

# 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**

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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.

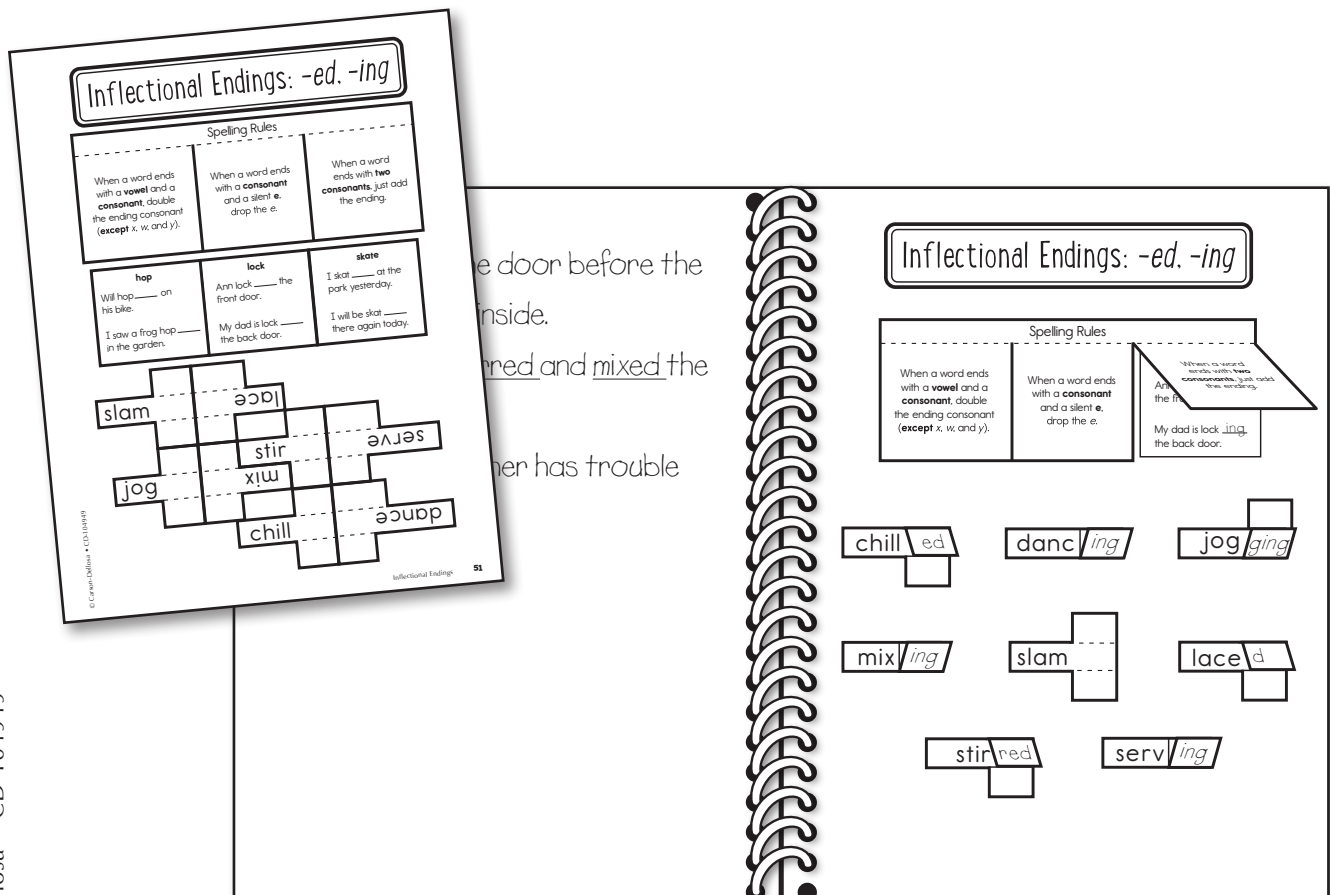


# What Are Interactive Notebooks?

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.



