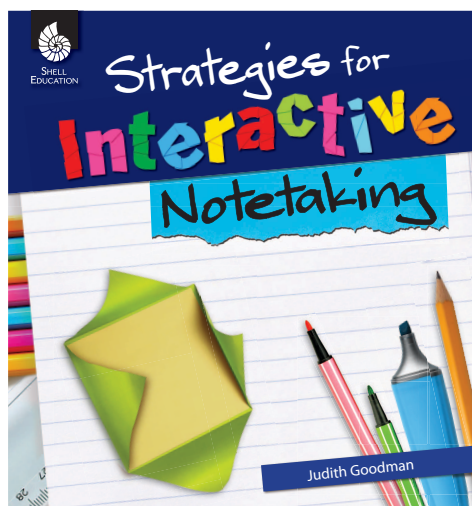


**Sample Pages from**

**Strategies for  
Interactive Notetaking**



The following sample pages are included in this download:

- Table of Contents
- Introduction excerpt
- Lesson plan or sample chapter selection

For correlations to Common Core and State Standards, please visit  
<http://www.teachercreatedmaterials.com/correlations>.

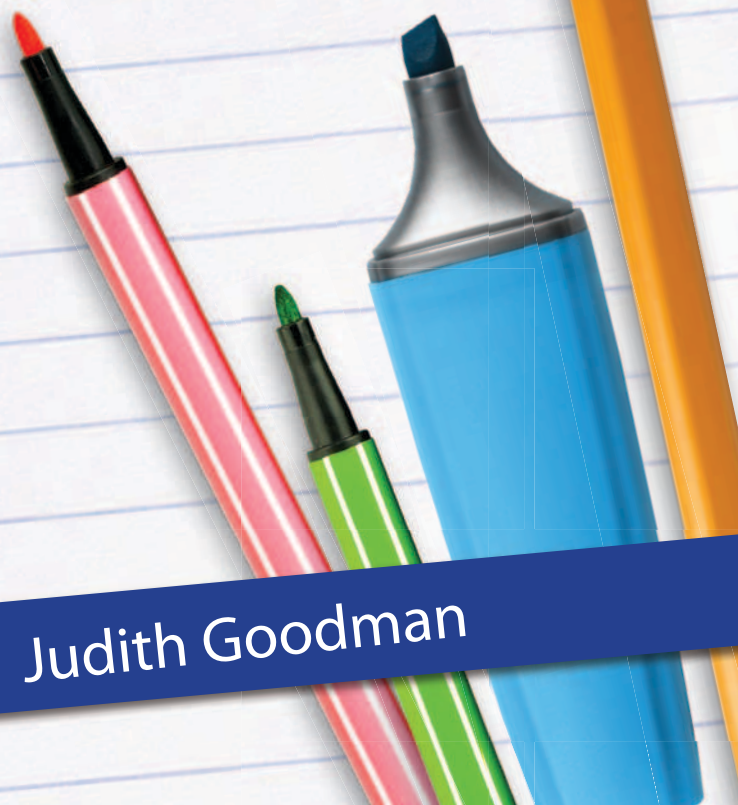


SHELL  
EDUCATION

# Strategies for

# Interactive

# Notetaking



Judith Goodman

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# An Introduction to Interactive Notetaking *(cont.)*

## What Is an Interactive Notebook?

An interactive notebook can be created using any type of blank bound notebook (e.g., spiral notebook or a journal-style notebook). These can be obtained at any school or office-supply store. The pages of the notebook are then utilized to record new learning in the form of lesson input as well as students' responses to the learning. Many different strategies that are effective with the interactive notebook are provided in this resource. Some of these strategies include different logs for students to record academic conversations with their peers, numerous types of folded-paper activities used for notetaking, assorted graphic organizers to guide students' thinking about a particular lesson topic, creative ways to use sticky notes to help students build understanding and represent relationships between concepts, and other types of information such as study guides, mini-projects, and reports. All of the strategies in this resource can be used without implementing them in an interactive notebook. However, the best thing about the interactive notebook is that all of these effective lesson strategies and techniques are either created directly in the notebook itself, or students work to complete a separate worksheet and then glue that page into the notebook in order to create a portfolio of classroom learning and help minimize the supplies needed for each lesson. Most lessons that are modeled in this resource require only basic materials such as photocopied activity sheets, pens, pencils, paper, glue, scissors, paper plates, colored pencils, or markers.

