Interactive Notebooks

WORD STUDY

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 word study 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
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Grade 3
CD-104648

Interactive Notebooks
Language Arts
Grade 3
CD-104654

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Science
Grade 3
CD-104907

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Interactive Notebooks
Grade 3

WORD STUDY

• 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 word study topics
Interactive Notebooks

WORD STUDY

Grade 3

Credits
Content Editors: Elise Craver, Angela Triplett

Visit carsondellosa.com for correlations to Common Core, state, national, and Canadian provincial standards.

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*These lessons include multiple reproducible pages. They are designed to introduce one or more concepts at a time, and can be taught over time. Once assembled, they will use multiple pages in a student’s interactive notebook.
What Are Interactive Notebooks?

Interactive notebooks are a unique form of note taking. Teachers guide students through creating pages of notes on new topics. Instead of being in the traditional linear, handwritten format, notes are colorful and spread across the pages. Notes also often include drawings, diagrams, and 3-D elements to make the material understandable and relevant. Students are encouraged to complete their notebook pages in ways that make sense to them. With this personalization, no two pages are exactly the same.

Because of their creative nature, interactive notebooks allow students to be active participants in their own learning. Teachers can easily differentiate pages to address the levels and needs of each learner. The notebooks are arranged sequentially, and students can create tables of contents as they create pages, making it simple for students to use their notebooks for reference throughout the year. The interactive, easily personalized format makes interactive notebooks ideal for engaging students in learning new concepts.

Using interactive notebooks can take as much or as little time as you like. Students will initially take longer to create pages but will get faster as they become familiar with the process of creating pages. You may choose to only create a notebook page as a class at the beginning of each unit, or you may choose to create a new page for each topic within a unit. You can decide what works best for your students and schedule.
Getting Started

You can start using interactive notebooks at any point in the school year. Use the following guidelines to help you get started in your classroom. (For more specific details, management ideas, and tips, see page 10.)

1. **Plan each notebook.**
   Use the planning template (page 9) to lay out a general plan for the topics you plan to cover in each notebook for the year.

2. **Choose a notebook type.**
   Interactive notebooks are usually either single-subject, spiral-bound notebooks, composition books, or three-ring binders with loose-leaf paper. Each type presents pros and cons. See page 5 for a more in-depth look at each type of notebook.

3. **Allow students to personalize their notebooks.**
   Have students decorate their notebook covers, as well as add their names and subjects. This provides a sense of ownership and emphasizes the personalized nature of the notebooks.

4. **Number the pages and create the table of contents.**
   Have students number the bottom outside corner of each page, front and back. When completing a new page, adding a table of contents entry will be easy. Have students title the first page of each notebook “Table of Contents.” Have them leave several blank pages at the front of each notebook for the table of contents. Refer to your general plan for an idea of about how many entries students will be creating.

5. **Start creating pages.**
   Always begin a new page by adding an entry to the table of contents. Create the first notebook pages along with students to model proper format and expectations.

This book contains individual topics for you to introduce. Use the pages in the order that best fits your curriculum. You may also choose to alter the content presented to better match your school’s curriculum. The provided lesson plans often do not instruct students to add color. Students should make their own choices about personalizing the content in ways that make sense to them. Encourage students to highlight and color the pages as they desire while creating them.

After introducing topics, you may choose to add more practice pages. Use the reproducibles (pages 78–96) to easily create new notebook pages for practice or to introduce topics not addressed in this book.

Use the grading rubric (page 11) to grade students’ interactive notebooks at various points throughout the year. Provide students copies of the rubric to glue into their notebooks and refer to as they create pages.
What Type of Notebook Should I Use?

**Spiral Notebook**

*The pages in this book are formatted for a standard one-subject notebook.*

**Pros**
- Notebook can be folded in half.
- Page size is larger.
- It is inexpensive.
- It often comes with pockets for storing materials.

**Cons**
- Pages can easily fall out.
- Spirals can snag or become misshapen.
- Page count and size vary widely.
- It is not as durable as a binder.

**Tips**
- Encase the spiral in duct tape to make it more durable.
- Keep the notebooks in a central place to prevent them from getting damaged in desks.

**Composition Notebook**

**Pros**
- Pages don’t easily fall out.
- Page size and page count are standard.
- It is inexpensive.

**Cons**
- Notebook cannot be folded in half.
- Page size is smaller.
- It is not as durable as a binder.

**Tips**
- Copy pages meant for standard-sized notebooks at 85 or 90 percent. Test to see which works better for your notebook.

**Binder with Loose-Leaf Paper**

**Pros**
- Pages can be easily added, moved, or removed.
- Pages can be removed individually for grading.
- You can add full-page printed handouts.
- It has durable covers.

**Cons**
- Pages can easily fall out.
- Pages aren’t durable.
- It is more expensive than a notebook.
- Students can easily misplace or lose pages.
- Larger size makes it more difficult to store.

**Tips**
- Provide hole reinforcers for damaged pages.
How to Organize an Interactive Notebook

You may organize an interactive notebook in many different ways. You may choose to organize it by unit and work sequentially through the book. Or, you may choose to create different sections that you will revisit and add to throughout the year. Choose the format that works best for your students and subject.

An interactive notebook includes different types of pages in addition to the pages students create. Non-content pages you may want to add include the following:

**Title Page**
This page is useful for quickly identifying notebooks. It is especially helpful in classrooms that use multiple interactive notebooks for different subjects. Have students write the subject (such as “Word Study”) on the title page of each interactive notebook. They should also include their full names. You may choose to have them include other information such as the teacher’s name, classroom number, or class period.

**Table of Contents**
The table of contents is an integral part of the interactive notebook. It makes referencing previously created pages quick and easy for students. Make sure that students leave several pages at the beginning of each notebook for a table of contents.

**Expectations and Grading Rubric**
It is helpful for each student to have a copy of the expectations for creating interactive notebook pages. You may choose to include a list of expectations for parents and students to sign, as well as a grading rubric (page 11).

**Unit Title Pages**
Consider using a single page at the beginning of each section to separate it. Title the page with the unit name. Add a tab (page 78) to the edge of the page to make it easy to flip to the unit. Add a table of contents for only the pages in that unit.

**Glossary**
Reserve a six-page section at the back of the notebook where students can create a glossary. Draw a line to split in half the front and back of each page, creating 24 sections. Combine Q and R and Y and Z to fit the entire alphabet. Have students add an entry as each new vocabulary word is introduced.
Formatting Student Notebook Pages

The other major consideration for planning an interactive notebook is how to treat the left and right sides of a notebook spread. Interactive journals are usually viewed with the notebook open flat. This creates a left side and a right side. You have several options for how to treat the two sides of the spread.

Traditionally, the right side is used for the teacher-directed part of the lesson, and the left side is used for students to interact with the lesson content. The lessons in this book use this format. However, you may prefer to switch the order for your class so that the teacher-directed learning is on the left and the student input is on the right.

It can also be important to include standards, learning objectives, or essential questions in interactive notebooks. You may choose to write these on the top-left side of each page before completing the teacher-directed page on the right side. You may also choose to have students include the “Introduction” part of each lesson in that same top-left section. This is the in, through, out method. Students enter in the lesson on the top left of the page, go through the lesson on the right page, and exit out of the lesson on the bottom left with a reflection activity.

The following chart details different types of items and activities that you could include on each side.