A student's interactive notebook for inflectional endings

# 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.

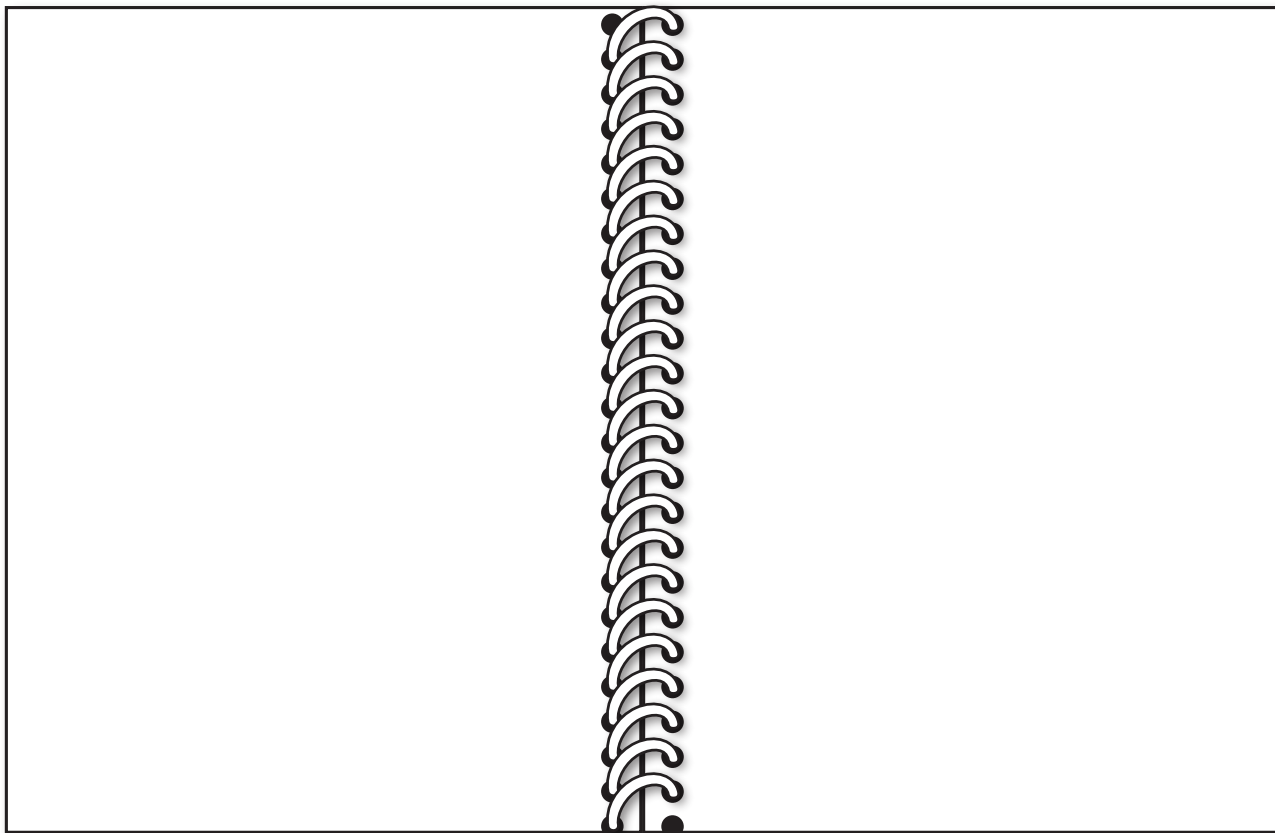
Left Side	Right Side
<ul style="list-style-type: none"><li>• learning objectives</li><li>• essential questions</li><li>• I Can statements</li><li>• brainstorming</li><li>• making connections</li><li>• summarizing</li><li>• making conclusions</li><li>• practice problems</li><li>• opinions</li><li>• questions</li><li>• mnemonics</li><li>• drawings and diagrams</li></ul>	<ul style="list-style-type: none"><li>• vocabulary and definitions</li><li>• mini-lessons</li><li>• folding activities</li><li>• steps in a process</li><li>• example problems</li><li>• notes</li><li>• diagrams</li><li>• graphic organizers</li><li>• hints and tips</li><li>• big ideas</li></ul>