Adjacent to each section of input from the lesson, students utilize the built-in space provided in the notebook format to respond to the lesson. They simply turn to the next page and record the reflections, summarizations, responses, and more as directed in the lesson.

When thinking about what an interactive notebook is, the key word part to remember is the base word *active*. Keeping the concept of active learning in mind at all times will assist you when implementing these strategies in your classroom. The interactive notebook is not a place for students to just copy notes or word definitions, but a place to respond to what they are learning. Interactive notebooks facilitate a notetaking process that allows students to record information in a personal and meaningful way.

# An Introduction to Interactive Notetaking *(cont.)*

Students will use their interactive notebooks to store information acquired in class for the purpose of referring to and reflecting on at a later time. It becomes a central location for course content and information. Students can reflect on the information presented in class as new material is introduced by the teacher. Interactive notebooks are a way for students to use teacher-supplied notes to analyze, compare/contrast, summarize, synthesize, apply, and more.

Additionally, the interactive notebook becomes a pathway for interactive discussion between students and teachers. In the interactive notebook format, students either write notes or do a guided activity during or after a lesson instruction. By asking students to reflect on the content taught using a specific strategy in this resource, the teacher is able to informally check students' work to guide further instruction throughout the course of a lesson or unit. This provides the teacher with data to plan a student-teacher discussion about students' understanding of the content. The students no longer think of their notes as just an assignment for teachers to grade but as a tool that they can use to review, study, and reference during class discussions. The interactive notebook also gives students opportunities to personalize their work and make sense of what they have learned. Since students have notes in their notebooks and reflections they can reference, they will feel more comfortable when asked to discuss their work with a peer or with the teacher.

The interactive notebook can also be used as an accountability method. Notebooks should be monitored and reviewed on a regular basis so that the teacher can drive the instruction from data gathered from students' notebooks.

## Why Use Interactive Notebooks?

### Useful Organization

So, why use interactive notebooks? Let's think about an all-too-familiar series of events. Every year, teachers require students to purchase different amounts and types of composition books, notebooks, or binders on their school-supply list. Parents send the notebooks with students to school and students are directed to label their notebooks with the different content areas and place them in their desks. Now, each student has a desk full of school supplies and notebooks. Throughout the school day, students are taking out of their desks and then putting into their desks and then taking out of their desks the various content notebooks as directed by the teacher. In addition, students are provided activity sheets and graphic organizers and asked to reflect and review information throughout the day. All of these materials are then stuffed in a desk or a backpack, never to be seen again except to be trashed or recycled when it comes time to clean or organize. The alternative: interactive notebooks. Interactive notebooks allow students to systematically organize information distributed by the teacher and create a useful learning tool filled with archived materials of class content.

# How to Use This Book

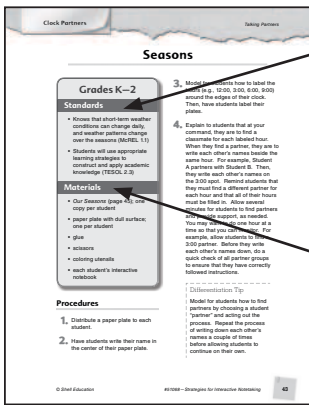
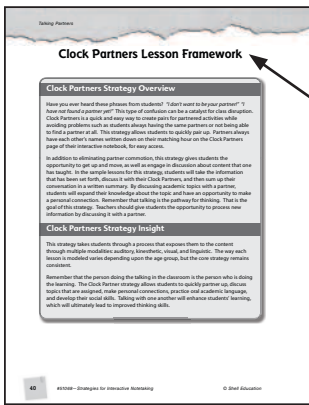
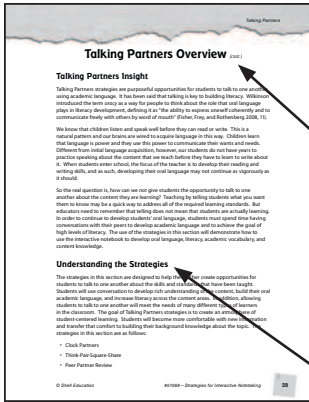
## Lesson Components

Each lesson includes the following components to establish the structure and flow.