<table>
<thead>
<tr>
<th>Left Side</th>
<th>Right Side</th>
</tr>
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<tbody>
<tr>
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<td>• vocabulary and definitions</td>
</tr>
<tr>
<td>• essential questions</td>
<td>• mini-lessons</td>
</tr>
<tr>
<td>• I Can statements</td>
<td>• folding activities</td>
</tr>
<tr>
<td>• brainstorming</td>
<td>• steps in a process</td>
</tr>
<tr>
<td>• making connections</td>
<td>• example problems</td>
</tr>
<tr>
<td>• summarizing</td>
<td>• notes</td>
</tr>
<tr>
<td>• making conclusions</td>
<td>• diagrams</td>
</tr>
<tr>
<td>• practice problems</td>
<td>• graphic organizers</td>
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<tr>
<td>• opinions</td>
<td>• hints and tips</td>
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<tr>
<td>• questions</td>
<td>• big ideas</td>
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<td>• mnemonics</td>
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<tr>
<td>• drawings and diagrams</td>
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</tbody>
</table>
Planning for the Year

Making a general plan for interactive notebooks will help with planning, grading, and testing throughout the year. You do not need to plan every single page, but knowing what topics you will cover and in what order can be helpful in many ways.

Use the Interactive Notebook Plan (page 9) to plan your units and topics and where they should be placed in the notebooks. Remember to include enough pages at the beginning for the non-content pages, such as the title page, table of contents, and grading rubric. You may also want to leave a page at the beginning of each unit to place a mini table of contents for just that section.

In addition, when planning new pages, it can be helpful to sketch the pieces you will need to create. Use the following notebook template and notes to plan new pages.

<table>
<thead>
<tr>
<th>Left Side</th>
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<tbody>
<tr>
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## Interactive Notebook Plan

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</table>
Managing Interactive Notebooks in the Classroom

Working with Younger Students

- Use your yearly plan to preprogram a table of contents that you can copy and give to students to glue into their notebooks, instead of writing individual entries.
- Have assistants or parent volunteers precut pieces.
- Create glue sponges to make gluing easier. Place large sponges in plastic containers with white glue. The sponges will absorb the glue. Students can wipe the backs of pieces across the sponges to apply the glue with less mess.

Creating Notebook Pages

- For storing loose pieces, add a pocket to the inside back cover. Use the envelope pattern (page 81), an envelope, a jumbo library pocket, or a resealable plastic bag. Or, tape the bottom and side edges of the two last pages of the notebook together to create a large pocket.
- When writing under flaps, have students trace the outline of each flap so that they can visualize the writing boundary.
- Where the dashed line will be hidden on the inside of the fold, have students first fold the piece in the opposite direction so that they can see the dashed line. Then, students should fold the piece back the other way along the same fold line to create the fold in the correct direction.
- To avoid losing pieces, have students keep all of their scraps on their desks until they have finished each page.
- To contain paper scraps and avoid multiple trips to the trash can, provide small groups with small buckets or tubs.
- For students who run out of room, keep full and half sheets available. Students can glue these to the bottom of the pages and fold them up when not in use.

Dealing with Absences

- Create a model notebook for absent students to reference when they return to school.
- Have students cut a second set of pieces as they work on their own pages.

Using the Notebook

- To organize sections of the notebook, provide each student with a sheet of tabs (page 78).
- To easily find the next blank page, either cut off the top-right corner of each page as it is used or attach a long piece of yarn or ribbon to the back cover to be used as a bookmark.
# Interactive Notebook Grading Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| **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. |
Practicing High Frequency Words

Introduction

Explain that high frequency words are words that appear frequently in text. Introduce each new high frequency word by writing it on the board. Say the word several times with the class. Have volunteers define each word and use it in a sentence. Finally, discuss any patterns or word parts students see in the words, such as affixes, roots, or spelling patterns. Explain that categorizing high frequency words by pattern or word part can be helpful in learning the words quickly.

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 Practicing High Frequency Words pages.

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

3. Cut out the pocket. Apply glue to the backs of the three tabs and attach the pocket to the page below the title, leaving space above to insert the word cards.

4. Cut out the flaps. Apply glue to the backs of the left sections and attach them to the bottom of the page.

5. Cut out the word cards. Store the cards in the pocket.

6. Choose a word card. Write the word on the front of a flap. Then, dissect the word by identifying the word’s spelling pattern(s) and any other unique features such as silent letters or unusual pronunciations. Write a sentence with the word under the flap. Highlight the word in the sentence.

7. Repeat step 6 for the remaining flaps.

8. Pull additional words out of the pocket and practice reading and writing them. If desired, use self-stick notes to create additional word study flaps as used in step 6 on additional pages.

Reflect on Learning

To complete the left-hand page, have students write a short story using each high frequency word from the pocket at least once. If time allows, have students share their stories.
<table>
<thead>
<tr>
<th>able</th>
<th>angry</th>
<th>dear</th>
<th>heavy</th>
</tr>
</thead>
<tbody>
<tr>
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<td>learn</td>
<td>fact</td>
<td></td>
</tr>
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<td>only</td>
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<td>clothes</td>
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<td>where</td>
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My Words
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<th>author</th>
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</tr>
</tbody>
</table>
Using High Frequency Words

Introduction

Copy and distribute a story or pages from a story that include the high frequency words that have been introduced. Have students take turns reading the story aloud. Then, have students find and highlight the high frequency words used in the text.

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 High Frequency Words 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 six flaps on each side. Apply glue to the back of the center section and attach it to the page below the title.
4. Cut out the word cards.
5. Read the sentence on each flap. Then, choose the word from the word cards that best completes each sentence. (It may be helpful to place all of the words first before gluing them down.) Once all of the sentences are complete, apply glue to each gray glue section and attach the word to the flap.
6. Write another sentence using the same word under each flap. Highlight the high frequency word in each sentence.

Reflect on Learning

To complete the left-hand page, have students go on a scavenger hunt for high frequency words. They may choose to look in books, magazines, newspapers, or on posters around the room. Students should record the sentence they found the word in and highlight the high frequency word.
My dad is proud of me for winning the race.

She is proud that the project is due on Monday.

Math and science are my favorite subjects.

My birthday will be a new bike.

Hold your breath when you swim in the water.

My grandmother wrote a letter to my sister.

The students divided the work evenly among themselves.

We recycled items to make the dolls.

We will go for the beach on Sunday.

I had a good reason for leaving school early.

My mom keeps her jewelry in a box.

I saw a spider on my porch!

<table>
<thead>
<tr>
<th>among</th>
<th>special</th>
<th>proud</th>
<th>letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>huge</td>
<td>certain</td>
<td>under</td>
<td>reason</td>
</tr>
<tr>
<td>present</td>
<td>leave</td>
<td>favorite</td>
<td>used</td>
</tr>
</tbody>
</table>
**R-Controlled Vowels**

**Introduction**

Write the words *important* and *odor* on the board. Have students read the two words aloud. Discuss how the vowel sound changes, even though both vowel sounds are followed by the consonant *r*. Then, write *mature* and *purpose* on the board. Have the students say the words. Discuss the sound of the *ur*. Finally, have students notice the difference in the movement of their mouths when saying the 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 *When the letter* *r* *...* piece and glue it below the title.
4. Read the text and complete the explanation. (When the letter *r* follows a *vowel*, it usually affects the vowel sound.)
5. Cut out the flaps. Apply glue to the backs of the top sections and attach them to the page, leaving enough room to glue three word cards below each one.
6. Cut out the picture cards. Look at each picture and say the word. Glue the picture under the correct flap.
7. Cut out the word cards. Sort the words by the *r*-controlled vowel needed to complete the word. Complete the word on each card by writing the correct *r*-controlled vowel team. Glue the cards to the page below the correct flaps.

