reflect on Learning

To complete the left-hand page, have students refer back to the flip book they made. Each student should choose one element and substitute different details. Ask them to describe how the story would change if the author used these details instead.
<table>
<thead>
<tr>
<th>Characters (Characters)</th>
<th>Problem/Solution (Problem/Solution)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting (Setting)</td>
<td>Plot (Plot)</td>
</tr>
</tbody>
</table>

**Story Elements**

- **Characters (Characters)**
- **Setting (Setting)**
- **Problem/Solution (Problem/Solution)**
- **Plot (Plot)**

- **glue**
Theme

Introduction

Emphasize to students that a theme is the message of a story—something that can be learned and used as a life lesson. Write nine common themes on the left side of a T-chart: courage, cooperation, loyalty, honesty, compassion, kindness, acceptance, perseverance, and responsibility. As a class, discuss what these mean. Write the details on the right side of the T-chart. Then, ask students to think of books or movies they have read or seen that contain any of these themes.

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 Theme pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the themes piece and glue it below the title.
4. Discuss each theme and give examples.
5. Cut out the magnifying glasses. Apply glue to the back of the handles and attach them to the page below the themes piece.
6. Read and discuss each passage. Write the theme illustrated in the passage on the glass flap. Use the words on the theme piece. Under the glass flap, explain your choice.

Reflect on Learning

To complete the left-hand page, have students write letters to the main characters in books they have read or movies they have seen. Students should tell the main characters what life lessons they learned from the books or movies.
Theme

The ant wanted to share the tasty leaf with his family. It was too big to carry. So, he chewed it into five pieces. This meant five trips home, but he made it!

In November 1960, Ruby Bridges became the first African American child to go to an all-white school. She was only in the first grade!

Kind strangers rescued a sick and hungry dog abandoned in a trash dumpster. As she healed, she taught Frankie, a scared pup, to play.

Hector found a dollar on the sidewalk. He wanted to keep it. Then, he heard a child crying, “Where is my bus money?” Hector said, “Here it is!”
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Look for these and other great Carson-Dellosa titles to support standards-based instruction in the classroom.

Interactive Notebooks
Grade 4
CD-104649

Applying the Standards Evidence-Based Reading
Grade 4
CD-104833

Applying the Standards Evidence-Based Writing
Grade 4
CD-104827

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
Thinking Stems for Reading Comprehension

Introduction

As a class, make a list of things readers do before reading, such as thinking about what they already know about a subject, recalling books they’ve already read by an author, reading the back cover, etc. Then, make a list of things readers do after reading, such as answering questions, looking for more books in a series, comparing it to similar stories, etc. Explain that good readers are active readers and also do things while reading.

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 Thinking Stems for Reading Comprehension pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the thinking stems flap book. Cut on the solid lines to create 10 flaps. Apply glue to the back of the center section and glue it to the page.

4. Discuss different ways each stem can be completed while reading a text. Write examples under each flap. It may be helpful to focus on one stem at a time and return to the page as new thinking stems are taught.

5. Focus on the symbols. Use the symbols to note related thinking stems in a reading journal while reading a story or informational text. For example, write a question mark and a short explanation of what is confusing at that moment during reading.

6. Cut out the Thinking Stems bookmark. Glue it to a piece of construction paper for durability. Keep it in a reading journal or in the current book you are reading to keep the symbols and thinking stems nearby when working in a reading journal.

Reflect on Learning

To complete the left-hand page, have students use the symbols and thinking stems to complete at least five thinking stems about a text they have recently read. When appropriate, students should include the title, author, and page numbers related to the thinking stems.
Thinking Stems for Reading Comprehension

- I predict...
- I wonder...
- I feel...
- This is confusing because...
- My connection is...
- This word means...
- This is important because...
- The main idea or theme is...
- I was right about...
- I was wrong about...
Introduction

Display a recipe, a comic strip, a poem, and a print advertisement. Ask students to describe the similarities and differences between the writing using the five Ws—who, what, when, where, and why. Guide students to understand that authors have different reasons for why they write.

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 PIE piece and glue it below the title.
4. Discuss the PIE mnemonic and how it can be used to remember the three major reasons authors write anything—to persuade, to inform, or to entertain.
5. Cut out the Persuade, Inform, Entertain, and Clues flaps. Apply glue to the back of each top section and attach them below the PIE piece so the top section of each Clues flap is covered by the Persuade, Inform, or Entertain flap.
6. Under each Persuade, Inform, or Entertain flap, record what the author is trying to do. For example, under Persuade, write The author is trying to convince the audience of their point of view, or try to get them to do something.
7. Under the Clues flaps, write key words and other clues that identify each type of writing.
8. Cut out the “Flavors” labels. Glue one below each Clues flap.
9. Cut out the example pieces. Sort them below the correct purpose for writing and glue each one in place.

Reflect on Learning

To complete the left-hand page, have students choose a purpose for writing and write a short piece. They should use key words and other techniques to clarify the purpose of their writing.

Answer Key
Persuade: advertisement, debate, editorial; Inform: brochure, encyclopedia, news article; Entertain: play, poem, story
Author's Purpose

Persuade
Inform
Entertain

advertisement
news article
story
encyclopedia
poem
debate
brochure
editorial
play

Persuade
Inform
Entertain

Clues
Clues
Clues

“Flavors” (examples)
“Flavors” (examples)
“Flavors” (examples)
Making Inferences

Introduction

Before the lesson, scatter clues around that indicate something happened. For example, food wrappers, crumbs, and a cup left on the table could signify a snack. Have students determine what happened and identify the clues that helped them figure it out. Explain that, like detectives, readers use clues to make inferences while reading.

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 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. Discuss how making inferences requires using what the reader already knows combined with what the text states to make a conclusion, or inference. Under each flap, write examples of the types of details that can be used. For example, under what I know, write observations and experiences. Under what the text says, write character actions or descriptions. Under make inferences, write a character’s feelings.

5. Cut out the six stone flaps and the flag.

6. Make an inference from a recently read story and write it on the flag. On each stone flap, write a clue that led you to the inference. You may not use all of the stones. Apply glue to the back of each top section. Attach each flap to the page, creating a pyramid. Glue the flag at the top.

7. Under each flap, write I know or text to identify the type of clue.

Reflect on Learning

To complete the left-hand page, read the following sentences aloud. Then, have students describe what they can infer about Ian’s situation.

Ian stepped into the room. It buzzed with noise and activity. His mouth went dry and his stomach started turning flips. He glanced left and right at the sea of tables. He saw empty seats here and there, but he didn’t see any familiar faces. He considered turning around, but he was hungry, and he wouldn’t get another chance to eat until dinner.
Making Inferences

When reading, I can use...

what I know

what the text says

make inferences

Making Inferences
Story Elements

Introduction
Remind students of a familiar series of novels based on a familiar set of characters. Discuss what is similar among the novels (the characters), and what changes (the setting, events, problems, etc.). Create a list of the differences to return to at the end of the lesson.

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 Story Elements pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the toolbox piece. Cut on the solid line to cut it in half. Apply glue to the back of the top section of the flap and attach it below the title. Glue the bottom half of the toolbox to the page so it aligns with the top of the toolbox when the flap is down.
4. Cut out the tools piece. Glue it under the toolbox flap.
5. Complete the definition for story elements (tools authors use when creating a story).
6. Under the flap, label each tool with a story element: characters, plot, problem, and setting.
7. Cut out the Story elements flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the top section and attach it to the bottom of the page.
8. Write the title of a story you have recently read in the top section of the flap book. Under each flap, write related details for that story.
9. Return to the list created during the introduction of the lesson. Identify the items that relate to story elements. For example, events that are different between stories would be part of the plot. Discuss how sometimes authors keep some elements similar to engage readers of other books in the series, but change others to keep the stories fresh and interesting.

Reflect on Learning
To complete the left-hand page, have students consider why each of the story elements are necessary. Students should identify each of the elements for a story they have recently read and describe how the story would have been different if any of the elements had been missing.
Story Elements

Authors use when creating a ________________

Story elements for ________________________

setting  characters  problem  plot
Theme

Introduction

Ask students to share with the class about a time they attended a party that had a theme, visited a theme park, or enjoyed a familiar theme song. Then, discuss how the word theme ties in all of the things that were shared to come up with a general definition for the word theme.

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 Theme pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the What is the theme? piece and the lightbulb piece. Fold the What is the theme? piece on the dashed line and then open it so that the blank side is faceup. Fold the tabs on the lightbulb on the dashed lines. Apply glue to the back of the tabs. Place the lightbulb on top of the What is the theme? piece so that the tabs meet the left and right edges and the lightbulb touches the top and bottom edges. Fold the piece closed like a book, pulling the lightbulb out so it folds in half down the center to create a pop-up book. Apply glue to the gray glue section on the back of the book and glue it below the title.
4. Cut out the star and glue it to the bottom left of the page.
5. At each point of the star, write a common theme, such as love conquers all, good vs. evil, growing up, always be honest, and loyalty to family. You may write more themes around the star as you think of them.
6. Cut out the flap book. Cut on the solid lines to create three flaps. Apply glue to the back of the left section and attach it to the bottom right of the page.
7. Under each flap, write the theme of each familiar story.

Reflect on Learning

To complete the left-hand page, have students choose one of the common themes brainstormed on the right-hand side of the page. Then, students should write a short story based on that theme.
Theme

The theme of...

- The Three Little Pigs is...
- Cinderella is...
- Robin Hood is...

What is the theme?

The BIG idea!

common themes

glue
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Interactive Notebooks

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

<table>
<thead>
<tr>
<th>🌟</th>
<th>I wonder...</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊</td>
<td>I feel...</td>
</tr>
<tr>
<td>✅?</td>
<td>This is confusing...</td>
</tr>
</tbody>
</table>

#### Interact

| ➔ | I predict... |
| ⚪️ ⚪️ | My connection is... |
| ✓ or ✗ | 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...
  - ✓ or ✗ 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

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.

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.”

Now, US citizens over the age of 18 are allowed to vote in elections. But, it wasn’t always that way. In 1869, 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.
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**

**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 __________.

**Free Verse**

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

**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.
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.
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 FOR DEEPER MEANING

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
What idea or opinion do you have about what you just read?

If you're answering a specific question, be sure to restate the question when you make your claim.

Question:

Why did the author write "Life of a Honeybee"?

I think the author wrote "Life of a Honeybee" to make people aware that the honeybee population is really declining.

What led you to that idea?

Provide supporting evidence from the text.

You can quote directly from the text:

In the first paragraph, the author writes that, "On average, beekeepers are reporting losses of more than a third of their hives."

Or you can paraphrase:

The author says that the pollination of food crops is dependent on honeybees.

How does the evidence support your idea?

Explain how the quotes and paraphrases you mentioned support your idea.

The author uses the statistic to get the attention of readers because the numbers show that the bee population is really declining.

or

The author is making a connection between the honeybee decline and how our food supply may be in trouble.

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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.

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.

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.

persuade  entertain  inform
persuade  entertain  inform

Author’s Purpose
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.
“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?
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

Genre

Realistic Fiction

Poetry

Historical Fiction

Drama

Fantasy
Interactive Notebooks

LANGUAGE ARTS

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  Grammar
  Grades 7-8
  CD-3744

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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!

LOL Funny Part Confusing Part Favorite Part Exciting Part Important Part Prediction Visualize Inference New Information Connection

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

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Taking Notes While Close Reading

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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 is the ________________________________ toward a topic or subject. Authors can create tone with their ________________________________ of ________________________________.

Mood is the ________________________________ about the author’s words.

---

The solemn evening light deepened into a darkness that spread across the barren land. With stooped shoulders, Jim began walking.

The finish line was within sight now. Connor’s legs burned, but he pushed on, telling himself that if the unthinkable happened and he collapsed, he would drag himself across the line one way or another.

Jagged lightning lit the drenched trees. Mya trembled, understanding the danger of staying where she was. The cave may be her only hope of surviving the night, but there was no mistaking the low growl she heard from within.

As fireworks glittered across the sky, a flag-waving crowd of thousands turned toward Lady Liberty lifting high her lantern of freedom.
**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 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.
A plot diagram helps readers understand the plot in a story from beginning to end.

**Exposition**
- The story begins.
- Characters and setting are introduced.

**Rising Action**
- The story is at a turning point. The conflict reaches a peak.

**Climax**
- The story is at a turning point. The conflict reaches a peak.

**Falling Action**
- Events now lead to the end of the story.

**Resolution**
- The story ends. The conclusion reveals the solution to the conflict.

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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.
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 flaps. 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. 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.

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.
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.

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

A struggle between a character and his/her conscience
A struggle between a character and natural elements beyond his/her control
A struggle between two characters
A struggle between a character and a larger group, community, or society

Four Types of Conflict
Interactive Notebooks

**LANGUAGE ARTS**

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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?

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.

Who or what will greet Sheila?

Ed slept as late as possible. When he got up, he slammed his hand down on the alarm and stomped across the room.

How does Ed feel about what he has to do today?

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.

What did Andy do wrong?

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.”

Which subject is Marta’s least favorite?
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.
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: Reword (replace words and phrases with synonyms when possible), Rearrange (rearrange words within sentences to make new sentences), and Recheck (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.
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.”)
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.
Interactive notebooks are a fun new way to teach and reinforce effective note taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new math 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.
## Interactive Notebook Grading Rubric

<table>
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<th>Score</th>
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| 4     | Table of contents is complete.  
       | All notebook pages are included.  
       | All notebook pages are complete.  
       | Notebook pages are neat and organized.  
       | Information is correct.  
       | Pages show personalization, evidence of learning, and original ideas. |
| 3     | Table of contents is mostly complete.  
       | One notebook page is missing.  
       | Notebook pages are mostly complete.  
       | Notebook pages are mostly neat and organized.  
       | Information is mostly correct.  
       | Pages show some personalization, evidence of learning, and original ideas. |
| 2     | Table of contents is missing a few entries.  
       | A few notebook pages are missing.  
       | A few notebook pages are incomplete.  
       | Notebook pages are somewhat messy and unorganized.  
       | Information has several errors.  
       | Pages show little personalization, evidence of learning, or original ideas. |
| 1     | Table of contents is incomplete.  
       | Many notebook pages are missing.  
       | Many notebook pages are incomplete.  
       | Notebook pages are too messy and unorganized to use.  
       | Information is incorrect.  
       | Pages show no personalization, evidence of learning, or original ideas. |
Number Words and Sets 0 to 5

Introduction

Read a picture book about counting numbers. Discuss the number words in the text. Write the number 1 on the board. Write the number word *one* below it. Ask students if they think the two mean the same thing. Have a volunteer come to the board and draw one object. Explain that a number represents an amount and that these are three ways to express the number 1 or the amount of 1. Continue introducing the other numbers 0 to 5 in the same manner. Discuss why the number 0 does not have a set of objects.

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 Number Words and Sets 0 to 5 pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flower piece. Cut on the solid lines to create six petal-shaped flaps. Apply glue to the back of the center section and attach it to the page.
4. Count the numbers aloud, beginning with zero. Then, trace each number and the number word.
5. Draw a set of objects under each flap to represent the number.

Reflect on Learning

To complete the left-hand page, have students write each number word and number. Then, have students trace the number word and number three times each with different colors creating a rainbow effect.
Number Words and Sets 0 to 5

I Know My Numbers 0 to 5!

zero
two
three
four
five
one
Number Words and Sets 6 to 10

Introduction

Read a picture book about counting numbers. Discuss the number words in the text. Draw six objects on the board. As a class, count each object. Write the number word six under the objects. Have a volunteer come to the board and write the number 6. Explain that a number represents an amount and that these are three ways to express the number 6 or the amount of 6. Continue introducing the other numbers 7 to 10 in the same manner. Ask students what they notice about the number 10. A possible answer may be that it has two digits.

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 Number Words and Sets 6 to 10 pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flap book. Cut on the solid lines to create five flaps. Apply glue to the back of the left section and attach it to the page.
4. Count the numbers aloud, beginning with six. Then, trace each number and the number word.
5. Draw a set of objects under each flap to represent the number.

Reflect on Learning

To complete the left-hand page, have students write each number word and number. Provide students with magazines and newspapers to find the number or number words six through ten. Have students glue them to the page next to the corresponding numbers.
I know my numbers 6 to 10!

6 — six

7 — seven

8 — eight

9 — nine

10 — ten
Counting Objects 1 to 5

Introduction

Draw five baskets on the board. Number the baskets 1 to 5 in random order. Draw an apple in the basket marked 1. Ask students why only one apple is in the basket. Review how a number represents an amount. Have volunteers come to the board and draw the correct number of apples in the remaining baskets.

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 Counting Objects 1 to 5 pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the chef flap. Apply glue to the back of the top section and attach it to the page.