**Section Overview:** The section overview is a brief summary with research information of the particular skill that is focused on in each section.

**Strategy Overview:** This section provides the background knowledge and research for the strategy as well as what to expect as the teacher utilizes the strategy in his or her classroom.

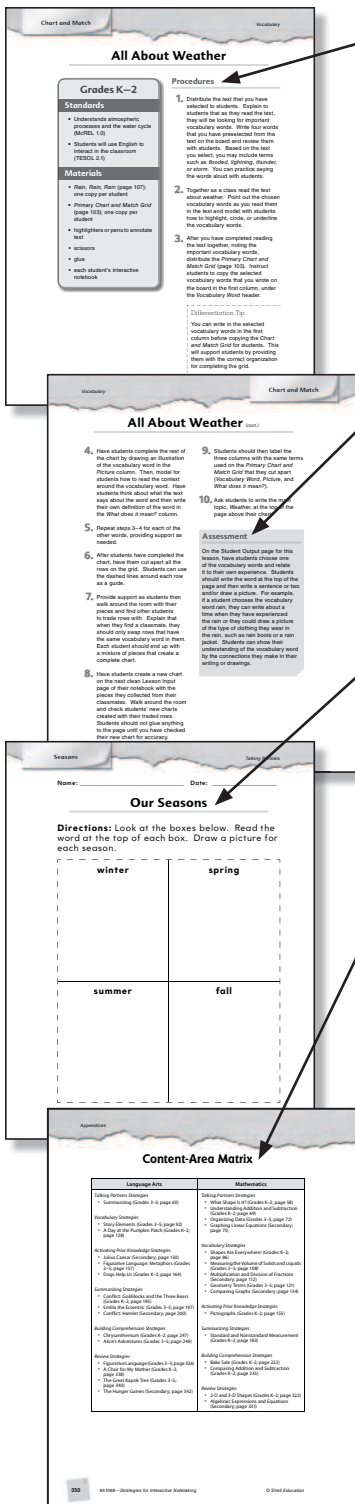
**Lesson Framework:** The lesson-framework section is the generic foundation of what the strategy should look like. Regardless of the grade level or the content area focus, teachers can use this template as the foundation of what the strategy will look like when they implement it in their classroom.



**Standards:** This section provides the standards that are met in the sample lesson. Post the standards clearly so students can see them. Briefly discuss what students will be learning and the task that will demonstrate this learning. Consider posting the standards in both student-friendly language and the original format.

**Materials:** Materials are listed for each lesson. The majority of materials are commonly found in a classroom or school for easier implementation of the lessons.

# How to Use This Book *(cont.)*



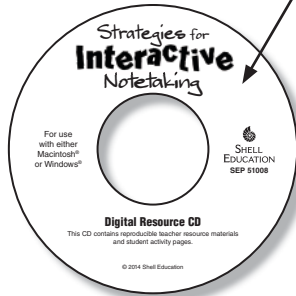
**Procedures:** This section of the lesson provides explicit step-by-step instructions for what is expected of students and what they need to accomplish throughout the lesson to complete the task for the strategy. The lesson frameworks provide a general overview of how to implement the lessons, while the sample lessons provide more specific directions based on a topic.

**Assessment:** This section shows the teacher how to connect the content of the lesson to a task for Student Output and how to use this to measure students' achievement of the learning objectives. This section will indicate how to gather information for formative and/or summative assessment.

**Student Reproducibles:** Some of the sample lessons include student-activity pages for teacher use. Use these pages to fully implement the sample lessons provided in this resource.