# 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.



**Left Side**

**Right Side**

**Notes**

---

---

---

# Interactive Notebook Plan

Page	Topic	Page	Topic
1		51	
2		52	
3		53	
4		54	
5		55	
6		56	
7		57	
8		58	
9		59	
10		60	
11		61	
12		62	
13		63	
14		64	
15		65	
16		66	
17		67	
18		68	
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35		85	
36		86	
37		87	
38		88	
39		89	
40		90	
41		91	
42		92	
43		93	
44		94	
45		95	
46		96	
47		97	
48		98	
49		99	
50		100	

# 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

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



# Practicing High Frequency Words

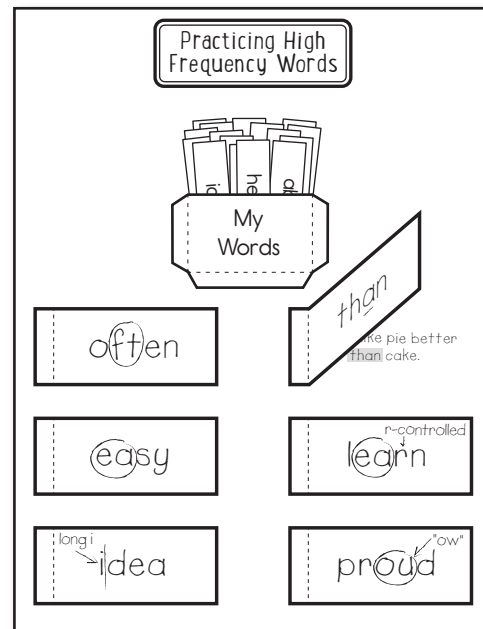
## Introduction

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.

# Practicing High Frequency Words

My Words

able		
angry	dear	heavy
idea	learn	fact
often	only	page
proud	easy	than
woke	write	wrote


--

My Words
-------------

brought		
careful	certain	clothes
early	meant	people
please	really	sister
until	useful	where
while	whole	world

--

My Words
-------------

against		
although	amount	author
between	different	enough
however	important	instead
picture	possible	probably
surprise	trouble	wrong

# Using High Frequency Words

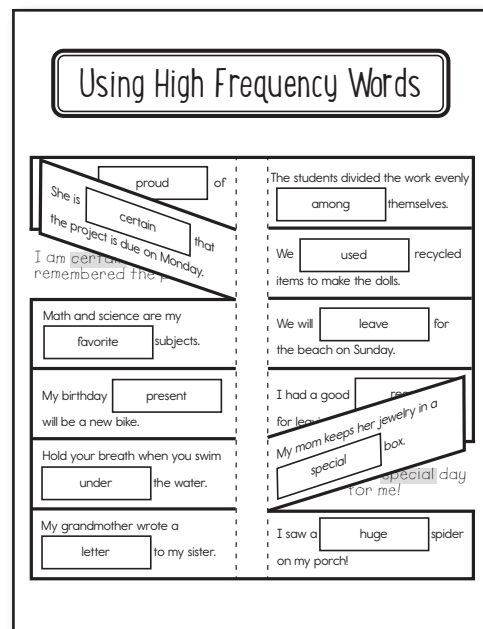
## Introduction

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.



# Using High Frequency Words

My dad is **glue** of me for winning the race.

She is **glue** that the project is due on Monday.

Math and science are my **glue** subjects.

My birthday **glue** will be a new bike.

Hold your breath when you swim **glue** the water.

My grandmother wrote a **glue** to my sister.

The students divided the work evenly **glue** themselves.

We **glue** recycled items to make the dolls.

We will **glue** for the beach on Sunday.

I had a good **glue** for leaving school early.

My mom keeps her jewelry in a **glue** box.