**Reflect on Learning**

To complete the left-hand page, have students divide their page into two sections. Label each section *R-Controlled* and *Not R-Controlled*. Say words with *r*-controlled vowels and words without *r*-controlled vowels. Students should write each word correctly in the corresponding column as you say them.
When the letter r follows a vowel, it usually affects the vowel sound. That is why it is called "bossy r".

|R-Controlled Vowels|

```
<table>
<thead>
<tr>
<th>ar</th>
<th>er</th>
<th>ir</th>
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<tr>
<td>or</td>
<td>ur</td>
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<td>circle</td>
<td>shark</td>
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<td>occ__</td>
<td>th___ty</td>
<td>t___get</td>
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<td>s___face</td>
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<td>___bit</td>
<td>show___</td>
<td>p___ple</td>
</tr>
<tr>
<td>doct___</td>
<td>b___th</td>
<td>n___th</td>
</tr>
</tbody>
</table>
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Vowel Teams

**Introduction**

Write the words *caution* and *claw* on the board. Have students say the words aloud. Discuss how the vowel teams make the same sound but they are spelled differently. Have volunteers write more words with the /aw/ vowel team on the board. Review the remaining vowel teams and repeat the activity. Then, assign different vowel teams to groups of students. Have each group find and list as many words as possible with their vowel team in a specified amount of time.

**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 pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the pockets. Apply glue to the backs of the tabs on each pocket and attach them in a column to the left side of the page.
4. Cut out the word cards. Read each word. Highlight the vowel team in each word. Sort the words by their vowel teams. Label the blank pockets with the vowel teams. Place any words that do not have the same sound or follow the spelling patterns in the Rule Breakers pocket. (ee/ea: heart, break, sweat; ai/ay: said, again; aw/au: lawyer, laugh; ou/ow: rough; Note: The ew/ui/ue and oi/oy sets do not include rule breakers.) Place the cards into the correct pockets.
5. Use the space beside each pocket to record additional words with same spelling pattern to create a personal vowel team dictionary.
6. After teaching all of the *e*-controlled vowels and the vowel teams, revisit each vowel team to address *e*-controlled words with the same spelling patterns. Use the following examples: **Long A**: stairs, care, hare, square; **Long E**: year, deer, earth, beard, were*; **Long I**: fire, pliers, tire; **Long O**: thorn, core, oar, store, door; **Long U**: curve*, purse*, nurse*, lure (*weird words).

**Reflect on Learning**

To complete the left-hand page, have students work with a partner. One student should mix up the cards from the pockets and say each word. The other student should write the word in her notebook, taking care to spell it correctly. Have students check the spelling by placing the word cards next to the written words.
Vowel Teams: **ee/ea**

- geese
- heart
- sleep
- each
- stream
- sneak
- break
- sweat
- creek
- please

**Rule Breakers**

Vowel Teams: **ai/ay**

- trail
- player
- spray
- raise
- said
- again
- waist
- brain
- gray
- claim

**Rule Breakers**
Vowel Teams: aw/au

- lawyer
- straw
- shawl
- haul
- launch
- author
- sauce
- thaw
- yawn
- audition
- laugh

Vowel Teams: ew/ui/ue

- review
- fuel
- juice
- suit
- argue
- continue
- flew
- stew
- value
- fruit
Vowel Teams: **oi/oy**

- oyster
- annoy
- spoil
- enjoy
- voice
- employ
- voyage
- point
- noisy
- decoy

Vowel Teams: **ou/ow**

- towel
- gown
- bounce
- house
- mouth
- powder
- foul
- brown
- tower
- crouch
- rough

**Rule Breakers**
The Two Sounds of oo

**Introduction**

Discuss how *oo* has two pronunciations: the long *oo* as in *moon* and the short *oo* as in *book*. Explain how short *oo* can also make the same vowel sound as in *put* or *pull*. Discuss how there are rule breakers to this vowel sound such as *flood*, *floor*, and *door*. Have students brainstorm more words with the short and long *oo* sounds and list them 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 The Two Sounds of *oo* pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out *The oo vowel team*. Apply glue to the back of the center section and attach it to the page below the title.
4. Under each flap, write *long* or *short* to describe the vowel sound of the example word.
5. Cut out the pockets. Apply glue to the backs of the three tabs on each pocket and attach them to the page below the flap book, leaving space above to insert the word cards.
6. Cut out the word cards. Read each word, highlight the vowel sound, and sort the card into the correct pocket.
7. Cut out the three flaps. Apply glue to the gray glue sections and stack the flaps to create a stacked three-flap book. Use the page numbers to place the flaps in the correct order. Glue the book to the left side of the page below the pockets.
8. Read the story, highlighting the long *oo* words in one color and the short *oo* words in another color. To the right of the book, draw an illustration of the story.

**Reflect on Learning**

To complete the left-hand page, have students divide their page into two sections labeled *Short oo* and *Long oo*. Students should look through magazines to find pictures of words that have either the long or short *oo* sound in them. Have students glue the pictures on their pages in the correct sections and label each picture with its name.
The Coolest School Day

Our class went to the zoo last week. After we stood in line, we finally boarded the bus at noon.

On the way back to school, our class stopped for a treat. I got two scoops of cool vanilla ice cream. I ate it with a spoon, but I dripped some on my foot! That was the coolest school day!

When we got there, we got to choose who was in our groups. First, we looked at the snakes with smooth skin. Then, my teacher took a good picture of a sheep with curly wool.

2

The Two Sounds of oo

The oo vowel team can make a long sound or a short sound.

<table>
<thead>
<tr>
<th>mood</th>
<th>brook</th>
<th>swoop</th>
<th>proof</th>
<th>stood</th>
<th>bloom</th>
</tr>
</thead>
<tbody>
<tr>
<td>glue</td>
<td>glue</td>
<td>glue</td>
<td>glue</td>
<td>glue</td>
<td>glue</td>
</tr>
</tbody>
</table>

1. mood
2. brook
3. swoop
4. proof
5. stood
6. bloom
7. glue
8. glue
9. glue

The Two Sounds of oo

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12/6/16   2:26 PM
Confusing Spelling Patterns

Introduction

Write the words huge and hedge on the board. Ask students to pronounce the words. Point out the ge and the dge and discuss how they make the same sound. Then, switch the endings and write hudge and hege on the board. Explain that there are several spelling patterns that make the same sound, and it can be tricky to choose the correct one when writing. It can be helpful to look for patterns and become familiar with the correct endings for common words when working with confusing spelling patterns.

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 Confusing Spelling Patterns pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the example flap book. Apply glue to the back of the center section and attach it to the page below the title.
4. Complete the explanations. -ge is used after a long vowel sound at the end of a syllable. -dge is used after a short vowel sound at the end of a syllable. -tch is used after a short vowel sound. -ch is used after a vowel team or consonant. -tion is the most common way to spell the /shun/ sound. -sion is used when the letters l, r, s and sometimes n come before the sound.
5. Cut out the flaps. Apply glue to the backs of the top sections and attach them to the page below the teaching piece.
6. Cut out the picture word cards. Say the name of each picture and complete the word with the correct spelling pattern. Then, glue the piece under the correct flap.
7. Write more words with the spelling patterns below each flap to create a personal dictionary for each spelling pattern.

Reflect on Learning

To complete the left-hand page, have each student write a song or similar mnemonic to help him remember common words with each spelling pattern and the rules for each one. Allow time for students to share their work.
Confusing Spelling Patterns: **ge/dge**

- **ge** is used after a ______ vowel sound at the end of a syllable.
- **dge** is used after a ______ vowel sound at the end of a syllable.

-ge  dge

ba_________ca_________tru_________bri_________

sta_________ple_________packa______dan______r
Confusing Spelling Patterns: *tch/ch*

- *tch* is used after a vowel sound.
- *ch* is used after a team or consonant.

- **tch**
  - **watch**
  - **beach**

- **ch**
  - **por**
  - **lun**
  - **pi**
  - **pa**

- **ou**
  - **ha**
  - **ske**
  - **ran**
Confusing Spelling Patterns: *tion/sion*

- **tion** is the most common way to spell the /shun/ sound.

- **sion** is used when the letters ___, ___, and sometimes ___, come before the sound.

---

- ten EXCURION
- frac 3/4
- discus |

---

- permis |
- emo |
- pollu |
Soft and Hard C

Introduction