4. Cut out the pie cards. Count the number of pies on each card. Match each pie card to the correct number and glue the card on the gray glue space.

5. Draw a set of objects under each flap. Then, write the correct number to represent each set.

Reflect on Learning

To complete the left-hand page, have students draw five circles or “pizzas.” Students should write a number 1 to 5 below each pizza. Then, have students draw a corresponding number of toppings on each pizza. For example, a pizza with the number 5 below it may have five slices of pepperoni drawn on it. Allow time for students to share their work.
Counting Objects 1 to 5

I can count objects up to 5!

I
2
3
4
5

glue

pie pies
pie pies pie pies
pie
pie
Counting Objects 6 to 10

Introduction

Write the numbers 6 to 10 on separate index cards. Give the cards to five students or groups of students. Have them collect sets of objects to represent their numbers. For example, 6 pencils, 7 pieces of paper, 8 books, 9 markers, or 10 crayons. Have students bring their objects to the front of the room. As a class, count the objects aloud to see if the correct numbers were collected.

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 Counting Objects 6 to 10 pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the sock flaps. Apply glue to the back of the top section of each flap and attach it to the page.
4. Count the objects on each sock. Write the number under each flap.

Reflect on Learning

To complete the left-hand page, have students draw five socks. Students should write a number 6 to 10 below each sock. Then, have students draw a corresponding number of dots on each sock. For example, a sock with the number 6 below it should have six dots drawn on the sock.
Counting Objects 6 to 10

How Many Dots?

How Many Flowers?

How Many Stars?

How Many Hearts?

How Many Cats?
Number Order 1 to 10

Introduction

Display a number line 0 to 10. Ask students what they notice about the number line. Some possible answers may include that the number line begins at 0 or that it displays numbers in order. Have 10 volunteers stand at the front of the room. Beginning with the first student, count the number of students aloud, moving from one student to the next as you count. Explain that number order means a sequence of one number to the next (ascending order). Discuss how numbers can also be sequenced backward in descending order.

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 Number Order 1 to 10 pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the number line. Glue it below the title. Count along the number line and write each number as you count.
4. Cut out the caterpillar flap. Apply glue to the back of the top section and attach it below the number line.
5. Complete the number sequence on the caterpillar by writing the correct number in each blank.
6. Practice writing the numbers 1 to 10 in ascending and descending order under the flap.

Reflect on Learning

To complete the left-hand page, have students draw 10 blocks. Students should draw a dot in the first block and label it 1, two dots in the second block and label it 2, continuing the process until they have drawn 10 dots in the last block and labeled it 10. Have students practice counting the dots aloud in ascending and descending order.
Interactive notebooks are a fun new way to teach and reinforce effective note taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new math 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 math topics

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Using a Hundreds Chart

Each student will need a blank copy of a hundreds chart to complete the left-hand side of the notebook page.

Introduction

Display a hundreds chart. Ask students to tell you what patterns they see on the hundreds chart. A possible answer may be that all of the numbers in the last column end in zero. Model examples of how to use a hundreds chart such as counting forward to add on to a given number or counting backward to subtract from a given number. Encourage students to use a hundreds chart as a resource tool for solving math problems.

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 Using a Hundreds Chart pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the hundreds chart piece. Cut on the solid lines to create three flaps on each side. Apply glue to the back of the center section and attach it vertically to the page.
4. Count to fill in the missing numbers on the hundreds chart.
5. Read and complete the activities on each flap. Write the answers for the activities under the flaps.

Reflect on Learning

To complete the left-hand page, provide each student with a copy of a blank hundreds chart. Have students fill in the charts. Then, say the following clues and have students color the number for each clue: One more than 23, one less than 29, ten more than 36, one less than 60, one more than 52, one less than 65, one more than 67, ten more than 65, ten less than 86, and one less than 78. The correct answers will create a smiling face on the hundreds chart. Have students glue their hundreds charts onto their pages.
### Using a Hundreds Chart

#### Start at 63.
- Count forward 20 spaces.
- What number did you land on?

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#### Start at 50.
- Count back 10 spaces.
- What number did you land on?

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#### Start at 17.
- Count forward 9 spaces.
- What number did you land on?

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#### Color your favorite number.
- Why is it your favorite?

#### Start at 10 and skip count by tens.
- Color each number you count green.
- What is the last number you landed on?

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</tr>
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</table>
Tens and Ones

Each student will need between 11 and 19 straws and a rubber band to complete the introduction activity.

Introduction

Ask students to share what they know about tens and ones. Explain that there are 10 ones in a ten. Ask students to think of things that come in tens such as fingers and toes. Demonstrate grouping by tens and adding on ones by bundling straws. Distribute between 11 and 19 straws to each student and have them count the number of straws. Have students count 10 straws and bind them with a rubber band. Now, have them count the straws again. Ask students if they counted differently with and without the straws bundled and which way was easier. Explain how tens and ones are added together to make two-digit numbers.

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 Tens and Ones pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flaps. Fold them on the dashed lines. Apply glue to the back of the bottom section of each piece and attach it to the page.
4. On each flap, color the hundreds block with the correct tens and ones. Next, count the tens and ones to complete the bottom section of the flap. Finally, write the correct number on the top of each flap (49, 20, 55, 72, 18, 61).

Reflect on Learning

To complete the left-hand page, have each student write a reflection to answer the following prompt: How does counting and grouping by tens make counting easier? Students should draw pictures or use words to explain their reasoning.
Tens and Ones

40 + 9
_____ tens
_____ ones

20 + 0
_____ tens
_____ ones

50 + 5
_____ tens
_____ ones

70 + 2
_____ tens
_____ ones

10 + 8
_____ tens
_____ ones

60 + 1
_____ tens
_____ ones
Two-Digit Place Value

Introduction

Draw a T-chart on the board. Label the left side Tens and the right side Ones. Write the number 14 in the chart, placing the 1 in the Tens columns and the 4 in the Ones column. Explain that the 1 is written in the tens column because there is 1 ten in the number 14. Explain that the 4 is written in the ones column because there are 4 ones in the number 14. Provide examples in the chart of single-digit numbers and two-digit numbers with no ones. Then, say a number and have a volunteer come to the board and write it correctly in the T-chart. Repeat the activity as time allows.

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 Two-Digit Place Value pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the gum ball machine flaps. Apply glue to the back of the top section of each flap and attach it to the page.
4. Color the gum balls on each flap according to the title. For example, the Has Tens and Ones flap should have the 16, 42, 22, 81, and 99 gum balls colored.
5. Under each flap, write more numbers that follow the rule on the flap.

Reflect on Learning

To complete the left-hand page, have each student write a reflection to answer the following prompt: Why is it important to understand place value when working with numbers? Students should draw pictures or use words to explain their reasoning.
Two-Digit Place Value

Has Tens and Ones

30 16 8
20 4 99 7
42 81 22

Has 5 Ones

55 75 90
5 67 33 20
25 92 65

Has Only Ones

8 90 5
6 88 43 12
19 2 3

Has Only Tens

70 44 30
28 90 50 9
60 32 5
Adding and Subtracting Ten

Introduction

Display a hundreds chart. Point out a number on the chart. Have students observe the numbers directly above and below the number you are pointing to. Explain that if you move 10 spaces backward on the hundreds chart, you will subtract 10 from the number you started with. Explain that if you move 10 spaces forward on the chart, you will add 10 to the number you began with. Discuss how the tens place increases by one when moving ahead 10 spaces or decreases by one when moving back 10 spaces. Provide each student with a hundreds chart. Students should practice adding and subtracting 10 from various numbers on their charts.

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 Adding and Subtracting Ten pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the heart flaps. Apply glue to the back of the center section of each heart and attach it to the page.
4. For each flap, look at the number in the center of the heart. Write the number that is 10 more under the flap on the right. Then, write the number that is 10 less under the flap on the left.

Reflect on Learning

To complete the left-hand page, have students draw four hearts and then write a number in the center of each one. Have students exchange notebooks with partners and add 10 to and subtract 10 from the number in each heart. After returning the notebooks, have students use hundred charts to check their partners' work.
Adding and Subtracting Ten

Ten Less 60 Ten More
Ten Less 44 Ten More
Ten Less 21 Ten More
Ten Less 73 Ten More
Ten Less 52 Ten More
Ten Less 35 Ten More
Comparing Numbers

Introduction

Write the numbers 40 and 55 on the board. Ask students to tell you what they know about the two numbers. Ask which is the greater number. Explain that when comparing numbers, they should look at the number in the tens place first. The number with the greater digit in the tens place is the greater number. Then, write 45 and 48 on the board. Explain that if the tens are the same, then they should look at the number in the ones place. Review the less than, greater than, and equal to symbols. Demonstrate how to use them to compare two numbers.

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 Numbers pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Remember to compare piece and glue it below the title.
4. Cut out the flap book. Cut on the solid lines to create three flaps. Apply glue to the back of the left section and attach it to the page.
5. Complete the number cards by writing >, <, or = to compare the numbers on each card. Cut out the cards. Sort and glue the cards under the correct flaps.
6. Write one more true number comparison under each flap.

Reflect on Learning

To complete the left-hand page, write two numbers on the board. Have students copy the numbers and compare them using the correct symbol. Then, have students use pictures and words to explain why the comparison is true.
Interactive Notebooks

Math

Interactive notebooks are a fun new way to teach and reinforce effective note taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new math 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.

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Solving Word Problems

Introduction

Give each student a word problem, such as "Last year Juan had 20 fish. Now, Juan has 16 fish. Yesterday, he gave 5 of them to his cousin. How many fish does Juan have left?" Read the problem aloud. Ask students to circle all of the numbers in the problem. Have them study the circled numbers and place an X on any numbers they do not need. Ask students if this is a subtraction or addition problem. Have them circle the clues or key words (left). Then, have students draw pictures to represent the parts of the word problem. Finally, have them write number sentences and solve for the answer.

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 Solving Word Problems pages.

2. Cut out the title and glue it to the top of the page.

3. Complete the sentence. (A word problem uses words and numbers to ask a math question.)

4. Cut out the word problem strategies flap book. Apply glue to the back of the center square and attach it below the title so that it is oriented as a square.

5. Cut out the word problem. Glue it to the middle section of the flap book.

6. Read the word problem and follow the strategies on each corner flap. Under each flap, write the information gained or explain how this strategy helped.

7. Cut out the plus and minus signs and glue them below the flap book. Discuss the key words on each and how they can be used as clues when solving word problems. Find the key word in the word problem and highlight it.

8. Use all of the information you gathered about the problem to solve for the answer. Write the answer in the center of the flap book.

Reflect on Learning

To complete the left-hand page, have students write their own word problems. Have students exchange notebooks with partners and solve each other’s word problems.
Dante has 9 action figures and Jose has 8. How many action figures do they have altogether?
Mental Math

Introduction

Write the problem $18 - 9$ on the board. Ask students to solve the problem in their heads without using paper or fingers. Ask students who found the correct answer to explain how they solved the problem. Write their strategies on the board. Tell students that there are many different strategies to solve math problems.

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 Mental Math pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the definition. (Using strategies to solve problems in your head)
4. Cut out the Mental Math Strategies 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 title.
5. Discuss the strategy on each flap with a partner. Then, write an explanation of each strategy in your own words under the flap.
6. Cut out the octagonal flap book. Cut on the solid lines to create six flaps. Apply glue to the back of the center section and attach it to the bottom of the page.
7. Mentally solve each problem using one of the three strategies and write the answer on the underside of the flap. Under the flap, write which strategy you used to solve it.

Reflect on Learning

To complete the left-hand page, have students write three addition problems and three subtraction problems. Have students exchange notebooks with partners and place the notebooks facedown. Set a timer. Have students quickly flip over their notebooks and use strategies to mentally solve each problem, one at a time. Have students keep practicing until they can solve the problems in five seconds or less.
Mental Math

Using _______________ to _______________ problems in your _______________

Mental Math Strategies

use doubles

use tens

count on or count back

Solve using mental math strategies.

18 + 2
15 - 7
19 - 1
13 - 8
5 + 6
Even and Odd Numbers

Introduction

Give each student a handful of linking cubes. Tell students to count out 8 cubes and line them up in equal groups of 2. Ask them if there are any cubes left over from the set of 8. Write the number 8 on the board and label it even. Then, ask students to count out 11 cubes and line them up in equal groups of 2. Ask them if there are any cubes left over. Write the number 11 on the board and label it odd. Have students count out other numbers on their own and volunteer whether they are odd or even.

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 Even and Odd Numbers pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Even numbers end with piece and glue it below the title.
4. Complete the explanation (Even numbers end with 0, 2, 4, 6, or 8. Odd numbers end with 1, 3, 5, 7, or 9.)
5. Cut out the street and glue it below the Even numbers end with piece, leaving enough space to glue houses above it. Write Even on the top half of the street and Odd on the bottom half.
6. Cut out the houses. Glue them to the correct sides of the street. Add details such as chimneys, trees, bushes, people, etc., as desired.
7. Cut out the Even and Odd Street flap book. Apply glue to the back of the center section and attach it to the bottom of the page.
8. In the blank beside each number, write odd or even. Under the left flap, label the space Odd. Write more odd numbers under the flap. Under the right flap, label the space Even. Write more even numbers under the flap.

Reflect on Learning

To complete the left-hand page, have each student draw a chart with numbers from 1 to 20. Ask them to color all of the odd numbers blue and the even numbers yellow. Finally, have each student write a sentence below the chart that describes the pattern of the odd and even numbers, such as All of the yellow numbers end in 0, 2, 4, 6, or 8.
### Even and Odd Numbers

**Even numbers end with** ____ , ____ , ____ , ____ , or ____.

**Odd numbers end with** ____ , ____ , ____ , ____ , or ____.

<table>
<thead>
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<td>15</td>
<td>10</td>
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Arrays

Introduction

Give each student a handful of linking cubes. Have students make 3 rows of 3 where the rows and columns are equally spaced. Tell students that this pattern is called an array. Ask students to count the cubes. Then, ask students to note that there are 3 rows of 3. Ask students to add 3 plus 3, and then add 3 more. Discuss which method was faster and easier. Explain that arrays can make it easier to solve multiplication and division problems. Repeat this process up to 5 rows of 5.

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 Arrays pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the definition of an array. (An array is a set of objects shown in equal rows and columns.)
4. Cut out the four puzzle pieces. Glue the pieces with arrays below the title. Look at each array and discuss the related addition sentence. Glue the correct puzzle piece below each one. Complete the number sentences (4 + 4 = 8 and 5 + 5 + 5 = 15).
5. Cut out the apples and pears pieces and glue them below the puzzles. Complete the addition sentences (5 + 5 = 10 and 4 + 4 + 4 = 12).
6. Cut out the My Array flap. Apply glue to the back of the left section and attach it to the bottom of the page.
7. Draw an array on top of the flap. Under the flap, write two related addition sentences (rows + rows and columns + columns). Discuss how no matter which way you add, the answers are still the same.

Reflect on Learning

To complete the left-hand page, have students make their own arrays with up to 25 linking cubes. Students should write two related addition sentences to match each array.
An array is a set of __________ shown in equal __________ and __________.

My Array
Patterns

Introduction

Draw a pattern of alternating stars and circles. Ask students to name the shapes aloud, starting at the left and moving right. Ask if they noticed a part that repeats. Explain that this is called a pattern. Have a student come to the board and circle the set of objects that repeat. Ask another student to draw the next object in the pattern. Repeat the activity with other patterns. Finally, extend this lesson with patterns that use motions and sound, such as clapping and tapping.

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 Patterns pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Key flap. Apply glue to the back of the top section and attach it below the title.
4. Color the beads with the correct colors to complete the key in the top section (red, orange, yellow, green, and blue). Then, use the key to color the labeled beads of the first strand of beads. Discuss the pattern and continue it on the unlabeled beads. Repeat the process with all three strands.
5. Under the flap, draw a string of 9 beads. Color the first 6 beads in a pattern. Exchange notebooks with partners. Identify the pattern. Then, use crayons to extend the pattern.
6. Cut out the two shape flaps. Apply glue to the back of the left sections and attach them to the bottom of the page.
7. Identify the pattern on each flap. Then, draw shapes to extend the pattern. Under the flaps, explain the patterns.

Reflect on Learning

To complete the left-hand page, have students draw several patterns created with objects, shapes, or colors. Have students exchange notebooks with partners and extend each other’s patterns.
Patterns

Key

R O Y G B

R Y B R Y B
G G B G G B
Y O Y Y O Y

Patterns
Interactive Notebooks

MATH

Grade 3

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Place Value

Introduction

Review simple place value. Write three digits on the board such as 4, 8, and 2. Challenge students to use the digits to write the smallest number they can. Then, have students use the same digits to write the greatest number they can. Have students explain how they knew the best order to arrange the digits to form the smallest and greatest numbers.