I saw a **glue** spider on my porch!

among

special

proud

letter

huge

certain

under

reason

present

leave

favorite

used

# R-Controlled Vowels

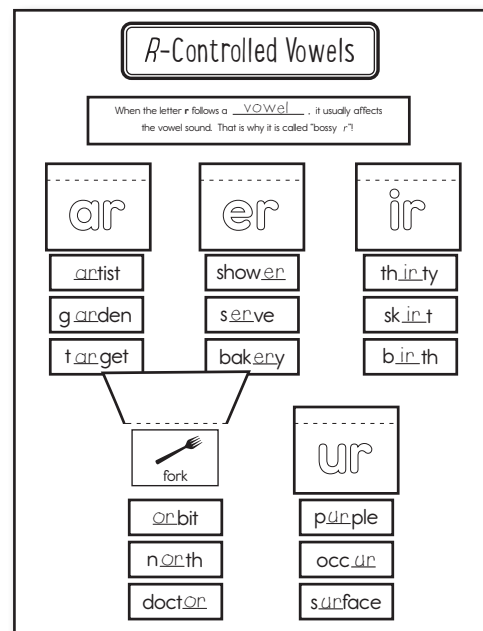
## Introduction

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.

# R-Controlled Vowels

When the letter **r** follows a \_\_\_\_\_, it usually affects the vowel sound. That is why it is called "bossy r"!

ar

er

ir

or

ur



tiger



circle



shark



turn



fork

occ\_\_

th\_\_ty

t\_\_get

s\_\_ve

sk\_\_t

bak\_\_y

\_\_tist

g\_\_den

s\_\_face

\_\_bit

show\_\_

p\_\_ple

doct\_\_

b\_\_th

n\_\_th

# Vowel Teams

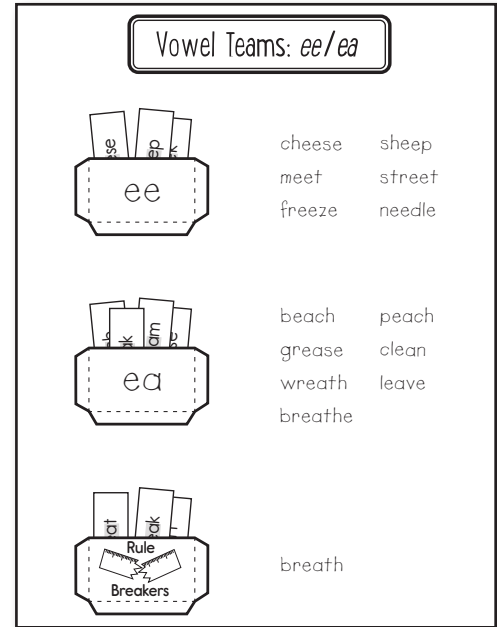
## Introduction

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.

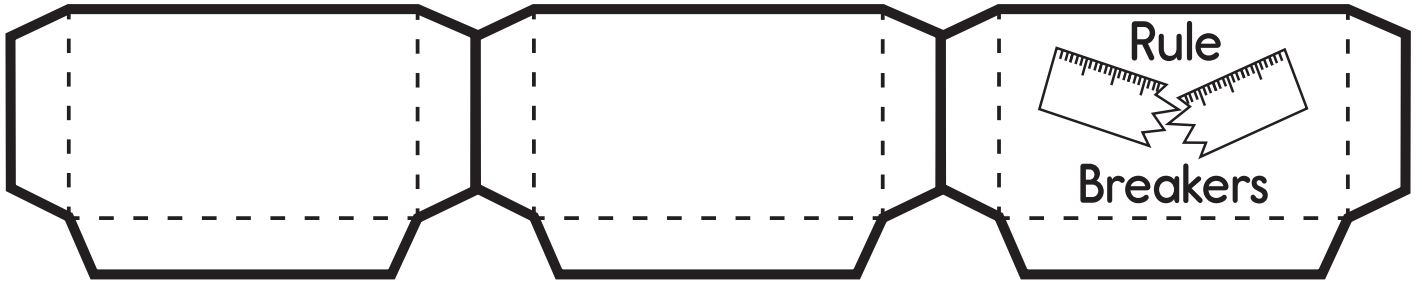
1. Add a Table of Contents entry for the Vowel Teams pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the pockets. Apply glue to the backs of the tabs on each pocket and attach them in a column to the left side of the page.
4. Cut out the word cards. Read each word. Highlight 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 *r*-controlled vowels and the vowel teams, revisit each vowel team to address *r*-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
-------	-------	-------	------	--------	-------	-------	-------	-------	--------