Write the words cargo and kitchen on the board. Ask students if they have ever wondered why the /k/ sound is spelled differently in each word. Explain that if the next vowel after the /k/ sound is a, o, or u, c is usually used to spell the sound. If the next vowel is e or i, k is usually used to spell the sound. This is because when c is followed by an e or i, the c will make the /s/ sound as in percent. If the next letter after the /k/ sound is a consonant then c is almost always used to spell the sound as in crown. Discuss how the /ci/, /ki/, and /is/ can be confusing when pronouncing or spelling words with these sounds so the use of a dictionary may be helpful.

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 Soft and Hard C pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Tip piece. Cut on the solid line to create two flaps. Apply glue to the back of the left section and attach it below the title.
4. Cut out the two rule cards. Glue the cards under the flaps.
5. Complete the rules. (When c is followed by a, o, or u, it is sounded as /k/. When c is followed by e, i, or y, it is sounded as /s/.)
6. Cut out the pockets. Apply glue to the backs of the three tabs on each pocket and attach them in a column to the left side of the page.
7. Cut out the word cards. Read each word, highlight the c sound(s), and sort the card into the correct pocket.
8. Write more words with the matching sound beside each pocket.

Reflect on Learning

To complete the left-hand page, have students draw a Venn diagram. Label the circles Soft C and Hard C. Say a list of words that have one or both sounds. Students should write each word correctly in the corresponding section as you say them. Have students circle or highlight the clues in each word, such as the preceding vowel, that helped them correctly sort the words.
C makes both a soft /s/ and a hard /k/ sound. How do you know which way to say it?

Tip 1

Tip 2

When c is followed by __, __, or __, it is sounded as /k/.

When c is followed by __, __, or __, it is sounded as /s/.

Soft C

Hard C

Both

circuit
cable
nice
concert
recess
cent
cereal
cold

circuit
bicycle
certain
comb

candle
cake
pencil
castle

Soft and Hard C
Soft and Hard G

Introduction

Write the words guitar and giraffe on the board. Ask students if they have ever wondered why the g is pronounced differently in each word and how they know which to use. Explain that if the next vowel after the g is a, o, or u, the sound is usually a hard g. If the next vowel is e, i, or y, the sound is usually a soft g.

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 Soft and Hard G pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Tip piece. Cut on the solid line to create two flaps. Apply glue to the back of the left section and attach it below the title.
4. Cut out the two rule cards. Glue the cards under the flaps.
5. Complete the rules. (When g is followed by a, o, or u, it is sounded as /g/. When g is followed by e, i, or y, it is sounded as /j/.)
6. Cut out the pockets. Apply glue to the backs of the three tabs on each pocket and attach them in a column to the left side of the page.
7. Cut out the word cards. Read each word, highlight the g sound(s), and sort the card into the correct pocket.
8. Write more words with the matching sound beside each pocket.

Reflect on Learning

To complete the left-hand page, have students draw a Venn diagram. Label the circles Soft G and Hard G. Say a list of words that have one or both sounds. Students should write each word correctly in the corresponding section as you say them. Have students circle or highlight the clues in each word, such as the preceding vowel, that helped them correctly sort the words.
**Soft and Hard G**

**G** makes both a soft /j/ and a hard /g/ sound. How do you know which way to say it?

<table>
<thead>
<tr>
<th>Tip 1</th>
<th>Tip 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>When <strong>g</strong> is followed by <strong>gag</strong> or <strong>gaggle</strong>, it is sounded as /g/.</td>
<td>When <strong>g</strong> is followed by <strong>goose</strong> or <strong>go</strong>, it is sounded as /j/.</td>
</tr>
</tbody>
</table>

![Soft G](giraffe)  ![Hard G](goat)  ![Both](garage)

<table>
<thead>
<tr>
<th>Baggage</th>
<th>Gobble</th>
<th>Giggle</th>
<th>Garage</th>
<th>Imagine</th>
<th>Engine</th>
<th>Gadget</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goose</td>
<td>Energy</td>
<td>Gym</td>
<td>Giant</td>
<td>Gel</td>
<td>Engage</td>
<td>Gather</td>
<td>Game</td>
</tr>
</tbody>
</table>
Silent Letters

Introduction

Write wreath, knead, and gnaw on the board. Read the words aloud to the class, crossing off the first letter as you read each word. Discuss how as you read the words, you did not pronounce the sound of the first letter. Then, program index cards with several silent letter words such as castle, plumber, and honest. Distribute them to students. Give clues to the meaning of the words on the index cards. For plumber, you might say, “This is a person you may call if you have a leaky faucet.” The student with the word written on her card should stand up, read her card, and identify the silent letter in her 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 Silent Letters pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the gnome piece. Apply glue to the back of the center section and attach it to the page below the title.
4. Read the text with a partner. On the left hand side of the piece, fold the edge of the flap over so that it covers the first letter of each word. Read the word. Repeat for the right side, folding the flap over the last letter of each word. Under each flap, write another word that contains a silent letter at the beginning or the end. Highlight the silent letter.
5. Cut out the silent letter heading cards and glue them to the page, arranging them so that there is enough room below or beside each heading to glue up to three word cards.
6. Cut out the word cards. Complete the word by filling in the blank with the correct silent letter. Then, glue the word card under the correct heading. It may be helpful to draw lines on the page to separate the groups of words.

Reflect on Learning

To complete the left-hand page, as a class discuss other silent letter word combinations such as the wh as in who; the gh as in ghost; the rh as in rhino, etc. Have students look through books and magazines to find words that fit those categories and write them in their notebooks. Students should circle or highlight the silent letter in each word.
### Silent Letters

**A silent letter is seen but not heard!**

<table>
<thead>
<tr>
<th>Silent b</th>
<th>Silent d</th>
<th>Silent g</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent h</td>
<td>Silent k</td>
<td>Silent t</td>
</tr>
<tr>
<td>Silent w</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| crum_    | ma__ch   | ___new   | lis__en |
| stomach_ | cas__le  | thum__   | ___reath |
| ___rist  | ec__o    | ___nock  | sc__ool  |
| ___nee   | ___rite  | dou__t   | si__n    |
| han__some| ___narly | ba__ge   | ___naw   |
Consonant Blends

Introduction

Explain that a consonant blend is when two or more consonants are blended together in a word, but each sound may still be heard in the blend. Program index cards with several beginning consonant blends such as sl, fl, pl, gr, tr, and sn. Then, program more index cards with matching ending sounds such as ay, ail, ate, ore, and ip. Give half of the class the beginning consonant blends cards and the other half the ending sounds cards. (Reverse the activity for final consonant blends.) Students should walk around the room looking for a student who can make a word with his half of the card. As students make words, have them record the words and highlight the consonant blend sounds.

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 Consonant Blends pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the nine blend pieces. Cut on the solid lines to create a flap to the left or the right of the blend. Apply glue to the back of the blend section and the center flap and attach it to the page. Multiple pages may need to be used for each set. Do not apply glue to the entire piece as the word family piece will not slide freely. Use the blank sliders to add additional blends.
4. Cut out the two word family strips. Slide the word family strip piece in between the flaps on each consonant blend piece so the word family shows in the space to the left or right of the blend. If the consonant blend and the word family make a real word, write the word on the page below each consonant blend piece.

Reflect on Learning

To complete the left-hand page, have students brainstorm a list of other words that use the blends on the right-hand page. Write the words on the board as students say them. Then, have students choose five of the words to write in their notebooks. The students should scramble the letters in the words as they write them. Finally, have students exchange notebooks with a partner to unscramble the words and highlight the blends.
Beginning Consonant Blends

<table>
<thead>
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<th>pull</th>
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<td>and</td>
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Consonant Blends
Ending Consonant Blends