**Appendices:** On pages 345–356 additional resources can be found, including a content-area and a grade-level matrix that provide an overview of each specific strategy and the content-area focus.

**Digital Resource CD:** All of the activity pages can be found on the Digital Resource CD. For a complete list of files, see pages 354–356.



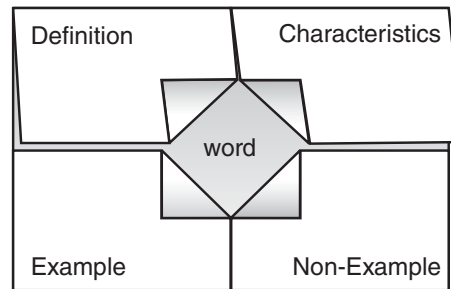
# Frayer Model Lesson Framework (cont.)

## Materials

- 8.5" × 11" paper of different colors
- markers
- scissors
- stapler or glue plus small scraps of colored paper for book binding
- each student's interactive notebook

## Procedures

1. Distribute 3–5 sheets of different colored paper to each student. Students will need one sheet of paper for each vocabulary word that you wish to teach in the lesson.
2. Have students fold the paper in a horizontal fold.
3. Have students open the paper back up to 8.5" × 11" size and hold the paper in landscape layout. Fold in each side of the paper to the creased fold to create a "shutter doors" fold.
4. While the "shutter doors" are still folded inward, instruct students to cut both of the shutter doors in half to create four flaps. While still folded, have students flip up, or dog ear, the four center corners of each flap to create a diamond-shaped window in the center of the paper. Then, have students write one of the assigned vocabulary words in the window.
5. With the flaps folded down, students should write on the top of the four "shutter door" flaps the following:
  - Top left flap: *Definition*
  - Top right flap: *Characteristics*
  - Bottom left flap: *Example*
  - Bottom right flap: *Non-Example*
6. Under each flap, students should write the following:
  - *Definition*: Students create their own definition of the vocabulary word.
  - *Characteristics*: Students write adjectives that describe the vocabulary word. For primary grades, you may ask for synonyms under this flap.
  - *Example*: Students write examples of the vocabulary word. This could include illustrations, pictures, or statements.





# Frayer Model Lesson Framework *(cont.)*

- *Non-Example:* Students write non-examples that demonstrate what the vocabulary word is not. Remind students that a non-example should be meaningful and not random. One way to come up with a non-example is to think of the opposite of the example. You may need to model this for students.
7. Repeat Steps 2–6 for each of the vocabulary words.
  8. Have students fold each of the Frayer Model booklets back over the horizontal fold that they made in Step 2, and then lay the books out in alphabetical order of the vocabulary words. Students will number the booklets from left to right.
  9. Students should then stack the booklets one on top of the other so all the folds are on the left and all of the open ends are on the right. Booklet #1 should be on top, then booklet #2, #3, and so on for all of the booklets that students have created.
  10. Direct each student to attach the booklets together either with glue or staples. To glue the booklets together, create a binding for the booklet using the scraps of paper.
  11. Students can then create a title for the book and write it on the front cover of the stacked booklets. The title should be the common topic for all the vocabulary words. You may wish to provide students with sample titles or brainstorm ideas together.
  12. Have each student then attach the booklet to the next blank Lesson Input page of their interactive notebook.

## Assessment

For primary students, ask them to look at the words included in their Frayer Model booklet. Direct students to the Student Output page of their interactive notebook for this lesson where they will write one thing they have learned about the content taught. Then, students should review their booklet with a partner. As the partners talk to one another, listen for the correct use of the new vocabulary in the students' dialogue.

For older students, have them turn to the Student Output page of the notebook for this lesson. They should then write a summary of the topic using the vocabulary words in the Frayer Model booklet. Assess students by checking their understanding of the topic through the correct explanation and usage of the vocabulary words in their examples.