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 Place Value pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the piece with six boxes. Apply glue to the back of the tabs and attach it below the title, leaving space above it.
4. Label each box with the place values from ones to hundred thousands. Color the hundreds period one color and the thousands period a different color.
5. Cut out the pocket. Apply glue to the back of the tabs and attach it to the bottom of the page.
6. Cut out the number and comma pieces. Store them in the pocket created in step 5.
7. Say values such as 7 hundreds, 3 thousands, etc. Place the number cards in the place value pocket to create a six-digit number with the matching values. Record the number on the page below the pocket.
8. Cut out the three form flaps. Apply glue to the back of the top sections and attach them to the bottom of the page.
9. Under each flap, write the correct form of the number written above.

Reflect on Learning

To complete the left-hand page, have students explain how many total hundreds are in the following numbers: 3,400; 45,000; 1,200; and 67,550. For example, there are 15 hundreds in 1,500.
<table>
<thead>
<tr>
<th>standard form</th>
<th>word form</th>
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<td>667788</td>
</tr>
<tr>
<td>222</td>
<td>33445</td>
<td>667788</td>
</tr>
</tbody>
</table>
Rounding Numbers

Introduction

Have students pretend they are planning a festival. Last year, 689 people attended the festival. Ask students how many T-shirts they think need to be ordered. How many hot dogs do they need to buy? How many drinks? Write the answers on the board and discuss the numbers. Were they specific numbers like 689 or more rounded numbers like 700? 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 Rounding Numbers pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the Rounding a number flap. Apply glue to the back of the top section and attach it below the title.

4. Discuss what it means to round a number. Complete the sentence. (Rounding a number means finding a nearby number that is easier to use.) Discuss scenarios when it would be helpful to round numbers.

5. Cut out the 20, 30, 40 number line and glue it under the flap.

6. Cut out the 34 bird. Glue it in the correct place on top of the flap. Lift the flap and draw a dot where 34 is on the number line. Decide which ten 34 is closest to, 30 or 40. Draw arrows on the flap and the number line to show which number 34 should round to.

7. Repeat step 3 with the 500, 600, 700 flap and repeat steps 5 and 6 with the 500, 600, 700 number line and the 571 bird.

8. Discuss the rules for rounding numbers. Write the rules on the page below the 500, 600, 700 flap.

9. Cut out the flap books. Cut on the solid lines to create three flaps on each book. Apply glue to the back of the left sections and attach them to the bottom of the page.

10. Follow the directions on each flap book. Write the rounded number under each flap.

Reflect on Learning

To complete the left-hand page, have students describe how they think they would round a number to the nearest thousand. Write the number 1,232 on the board. Have students use number lines or other methods to describe how to round it to the nearest thousand.
Rounding a number means finding a ____________ number that is easier to use. Use a number line to help you decide when to round up or round down.

Round to the nearest 10.

- 91
- 48
- 25

Round to the nearest 100.

- 107
- 645
- 383
Comparing and Ordering Numbers

Introduction

Review place value. Say different values and have students build the numbers. For example, if you say 4 tens, 2 thousands, 7 ones, and 9 hundreds, students should write 2,947. Repeat several times. Then, have students find the numbers in their lists with the greatest number of ones, the greatest number of tens, etc.

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 Ordering Numbers pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flap. Apply glue to the back of the top section and attach it to the top left of the page.
4. Complete the steps on the flap by filling in the blanks. (1. Start with the greatest place value. 2. Move right until you find different digits. 3. Then, compare using those digits.)
5. Cut out the number line and glue it under the flap.
6. Mark the example numbers from the flap on the number line. Write a true comparison sentence with the numbers (3,081 > 3,018).
7. Cut out the piece with the equal sign. Apply glue to the back of the middle section. Attach it to the center of the bottom half of the page so that the flaps open up and down.
8. Flip down the top flap and draw a less than symbol (<) on it. Flip up the bottom flap and draw a greater than symbol (>) on it.
9. Cut out the pocket. Apply glue to the back of the tabs and attach it to the page beside the To compare numbers piece.
10. Cut out the number cards. Place one card on each side of the symbols piece. Unfold the flaps to create a true number comparison. Or, choose three or more cards to place in order from least to greatest or greatest to least. For more practice, write additional numbers on the backs of the cards. Store the cards in the pocket when not in use.

Reflect on Learning

To complete the left-hand page, have students write all six numbers from the right-hand page in order from least to greatest. Then, students should add a number that would belong between the two middle numbers.

16
Comparing and Ordering Numbers

To compare numbers:
1. Start with the __________________ place value.
2. Move __________________ until you find __________________ digits.
3. Then, compare using those __________________.

7,345 7,453 3,475
5,734 5,034 3,774
Adding and Subtracting within 1,000

Introduction

Review regrouping and borrowing. Provide pairs of students with sets of base ten blocks. Have each pair start with a hundreds flat. Write the problem $100 - 78$ on the board and have students borrow from the hundreds flat to solve the problem. Next, have students start with four tens rods and six ones cubes. Write the problem $46 + 39$ on the board and have students regroup by exchanging their ones cubes for a tens rod to solve the problem.

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 Adding and Subtracting within 1,000 pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the base ten blocks key and glue it below the title.
4. Cut out the trifold pieces. With the blank sides faceup, fold the top and bottom sections on the dashed lines so that the small pieces overlap the large pieces. Apply glue to the gray glue sections and attach them to the page.
5. Solve each problem. Write the answer on the small flap. Inside each trifold piece, draw base ten blocks to show the borrowing or regrouping done in the problem.

Reflect on Learning

To complete the left-hand page, have students choose one of the addition problems and one of the subtraction problems from the right-hand side of the page. Students should explain or show the strategies they used to solve each problem.

Answer Key

$856 + 171 = 1,027; 438 + 366 = 804; 527 - 404 = 123; 780 - 639 = 141$
Adding and Subtracting within 1,000

\[
\begin{align*}
856 & + 171 & 438 & + 366 & 527 & - 404 \\
780 & - 639 & & & & 
\end{align*}
\]
Understanding Multiplication

Introduction

Review arrays. Provide students with manipulatives such as counters or tiles. Write a repeated addition sentence on the board and have students model and solve it with an array. Then, have students create arrays and share the related addition sentences.

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 Understanding Multiplication pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the definition of multiplication. (Multiplication is repeated addition.)
4. Cut out the balloon piece and glue it below the title.
5. Look at the balloons and discuss different ways to group them evenly. Draw circles around the rows to create three groups of four. To the right of each row, write the total number of balloons. Then, write the sum for the addition sentence. Discuss how the grouping and repeated addition translate into a multiplication sentence. Complete the number sentences (3 groups of 4, \(3 \times 4 = 12\)).
6. Cut out the array flaps book. Cut on the solid lines to create six flaps. Apply glue to the back of the center section and place it below the balloon piece.
7. On each flap, draw circles to show equal groups. Under each flap, write the related multiplication sentence and solve it.
8. Cut out the pocket. Apply glue to the back of the tabs and attach it to the bottom right of the page.
9. Cut out the stars. Use the stars to create different arrays. Write a multiplication sentence for each array on the page and solve it. Store the stars in the pocket when not in use.

Reflect on Learning

To complete the left-hand page, display a non-square array (such as a 4 by 7 array or a 3 by 8 array) on the board. Have students explain two different ways to solve the array and write the related multiplication sentence for each way. Students should describe why the two multiplication sentences are related.
Understanding Multiplication

Multiplication is ________________   ________________.

____ groups of ____

or

+ ______  _____ × _____ = ______

Write the multiplication sentence. Then, solve.
Interactive notebooks are a fun new way to teach and reinforce effective note taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new math 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.
Place Value

Introduction

Review simple place value with students. Distribute index cards with ones, tens, and hundreds written on them. For an irregular number of students, include cards with thousands and commas as well. Have students find other students to create the hundreds period in the correct order. Then, once students have correctly demonstrated the hundreds period, ask them to write digits on the back of their index cards to create a number with the value of 4 tens, 7 ones, and 2 hundreds. (Add a thousands value as needed.)

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 Place Value pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the two blank rectangular pieces. Apply glue to the gray glue section and lay the right edge of the smaller piece on top to create a long rectangle with four sections of three.
4. Write the name of each period in the space at the top of each section. Then, write the name of each place in the rectangle below the period name. Fold the two outer sections in on the dashed lines. Apply glue to the back of the millions and thousands section and attach the piece to the page below the title.
5. Cut out the 777,777 piece. Cut on the solid lines to create six flaps. Apply glue to the back of the top section of the piece. Attach it to the page below the place value piece.
6. On the flap below each 7, write the value of the digit. Then, under each flap, write the value of each digit expressed as 7 multiplied by a factor of 10.
7. Cut out the two arrows. Glue the arrows to the page below the 777,777 piece to show the relationship between neighboring place values.

Reflect on Learning

To complete the left-hand page, write five numbers on the board from left to right: 34, 67, 97, 117, and 103. Have students figure out the number needed to add or subtract to the first number to get to the next number in the sequence. After finding all four numbers, students should write an explanation describing how place value can help solve for missing addends and subtrahends.
Place Value

77,777

× 10

÷ 10
**Number Forms**

**Introduction**

Hand one student a piece of paper that says *Clap 2 times*. Hand a different student a piece of paper that says *Clap two times*. Let each student act out the sentence on his paper. Discuss with the class why the students did the same thing, even though their directions were slightly different. Explain that numbers can be written in several forms that all mean the same thing.

**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 Number Forms pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Standard Form, Word Form, and Expanded Form rectangles. Fold each piece along the dashed line near the title. Apply glue to the back of the left side of each rectangle and attach it to the page under the title.
4. To complete the Expanded Form piece, place the dashed line before the 6 after the comma in 2,000. Press down to flatten. Repeat with the dashed lines before the 4 and the 9, flattening as you go. The piece should show 2,649 when folded and 2,000 + 600 + 40 + 9 when unfolded.
5. Write a short explanation or helpful hint for each form under the flap formed by each rectangle.
6. Cut out the triangle piece with three flaps. Apply glue to the back of the triangle and attach it to the page. Write any number on the triangle. Write the different forms for that number under each corresponding flap. You may choose to have all students write the same number or allow them to choose their own numbers.

**Reflect on Learning**

To complete the left-hand page, have students write the three forms for the number 1,700,831 as you say it aloud. Have students describe in their own words how they chose to handle the “missing” numbers in the thousands and ten thousands places.
Number Forms

Standard Form | 2,649

Word Form | two thousand, six hundred forty-nine

Expanded Form
2,000 + 600 + 40 + 9
Comparing and Ordering Numbers

Introduction

Review the comparison symbols (>, <, and =). Discuss how to “read” a comparison sentence from left to right. Allow students to share their memory devices for greater than and less than, such as thinking of them as alligator mouths, or drawing dots on the ends and vertex of the greater than and less than symbols to show which side has more or less.

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 Ordering Numbers pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the To compare numbers piece and glue it to the top left of the page.
4. Complete the steps by filling in the blanks. (1. Start with the greatest place value. 2. Move right until you find different digits. 3. Then, compare using those digits.)
5. Cut out the piece with the equal sign. Fold the bottom and top flaps over the equal sign. Apply glue to the back of the middle section. Attach it to the center of the bottom half of the page so that the flaps open up and down.
6. Flip the top flap down and draw a less than symbol (<) on it. Flip the bottom flap up and draw a greater than symbol (>) on it.
7. Cut out the pocket. Fold it in half. Apply glue to the back of the tabs. Fold the tabs around the back to create a pocket. Apply glue to the back of the pocket. Attach it to the page beside the To compare numbers piece.
8. Cut out the number cards. Place one card on each side of the symbols piece. Unfold the flaps to create a true number comparison. Or, choose three or more cards to place in order from least to greatest or greatest to least. For more practice, write additional numbers on the backs of the cards. Store the cards in the pocket.

Reflect on Learning

To complete the left-hand page, write 304,627 and 340,627 on the board. Have students describe how the placement of the zero in each number affects the comparison.
Comparing and Ordering Numbers

To compare numbers:

1. Start with the __________ place value.
2. Move __________ until you find __________ digits.
3. Then, compare using those __________.

<table>
<thead>
<tr>
<th>88,083</th>
<th>83,083</th>
<th>106,761</th>
</tr>
</thead>
<tbody>
<tr>
<td>891,745</td>
<td>891,145</td>
<td>16,761</td>
</tr>
</tbody>
</table>

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Rounding Numbers

Each student will need a brass paper fastener to complete this page.

Introduction

Write on the board how many students are in the entire school. As a class, discuss situations when someone might need to know the exact number and when someone only needs to know about how many students there are.

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 Rounding Numbers pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the circular shapes. Place the How to Round piece on top of the circle with step-by-step directions. Push a brass paper fastener through the center dots of the circles to attach them. It may be helpful to create the hole in each piece separately first. Apply glue to the back of the How to Round piece tabs and attach it to the left side of the notebook page below the title. The brass paper fastener should not go through the page, and the step-by-step circle should spin freely.
4. Walk through the steps. Write an example to the right of the circle to show each step.
5. Cut out the Hint! mini file folder. Fold it in half along the dashed line. Apply glue to the back of the folder and attach it below the How to Round circle so that the folder opens to the left.
6. Write the numbers 0 to 9 in the roller coaster cars.
7. Cut out the flower piece. Cut on the solid lines to create six flaps. Apply glue to the back of the hexagon-shaped center and attach it to the right of the Hint! folder.
8. Choose a place value to round to for each petal. Underline the digit. Then, write the rounded number under the petal.

Reflect on Learning

To complete the left-hand page, have each student write any 6- or 7-digit number. Then, have students round the numbers to each place value through the hundred thousands or millions. Have students reflect on what they noticed about each rounded number.
Rounding Numbers

1. Underline the digit in the place you are rounding to.

2. Look at the number to the right of your underlined number.
   - If it is 0, 1, 2, 3, or 4, round down.
   - If it is 5, 6, 7, 8, or 9, round up.
   - Change the digits to the right to zeroes.

Example:
- Round each number:
  - 499,206
  - 370,891
  - 5,722,189
  - 1,413,874
  - 628,535
  - 965,047

Hint:
- How to Round
- Original digit remains the same if it is 0, 1, 2, 3, or 4.
- Round up if it is 5, 6, 7, 8, or 9.
Adding and Subtracting Whole Numbers

Introduction

Have students write their birth months and days as numbers. For example, September 9 would be 99, and May 28 would be 528. Then, have students write their four-digit birth years. Students should add the two numbers. Then, students should subtract them.

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 Adding and Subtracting Whole Numbers pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Add and Subtract flaps. Fold along the dashed lines. Apply glue to the back of the narrow left and right sections and attach them side by side below the title.
4. On the top of each flap, write words and symbols related to addition or subtraction, such as $+$, *plus*, *addend*, *sum*, etc. Under each flap, write steps in your own words for adding or subtracting numbers. Refer back to the addition and subtraction problems created during the introduction as examples.
5. Cut out the four-flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the center section. Attach it to the bottom of the page.
6. For each flap on the left side, choose two numbers from the center and write them on the top of the flap in an addition sentence. Solve and write the sum under the flap.
7. For each flap on the right side, choose two numbers from the center and write them on the top of the flap in a subtraction sentence. Solve and write the difference under the flap.

Reflect on Learning

To complete the left-hand page, have students write large numbers from their lives such as street address numbers, zip codes, heights, the school’s phone number, etc. Then, students should choose two of the numbers to add or subtract. Repeat with different pairings of numbers. Students should have at least two addition and two subtraction sentences.
Adding and Subtracting Whole Numbers

Add

Subtract

346,782
204,302
265,914
813,528

772,018
347,490
245,111
153,058
Interactive Notebooks

Interactive notebooks are a fun new way to teach and reinforce effective note taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new math 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.
Multiplying and Dividing by Multiples of 10

Introduction

Review place value. Write a six-digit number on the board, with the same numeral for each digit, such as 333,333. Ask students to give the value of each digit. Then, have students discuss patterns they notice with a partner.

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 Multiplying and Dividing by Multiples of 10 pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the multiplication rectangle. Fold the right side in on the dashed line. Apply glue to the back of the large section and attach it to the page.

4. With the flap folded in, complete each multiplication sentence by writing an equal sign and the answer on the flap. Look at the patterns in the products. Open the flap and write the patterns on the underside of the flap.

5. Repeat steps 3 and 4 for the division rectangle.

6. Cut out the three multiplication and division problem pieces. Fold each piece on the dashed line. Apply glue to the gray glue sections and attach each piece to the bottom of the page.

7. Solve each problem and write the answer under the flap.

Reflect on Learning

To complete the left-hand page, have students develop a rule for multiplying by multiples of 10 and for dividing by multiples of 10. Students should support their rule by providing several examples.