<table>
<thead>
<tr>
<th>Pull</th>
<th>Pull</th>
</tr>
</thead>
<tbody>
<tr>
<td>mp</td>
<td>ba</td>
</tr>
<tr>
<td>rd</td>
<td>du</td>
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<tr>
<td>ck</td>
<td>ca</td>
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<td>sha</td>
<td>sta</td>
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<tr>
<td>thi</td>
<td>ta</td>
</tr>
<tr>
<td>tru</td>
<td>wi</td>
</tr>
</tbody>
</table>

Consonant Blends
**Using Consonant Blends**

**Introduction**

Review the definition of consonant blends. Assign students to teams. Have the teams look through magazines and books for a specified time frame to find beginning and ending consonant blend words and record them. Award one point to each team for each unique 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 Using Consonant Blends pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Out of School* rebus story and glue it to the page below the title.
4. Cut out the blank flaps. Apply glue to the back of the top section of the flaps and attach them to the page to cover the rebus art.
5. Read the story. Write the word with a consonant blend that would replace the art. If needed, use the Answer Key to create a word bank on the board.
6. Read the story again. Highlight any written words with consonant blends in the story.

**Reflect on Learning**

To complete the left-hand page, have students write short stories using as many consonant blend words as possible. Allow time for students to share their work.

Answer Key:

(written on flaps) flip or backflip, shining or bright, school, flamingo, stove, fruit, crab, (french) fries, strawberry, street, stream, blast

(highlighted) Frank, splashed, glistening, Frank, glad, Frank, placed, plastic, first, breakfast, feast, friend, Claire, brought, sprinkler, after, created, flooded, yard, clean
Out of School

Frank splashed into the glistening water as he did a flip into the pool. The water was cool and the sun was shining.

Frank was glad to be out of school for the summer!

Frank’s mother had placed a plastic flamingo in the yard in honor of the first day of summer vacation. She made pancakes on the grill for breakfast and a fruit salad for lunch.

For dinner, they were going to have a seafood feast with shrimp, potatoes, and carrot pie for dessert.

His friend Claire, who lived down the street, brought her sprinkler over after dinner. It created a water curtain that flooded the yard! Even though they had a mess to clean up, they had a blast!
Syllables

**Introduction**

Review 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 pronounce and clap the number of syllables in each word. As a class, identify the vowel sound in each syllable. Then, repeat with several three- and four-syllable 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 Syllables pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the definition of a syllable (the parts a word breaks into).
4. Cut out the 1 Syllable = flap. Apply glue to the back of the left section and attach it to the left side of the page below the title.
5. Complete the explanation below the flap (1 syllable = one vowel sound).
6. Cut out the Syllables can help . . . 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 to the right of the 1 Syllable = flap.
7. Cut out the imagine cards and glue them under the 1, 2, 3 flaps. Discuss the steps. Under the first flap, divide imagine into syllables. Under the second flap, highlight the vowel sound in each syllable. Read the entire word under the third flap.
8. Cut out the flap book. Cut on the solid lines to create three flaps on each side. Apply glue to the back of the center section and attach it to the bottom of the page.
9. Read the word on each flap and count the syllables. Record the number of syllables in the word by coloring in the dots below the word. Under the flap, divide the word into syllables and highlight the vowel sound in each syllable.

**Reflect on Learning**

To complete the left-hand page, have each student divide his page into four sections labeled One, Two, Three, and Four. Instruct students to look through books to find words with one, two, three, or four syllables. Have them write the words in the correct sections. Then, students should divide the words into syllables and identify the vowel sound in each syllable.
Syllables can help you read harder words.

1. Break the word into syllables.
2. Find the vowel sound in each syllable.
3. Say the whole word.

<table>
<thead>
<tr>
<th>chocolate</th>
<th>musical</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ ○ ○ ○ ○</td>
<td>○ ○ ○ ○ ○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>silence</th>
<th>centimeter</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ ○ ○ ○ ○</td>
<td>○ ○ ○ ○ ○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hibernate</th>
<th>avocado</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ ○ ○ ○ ○</td>
<td>○ ○ ○ ○ ○</td>
</tr>
</tbody>
</table>
Open and Closed Syllables

Introduction

Review syllables. Discuss how in a closed syllable, the vowel is followed by a consonant. Write the word apron on the board. As a class, divide the word into syllables and identify the vowel sound in each syllable. Discuss how the a is “open” because it is not followed by a consonant in its syllable, and the o is “closed in” by a consonant. Explain that open syllables have long vowel sounds and closed syllables have short vowel sounds. Repeat with several more words, such as ladle, rocket, and butterfly.

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 Open and Closed Syllables pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the If the syllable . . . pieces. Glue them to the page below the title.
4. Cut out the Open and Closed pieces. Read the definitions. Glue the correct signs to the rectangular spaces on the pieces and complete the explanations. (If the syllable ends in a vowel, the syllable is open and the vowel sound is long. If the syllable ends in a consonant, the syllable is closed and the vowel sound is short.)
5. Cut out the flaps. Apply glue to the backs of the top sections and attach them to the page.
6. Read each word. Cut the word between the syllables. Under each flap, write O for open or C for closed to identify each syllable.

Reflect on Learning

To complete the left-hand page, have students reflect on the following questions: Can a word have only closed syllables? and Can a word have only open syllables? Have students record their answers and several example words to support their answers.
Open and Closed Syllables

If the syllable ends in a **vowel**, the syllable is

and the vowel sound is __________.

If the syllable ends in a **consonant**, the syllable is

and the vowel sound is __________.

<table>
<thead>
<tr>
<th></th>
<th>unit</th>
<th>human</th>
<th>happy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hotel</td>
<td>dentist</td>
<td>napkin</td>
</tr>
<tr>
<td></td>
<td>silent</td>
<td>pretend</td>
<td>result</td>
</tr>
</tbody>
</table>
Syllabication Rules

Introduction

Review syllabication. Write several known words on the board and have students count the syllables and say the words. Explain that understanding how syllabication works will help students to decode more complex, unknown words. Write avocado on the board. As a class, work together to count the syllables (4), identify the syllable type and vowel sounds, and pronounce the word. Emphasize that there is one vowel sound per syllable. Repeat with several other difficult words, such as champion, examine, and privilege.

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 Syllabication Rules pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the teaching flap and glue it to the page below the title.
4. Read the text. Complete the explanations. (Prefixes are divided after the prefix. Suffixes are divided before the suffix. Compound words are divided between the two words. Consonant blends and digraphs are never divided. Divide double consonants between the double letters. R-controlled vowels and vowel teams stay together. C + le syllables are only found at the end of a word and the consonant is never separated from the le. Open the flap. Say the example word(s) from the flap. Then, write the word(s), and try to divide each word correctly based on the rule given. Close the flap to check the syllabication.
5. Cut out the example piece flap(s). Cut on the solid line to create two flaps. Apply glue to the backs of the bottom sections and attach them to the page below the teaching flap. Fold the flaps over to see how to divide those types of words into syllables.
6. Cut out the word cards. Cut each word card between the syllables. Then, glue the cards together on the page, leaving a slight gap between the cards to show the syllables. Identify the word part being studied (such as the prefix, suffix, or vowel team) in each word.

Reflect on Learning

To complete the left-hand page, have students explain in their own words how each syllabication rule affects reading, writing, and pronouncing words. Have students include example words to support their explanations.
### Words with Prefixes and Suffixes

Prefixes are divided _________ the prefix.
- mis/take

Suffixes are divided _________ the suffix.
- kind/ness

### Compound Words

Compound words are divided _________ the two words.