# Shapes Are Everywhere!

## Grades K–2

### Standards

- Understands basic properties of simple geometric shapes and similarities and differences between simple geometric shapes (McREL 5.1)
- Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form (TESOL 2.2)

### Materials

- *Shapes Cutout* (page 91); one copy per student
- *Frayer Model Template* (pages 89–90); several copies per student
- 8.5" × 11" colored paper; five sheets per student
- markers
- scissors
- stapler or glue plus small scraps of colored paper for book binding
- each student's interactive notebook

### Procedures

1. Distribute a *Shapes Cutout* (page 91) handout to each student. Have students color and cut out the triangle. Then, have them choose four additional shapes from the handout and then color and cut them out. Each student should have five shapes total.
2. Distribute five sheets of different colored paper to each student. Each student will need one sheet of paper for each vocabulary word.
3. Distribute the *Frayer Model Template* (pages 89–90) to each student. While the “shutter doors” are still folded inward, instruct students to cut both of the shutter doors in half to create 4 flaps. You may need to monitor students closely as they complete this step to ensure that they make this cut correctly.
4. While still folded, have students flip up, or dog ear, the four center corners of the four flaps to create a diamond-shaped window in the center of the paper. Have students write the word *triangle* in the window.

## Shapes Are Everywhere! (cont.)

- 5.** Use the vocabulary term *triangle* to model for students how to complete the Frayer Model. Under each flap write the following:
- **Definition:** Think aloud the process for developing your own definition for this vocabulary term. In this flap, write the following definition for a triangle: *A shape with three sides.*
  - **Characteristics:** Explain to students that they will write adjectives that describe a triangle in this flap. Model for students how to do so by writing the following characteristics of a triangle: *Straight sides, no curves, closed shape.*
  - **Example:** Direct students to glue the shape of the triangle under the *Example* flap. Students can also draw a picture of a real-life object that is shaped like a triangle.
  - **Non-Example:** Have students draw or glue a picture of a shape that is not a triangle to demonstrate what the vocabulary word is not. Model for students how to consider why another shape is not a triangle. For example, draw a square in this flap as a non-example. Explain to students that this is a non-example of a triangle because it is a shape with four sides, not three.
- 6.** Repeat Steps 3–5 for each of the remaining shapes that students cut out. Based on students' readiness, this can be completed as guided practice or independently.
- Differentiation Tip

For each vocabulary term in this lesson, you can have the definition, characteristics, example, and non-example pre-printed and cut into strips for students. You can distribute these to certain students who will then glue the strips under the correct flap rather than write them in.
- 7.** Have students fold each Frayer Model booklet back over the horizontal fold that they made in Step 3, and then guide students in laying the books out in alphabetical order of the vocabulary words. Next, have students number the booklets from left to right, 1–5.
- 8.** Show students how to stack the booklets one on top of the other so all the folds are on the left and all of the open ends are on the right. Booklet #1 should be on top, then booklet #2, #3, #4, and #5.

# Shapes Are Everywhere! *(cont.)*

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9. Direct students to attach the booklets together either with glue or staples. To glue the booklet together, create a binding for the booklet using the scraps of paper.
10. Have students write the title for the book, *Shapes*, on the front cover of the stacked booklets. Students can then attach the booklet to the next blank Lesson Input of their interactive notebooks.

## Assessment

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Ask students to look at the shape words in their Frayer Model book. Direct students to the Student Output page of their interactive notebook for this lesson, where they will write one real-world connection that they can make to one of the shapes that they learned about. For example, if a student recognized the triangle as a yield sign, then they can draw a yield sign on the facing page. Then, have students review their booklet and real-world connection with a partner. As partners are talking to one another, listen for the correct use of the content-area and academic vocabulary in the students' dialogue as they discuss the shapes, its characteristics, examples, etc. The key is for students to be able to use their own words to talk about the different shapes and relate some of those shapes to the real world.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Frayer Model Template

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**Directions:** Cut along the dotted lines to create your template.

<hr/> <hr/> <hr/>	

# Frayer Model Template *(cont.)*

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Definition	Characteristics
Non-Example	Example

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Shapes Cutout

**Directions:** Color and cut out the shapes below.