Answer Key

52,000; 0.31; 1,040,000
Exponents

Introduction

Write several long repeated addition sentences on the board, such as $4 + 4 + 4 + 4 + 4$. Have students approach the board and rewrite each problem in a simpler way. Discuss how multiplication is repeated addition. Then, write a long repeated multiplication sentence on the board, such as $2 \times 2 \times 2 \times 2 \times 2$. Explain that exponents are a simpler way to show repeated multiplication.

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 Exponents pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the definition piece and glue it to the top left side of the page.
4. Complete the definition. (Exponents are a way to show repeated multiplication of a single number.)
5. Cut out the $3^5$ piece. Glue it to the right of the definition.
6. Cut out the base and exponent arrows. Discuss the two parts of exponential notation. Glue the arrows to the $3^5$ piece to label the parts.
7. Return to the definition piece and complete the definitions of base (the number multiplied) and exponent (how many times the base is multiplied by itself).
8. Cut out the four L-shaped pieces. Place each piece with the text face down and fold in the blank side. Then, fold down the top flap with the text. Apply glue to the gray glue sections and attach them to the bottom of the page.
9. To complete each piece, flip up the top flap and write the related exponent or repeated multiplication sentence on the blank flap. Then, flip out that flap and write the answer on the bottom rectangle.

Reflect on Learning

To complete the left-hand page, have students solve exponents for several powers of 10, such as $10^2$, $10^3$, $10^4$, etc. Students should then describe patterns they see in powers of 10.

Answer Key

$4^1$, 64; $8^3$, 4,096; $2 \times 2 \times 2 \times 2 \times 2$, 64; $5 \times 5 \times 5$, 125
Exponents

Exponents are a way to show __________ of a single __________.

Base: the number ________ exponent: how many times the ________ is ________ the ________ parts by ________.

Exponents
Multiplying Multi-Digit Numbers

Introduction

Review multiplication by writing a 3-digit by 1-digit problem and a 2-digit by 2-digit problem on the board. Have students solve each problem. Discuss strategies used to solve each problem, emphasizing the traditional algorithm.

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 Multiplying Multi-Digit Numbers pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the large rectangle with the four steps and example problem. Cut on the solid lines to create four flaps. Apply glue to the back of the right-hand flap of the large rectangle and attach it to the top of the page.

4. Under each flap, write a description of the step. (1. Multiply the top number by the ones place of the bottom number from right to left. 2. Multiply the top number by the tens place from right to left. Add a zero in the ones place of the answer. 3. Continue multiplying the top number by each place value, from right to left. 4. Add the numbers to get the final product.)

5. Color each flap a different color. Then, solve the example problem. Color code each step of the process to match the flaps.

6. Cut out the Multiply piece. Cut along the solid lines to create six flaps. Apply glue to the back of the rectangular section to attach it to the bottom of the page.

7. Solve each multiplication problem. Write the product under the flap.

Reflect on Learning

To complete the left-hand page, have students create a 3- or 4-digit number from their birth date. For example, March 3 would be 303, and November 19 would be 1,119. Then, have students record 3 or 4 other students’ numbers. From these numbers, student should create several different multiplication problems and solve them.

Answer Key
Clockwise from top left: 472,256; 165,672; 52,824; 2,789,622; 260,414; 77,095
Multiplying Multi-Digit Numbers

Step 1

Step 2

Step 3

Step 4

$$371 \times 268$$

$$5,024 \times 94$$

$$852 \times 62$$

$$418 \times 623$$

$$7,227 \times 386$$

Multiply.
Dividing Multi-Digit Numbers

This lesson is designed to introduce one or more strategies at a time and can be taught during a period of days or weeks. If desired, each strategy may be placed on a separate page.

Introduction

Review simple division facts. Have students solve several problems with a partner. Then, have students solve one of the same problems, but with the dividend replaced by a multiple of 10. For example, if students previously solved $76 \div 4$, have them solve $760 \div 4$. Then, briefly discuss strategies they used to find the new quotient.

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 Dividing Multi-Digit Numbers pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out each rectangle. Apply glue to the back of the title sections to attach each rectangle to the page.
4. Work through each example step-by-step to complete the front of each flap. You may choose to use different colors to show the separate steps of each method. As you work through each method, write notes and helpful tips under the flap. For example, you may want to add a note about how to handle a zero in a dividend in the standard equation, or a hint about starting with multiples of 10 in the Partial Quotient Method.

Reflect on Learning

To complete the left-hand page, have students divide the school’s zip code by the school’s street address (or vice versa if the street address is larger than the zip code). Then, have students divide the school’s seven-digit phone number by the school’s area code. They may use any method or methods of their choosing.
Dividing Multi-Digit Numbers

Standard Equation

\[ 8)458 \]

- 

- 

Partial Quotient Method

\[ 8)458 \]

Area Model

\[ 458 \div 8 \]

Array

\[ 458 \div 8 \]
Reading and Writing Decimals

Introduction

Write a six- or seven-digit number on the board. Ask students to write the number in word form and expanded form. Then, repeat with a number written in word form, and a number written in expanded form, having students rewrite it in the other two forms.

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 Reading and Writing Decimals pages.
2. Cut out the title and glue it to the top of the page.
3. Next, cut out the Standard Form, Word Form, and Expanded Form rectangles. Fold each piece on the dashed line near the title. Apply glue under the title section of each rectangle and attach it to the page below the title.
4. To complete the Expanded Form piece, place the dashed line after the 2 right before the 8 in 0.008. Press down to flatten. Repeat with the dashed lines after the 1 and the 4, flattening as you go. When complete, it should show the number 4.128 when folded, and 4 + 0.1 + 0.02 + 0.008 when unfolded.
5. Write a short explanation of or helpful hint for each form under the flap made by each rectangle.
6. Finally, cut out the triangle piece with the three flaps. Fold on the dashed lines. Apply glue to the back of the triangle to attach it to the page. Write any decimal on the triangle. You may choose to have all students write the same number, or allow them to choose their own number. Then, write the different forms for that decimal under each corresponding flap.

Reflect on Learning

To complete the left-hand page, have students write the three forms for the number 57.063 as you say it aloud. Have students write in their own words how they chose to handle the “missing” number in the tenths place.
Reading and Writing Decimals

Standard Form

4.128

Word Form

four and one hundred twenty-eight thousandths

Expanded Form

\[4 \, \text{h} + 0.1 + 0.02 + 0.008\]
Interactive notebooks are a fun new way to teach and reinforce effective note taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new science 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.
My Body’s Five Senses

Introduction

Review the basic body parts and discuss each of the five senses. Ask students to provide examples of how we use certain body parts for the five senses, such as how we use our ears to hear. Explain that more than one sense can be used at a time to observe the world around us. Then, display a flower. Ask students to use their senses to describe the flower by the way it looks, smells, and feels. Have a volunteer explain why you would not need to use your ears or mouth to observe the flower.

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 My Body’s Five Senses pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the body piece and glue it to the page.
4. Cut out each sense word and glue it to the matching body part.
5. With a partner, discuss the five senses and which body parts you use for each one.

Reflect on Learning

To complete the left-hand page, have students draw five large boxes and label each with one of the five senses. Students should draw a simple object in each box that would require the use of the matching sense.
My Body’s Five Senses

see
taste
smell
touch
hear
Hear and Smell

Introduction

Ask students which body parts they use to smell with and to hear with. Pass around an object with a strong smell, such as an empty cinnamon spice container. Have students use their noses to smell the container. Ask students to describe the smell. Then, ask students to close their eyes and listen quietly for one minute. Discuss what sounds were heard during that time.

Caution: Before beginning this activity, ask families’ permission and inquire about students’ skin or scent sensitivities and/or allergies.

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 Hear and Smell pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the I hear with my ears flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the left section and attach it to the left side of the page.
4. Repeat step 3 with the I smell with my nose flap book and attach it next to the I hear with my ears flap book.
5. Cut out the picture cards. Look at each picture and decide which sense you would use most to observe the object. Glue it under the correct flap.

Reflect on Learning

To complete the left-hand page, have students draw lines to divide their pages into two sections. In the first section, each student should draw an ear and label the section hear. Have students write or draw objects that require a sense of hearing to describe. In the second section, each student should draw a nose and label the section smell. Students should write or draw objects that require the sense of smell to describe.
Hear and Smell

I hear with my ears

I smell with my nose

waterfall  horn  bird  popcorn
cupcake  whistle  candy  trash
Touch and Taste

Introduction

Ask students which body parts they use to touch with and to taste with. Place a few items in a paper bag, such as a rock, a feather, a piece of sand paper, etc. Have students take turns placing their hands in the bag and touching one of the items. Ask students to describe how the objects feel and guess what the objects might be. Then, distribute a piece of fruit to each student. Have them use their sense of taste to describe the fruit.

Caution: Before beginning any food activity, ask families’ permission and inquire about students’ food allergies and religious or other food restrictions.

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 Touch and Taste pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the I touch with my hands flap book. Cut on the solid lines to create five flaps. Apply glue to the back of the left section and attach it to the page.
4. Repeat step 3 for the I taste with my mouth flap and attach it next to the I touch with my hands flap book.
5. Cut out the picture cards. Look at each picture and decide which sense you would use most to observe the object. Glue it under the correct flap.

Reflect on Learning

To complete the left-hand page, have students use the picture clues from the right-hand page to write I can statements such as I can touch a rabbit and I can taste milk.
Touch and Taste

I touch with my hands

I taste with my mouth

lollipop  blocks  rabbit  apple  sand
shoe   milk   ball   ice cream  pretzel
Alive vs. Not Alive

Introduction
Draw a T-chart on the board labeled Alive and Not Alive. Ask students what characteristics living objects have that nonliving objects do not. List their ideas on the board. Use picture cards of objects that are alive and objects that are not alive. Have students explain the characteristics they observe in the pictures. Discuss how living things breathe, move, grow, or change and need food and water.

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 Alive vs. Not Alive pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Alive and Not Alive flaps. Apply glue to the back of the top section of each and attach them to the page.
4. Draw a living object and a nonliving object on top of the corresponding flaps.
5. Cut out the picture cards. Look at each picture and decide if it represents a living object or a nonliving object. Glue it under the correct flap.

Reflect on Learning
To complete the left-hand page, have each student draw a T-chart labeled Alive and Not Alive. Provide students with magazines and newspapers. Have students cut out pictures of objects that are alive or not alive and glue them into the correct columns.
**Alive vs. Not Alive**

**Alive**
- breathes
- moves on its own
- grows or changes
- needs food or water

**Not Alive**
- cannot move by itself
- does not grow or change
- does not breathe
- does not need food

- butterfly
- dog
- french fries
- bike

sunflower
computer
Plant Needs

Introduction

Read a story or show a video about plants. Discuss what plants need to have in order to grow. Ask students whether plants could grow without one or all of the necessities such as water, sun, soil, or air. Discuss the importance of clean air and clean water to a plant’s overall health. If possible, have students grow their own plants from seeds.

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 Plant Needs pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the What do plants need? shutter fold. Flip the piece over so the blank side is faceup. Fold each flap in on the dashed lines. Flip the piece back over and apply glue to the gray glue section. Attach the shutter fold to the page.
4. Cut out the picture cards. With a partner, discuss how the objects on the cards help plants to grow. Glue the pictures under the flaps.
5. Write a sentence to answer the question What do plants need? below the shutter fold.

Reflect on Learning

To complete the left-hand page, have students answer this question: Can plants survive without water, sun, soil, or air? Students should draw pictures to illustrate what they think would happen to plants without these essential needs being met.
Plant Needs

do need? glue

What plants

water soil sunlight air
Interactive Notebooks

Interactive Notebooks are a fun new way to teach and reinforce effective note-taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new science 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.

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Interactive Notebooks
Math
Grade 2
CD-104647

Applying the Standards
STEM
Grade 2
CD-104833

Interactive Notebooks
Science
Grade 2
CD-104906
Living and Nonliving

Introduction

Ask students for examples of things that are living. Then, ask what makes something alive. Discuss the characteristics of living things, such as living things breathe, grow, are made of cells, reproduce, and respond and adapt to their environments. Ask for examples of living and nonliving things.

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 Living and Nonliving pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the Living things accordion fold. Starting with the Living things section on top, accordion fold on the dashed lines. Apply glue to the back of the last section and attach it to the right side of the page below the title.

4. Cut out the flap books. For each flap book, cut on the solid lines to create three flaps. Apply glue to the back of each left section. Attach them to the page so that the spine of each one is slightly underneath the other, creating two nine-flap books.

5. Under each flap, write whether the object is living (L) or nonliving (N). It may be helpful to discuss plants such as mushrooms and carrots, which are living while planted but nonliving in a grocery store setting where many students may be familiar with them. If an object was once living but is no longer alive, write nonliving (N). Write three more objects on the blank flaps. Then, write the answers under the flaps.

Reflect on Learning

To complete the left-hand page, have students answer the following question: How do plants and animals use nonliving things?

Answer Key
Nonliving: car, lightning, log, paper, rock, TV, water, wind; Living: baby, bee, carrot, mushroom, puppy, tree, seaweed
Living and Nonliving

Living things are made of cells, grow and reproduce, respond and adapt to their environment.

Living or Nonliving?

- TV
- wind
- puppy
- car
- rock
- water

- log
- tree
- mushroom
- bee
- paper
- seaweed

- lightning
- carrot
- baby
- baby

- car
- rock
- paper
- seaweed
Plant and Animal Needs

Introduction

Ask students what they need to survive. Have them write their answers on self-stick notes. Draw a T-chart on the board with the headings Wants and Needs. Have students come to the board and put their responses below the correct category. Finally, discuss and compare plant and animal needs with human needs.

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 Plant and Animal Needs pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Plants need . . . and Animals need . . . flaps. Apply glue to the back of each top section and attach them below the title.
4. Cut out the 14 word cards. Read each need. Then, glue it under the correct flap. Extra pieces may be discarded.
5. Cut out the I drink piece. Fold the left side over the text on the dashed line. Apply glue to the back of the piece and attach it to the bottom of the page.

Reflect on Learning

To complete the left-hand page, have students pretend they are hiking overnight. Have them create a list of what they would pack. Have them circle which of those items are needed to survive.

Answer Key

Plants Needs: air, soil, space, sunlight, water; Animals Needs: air, food, shelter, space, water
Plant and Animal Needs

Plants need . . .

Animals need . . .

<table>
<thead>
<tr>
<th>air</th>
<th>air</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
<td>food</td>
</tr>
<tr>
<td>shelter</td>
<td>shelter</td>
</tr>
</tbody>
</table>

I drink ________________ glasses of water a day.

Healthy foods I enjoy are

______________ and ________________.

My shelter is ________________.

It provides me with

__________________________.

I breathe in ________________.
Parts of a Plant

Introduction

Draw a diagram of a simple flower and label its parts on the board (roots, stem, flower, leaf). Discuss what each part of a plant does to keep the plant alive. Then, play a game of “four corners” to assess students’ understanding. Assign each corner of the room a part of a plant. Read the definition of each part of a plant and have students move to the correct corner of the room.

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 Parts of a Plant pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the parts-of-a-plant flaps. Assemble them in the correct order. Apply glue to the back of the tabs and attach them on the left side of the page, creating a flower.

4. Under each flap, write the name of the plant part.

5. Cut out the flap book. Cut on the solid lines to create four flaps. Fold the flaps on the dashed lines so that the flaps cover the definitions. Apply glue to the back of the right side and attach it on the right side of the page.

6. Read each definition. Write the correct plant part on the front of each flap.

Reflect on Learning

To complete the left-hand page, provide each student with several pictures of plants. Have students look at the pictures and discuss with partners what is the same about the plants (they have leaves, they have a stem, etc.) and what is different (they have different colored petals, the number of leaves, etc.). Then, have each student choose one picture to cut out and glue into his notebook. He should label the picture of the plant with the correct parts.
Parts of a Plant

gives plants support; moves water and nutrients to other plant parts

petals help to attract pollinators, who help create fruit and seeds

absorb water from the soil and draw it up to the rest of the plant

takes in carbon dioxide and gives off oxygen; makes food for plants
Animal Structures

Introduction

Discuss the different structures of animals, such as feet, fins, wings, backbones, etc. Distribute pictures of various animals from magazines or printed from the Internet to each student. Pair students together. Have them complete Venn diagrams comparing the structures of their two animals.

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 Animal Structures pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Who has what? flap book. Cut on the solid lines to create eight flaps. Apply glue to the back of the middle section and attach it below the title.
4. Under each flap, write the name of at least one animal with that particular structure.
5. Cut out the My Favorite Animal picture frame. Glue it to the bottom of the page.
6. Draw a picture of your favorite animal. Label its structures.