- gold/fish

<table>
<thead>
<tr>
<th>Adding</th>
<th>Replay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preheat</td>
<td>Toasted</td>
</tr>
<tr>
<td>Closely</td>
<td>Dislike</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Playground</th>
<th>Surfboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midnight</td>
<td>Seaweed</td>
</tr>
<tr>
<td>Classroom</td>
<td>Suitcase</td>
</tr>
</tbody>
</table>

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Syllabication Rules
Words with Blends and Digraphs

Consonant blends and digraphs are _______ divided.

rest/ed float/ing

greener charming
checkers bunches
walking climbed

Words with Double Consonants

Divide double consonants _______ the double letters.

kit/ten

cotton sudden
arrow stroller
winner success
Words with *R*-Controlled Vowels and Vowel Teams

*R*-controlled vowels and vowel teams ________ together.

farm/er toast/ed

feasted gloating

doctor lizard

disturb snoozing

Corner sleeping

Consonant + *le* Words

*C + le* syllables are only found at the ________ of a word and the consonant is_________ separated from the *le*.

pur/ple

waffle uncle

giggle circle

trouble wrinkle

cycle
Inflectional Endings

Introduction

Write a set of words on the board, such as pretends, pretended, pretending. Have students identify what is the same about each of them (the base word, pretend). Explain that base words can take endings such as -s, -es, -ed, -ing, -er, and -est to change their meanings. Discuss how the spelling of the base word sometimes changes when adding an inflectional ending. List examples of how the base word changes 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 Inflectional Endings pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Spelling Rules 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. Cut out the example sentence pieces. Read each one. Use the rules to complete the words with the correct inflectional endings (-ed and -ing: hopped, hopping; locked, locking; skated, skating; -s and -es: cries, talks, watches; -ier and -est: dirtier, dirtiest; cuter, cutest; hotter, hottest). Then, glue the examples under each corresponding rule flap.
5. Cut out the word flap books. Apply glue to the back of each center section and attach them to the page. Fold the flaps up or down and write the inflectional ending(s) for each word, making sure to spell the word correctly by adding or eliminating letters.

Reflect on Learning

To complete the left-hand page, have students write complete sentences using several of the words from the right-hand page to show understanding of proper tense of the words. Students should highlight the words with inflectional endings used in their sentences.
Inflectional Endings: -ed, -ing

Spelling Rules

When a word ends with a **vowel** and a **consonant**, double the ending consonant (except x, w, and y).

When a word ends with a **consonant** and a silent **e**, drop the **e**.

When a word ends with **two consonants**, just add the ending.

**hop**
Will hop ____ on his bike.
I saw a frog hop ____ in the garden.

**lock**
Ann lock ____ the front door.
My dad is lock ____ the back door.

**skate**
I skat ____ at the park yesterday.
I will be skat ____ there again today.

**slam**

**lace**

**jog**

**mix**

**chill**

**serve**

**stir**

**dance**
Inflectional Endings: -s, -es

Spelling Rules

For most third-person singular (he, she, it) verbs, add -s.

When the verb ends with the letters s, z, sh, ch, or x, add -es.

When the verb ends with a consonant + y, change y to i and add -es.

cry
She rocks the baby when he cr____.

talk
She talk____ on her cell phone.

watch
Brad watch____ cartoons on Saturday.

reply
vote
worry
verify

latch
fix
push
limp

trace
buzz

Inflectional Endings
**Inflectional Endings: -er, -est**

### Spelling Rules

- **When the adjective ends with a silent *e*, just add -**r** or -**st.**
- **When the adjective ends with a *y*, change the *y* to an *i* before adding -**er** or -**est.**
- **When the adjective ends with a **vowel** and a **consonant**, double the ending consonant. (Do not double the final consonants *x*, *w*, and *y!*)**

### Examples

- **dirty**
  - Her gloves are dirt**** than mine.
  - Bill has the dirt**** pair of all.

- **cute**
  - My bunny is cute**** than her hamster.
  - Lee’s puppy is the cute**** pet of all.

- **hot**
  - Today is hot**** than yesterday.
  - This week has been the hot**** so far this year.

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Prefixes

Introduction

Explain that a prefix is a letter or group of letters that is attached to the beginning of a word to change its meaning. Write fill, fold, cycle, do, and cover on the board. Write several common prefixes on self-stick notes and place them to the side. Have volunteers come to the board and move a prefix in front of each word and tell the definition of the new word. Explain that some words can have more than one prefix such as recover and uncover. Discuss how understanding prefixes can help students quickly figure out new and unfamiliar 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 Prefixes pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the definition of prefixes (syllables added at the beginnings of words that change the words’ meanings).
4. Cut out the prefix flaps. Apply glue to the backs of the top sections and attach them to the page below the title.
5. Under each flap, write another example of a word with the same prefix that is listed on the top of the flap. Then, write the definition of the word.
6. Cut out the flower petal flaps and the two circles. Write one of the prefixes on each circle. Glue the circles to the bottom half of the page, leaving space to place the petals around them. Then, read each word and decide which prefix can be added to the word to make a real word. Apply glue to the backs of the small flaps and attach the petals to the corresponding flower centers. (It may be helpful to place all of the words first before gluing them down.) Draw a stem to complete each flower.
7. Under the flower petal flaps, write the meaning of the new words.

Reflect on Learning

To complete the left-hand page, write more difficult words with the prefixes on the board, such as unapproved, unbelievable, and recalculate. Have students write the word, identify the prefix, define the word, and use it in a sentence.
Prefixes

syllables added at the __________ of words that change the words’ meanings

reload = to load again

unfold = not folded

match

kind

certain

re

un

match

kind

certain

write

arrange

true

not folded

not folded

not folded

not folded
**misread = read the wrong way**

**distrust = to not trust**

- **inform**
- **spell**
- **like**
- **use**
- **lead**
- **belief**
- **fortune**
- **agree**
- **able**
- **appear**
**improper = not proper**

**premix = to mix before**

- **im-**
- **pre-**

Words with prefixes:

- possible
- plan
- view
- movable
- perfect
- balance
- patient
- approve
- judge
Suffixes

Introduction

Explain that a suffix is a letter or group of letters that is attached to the end of a word to change its meaning. Write harm, mess, kind, sad, and use on the board. Write several common suffixes on self-stick notes and place them to the side. Have volunteers come to the board and move a suffix in front of each word and tell the definition of the new word. Explain that some words can have more than one suffix such as sadly and sadness. Discuss how understanding suffixes can help students quickly figure out new and unfamiliar 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 Suffixes pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the definition of suffixes (syllables added at the ends of words that change the words’ meanings).
4. Cut out the suffix flaps. Apply glue to the backs of the top sections and attach them to the page below the title.
5. Under each flap, write another example of a word with the same suffix that is listed on the top of the flap. Then, write the definition of the word.
6. Cut out the star point flaps and the pentagons. Write one of the suffixes on each pentagon. Glue the pentagons to the bottom half of the page, leaving space to put the word flaps around them to form stars. Then, read each word and decide which suffix can be added to the word to make a real word. Apply glue to the backs of the flaps and attach them to the corresponding pentagon. (It may be helpful to place all of the words first before gluing them down.)
7. Under the star point flaps, write the meaning of the new words.

Reflect on Learning

To complete the left-hand page, write more difficult words with the suffixes on the board, such as occasionally, fierceness, and disagreement. Have students write the word, identify the suffix, define the word, and use it in a sentence.
Suffixes

syllables added at the ________ of words that change the words’ meanings

dirt
complete
active
sand
rough
friend
hand
rude
luck
wind

messy = to be of a mess

quickly = in a quick manner
Suffixes

-ness = state of being fair

-useless = without use

fairness = state of being fair

-less

-ness
Introduction

Write several words on the board that share the same root, such as aquarium, aquamarine, and aquatic. Have students point out what the words have in common (the root, aqua). Then, have students share simple definitions for each word or use a dictionary to define the words. As a class, discuss how the definitions are similar, then develop a class definition for the word root aqua (related to water). Explain that being able to identify and understand word roots, such as aqua, can help you understand unfamiliar 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 Roots pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the definition of roots (basic word parts to which prefixes and suffixes can be added to make new words).
4. Cut out the explanation piece and glue it below the title.
5. Discuss the difference between roots and root words.
6. Cut out the root header cards and glue them side-by-side below the explanation piece.
7. Use the picture clues to fill in the meaning of each root (scope = see, phone = hear; graph = write, bio = life; cycle = return, meter = measure).
8. Cut out the four or six L-shaped pieces. Place each piece facedown and fold the flaps in toward the blank side. The text should be on the top flap.
9. To complete each piece, fill in the blank with a root that will make a real word. With a partner, discuss how some words can take more than one root. Then, flip up the top flap and write a short definition of the new word. Finally, draw a picture of the word on the inside of the flap book. Apply glue to the gray glue sections and attach them to the bottom of the page below the correct header.

Reflect on Learning

To complete the left-hand page, have students use each word root to create one or more new words. Students should define each new word and use it in a sentence.
Roots

basic word parts to which _______ and _______ can be added to make new words

Root words can stand alone.
- tie
- untie

Roots cannot stand alone.
- multi-
- multiply

scope = ________

phone = ________

<table>
<thead>
<tr>
<th>glue</th>
<th>_______</th>
<th>glue</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
<td>_______</td>
<td>glue</td>
</tr>
<tr>
<td>peri</td>
<td>_______</td>
<td>glue</td>
</tr>
</tbody>
</table>

micro

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Using Roots and Affixes

Introduction

Review prefixes, roots, and suffixes using examples from science and social studies texts. Program several index cards with content-area vocabulary words that contain prefixes, roots, and suffixes. Distribute the cards and have students cut apart the index cards, correctly separating each word part. On the backs of the cards, students should write the meaning of each word part. Have students exchange word parts to try to make other new words. Point out that once students are familiar with a root or affix, they can use that knowledge in multiple situations to expand their vocabulary.

 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 Roots and Affixes pages.

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

3. Cut out the eight flaps. Apply glue to the gray glue sections and stack a word flap on top to create a stacked two-flap book for each word. (Note: The vertical flaps on the right side of the page are shorter than the others, so they should be used together.) Apply glue to the back of the top section and attach the first flap book (uncomfortable) below the title.

4. Cut on the solid lines to divide uncomfortable into syllables. Lift each top flap and write the meaning of the prefix, root word, and suffix on the flap below. Then, lift the second flap and write a sentence using the word.

5. Apply glue to the backs of the top sections and attach the remaining flap books to the bottom of the page.

6. Decide where each word should be divided into word parts. Cut the word apart. Then, write the meaning of each word part under the first flap, and write a sentence using the word under the bottom flap.

Reflect on Learning

To complete the left-hand page, have students look through books to find more examples of words with roots and affixes. Students should write the words in their notebooks and divide them into word parts. Then, have students write the meanings of the word parts and a definition for the whole word.
<table>
<thead>
<tr>
<th>Uncomfortable</th>
<th>Glue</th>
<th>Disrespectful</th>
<th>Glue</th>
<th>Mistreatment</th>
<th>Glue</th>
<th>Previewed</th>
</tr>
</thead>
</table>

Using Roots and Affixes
Plural Nouns

Introduction

Review making simple words plural. Provide students with a self-stick note. Have each student identify a plural noun from around the room and write it on their self-stick note. Then, have them place the nouns ending in -s on the left side of the board and the nouns ending in -es on the right side. Review why the nouns needed -s or -es.

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 Plural Nouns pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the two toolbox flaps. Cut on the solid line to cut it in half. Apply glue to the back of the top section of the top flap and attach it to the page below the title. Apply glue to the back of the bottom section of the bottom flap and attach it to the page so that the edges of the toolbox align in the center.
4. Cut out the tools pieces. Read the plural noun rules. Open the toolbox flaps and glue the tool pieces under the toolbox flaps. Write another rule you have learned on the blank tool piece.
5. Cut out the word flaps. Apply glue to the backs of the top sections and attach them to the page below the toolbox. Under each flap, use the plural noun rules to write the plural form of each word.

Reflect on Learning

To complete the left-hand page, have students cut several plural nouns from magazines or newspapers and glue them in their notebooks. Students should group them by the rule used and then write the singular form of each noun.
For most nouns, just add **s**.

If the noun ends in **f** or **fe**, change **f** or **fe** to **v + es**.

If the noun ends in **o**, add **es**.

If the noun ends in **s**, **ch**, **sh**, **z**, or **x**, add **es**.

If the noun ends with a **consonant** and **y**, change to **i + es**.
Irregular Plural Nouns

Introduction

Write nouns on self-stick notes, including some nouns with irregular plurals. Give one self-stick note to each student. As a class, review the rules for pluralizing nouns (see page 69) and record them on the board as chart headings. Have students write the plural form of their noun on the self-stick note and place them in the matching column. The students with irregular plurals should place their self-stick notes to the side. Explain that some nouns do not follow any rules when pluralizing.

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 Irregular Plural Nouns pages.

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

3. Cut out the Some nouns are irregular . . . piece. Cut on the solid line to create two flaps. Apply glue to the back of the left section and attach it to the page below the title.

4. Read the definition. Then, write another example of an irregular plural noun and how it changes to become plural under the flaps.

5. Cut out the (No) Spelling Changes pieces. Glue them side-by-side to create headers below the Some nouns are irregular . . . piece. Draw a line down the center of the page to divide the columns.

6. Cut out the word flaps. For each flap, decide whether the word changes when made plural. Apply glue to the back of the left section and attach it to the page below the correct header. Then, write the correct plural form of the irregular plural noun under the flap.

Reflect on Learning

To complete the left-hand page, students should choose eight of the words and write sentences with each word to demonstrate understanding of the irregular plural nouns.
Irregular Plural Nouns

Some nouns are **irregular** and change to completely new words to make the word plural. However, some nouns stay the same!

<table>
<thead>
<tr>
<th>Spelling Change</th>
<th>No Spelling Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>wolf</td>
<td>calf</td>
</tr>
<tr>
<td>tooth</td>
<td>loaf</td>
</tr>
<tr>
<td>deer</td>
<td>cactus</td>
</tr>
<tr>
<td>man</td>
<td>sheep</td>
</tr>
<tr>
<td>shrimp</td>
<td>goose</td>
</tr>
<tr>
<td>fish</td>
<td>ox</td>
</tr>
</tbody>
</table>
Irregular Verbs

Introduction

Review verb tenses. Then, discuss how some verbs change their spellings to show past tense. Write a few examples on the board and discuss how the verb changed spelling. Distribute self-stick notes with past and present tenses of irregular verbs to students. Then, draw a T-chart on the board labeled past and present. Each student should place her self-stick note in the appropriate column of the chart.

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 Irregular Verbs pages.

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

3. Cut out the Some verbs use a different . . . piece. 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. (Some verbs use a different form of the same word to show the past tense). Write the past tense form of each example word under the flap.

5. Cut out the word strips. For each flap, read the verb. Decide what the past tense of the irregular verb is. Fold the right side of the strip over the letters of the word that must be eliminated to make the new word. Then, write the letters that form the past tense of the irregular verb on top of the flap. Apply glue to the backs of the left sections and attach them to the page. Fold and unfold the flap to read the present and past tense of each word.