Reflect on Learning

To complete the left-hand page, have students write a list of parts on plants and animals that are similar. Have them choose one and write a sentence to tell what purpose it serves for each.
My Favorite Animal

Who has what?

- wings
- fins
- whiskers
- antennae
- a tail
- gills
- a beak
- a shell
The Human Body

Introduction

Have students run in place for 30 seconds. Ask them if they can feel their hearts beating faster. Explain that the heart helps to pump blood through the body. Have students run again. Ask if they notice they are breathing air in and out. Explain that oxygen is being drawn into their lungs, and unneeded carbon dioxide is being blown out. Discuss how the body has many structures that help it to function.

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 Human Body pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the human body piece and glue it below the title.
4. Cut out the eight body parts labels. Glue the labels to the correct place on the human body piece.
5. Cut out the What’s My Job? flap book. Cut on the solid lines to create six flaps. Apply glue to the back of the middle section and attach it to the bottom of the page.
6. Cut out the six definition pieces. Find the correct definition for each body part and glue it under the correct flap.

Reflect on Learning

To complete the left-hand page, have students choose a body part from the right-hand page and write a job description from that organ’s point of view. Students should describe who they are and what jobs they do in the body.

Answer Key

veins and arteries: allow blood to flow to and from the heart and the rest of the body; brain: is your body’s control center; lungs: take in oxygen and let out carbon dioxide; heart: pumps blood and oxygen throughout the body; skeleton: helps to support the body; skin: protective layer covering the body
The Human Body

- Heart: pumps blood and oxygen throughout the body
- Brain: is your body's control center
- Lungs: take in oxygen and let out carbon dioxide
- Skeleton: protective layer covering the body
- Skin: allows blood to flow to and from the heart and the rest of the body

- Veins and arteries
- Brain
- Lungs

- Heart
- Skeleton
- Skin

What's My Job?
Interactive Notebooks

SCIENCE

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• Perfect for addressing the needs of individual learners
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• Great for introducing new science topics
Plant Parts

Introduction

Have students name the parts of a plant (flower, leaves, stem, roots, stamen, pistil, petals, and sepals). Write them on the board. Have a student describe a plant part without naming it and have the rest of the class guess which plant part the student is describing.

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 Plant Parts pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the tall flower flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the left section and attach it below the title.
4. Cut out the Flowers flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the flower section and right center section. Attach the flap book to the bottom of the page.
5. Cut out the definition pieces. Read each definition and decide which plant part it describes. Fill in the blank with the name of the correct plant part.
6. Glue each definition under the flap that corresponds to the correct plant part.

Reflect on Learning

To complete the left-hand page, have students use words from the right-hand page to write a paragraph summarizing how the parts of a plant help it grow.

Answer Key
1. flower: where pollination takes place; creates seeds; 2. leaves: take in carbon dioxide and give off oxygen; they make food for the plant; 3. stem: gives a plant support; allows water and nutrients to get to other plant parts; 4. roots: absorb water and nutrients from the soil and draw them up to the rest of the plant; 5. stamen: made up of the anther and filament; produces pollen; 6. pistil: made up of the stigma, style, and ovary; receives the pollen; fruit and seeds form here; 7. petals: help attract pollinators; 8. sepals: protect the flower before it opens.
Plant Parts

Flowers

1. Flowers
2. Stem
3. Leaves
4. Roots

- where pollination takes place; creates seeds
- protect the flower before it opens

- take in carbon dioxide and give off oxygen; they make food for the plant
- give a plant support; allows water and nutrients to get to other plant parts
- helps attract pollinators
- absorbs water and nutrients from the soil and draws them up to the rest of the plant

5. Anther and Filament
6. Stigma, Style, and Ovary
7. Petals
8. Sepals

- made up of the anther and filament; produces pollen
- made up of the stigma, style, and ovary; receives the pollen; fruit and seeds form here

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Plant Adaptations

Introduction

Distribute self-stick notes. Have each student write a plant adaptation on a self-stick note. Then, give a scenario such as “There is a drought” or “a plant wants to be pollinated.” Have students who have adaptations that help with this hold up their notes.

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 Plant Adaptations pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the What happens when... flap book and the three scenes flap book. Cut on the solid lines to create three flaps on each. Apply glue to the gray glue section and place the What happens when... flap book on top to create a stacked six flap book. Apply glue to the back of the top section and attach the stacked flap book below the title.
4. Read the scenario on each flap. Under the flap, complete the scene by drawing the plant and how it would grow in order to adapt to the situation. Under the scenes flaps, write what happened and tell why.
5. Cut out the flower flap book. Cut on the solid lines to create five flaps. Apply glue to the back of the center section and attach it to the bottom of the page.
6. Under each flap, tell how the adaptation helps the plant.

Reflect on Learning

To complete the left-hand page, have students tell what adaptations different seeds have.

Answer Key
First frame: plant should bend around table toward sun; Second frame: plant should grow upward toward sun; Third frame: flowered end of plant should grow upward toward sun, while the roots should grow downward
Plant Adaptations

What happens when . . .

- the plant’s light is blocked?
- the plant is tipped on its side?
- the plant is turned upside down?

How do I help?

- waxy leaves
- thorns
- petal color
- smell
- poison

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Animal Classification

Introduction

Distribute self-stick notes so that each student gets two. Have students write the name of a kind of animal on each self-stick note. Have students work in small groups to sort their animals. Allow groups to discuss their sorting methods. Tell students that animals can be divided into groups based on characteristics. Discuss what characteristics are used to classify animals.

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 Animal Classification pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the six flaps. Apply glue to the back of the top sections and attach them to the page.
4. Cut out the six animal names.
5. Using the descriptions, decide which group each animal belongs to. Glue it under the correct flap, leaving room for drawing or writing.
6. Under each flap, write or draw a picture of the animal group that is being described: fish, mammal, reptile, amphibian, bird, or insect. (Note: There are exceptions to some characteristics for certain species. For example, although snakes are reptiles, some give birth to live young.)

Reflect on Learning

To complete the left-hand page, draw a three-circle Venn diagram on the board. Have students copy the diagram and use it to compare and contrast three animal groups.

Answer Key

amphibian: frog; bird: chicken; insect: dragonfly; mammal: human; fish: salmon; reptile: turtle
## Animal Classification

### Amphibian
- a backbone
- cold-blooded
- has skin
- has gills for at least part of its life

### Bird
- lays eggs
- has a backbone
- warm-blooded
- has feathers
- has wings

### Insect
- hatches from an egg
- does not have a backbone
- cold-blooded
- has an exoskeleton
- may have wings

### Mammal
- give birth to live young
- has a backbone
- warm-blooded
- has hair
- breathes with lungs
- female produces milk

### Fish
- hatches from an egg
- has a backbone
- cold-blooded
- has scales
- lives in the water
- breathes using gills

### Reptile
- hatches from an egg
- has a backbone
- cold-blooded
- has scales
- breathes with lungs

---

<table>
<thead>
<tr>
<th></th>
<th>chicken</th>
<th>dragonfly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>human</td>
<td>salmon</td>
</tr>
<tr>
<td></td>
<td>frog</td>
<td>turtle</td>
</tr>
</tbody>
</table>
Animal Adaptations

Introduction

Have students get into groups of about four and choose an animal. Have them think about and discuss the adaptations that animal has for finding food, escaping predators, and keeping warm. Students can then share with the rest of the class what they discussed about their animals’ adaptations.

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 Animal Adaptations 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. Apply glue to the back of the left section of the flap books and attach them side by side below the title.
4. Cut out the 18 adaptation pieces.
5. Read the six flaps. Decide how each adaptation might help an animal fulfill its needs. Glue each adaptation under the correct flap. Some adaptations may help in more than one way. You may write the adaptations under any other flaps they help with.
6. Write any other adaptations you think of so that each flap has at least five adaptations.
7. Draw a picture of an animal at the bottom of the page below the flap books. Label each of its adaptations.

Reflect on Learning

To complete the left-hand page, have students create a T-chart listing human adaptations and what they are useful for.

Answer Key
Answers will vary but may include: Escaping predators: quick, fins; Keeping predators away: spines/spikes; Keeping warm: curls into a ball, blubber; Hunting and capturing prey: quick, poison, sharp teeth; Locating and eating plants: good sense of smell, teeth for grinding food, can see ultraviolet light; Surviving its environment: sees in the dark, echolocation, fins, digs underground, thick skin, no spine, blubber
# Animal Adaptations

## Escaping predators
- quick
- large ears
- curls into a ball
- teeth for grinding food
- sees in the dark
- no spine

## Keeping predators away
- digs underground
- sharp teeth
- good sense of smell
- stinger
- thick skin
- fins

## Keeping warm
- poison
- hooves
- spines/spikes
- can see ultraviolet light
- echolocation
- blubber

## Hunting and capturing prey

## Locating and eating plants

## Surviving its environment
Life Cycles

Each student will need a brass paper fastener to complete this page.

Introduction

Have a student tell about the life cycle of a dog (baby, pup, adult). Ask if all animal life cycles are the same. Have students give examples of any that are different from the dog’s life cycle. Ask how a plant’s life cycle is different from animals’ life cycles.

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 Life Cycles pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the circle with six words. These are the stages of an apple tree’s life cycle.
4. Cut out the Apple Tree Life Cycle piece. Push a brass paper fastener into the center of the Apple Tree Life Cycle piece and into the center of the circle with six words. It may be helpful to create the holes in each piece first. Apply glue to the back of the top piece’s tabs and attach it below and to the left of the title. The brass paper fastener should not go through the page, and the piece underneath should spin freely.
5. Discuss the stages. If desired, draw a picture for each apple tree life cycle stage on the page.
6. Cut out the double circle book. Fold on the dashed lines to close the book. Apply glue to the back of the Chicken Life Cycle section and attach it to the bottom left of the page.
8. Cut out the flap book. Cut on the solid lines to create eight flaps. Apply glue to the back of the left section and attach it to the right side of the page.
9. Under each flap, write whether the word relates to a plant or an animal’s life cycle.

Reflect on Learning

To complete the left-hand page, have students answer the following questions: What is similar about the beetle and the chicken life cycles? What is similar about the chicken and the apple tree life cycles?

Answer Key
Chicken Life Cycle: egg, chick, adult (chicken); fruit: plant; pupa: animal; baby: animal; sprout: plant; seed: plant; adult: animal; egg: animal; larva: animal
Interactive Notebooks

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Flower Parts and Pollination

Introduction

Divide students into small groups to research and present information on different pollinators such as bees, butterflies, moths, hummingbirds, bats, lizards, and the wind.

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 Flower Parts and Pollination pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out one flower and glue it below the title.
4. Cut out all of the flaps except for the pollen flap. Apply glue to the back of the left sections and attach the labels to the flower diagram to correctly label the flower. You may need to place the flaps near some parts of the flower and draw connecting lines.
5. Under each flap, describe what the flower part does.
6. Cut out the second flower picture and glue it below the first flower. Draw specks of pollen on all of the anthers in the second picture and the stigma of the first picture.
7. Cut out the pollen flap and glue it to the page.
8. Under the flap, describe how pollen moves from one flower to another.
9. Cut out the bee and use it to reenact pollination beside the pollen on the second flower.
10. Cut out the pocket. Apply glue to the back of the tabs and attach it to the bottom corner of the page. It may overlap the bottom flower piece slightly.
11. Store the bee in the pocket created in step 10.

Reflect on Learning

To complete the left-hand page, have students write a short story from the point of view of a grain of pollen. Make sure that students explain the process of pollination from start to finish.

Answer Key
anther: produces pollen; filament: holds up the anther; ovary: location of ovules, it becomes fruit when it ripens; petal: the colorful part of the flower; pistil: the female part of the flower; pollen: made in the anther, used to fertilize an egg to make a seed; stamen: the male part of the flower; stigma: receives the pollen (for example, from an insect or wind); style: holds the stigma
Vertebrates and Invertebrates

Introduction

Distribute pictures of vertebrates and invertebrates to small groups of students. Have them sort them into two groups (vertebrates and invertebrates). Discuss the main difference between these two groups.

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 Vertebrates and Invertebrates pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Almost all animals flap book. Cut on the solid line to create two flaps. Apply glue to the back of the top section and attach it below the title. Under the flaps, write what defines each category (vertebrates have backbones, invertebrates do not have backbones).
4. Draw a line down the center of the page to divide it in half vertically.
5. Cut out the remaining flaps. Apply glue to the back of the left sections and attach them below the correct category. Under each flap, write several examples of animals that fit in that category.

Reflect on Learning

To complete the left-hand page, write several animals on the board, such as shark, gorilla, bee, crab, and tarantula. Have students write which group and subcategory each animal belongs in and why.

Answer Key
Examples will vary.

Vertebrates

amphibians: frog, salamander, toad; birds: bluebird, eagle, seagull; fish: puffer fish, sea horse, shark; mammals: elephant, possum, tiger; reptiles: crocodile, snake, turtle

Invertebrates

arachnids: scorpion, spiders, ticks; crustaceans: crayfish, lobster, pill bug; echinoderms: sea cucumber, sea urchin, starfish; insects: butterfly, grasshopper, moth; mollusks: clam, octopus, snail; worms: earthworm, leech, tapeworm
Vertebrates and Invertebrates

Almost all animals are in one of two groups.

Vertebrates

- amphibians
- arachnids
- birds
- crustaceans
- echinoderms
- fish

Invertebrates

- insects
- mammals
- mollusks
- reptiles
- worms
Animal Classification

Introduction

Give each student an object from the classroom, such as a book, pencil, lunch box, etc. Review the definition of classification as an arrangement of objects, ideas, or information into groups where members have one or more characteristics in common. Then, have students choose broad characteristics that describe their items, such as used for writing, green, square, etc. Write six characteristics on the board and try to match each classroom item to a characteristic. Tweak the descriptions as needed.

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 Animal Classification pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the five animal classification pockets. Apply glue to the back of the tabs and attach them to the page.
4. Fill in the blanks on each pocket with the correct information. For the lay eggs/live birth line, circle the correct characteristic.
5. Cut out the word strips. Sort the animals into the correct pockets. (Cut up index cards to add more animals if desired.)

Reflect on Learning

To complete the left-hand page, have students create a new animal species. They should draw a picture of their animal, describe its physical and behavioral characteristics, describe its habitat, and create a name for it. Then, students should explain how their animal would be classified and why.

Answer Key

Fish: covered in scales, lay eggs, cold-blooded, breathe with gills, live mainly in water, another detail may include: there are both freshwater and saltwater species, (tuna, shark); Reptiles: covered in scales, lay eggs, cold-blooded, breathe with lungs, live mainly on land, another detail may include: some reptiles, such as snakes, can live on land or in the water, (lizard, crocodile); Amphibians: covered in smooth, moist skin, lay eggs, cold-blooded, breathe with lungs, live mainly on land, another detail may include: they often have webbed feet, (frog, salamander); Mammals: covered in hair or fur, live birth, warm-blooded, breathe with lungs, live mainly on land, another detail may include: mammals feed milk to their young, (dolphin, bear); Birds: covered in feathers, lay eggs, warm-blooded, breathe with lungs, live mainly in trees, another detail may include: birds have beaks and wings, (flamingo, penguin)
**Fish**
- covered in ________
- lay eggs/live birth
- ________-blooded
- breathe with ________
- live mainly ________
- other details: ________

**Reptiles**
- covered in ________
- lay eggs/live birth
- ________-blooded
- breathe with ________
- live mainly ________
- other details: ________

**Amphibians**
- covered in ________
- lay eggs/live birth
- ________-blooded
- breathe with ________
- live ________
- other details: ________

**Mammals**
- covered in ________
- lay eggs/live birth
- ________-blooded
- breathe with ________
- live mainly ________
- other details: ________

**Birds**
- covered in ________
- lay eggs/live birth
- ________-blooded
- breathe with ________
- live mainly ________
- other details: ________

**Animal Classification**
Getting Energy

Each student will need a brass paper fastener to complete this page.

Introduction

Ask students about their favorite restaurants and what they like to eat there. Divide students into small groups to list the people and places involved in getting their favorite foods to their plates. Compare and contrast this process to how wild animals get food.

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 Getting Energy pages.
2. Cut out the title and glue it to the top of the page.
3. Below the title, write a statement describing the relationship between organisms and energy.
4. Cut out both circles. Place the smallest circle on the bottom with the gray side down. Push a brass paper fastener through the center dots to connect the circles. It may be helpful to create the hole in each piece separately first. Apply glue to the gray glue section of the small circle and glue the piece below the title. The circle should spin freely. Do not press the brass paper fastener through the page.
5. Cut out the five flaps. Apply glue to the back of the left sections and attach them in the blank spaces around the outside of the circle, matching each flap to the correct description in the center of the circle.
6. Under each flap, write whether the organisms are producers, consumers, or decomposers. For the consumers, you may want to specify if they are herbivores, carnivores, or omnivores.
7. On the bottom of the page, describe how humans get energy and what category they fit in.