6. Use any extra space on the page to record more irregular verbs. Write the present and past tense of each one.

Reflect on Learning

To complete the left-hand page, have students write a short narrative of an event that happened in the past. Students should use at least five irregular verbs in their stories. Have students circle each irregular verb.
Some verbs use a different form of the same word to show the ________ _______.

- drink
- grow

- think
- meet
- say
- fly
- leave
- buy
- sell
Compound Words

Introduction

Review compound words. Then, write words on self-stick notes that, when combined, would make a compound word. Distribute the self-stick notes to students. Have students walk around the room and look for a partner with a word that would form a compound word with their word. Post the new compound words 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 Compound Words pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the Compound Words piece. Cut on the solid lines to create three flaps. Apply glue to the back of the left section and attach it to the page below the title.
4. Read the two words and the new word that is made by combining the two words. Then, write the definition of each word under the corresponding flap. Write the meaning of the new word under the last flap.
5. Cut out the flap books. Cut on the solid lines to create three flaps on each flap book. Apply glue to the backs of the left sections and attach them to the page.
6. Read the two words on the flaps, combine them, and write the new word on the bottom flap. Write the definition of each word and the new compound word under the flaps.

Reflect on Learning

To complete the left-hand page, have students look through books and magazines to find more compound words. Students should record the words and the definitions in their notebooks.
Compound Words

two words put together to make a new word

Each word must be able to stand alone.

<table>
<thead>
<tr>
<th>Compound Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>motor + boat = motorboat</td>
</tr>
</tbody>
</table>

1. finger + tip
2. wind + shield
3. ship + wreck
4. water + fall
5. wood + land
6. thumb + tack
Homophones

Introduction

Say the following silly sentence aloud: *I sailed to a sale in my sailboat while I ate eight apples.* Discuss which words sound the same and how students were able to understand the meaning of the sentence anyway. Record the word pairs from the sentence on the board. Have students volunteer more word pairs. Point out the different spellings and meanings in each pair. Explain that words that sound the same but are spelled differently and have different meanings are called homophones, and they can be tricky to spell 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 Homophones pages.
2. Cut out the title and glue it to the top of the page.
3. Complete the definition of homophones (words that *sound* the same but have different *spellings* and *meanings*).
4. Cut out the flaps. Read the words and look at the pictures. Match the homophone pairs. Apply glue to the gray glue sections and stack the flaps to create a stacked two-flap book for each homophone pair. Apply glue to the backs of the left sections and attach the flap books to the page.
5. For each flap book, open the book and draw a picture example for the word on the flap. Under the bottom flap, write a sentence using both homophones correctly. Underline the homophones used in each sentence.

Reflect on Learning

To complete the left-hand page, display more homophone pairs on the board. Have each student write a silly story using as many homophones as possible, taking care to spell each one correctly.
Homophones
words that ________ the same but have different ________ and ________

<table>
<thead>
<tr>
<th>brake</th>
<th>write</th>
<th>sale</th>
<th>steal</th>
</tr>
</thead>
<tbody>
<tr>
<td>grate</td>
<td>break</td>
<td>steel</td>
<td>sail</td>
</tr>
<tr>
<td>right</td>
<td>buy</td>
<td>weigh</td>
<td>sew</td>
</tr>
<tr>
<td>bye</td>
<td>way</td>
<td>sow</td>
<td>great</td>
</tr>
</tbody>
</table>

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Cut out each tab and label it. Apply glue to the back of each tab and align it on the outside edge of the page with only the label section showing beyond the edge. Then, fold each tab to seal the page inside.
Cut out the KWL chart and cut on the solid lines to create three separate flaps. Apply glue to the back of the Topic section to attach the chart to a notebook page.

KWL Chart

Know

What I

What I

Wonder

What I

Learned

Topic:
Library Pocket

Cut out the library pocket on the solid lines. Fold in the side tabs and apply glue to them before folding up the front of the pocket. Apply glue to the back of the pocket to attach it to a notebook page.
Cut out the envelope on the solid lines. Fold in the side tabs and apply glue to them before folding up the rectangular front of the envelope. Fold down the triangular flap to close the envelope. Apply glue to the back of the envelope to attach it to a notebook page.
Pocket and Cards

Cut out the pocket on the solid lines. Fold over the front of the pocket. Then, apply glue to the tabs and fold them around the back of the pocket. Apply glue to the back of the pocket to attach it to a notebook page. Cut out the cards and store them in the envelope.
Six-Flap Shutter Fold

Cut out the shutter fold around the outside border. Then, cut on the solid lines to create six flaps. Fold the flaps toward the center. Apply glue to the back of the shutter fold to attach it to a notebook page.

If desired, this template can be modified to create a four-flap shutter fold by cutting off the bottom row. You can also create two three-flap books by cutting it in half down the center line.
Eight-Flap Shutter Fold

Cut out the shutter fold around the outside border. Then, cut on the solid lines to create eight flaps. Fold the flaps toward the center. Apply glue to the back of the shutter fold to attach it to a notebook page.

If desired, this template can be modified to create two four-flap shutter folds by cutting off the bottom two rows. You can also create two four-flap books by cutting it in half down the center line.
Flap Book—Eight Flaps

Cut out the flap book around the outside border. Then, cut on the solid lines to create eight flaps. Apply glue to the back of the center section to attach it to a notebook page.

If desired, this template can be modified to create a six-flap or two four-flap books by cutting off the bottom row or two. You can also create a tall four-flap book by cutting off the flaps on the left side.
Flap Book—Twelve Flaps

Cut out the flap book around the outside border. Then, cut on the solid lines to create 12 flaps. Apply glue to the back of the center section to attach it to a notebook page.

If desired, this template can be modified to create smaller flap books by cutting off any number of rows from the bottom. You can also create a tall flap book by cutting off the flaps on the left side.
Shaped Flaps

Cut out each shaped flap. Apply glue to the back of the narrow section to attach it to a notebook page.
Shaped Flaps
Interlocking Booklet

Cut out the booklet on the solid lines, including the short vertical lines on the top and bottom flaps. Then, fold the top and bottom flaps toward the center, interlocking them using the small vertical cuts. Apply glue to the back of the center panel to attach it to a notebook page.
Four-Flap Petal Fold

Cut out the shape on the solid lines. Then, fold the flaps toward the center. Apply glue to the back of the center panel to attach it to a notebook page.
Six-Flap Petal Fold

Cut out the shape on the solid lines. Then, fold the flaps toward the center and back out. Apply glue to the back of the center panel to attach it to a notebook page.
Accordion Folds

Cut out the accordion pieces on the solid lines. Fold on the dashed lines, alternating the fold direction. Apply glue to the back of the last section to attach it to a notebook page.

You may modify the accordion books to have more or fewer pages by cutting off extra pages or by having students glue the first and last panels of two accordion books together.
Accordion Folds
Clamshell Fold

Cut out the clamshell fold on the solid lines. Fold and unfold the piece on the three dashed lines. With the piece oriented so that the folds form an X with a horizontal line through it, pull the left and right sides together at the fold line. Then, keeping the sides touching, bring the top edge down to meet the bottom edge. You should be left with a triangular shape that unfolds into a square. Apply glue to the back of the triangle to attach the clamshell to a notebook page.
Puzzle Pieces

Cut out each puzzle along the solid lines to create a three- or four-piece puzzle. Apply glue to the back of each puzzle piece to attach it to a notebook page. Alternatively, apply glue only to one edge of each piece to create flaps.
Flip Book

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. Apply glue to the back of the book to attach it to a notebook page.
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