Reflect on Learning

To complete the left-hand page, have students give an example of each term: producer, consumer, herbivore, carnivore, omnivore, and decomposer.
Getting Energy

- Deer, grasshoppers
- Grass, trees, phytoplankton
- Vultures, fungi
- Wolves, tigers
- Bears, pigs, raccoons

Get energy from the sun
Get energy from plants
Get energy from animals
Get energy from dead, decaying matter
Food Chains and Webs

Introduction

Discuss how all living things get energy from food. Green plants use energy from the sun to make their food. Plants use the food they make for energy to grow. Animals get energy by eating plants or other animals. Give students several strips of construction paper. Have them write the name of an animal and draw the animal on the first strip of paper. Then, each student should continue making a chain with the paper strips to demonstrate his animal’s food chain. For example, if students draw a hawk on the first strip, they may draw a snake on the second strip, a bug on the third strip, grass on the fourth strip, and a sun on the last strip to complete the chain. Students should hook the chains together in the correct order to form their food chains.

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 Food Chains and Webs pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Hint piece. Fold in on the dashed line. Apply glue to the back of the top half and attach it near the top of the page.
4. Discuss the energy flow of a food web or chain.
5. Cut out the sun and glue it to the page beside the Hint piece.
6. Cut out the plants and animals. Choose several of them that would make a complete food chain. Glue them in order and draw arrows between them to show the food chain. Then, continue adding plants and animals to create a food web. Draw arrows to show the energy flow through the web. You may not use all of the pieces.

Reflect on Learning

To complete the left-hand page, have students choose another ecosystem (forest, wetland, tundra, etc.) and make a food chain or food web using some of the plants and animals from that ecosystem. Students should use arrows to indicate the flow of energy.
In a food chain or a food web, the direction of the arrow always shows the direction that the energy flows.
Interactive notebooks are a fun new way to teach and reinforce effective note taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new science 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.
Ecosystems

**Introduction**

Before the lesson, write the word ecosystem on the board. Use a self-stick note to cover the letters “eco.” Have students work in small groups to create definitions of the word system. Allow groups to share their definitions. Then, use them to create a class definition and write it on the board below the word. Remove the self-stick note. Discuss how the prefix changes the definition. Introduce the idea of an ecosystem.

**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 Ecosystems pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the accordion piece. Fold on the dashed lines, alternating direction so that the largest section is on top. Apply glue to the back of the smallest section and attach it to the page below the title.
4. Write the name of an ecosystem, such as Forest, on the line in the top section. Complete the definition on each flap (Organism: a **single plant** or **animal**; Population: more than **one** of the **same plant** or **animal**; Community: all of the **living things** in the same **area**; Ecosystem: all of the **living** and **nonliving** things in the same **area**). Then, draw a picture to illustrate each term.
5. Cut out the sun flap. Apply glue to the back of the top section and attach it below the accordion fold. Under the flap, describe the importance of the sun to an ecosystem.
6. Draw arrows to the left and right of the sun flap to show the sun’s role in an ecosystem. For example, draw an arrow to a green plant to show photosynthesis at work, or an arrow to a water source to show the sun’s role in the water cycle.
7. Cut out the *An ecosystem consists of two types of things:* piece and glue it below the sun flap.
8. Discuss the two main parts of an ecosystem and complete the blanks (**living things**; **nonliving things**). Continue the vertical line straight down the page to create a T-chart.
9. Cut out the eight labels. Glue each label in the correct column on the T-chart.

**Reflect on Learning**

To complete the left-hand page, have students choose an ecosystem and draw a picture of it. Students should include at least five different plants and five different animals. Have students label the living and nonliving parts of the ecosystem.
An ecosystem consists of two types of things:

1. things

2. things

Ecosystems

- air
- butterfly
- fern
- fish
- rocks
- soil
- water
- willow

A(n) [ ] Ecosystem

- Organism
- Population
- Community
- all of the same things in the Ecosystem

More than [ ] of the [ ] or [ ]
Ecosystems: Oceans and Lakes

Introduction

Divide students into small groups. Give each group an ecosystem (ocean or lake) and one or two major characteristics. Have each group create a poster illustrating the characteristic(s) of each ecosystem. As a class, review the qualities of oceans and lakes. Focus on major characteristics (such as water type, temperature ranges, and surrounding landforms), animal life, and plant life.

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 Ecosystems: Oceans and Lakes pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the two rectangular pieces on the solid lines. Fold each rectangle on the dashed lines. Fold the piece with the gray glue section so that it is inside the fold. Apply glue to the gray glue section and place the other folded rectangle on top so that the folds are nested and create a book with four cascading flaps. Make sure that the inside pages are facing up so that the edges of both pages are visible. Glue the flip book below the title.

4. Cut out the four qualities labels. Glue one label along the bottom edge of each flap (from top to bottom: basic characteristics, temperature range, plant life, animal life).

5. On the top flap, write a statement to compare an important basic characteristic of a lake with one of an ocean. On the second flap, write a statement to compare the potential temperature range of a lake with that of an ocean. On the third flap, write a statement to compare the plant life in a lake with that of an ocean. On the last flap, write a statement to compare the animals found in a lake with those in an ocean.

6. Draw a T-chart at the bottom of the page. Label the sides ocean and lake.

7. Cut out the six activity pieces and glue them in the correct columns on the T-chart.

Reflect on Learning

To complete the left-hand page, have students explain whether they would rather visit a lake or an ocean, using facts about each ecosystem to explain their preferences.
**Ecosystems: Oceans and Lakes**

<table>
<thead>
<tr>
<th>basic characteristics</th>
<th>temperature range</th>
<th>plant life</th>
<th>animal life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a calm swim</th>
<th>going surfing</th>
</tr>
</thead>
<tbody>
<tr>
<td>long-distance travel</td>
<td>learning to ski</td>
</tr>
<tr>
<td>studying a coral reef</td>
<td>studying frogs</td>
</tr>
</tbody>
</table>

Glue here.
**Introduction**

Have students draw items they associate with the words *grassland* and *forest*. Students should include plants and animals in their drawings. Ask students to share their drawings and confirm correct answers, explaining incorrect ones. For example, a picture of the grasslands likely would not have trees because there is not enough rainfall or nutrients in the soil to support trees, but a zebra or antelope would be correct. However, a zebra or antelope would struggle to navigate a forest environment populated by trees.

**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 Ecosystems: Forests and Grasslands pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flaps. Cut on the solid line to create two flaps. Apply glue to the back of the top section and attach it below the title. Draw an example of each ecosystem on the flap. Then, write information about each ecosystem under the appropriate flap.
4. Cut out the two rectangular pieces on the solid lines. Fold each rectangle on the dashed lines. Fold the piece with the gray glue section so that it is inside the fold. Apply glue to the gray glue section and place the other folded rectangle on top so that the folds are nested and create a book with four cascading flaps. Make sure that the inside pages are facing up so that the edges of both pages are visible. Glue the flip book below the title.
5. Cut out the four labels. Glue one label along the bottom edge of each flap (from top to bottom: *basic characteristic*, *temperature range*, *plant life*, *animal life*).
6. On the top flap, write a statement to compare an important basic characteristic of a forest with one of a grassland. On the second flap, write a statement to compare the potential temperature range of a forest with that of a grassland. On the third flap, write a statement to compare the plant life of a forest with that of a grassland. On the last flap, write a statement to compare the animals found in a forest with those found in a grassland.

**Reflect on Learning**

To complete the left-hand page, have students write a story with a character (person or animal) who moves from the forest to the grassland (or vice versa). Have students describe how the character must adapt to the new habitat by overcoming the challenges of the new environment.
<table>
<thead>
<tr>
<th>basic characteristics</th>
<th>temperature range</th>
</tr>
</thead>
<tbody>
<tr>
<td>plant life</td>
<td>animal life</td>
</tr>
</tbody>
</table>

Ecosystems: Forests and Grasslands
Ecosystems Review

Introduction

Have students create brochures for ecosystems that the class has previously discussed. In addition to illustrating the covers, have students list details about the ecosystem in sections: special activities, animal life, plant life, and advice on how to dress, pack, or prepare for a visit.

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 Ecosystems Review 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 left sections and attach them to the page.
4. Under each flap, write at least two ecosystems that share the quality shown.
5. Cut out the arrow and glue it to the page below the flaps.
6. Cut out the names of the four ecosystems and glue them on the arrow in order, from coldest to hottest.

Reflect on Learning

To complete the left-hand page, have students write which ecosystem their favorite animal lives in. Students should support their opinions with details of how the plants, temperature, and basic characteristics of that ecosystem support the animal.

Answer Key
Similar temperatures: forest and grassland; Similar plants: forest and rainforest; Similar animals: ocean and lake; coldest to hottest: tundra, forest, grassland, rainforest
Ecosystems Review

similar temperatures

similar plants

similar animals

coldest hottest

forest rain forest tundra grassland
Making Energy

**Introduction**

Have students list their meals from the past week. Have them name the categories of foods people eat (such as meats, fruits, vegetables, and grains). Ask students what they think plants eat. Discuss how it is possible that life can be sustained by such different sources of energy.

**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 Energy pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *All living things* 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 title.
4. Complete the explanation. (All living things need **energy** to survive.) Discuss how plants and animals differ in how they get their energy. Under each flap, write the main source of energy for each type of organism.
5. Cut out the *photosynthesis* flap. Apply glue to the back of the left section and attach it pointing downward from the *plants* flap.
6. Under the flap, describe the process of photosynthesis and how it relates to plants and energy.
7. Cut out the flower and glue it to the bottom of the page.
8. Cut out the five arrows and the *chlorophyll* flap.
9. Glue the arrows around the flower to demonstrate the process of photosynthesis. Glue carbon dioxide and sunlight entering the flower on the left, and water entering from the roots. Glue oxygen and energy for animals leaving the flower on the right. Apply glue to the back of the left section of the chlorophyll flap and attach it near the leaf. Under the flap, describe the role chlorophyll plays in photosynthesis.

**Reflect on Learning**

To complete the left-hand page, have students consider why the balance between plants and animals is so important. What would happen if all of one or the other were gone?
All living things need _______ to survive.
Different organisms use different kinds of energy.

Plants

Animals

photosynthesis

carbon dioxide

water

sunlight

oxygen

* energy for animals

chlorophyll

energy for animals

© Carson-Dellosa • CD-104909 Making Energy
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Interactive Notebooks

- 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 math topics

Interactive notebooks are a fun new way to teach and reinforce effective note taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new math 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.

Look for these and other great Carson-Dellosa titles to support standards-based instruction in the classroom.

Grade 6 Interactive Notebooks: Math
CD-104910

The 100+ Series
Common Core Edition

Math Practice
Grade 6+
CD-704389

Kelley Wingate Series
Common Core Edition

Algebra
Grade 5+
CD-104632
Multi-Digit Division

Introduction

Write 6\(\overline{96}\) and 8\(\overline{216}\) on the board. Have students work with partners to solve each problem. Discuss the various strategies that were used to solve each problem.

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 Multi-Digit Division pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Partial Quotient and Area Models flaps. Apply glue to the gray glue section of the Area Models flap and place the Partial Quotient flap on top of it so that the left flaps align. Apply glue to the back of the left section of the flap book and attach it to the top left side of the page.
4. On each flap, show step-by-step examples of how to use each strategy for multi-digit division. Under the Area Models flap, note any helpful information about each strategy.
5. Cut out the Standard Algorithm flap book. Cut on the solid lines to create five flaps. Apply glue to the back of the left section and attach it to the top right side of the page.
6. Under each flap, write a description of the step. (Step 1: Rewrite the problem if necessary. Step 2: Divide the first part of the dividend by a one-digit number. Step 3: Write the product under the first part of the dividend. Step 4: Subtract the product. Step 5: Drop down the next part of the dividend and repeat the process until the quotient is found.)
7. Solve the example problem. If desired, color code the flaps and each step of the process to match.
8. Cut out the Practice piece and glue it to the bottom left side of the page.
9. Use the standard algorithm to solve each problem on the right side of the page.

Reflect on Learning

To complete the left-hand page, have students use all three strategies to solve 22\(\overline{7728}\) and explain which strategy they prefer and why.

Answer Key:
1. 37; 2. 93; 3. 83; 4. 182
Multi-Digit Division

Practice

1. \(777 \div 21\)
2. \(1,209 \div 13\)
3. \(2,158 \div 26\)
4. \(3,822 \div 21\)

Standard Algorithm

\(64,008 \div 84\)

Step 1
Step 2
Step 3
Step 4
Step 5

Partial Quotient

\(84 \overline{)64,008}\)

- 
- 
- 
- 
- 

Area Models

\(64,008 \div 84\)

- 
- 
- 
- 
- 

84

Solving Division Problems

- 
- 
- 
- 
- 

© Carson-Dellosa • CD-104910 Multi-Digit Division

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Adding and Subtracting Decimals

Introduction

Review adding multi-digit numbers by aligning digits with regard to place value. Write $234 + 46$ on the board in a vertical format with the first digit of each number aligned. Ask students why an addition problem cannot be solved in this way. Have students work with partners to explain and share 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 Adding and Subtracting Decimals pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the rectangular flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the right section and attach it below the title.
4. Under each flap, write a description of the step. (1. Line up decimals vertically. 2. Add a zero to the end (after the decimal) if necessary. 3. Beginning with the lowest place value, add or subtract from right to left. 4. Bring down the decimal.)
5. Solve the example problem. If desired, color code the flaps and each step of the process to match.
6. Cut out the Add or Subtract flap book. Apply glue to the back of the pentagon-shaped center section and attach it to the bottom of the page.
7. Solve each problem and write the sum or difference under the flap.

Reflect on Learning

To complete the left-hand page, have students create two decimal numbers using the digits from their birthdays and other common numbers such as a lunch number or phone number. Then, they should use the numbers they create to model both an addition and subtraction problem using the four steps.

Answer Key

Clockwise from top right: 8.14; 2.631; 367.366; 636.811; 372.08
Adding and Subtracting Decimals

Step 1
32.60 + 4.8

Step 2

Step 3
96.5 – 15.23

Step 4

Add or subtract.

459 – 86.92
3.24 + 4.9
6401 – 3.28
5.231 – 2.6
73.946 + 293.42

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Adding and Subtracting Decimals
Multiplying and Dividing Decimals

Introduction

Review the standard algorithm for multiplying multi-digit numbers by writing $35 \times 76$ on the board. Students should solve the problem and then explain how they solved it. Then, review the parts of a division problem by writing $15 \div 3 = 5$ on the board. Students should label the numbers in the problem with dividend, divisor, and quotient.

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 Multiplying and Dividing Decimals pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the Multiplying Decimals flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the right section and attach it below the title.

4. Under each flap, write a description of the step. (1. Line up the last digit of each number vertically. 2. Use the standard algorithm to multiply the numbers. 3. Count to find the total number of digits after the decimals in the problem. 4. Count from right to left the same number of places to add a decimal to the product.)

5. Color each flap a different color. Then, solve the example problem and color code each step of the process to match the flaps.

Reflect on Learning

To complete the left-hand page, have students think of a real-life situation when it would be necessary to use multiplication or division of decimals. Then, they should explain each situation.
## Multiplying and Dividing Decimals

### Multiplying Decimals

#### Step 1

#### Step 2

#### Step 3

#### Step 4

### Dividing Decimals

#### Step 1

#### Step 2

#### Step 3
Greatest Common Factor and Least Common Multiple

Introduction

Review factors and multiples. Explain that factors are numbers that divide evenly into a number. Have students work with partners to list the factors of 24 (1, 2, 3, 4, 6, 8, 12, 24). Then, explain that to find multiples of a number, they must multiply the number by another number. Have students work with partners to find the first five multiples of 8 (8, 16, 24, 32, 40).

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 Greatest Common Factor and Least Common Multiple pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the rectangle with the definitions. Fold in on the dashed line to create a book. Apply glue to the back of the book and attach it to the top left the page.

4. Write Definitions on the front of the book. Complete the sentences in the book. (The Greatest Common Factor is the largest magnitude number that can divide two numbers. The Least Common Multiple is the smallest quantity that is a multiple of two or more numbers.)

5. Cut out the circles and place the smaller numbered circle on top of the large circle. Place the gray glue circle on the bottom with the gray side facing out. Push a brass paper fastener through the center of the circles to attach them. It may be helpful to create a hole in each piece separately first. Apply glue to the gray glue section. Attach it to the top right of the page. Do not press the brass paper fastener through the page. Both number circles should spin freely.

6. Cut out the four-column table and glue it to the bottom of the page.

7. Spin the number circles to create four number combinations. Write them on the table. Then, find the greatest common factor and least common multiple for each combination.

Reflect on Learning

To complete the left-hand page, find the least common multiple between your age and your grade level. Then, find the greatest common factor between your age and your math teacher’s room number. Explain how you found both answers.
The **Greatest Common Factor** is the largest **number** that can **divide** two numbers.

The **Least Common Multiple** is the **quantity** that is a **multiple** of or more numbers.

<table>
<thead>
<tr>
<th>First Number</th>
<th>Second Number</th>
<th>Greatest Common Factor</th>
<th>Least Common Multiple</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Distributive Property

Introduction
Write \(8 \times (4 + 2)\) on the board. Have students work with partners to solve the problem using order of operations. Explain that the distributive property can also be used to solve similar problems.

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 The Distributive Property pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the What Is It? mini file folder. Fold it in half on the dashed line. Apply glue to the back and attach it to the top left side of the page.
4. Complete the sentences in the mini file folder. (The Distributive Property lets you multiply a sum by first multiplying the addends and then adding them together. The Distributive Property lets you multiply a difference by first multiplying the parts of the subtraction problem and then subtracting.)
5. Cut out the accordion fold piece. Starting with the end that says Examples, fold the pieces back and forth to create an accordion with Examples on top. Apply glue to the back of the last flap and attach it to the top right side of the page.
6. Show how each of the examples can be rewritten to use the distributive property.
7. Cut out the numbered rectangle and glue it to the left side of the bottom of the page.
8. Rewrite each problem using the distributive property. Then, solve it. Show your work on the right side of the page.

Reflect on Learning
To complete the left-hand page, have students explain why the distributive property is helpful in solving math problems.

Answer Key
1. 20; 2. 20; 3. 6; 4. 20
What Is It?

The Distributive Property lets you multiply a sum by first multiplying the addends and then adding them together. The Distributive Property also lets you multiply a sum by the parts of the subtraction problem and then subtracting.

Examples

\[ a(b + c) = \]

\[ a(b - c) = \]

\[ (b + c)a = \]

\[ (b - c)a = \]

1. \[ 2(4 + 6) = \]

2. \[ (3 + 1)5 = \]

3. \[ (8 - 6)3 = \]

4. \[ 4(7 - 2) = \]
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• Perfect for addressing the needs of individual learners
• Includes step-by-step instructions for each page
• Great for introducing new math topics

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Multi-Digit Division

Introduction

Write $6\overline{96}$ and $8\overline{216}$ on the board. Have students work with partners to solve each problem. Discuss the various strategies that were used to solve each problem.

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 Multi-Digit Division pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Partial Quotient and Area Models flaps. Apply glue to the gray glue section of the Area Models flap and place the Partial Quotient flap on top of it so that the left flaps align. Apply glue to the back of the left section of the flap book and attach it to the top left side of the page.
4. On each flap, show step-by-step examples of how to use each strategy for multi-digit division. Under the Area Models flap, note any helpful information about each strategy.
5. Cut out the Standard Algorithm flap book. Cut on the solid lines to create five flaps. Apply glue to the back of the left section and attach it to the top right side of the page.
6. Under each flap, write a description of the step. (Step 1: Rewrite the problem if necessary. Step 2: Divide the first part of the dividend by a one-digit number. Step 3: Write the product under the first part of the dividend. Step 4: Subtract the product. Step 5: Drop down the next part of the dividend and repeat the process until the quotient is found.)
7. Solve the example problem. If desired, color code the flaps and each step of the process to match.
8. Cut out the Practice piece and glue it to the bottom left side of the page.
9. Use the standard algorithm to solve each problem on the right side of the page.

Reflect on Learning

To complete the left-hand page, have students use all three strategies to solve $22\overline{7128}$ and explain which strategy they prefer and why.

Answer Key:
1. 37; 2. 93; 3. 83; 4. 182
Multi-Digit Division

Practice

1. 777 ÷ 21
2. 1,209 ÷ 13
3. 2,158 ÷ 26
4. 3,822 ÷ 21

Standard Algorithm

64,008 ÷ 84

Step 1

Step 2

Step 3

Step 4

Step 5

Partial Quotient

Solving Division Problems

84) 64,008
   -
   -
   -
   -

Area Models

64,008 ÷ 84

84
Adding and Subtracting Decimals

**Introduction**

Review adding multi-digit numbers by aligning digits with regard to place value. Write \(234 + 46\) on the board in a vertical format with the first digit of each number aligned. Ask students why an addition problem cannot be solved in this way. Have students work with partners to explain and share 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 Adding and Subtracting Decimals pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the rectangular flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the right section and attach it below the title.
4. Under each flap, write a description of the step. (1. Line up decimals vertically. 2. Add a zero to the end (after the decimal) if necessary. 3. Beginning with the lowest place value, add or subtract from right to left. 4. Bring down the decimal.)
5. Solve the example problem. If desired, color code the flaps and each step of the process to match.
6. Cut out the Add or subtract flap book. Apply glue to the back of the pentagon-shaped center section and attach it to the bottom of the page.
7. Solve each problem and write the sum or difference under the flap.

**Reflect on Learning**

To complete the left-hand page, have students create two decimal numbers using the digits from their birthdays and other common numbers such as a lunch number or phone number. Then, they should use the numbers they create to model both an addition and subtraction problem using the four steps.

**Answer Key**

Clockwise from top right: 8.14; 2.631; 367.366; 636.811; 372.08
### Adding and Subtracting Decimals

<table>
<thead>
<tr>
<th>Step 1</th>
<th>32.60 + 4.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>96.5 − 15.23</td>
</tr>
<tr>
<td>Step 4</td>
<td></td>
</tr>
</tbody>
</table>

**Add or subtract.**

- 459 − 86.92
- 3.24 + 4.9
- 6401 − 3.289
- 73.946 + 293.42
- 5.231 − 2.6
Multiplying and Dividing Decimals

**Introduction**

Review the standard algorithm for multiplying multi-digit numbers by writing $35 \times 76$ on the board. Students should solve the problem and then explain how they solved it. Then, review the parts of a division problem by writing $15 \div 3 = 5$ on the board. Students should label the numbers in the problem with *dividend*, *divisor*, and *quotient*.

**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 Multiplying and Dividing Decimals pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Multiplying Decimals* flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the right section and attach it below the title.
4. Under each flap, write a description of the step. (1. Line up the last digit of each number vertically. 2. Use the standard algorithm to multiply the numbers. 3. Count to find the total number of digits after the decimals in the problem. 4. Count from right to left the same number of places to add a decimal to the product.)
5. Color each flap a different color. Then, solve the example problem and color code each step of the process to match the flaps.

3. Cut out the *Dividing Decimals* flap book. Cut on the solid lines to create three flaps. Apply glue to the back of the left section and attach it to the bottom of the page.
4. Under each flap, write a description of the step. (1. Multiply both the divisor and dividend by a power of 10 to remove the decimal from the divisor. 2. Rewrite the problem using the new values. 3. Find the quotient.)
5. Color each flap a different color. Then, solve the example problem and color code each step of the process to match the flaps.

**Reflect on Learning**

To complete the left-hand page, have students think of a real-life situation when it would be necessary to use multiplication or division of decimals. Then, they should explain each situation.
Multiplying and Dividing Decimals

**Multiplying Decimals**

4.6 x 3.75

x _______

**Dividing Decimals**

32.75 ÷ 2.5

32.75

x _______  ) _______

- _______

2.5

x _______  - _______

© Carson-Dellosa • CD-104910 Multiplying and Dividing Decimals

CD-104910 INT 6.indd   17
11/16/15   4:46 PM
Greatest Common Factor and Least Common Multiple

Each student will need a brass paper fastener to complete this page.

Introduction

Review factors and multiples. Explain that factors are numbers that divide evenly into a number. Have students work with partners to list the factors of 24 (1, 2, 3, 4, 6, 8, 12, 24). Then, explain that to find multiples of a number, they must multiply the number by another number. Have students work with partners to find the first five multiples of 8 (8, 16, 24, 32, 40).

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 Greatest Common Factor and Least Common Multiple pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the rectangle with the definitions. Fold in on the dashed line to create a book. Apply glue to the back of the book and attach it to the top left the page.
4. Write Definitions on the front of the book. Complete the sentences in the book. (The Greatest Common Factor is the largest magnitude number that can divide two numbers. The Least Common Multiple is the smallest quantity that is a multiple of two or more numbers.)
5. Cut out the circles and place the smaller numbered circle on top of the large circle. Place the gray glue circle on the bottom with the gray side facing out. Push a brass paper fastener through the center of the circles to attach them. It may be helpful to create a hole in each piece separately first. Apply glue to the gray glue section. Attach it to the top right of the page. Do not press the brass paper fastener through the page. Both number circles should spin freely.
6. Cut out the four-column table and glue it to the bottom of the page.
7. Spin the number circles to create four number combinations. Write them on the table. Then, find the greatest common factor and least common multiple for each combination.

Reflect on Learning

To complete the left-hand page, find the least common multiple between your age and your grade level. Then, find the greatest common factor between your age and your math teacher’s room number. Explain how you found both answers.
The _______ Common Factor is the largest _______ number that can _________ two numbers.

The _______ Common Multiple is the _______ quantity that is a _______ of _______ or more numbers.

<table>
<thead>
<tr>
<th>First Number</th>
<th>Second Number</th>
<th>Greatest Common Factor</th>
<th>Least Common Multiple</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Distributive Property

Introduction

Write $8 \times (4 + 2)$ on the board. Have students work with partners to solve the problem using order of operations. Explain that the distributive property can also be used to solve similar problems.

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 The Distributive Property pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the What Is It? mini file folder. Fold it in half on the dashed line. Apply glue to the back and attach it to the top left side of the page.
4. Complete the sentences in the mini file folder. (The Distributive Property lets you multiply a sum by first multiplying the addends and then adding them together. The Distributive Property lets you multiply a difference by first multiplying the parts of the subtraction problem and then subtracting.)
5. Cut out the accordion fold piece. Starting with the end that says Examples, fold the pieces back and forth to create an accordion with Examples on top. Apply glue to the back of the last flap and attach it to the top right side of the page.
6. Show how each of the examples can be rewritten to use the distributive property.
7. Cut out the numbered rectangle and glue it to the left side of the bottom of the page.
8. Rewrite each problem using the distributive property. Then, solve it. Show your work on the right side of the page.

Reflect on Learning

To complete the left-hand page, have students explain why the distributive property is helpful in solving math problems.

Answer Key
1. 20; 2. 20; 3. 6; 4. 20
The Distributive Property

What Is It?

The Distributive Property lets you multiply a sum or difference by first multiplying the addends and then adding them together. The Distributive Property lets you multiply a product by first the parts of the subtraction problem and then subtracting.

Examples

1. $2 (4 + 6) =$
2. $(3 + 1) 5 =$
3. $(8 - 6) 3 =$
4. $4 (7 - 2) =$
Interactive Notebooks

Interactive Notebooks are a fun new way to teach and reinforce effective note-taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new math 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.

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Integers and Absolute Value

Introduction

Write +3 and −3 on the board. Have students discuss the relationship between the numbers. Draw a number line on the board and have students describe where each number should be placed. Distribute index cards with other integer pairs. Have each student find the student with her opposite number. Then, have them add each pair of integers to the number line.

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 Integers and Absolute Value pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the 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 title.
4. Cut out the two definition pieces and complete the definitions. (a positive or negative whole number; the magnitude of a number based on its distance from zero) Glue each square under the appropriate flap.
5. Cut out one of the number lines. Fold in on the dashed lines. Apply glue to the back of the center section and attach it to the page below the flap book, leaving a few lines of space between.
6. Cut out the four pairs of opposite integers. Glue each integer to the appropriate place on the number line.
7. Shade each set of opposite values with a different color. Then, draw color-coded arrows from zero to each value. Discuss how opposite quantities always have a sum of zero.
8. Cut out the remaining number line. Fold in on the dashed lines. Apply glue to the back of the center section and attach it to the page below the first number line.
9. Cut out the remaining numbers. Glue each absolute value to the correct place on the number line.

Reflect on Learning

To complete the left-hand page, have students describe two situations in which integers can be used in real life. Then, have students describe two situations in which absolute value can be used in real life.
Integers and Absolute Value

Integer

Absolute Value

a__________
or__________
__________

the__________
of a__________

__________

based on its

__________

from__________

3  8  15  18
-3  -8  -15  -18
10  -15  -4  8
4  -16  -9  6
Working with Rational Numbers

Introduction

Write 2, 5, \( \frac{7}{8} \), 0.25, 1 \( \frac{2}{5} \), and 6.78 on the board. Then, have students work with partners to sort them into three categories. Have them identify what is similar and different about each group and share their thinking with the class. Explain that although these numbers are written in different forms, they all can be described as rational numbers.

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 Working With Rational Numbers pages.

2. Cut out the title and glue it to the top of the page.

3. Complete the sentences. (A rational number is a number that can be written as a fraction. Fractions, integers, and decimals are all rational numbers.)

4. Cut out the shutter fold piece. Cut on the solid lines to create ten flaps. Flip over the piece so that the blank side is faceup. Fold each flap in on the dashed lines. Flip the piece back over and apply glue to the gray glue section. Attach the shutter fold to the page below the title.

5. Open the top two flaps and write the steps to convert between number forms. (Fraction to Decimal: 1. Rewrite as a division problem. 2. Divide. Decimal to Fraction: 1. Rewrite the digits over the appropriate power of 10. 2. Simplify.) Then, convert the number on each flap and write the answer under the flap.

6. Cut out the Special Cases folder. Fold in on the dashed line. Apply glue to the back of the folder and attach it to the bottom left side of the page.

7. Cut out the flap book. Cut on the solid line to create two flaps. Apply glue to the back of the left section and attach it to the bottom right side of the page.

8. Cut out the fraction pieces and glue each one under the correct flap. Then, convert each fraction to a decimal.

Reflect on Learning

To complete the left-hand page, have students explain why it is helpful to convert between number forms. Have students explain two real-life situations in which they might use this skill.

Answer Key

Repeating Decimals: \( \frac{2}{3} \), 0.666666; \( \frac{1}{12} \), 0.083333; \( \frac{1}{6} \), 0.1666666; Decimals Ending in Zero: \( \frac{1}{4} \), 0.25; \( \frac{7}{8} \), 0.875; \( \frac{3}{5} \), 0.6.
# Working with Rational Numbers

A ____________ number is a number that can be ____________ as a ____________ : ____________ , ____________, and ____________ are all ____________ numbers.

## Decimal to Fraction

<table>
<thead>
<tr>
<th>Decimal to Fraction</th>
<th>Fraction to Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.25 =</td>
<td>( \frac{1}{2} = )</td>
</tr>
<tr>
<td>0.7 =</td>
<td>( \frac{1}{8} = )</td>
</tr>
<tr>
<td>0.4 =</td>
<td>( \frac{3}{4} = )</td>
</tr>
<tr>
<td>0.15 =</td>
<td>( \frac{1}{5} = )</td>
</tr>
</tbody>
</table>

## Special Cases

- Some fractions result in a decimal that repeats. e.g., \( \frac{1}{3} = 0.333\ldots \)
- Some fractions result in a decimal that ends. e.g., \( \frac{1}{2} = 0.5 \)

## Repeating Decimals

- Decimals That End

<table>
<thead>
<tr>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>
Adding Integers

**Introduction**

Draw a number line on the board that runs from 0 to 8. Demonstrate how to use the number line to find the sum of $3 + 5$. Draw a number line on the board that runs from 0 to $-8$. Have students work with partners to find the sum of $-3 + (-5)$ and mark their answers on the number line. Allow time for students to explain their answers to 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 Adding Integers pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Do the numbers have the same sign? 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 title.
4. Under each flap, write the procedure for adding integers. (Yes: Add the numbers and keep the sign. No: Subtract the numbers and take the sign of the greater number.)
5. Cut out the pentagon-shaped flap book. Cut on the solid lines to create five flaps. Apply glue to the back of the center section and attach it to the bottom of the page.
6. Solve each problem and write the answer under the flap.

**Reflect on Learning**

To complete the left-hand page, have students solve the following problems to illustrate integer addition using number lines: $5 + (-3); -8 + 2; -2 + (-7)$.

**Answer Key**

Clockwise from top left: 10; -2; -10; 3; 5
Adding Integers

Do the numbers have the same sign?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Find each sum.

6 + 4
-4 + 3
4 + (-6)
-3 + (-7)
-5 + 8
Subtracting Integers

Introduction

Write −3 on the board. Have students work in small groups to brainstorm different ways they could describe this number. Answers may include: the negative sign could represent subtraction, as in 5 − 3; the number could be described as 3 places below zero on a number line; and the number could be described as the opposite, or additive inverse, of 3.

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 Subtracting Integers pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the explanation. (To subtract integers, use integer addition and the additive inverse of the subtrahend.)
4. Cut out the star. Glue it on the top left side of the page.
5. Cut out the smaller rectangle. Apply glue to the back of it and place it on the top right side of the page.
6. Discuss the meaning of the hint on the star. (Change the operation to addition by adding a line to the subtraction symbol and then change the sign of the integer.) Then, use a colored pen or pencil to change each integer subtraction problem to an addition problem with the additive inverse of the subtrahend.
7. Cut out the flap book. Cut on the solid lines to create six flaps. Apply glue to the back of the left section and attach it to the bottom of the page.
8. On each flap, rewrite the problem from the left column as an addition problem with the additive inverse as the subtrahend. Then, solve the problem under the flap.

Reflect on Learning

To complete the left-hand page, have students explain why the additive inverse has to be used when subtracting integers.

Answer Key

−6 + 5 = −1; −3 + (−13) = −16; −6 + (−9) = −15; 5 + (−18) = −13; −1 + 11 = 10; 32 + (−35) = −3
Subtracting Integers

To subtract integers, use integer ___________ and the ___________ of the ___________.

Add a line and change the sign.

<table>
<thead>
<tr>
<th>4 − 6</th>
<th>−3 − 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>−5 − (−7)</td>
<td>6 − (−3)</td>
</tr>
</tbody>
</table>

Solve each problem.

| −6 − (−5) |
| −3 − 13 |
| −6 − 9 |
| 5 − 18 |
| −1 − (−11) |
| 32 − 35 |
**Adding and Subtracting Using Mathematical Properties**

**Introduction**

Review the associative, commutative, equality, and identity properties. Then, write $4 + 1 + 5$ on the board. Have students work with partners to brainstorm different ways to write the expression without changing its value.

**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 Adding and Subtracting Using Mathematical Properties pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the four flap books. Cut on the solid lines to create three flaps on each. Apply glue to back of each left section and attach it to the page.
4. Under the first flap of each flap book, write a definition of the property and indicate which operations it is used for. (Associative: when three or more numbers are added, the sum is the same regardless of how the addends are grouped; addition; Commutative: when two or more numbers are added, the sum is the same regardless of the order of the addends; addition; Equality: A number can be added or subtracted on both sides to get an equal equation; addition and subtraction; Identity: the sum or difference of any number and zero is the original number; addition and subtraction)
5. Cut out the example pieces. Glue each example under the correct flap.

**Reflect on Learning**

To complete the left-hand page, have students write and label two more examples for each property.
# Adding and Subtracting Using Mathematical Properties

<table>
<thead>
<tr>
<th>Associative</th>
<th>Commutative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Example</td>
</tr>
<tr>
<td>Operation</td>
<td>Operation</td>
</tr>
<tr>
<td>Definition</td>
<td>Definition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equality</th>
<th>Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Example</td>
</tr>
<tr>
<td>Operation</td>
<td>Operation</td>
</tr>
<tr>
<td>Definition</td>
<td>Definition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example</th>
<th>Operation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\left(\frac{3}{4} + \frac{1}{2}\right) + \frac{4}{5} = \frac{3}{4} + \left(\frac{1}{2} + \frac{4}{5}\right)$</td>
<td>$\text{If } 37 + 29 = 66, \text{ then } 37 + 29 + 84 = 66 + 84$</td>
<td>$6.59 + 7.42 = 7.42 + 6.59$</td>
</tr>
<tr>
<td>$\frac{7}{8} - 0 = \frac{7}{8}$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interactive Notebooks

MATH

Interactive notebooks are a fun new way to teach and reinforce effective note taking for students of all ages. Students are able to personalize learning to fit their own needs as they create fun, interactive notebook pages for each new math 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.

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Real Number System

Introduction

Draw a number line labeled from –5 to 5 on the board. Discuss the different types of numbers represented (positive, negative, and zero). Discuss how each type of number is used in a real-world context. Have students give examples of numbers that would fall in between the labeled numbers.

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 Real Number System pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the number line and label it from –6 to 6. Glue it below the title.
4. Cut out the Types of Numbers piece. Glue it below the number line on the right. Complete the explanations. (Rational numbers can be expressed as ratios. This includes repeating and terminating decimals. Integers are all of the whole numbers and their opposites. Whole numbers are natural numbers and the number zero. Natural numbers are also known as counting numbers. Irrational numbers are decimals that never repeat or terminate.)
5. Cut out the Rational/Irrational piece. Write Real Numbers below the number line on the left. Glue the Rational/Irrational piece below it. Draw two arrows to show that real numbers are either rational or irrational.
6. Cut out the Integers, Whole, and Natural pieces. Apply glue to all three gray glue sections. Stack the pieces to create a stacked flap book (in order: Rational, Integers, Whole, Natural).
7. Discuss how if a number is classified as a natural number, it is also considered a whole number, an integer, and a rational number. Use the numbers 57, –82/3, –7, 13/9, √3, 1.67, 0, –7, 1.6789.... Classify each number by writing it on the appropriate flap(s). Use the number line to better help you understand the real number system and sort the numbers.

Reflect on Learning

To complete the left-hand page, have students think of one more number that could be added to each flap. List each number and the flap it would belong on.

Answer Key
Natural (also whole, integer, rational): 57; Whole (also integer, rational): 0; Integer (also rational): –8/3, –7; Rational: 13/9, 1.67; Irrational: √3, 1.6789...
Real Number System

<table>
<thead>
<tr>
<th>Types of Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ____________ numbers can be expressed as _____________.</td>
</tr>
<tr>
<td>• This includes ____________ and ____________ decimals.</td>
</tr>
<tr>
<td>• ____________ are all of the ____________ numbers and their _____________.</td>
</tr>
<tr>
<td>• ____________ numbers are ____________ numbers and the number _____________.</td>
</tr>
<tr>
<td>• ____________ numbers are also known as ____________ numbers.</td>
</tr>
<tr>
<td>• ____________ numbers are decimals that never ____________ or _____________.</td>
</tr>
</tbody>
</table>

- Natural numbers
- Whole numbers
- Integers
- Rational numbers
- Irrational numbers
Converting Repeating Decimals to Fractions

**Introduction**

Have students convert 0.2 to a fraction. (They should rewrite it as \( \frac{2}{10} \) and reduce it to \( \frac{1}{5} \).) Then, have students convert 0.22 to a fraction. (They should write \( \frac{22}{100} \) and reduce it to \( \frac{11}{50} \).) Ask students to convert 0.222 to a fraction. Have students share their methods.

**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 Converting Repeating Decimals to Fractions pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flap book with the four steps. Cut on the solid lines to create four flaps. Apply glue to the back of the right section and attach it below the title.
4. Under each flap, write a description of the step. (1. Set the repeating decimal equal to a variable. 2. Multiply the variable by the appropriate power of 10. 3. Subtract the original values from each side to remove the repeating decimal. 4. Solve for the variable.)
5. Solve the example problem. If desired, color code the flaps and each step of the process to match.
6. Cut out the Convert to a fraction 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 bottom of the page.
7. Convert each repeating decimal to a fraction. Write the fraction under the flap.

**Reflect on Learning**

To complete the left-hand page, have the students evaluate the following expressions:

1. \( \frac{7}{3} + 1.6 \); 2. \( 0.1 \overline{18} \times \frac{22}{7} \); 3. \( 0.8 \frac{2}{9} - \frac{4}{9} \)

**Answer Key**

Clockwise from top: \( \frac{5}{11}, \frac{14}{111}, \frac{8}{7}, \frac{7}{11} \). Reflect: 1. \( \frac{7}{11} \); 2. \( \frac{2}{77} \); 3. \( \frac{4}{9} \)
Converting Repeating Decimals to Fractions

Step 1

Step 2

Step 3

Step 4

Convert to a fraction.
Estimating Square Roots

Introduction

Review the definition of a square root. Have students find the square roots of 25, 81, and 225. Have them discuss with partners how they got the answers (5, 9, and 15). Have students find the square roots of 20, 50, and 150 without a calculator. Have students discuss their answers in small groups. What challenges did they have? How precise were their answers?

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 Estimating Square Roots pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Steps to Estimate flap book and the matching example flap book. Cut on the solid lines to create four flaps on the Steps to Estimate flap book. Apply glue to the gray glue section and place the Steps to Estimate piece on top to create a stacked eight-flap book. Apply glue to the back of the left section and attach it to the left side of the page below the title.
4. Complete each of the steps. (1. Find the nearest perfect squares to the radicand and take the square roots of those perfect squares. The square root will be in between these two whole numbers. √64 < √72 < √81; 8 < √72 < 9; 2. Find the difference between the radicand and the lower perfect square. Find the difference between the two perfect squares. 72 – 64 = 8; 81 – 64 = 17; 3. Write the differences as a ratio. Divide to rewrite the fraction as a decimal to the nearest hundredth. 8/17 ≈ 0.47; 4. Combine the whole number found in step 1 and the decimal part for an estimate of the square root. 8 + 0.47 = 8.47) Then, complete the sample problem under the flaps to support the explanation.
5. Cut out the three flaps. Apply glue to the back of the left sections and attach them on the right side of the page.
6. Under each flap, follow the steps from the flap book to estimate the square root.

Reflect on Learning

To complete the left-hand page, have the students solve the following word problem: Teresa has a string that is \( \sqrt{32} \) inches long. Jesse has a string that is \( 4\sqrt{8} \) inches long. Jesse thinks that their strings are of equal length. Is Jesse correct in his thinking? Why or why not? Students should justify their answers.

Answer Key

\( \sqrt{19} \approx 4.3; \sqrt{30} \approx 5.5; \sqrt{110} \approx 10.48; \) Reflect: \( \sqrt{32} \approx 5.64; 4\sqrt{8} \approx 4 \cdot 2.80 \approx 11.2; \) Jesse has the longer string.
Estimating Square Roots

Steps to Estimate

1. Find the nearest ______ to the radicand and take the square root of those perfect squares. The square root will be in these two numbers.

2. Find the ______ between the radicand and the lower perfect square. Find the ______ between the two perfect squares.

3. Write the differences as a ______.

4. Combine the whole number part and the decimal part for an ______ of the square root.

Estimate to the nearest hundredth.

\[ \sqrt{110} \]

Estimate to the nearest hundredth.

\[ \sqrt{30} \]

Estimate to the nearest hundredth.

\[ \sqrt{19} \]

\[ 72 \text{ } 81 \]

\[ 81 - 64 = 17 \]

\[ 72 - 64 = 8 \]

\[ \frac{17}{8} \]

\[ 17 \div 8 = 2.125 \]

\[ 2.125 + 0.16 = 2.285 \]

\[ 2.285 \]

\[ 72 < 2.285 < 81 \]
Properties of Integer Exponents

Introduction

Remind students that using exponents is a shorthand way to write repeated multiplication problems. Have students rewrite $2^3$ and $2^5$ as multiplication problems. Tell students that there are properties that tell us how to operate with expressions that contain exponents.

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 Properties of Integer Exponents pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Property flap book. Cut on the solid lines to create eight flaps. Fold the flaps over on the dashed lines so that the text is inside the flap book. Apply glue to the back of the right section and attach it below the title on the left side of the page.
5. Discuss the proof of each property. Then, complete the rule for each property.

\[
\begin{align*}
\text{Product of Powers} & : \quad am \cdot an = am+n \\
\text{Power of Product} & : \quad (a \cdot b)^m = am \cdot bm \\
\text{Quotient of Powers} & : \quad \frac{am}{an} = a^{m-n} \\
\text{Power of Quotient} & : \quad \left(\frac{a}{b}\right)^m = \frac{am}{bm} \\
\text{Power of Power} & : \quad (am)^n = am \cdot n \\
\text{Zero Power} & : \quad a^0 = 1 \\
\text{Negative Power} & : \quad a^{-m} = \frac{1}{am}
\end{align*}
\]

6. Give an example of each property on the page to the right of the Proof/Property flap book.

Reflect on Learning

To complete the left-hand page, have students answer the following problems and tell which property they applied to each:

1. $\frac{4}{3};$ 2. $(7^3)^5;$ 3. $32,150^0;$ 4. $8^2 \cdot 8^5;$ 5. $\frac{1}{3};$ 6. $3^{-4};$ 7. $(4 \cdot 3)^5$

Answer Key
Reflect: 1. $4^4$, quotient of powers; 2. $7^{15}$, power of powers; 3. 1, zero power; 4. $8^7$, product of powers; 5. $\frac{1}{3^4}$, power of quotient; 6. $\frac{1}{3^4}$, negative power; 7. $4^4 \cdot 3^3$, power of product
## Properties of Integer Exponents

<table>
<thead>
<tr>
<th>Property</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product of Powers</strong></td>
<td>$2^3 \times 2^4 = (2 \times 2 \times 2)(2 \times 2 \times 2 \times 2) = 2^7$</td>
</tr>
<tr>
<td><strong>Power of Product</strong></td>
<td>$(2 \times 3)^3 = (2 \times 3)(2 \times 3)(2 \times 3) = 2 \times 3 \times 2 \times 3 \times 2 \times 3 = 2^3 \times 3^3$</td>
</tr>
<tr>
<td><strong>Quotient of Powers</strong></td>
<td>$\frac{2^5}{2^3} = \frac{2 \times 2 \times 2 \times 2 \times 2}{2 \times 2 \times 2} = 2 \times 2 \times 1 \times 1 \times 1 = 2 \times 2 = 2^2$</td>
</tr>
<tr>
<td><strong>Power of Quotient</strong></td>
<td>$(\frac{2}{3})^4 = \frac{2 \times 2 \times 2 \times 2}{3 \times 3 \times 3 \times 3} = \frac{2^4}{3^4}$</td>
</tr>
<tr>
<td><strong>Power of Power</strong></td>
<td>$(2^3)^4 = 2^3 \times 2^3 \times 2^3 \times 2^3 = (2 \times 2 \times 2)(2 \times 2 \times 2)(2 \times 2 \times 2)(2 \times 2 \times 2) = 2^{12}$</td>
</tr>
<tr>
<td><strong>Zero Power</strong></td>
<td>$\frac{2^3}{2^3} = 2^{3-3} = 2^0 = 1 \quad 2^0 = 1$</td>
</tr>
<tr>
<td><strong>Negative Power</strong></td>
<td>$\frac{2^3}{2^5} = 2^{3-5} = 2^{-2} = \frac{1}{2^2}$</td>
</tr>
</tbody>
</table>

$\alpha^m \times \alpha^n = \underline{________}$  
$(\alpha \times b)^m = \underline{________}$  
$\frac{\alpha^m}{\alpha^n} = \underline{________}$  
$(\frac{\alpha}{b})^m = \underline{________}$  
$(\alpha^m)^n = \underline{________}$  
$\alpha^0 = \underline{________}$  
$\alpha^{-m} = \underline{________}$
Square Roots and Cube Roots

Introduction

Write \(14 + 20 = 34\) on the board. Ask students what they would do to “undo” this addition problem. Write \(3 \times 5 = 15\). Ask students how they would “undo” this problem. Finally, write \(6^2 = 36\). Have students record how they would “undo” this problem. Students will revisit this at the end of this lesson.

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 Square Roots and Cube Roots pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flap book. Fold the flaps in on the dashed lines to cover the text. Apply glue to the back of the center section and attach it to the page below the title.
4. Write square roots on the top flap and cube roots on the bottom flap. Complete the definitions inside of the square root flap. (A perfect square is any number that shows the area of a square. The square root is the side length.) Write the square and square root equation for each given example. (\(3^2 = 9, \sqrt{9} = 3\); \(2^2 = 4, \sqrt{4} = 2\); \(1^2 = 1, \sqrt{1} = 1\))
5. Complete the definitions inside of the cube root flap. (A perfect cube is any number that shows the volume of a cube. The cube root is the side length.) Write the cube and cube root equation for each given example. (\(3^3 = 27, \sqrt[3]{27} = 3\); \(1^3 = 1, \sqrt[3]{1} = 1\))
6. Below the flap book, create two reference tables. The first table should contain integer square roots 1–20 and the corresponding perfect squares. The second table should contain integer cube roots 1–10 and the corresponding perfect cubes.

Reflect on Learning

To complete the left-hand page, have students solve the following equations: \(x^3 = 64; x^2 = 361\)

Answer Key
Reflect: \(x = 4; x = 19\)
Square Roots and Cube Roots

A __________ ____________ is any number that shows the area of a square.

The __________ ____________ is the side length.

A __________ ____________ is any number that shows the volume of a cube.

The __________ ____________ is the side length.