## Vowel Teams: *ai/ay*



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



## 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
-------	------	--------	-------	-------	--------	------	-------	-------	--------	-------

# The Two Sounds of oo

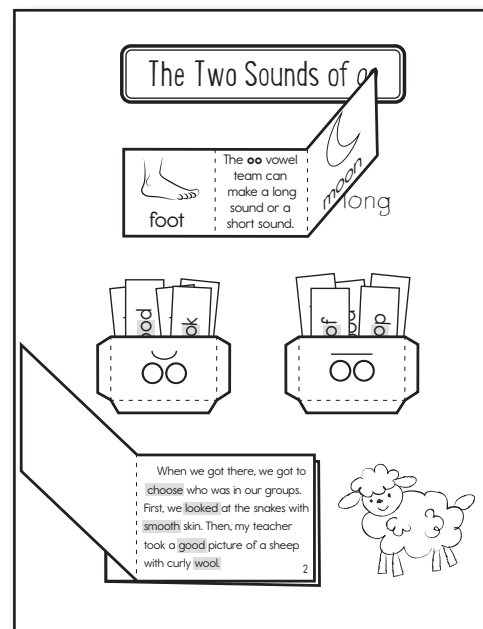
## Introduction

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 . . .* flap book. 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 Two Sounds of oo



foot

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



moon

oo

oo

foods	The Coolest School Day Our class went to the zoo last week. After we stood in line, we finally boarded the bus at noon. Soon, we were on our way. 1
poohy	
poohs	
poof	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
woolq	
poofs	
proof	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! 3
dooms	
brook	
poow	

# Confusing Spelling Patterns

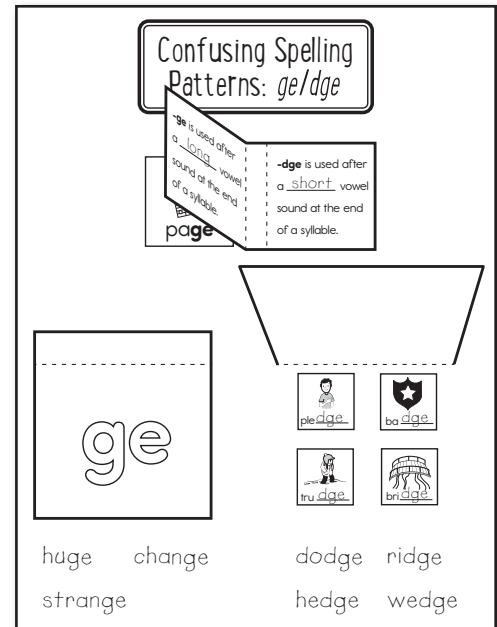
## Introduction

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.

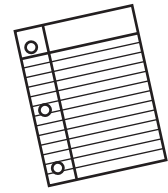


## Reflect on Learning

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*



page



judge

**-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\_\_\_\_\_



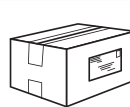
bri\_\_\_\_\_



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.



**watch**



**beach**

tch

ch



por\_\_\_\_\_



lun\_\_\_\_\_



pi\_\_\_\_\_er



pa\_\_\_\_\_



ou\_\_\_\_\_



ha\_\_\_\_\_



ske\_\_\_\_\_



ran\_\_\_\_\_

# Confusing Spelling Patterns: *tion/sion*

**-tion** is the most

\_\_\_\_\_

way to spell the  
/shun/ sound.

**-sion** is used when

the letters \_\_, \_\_,

\_\_, and sometimes

*n* come before

the sound.



**lotion**



**mansion**

tion

sion



ten\_\_\_\_\_



excur\_\_\_\_\_

$\frac{3}{4}$

frac\_\_\_\_\_



cau\_\_\_\_\_



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 /c/, /k/, and /s/ can be confusing when pronouncing or spelling words with these sounds so the use of a dictionary may be helpful.

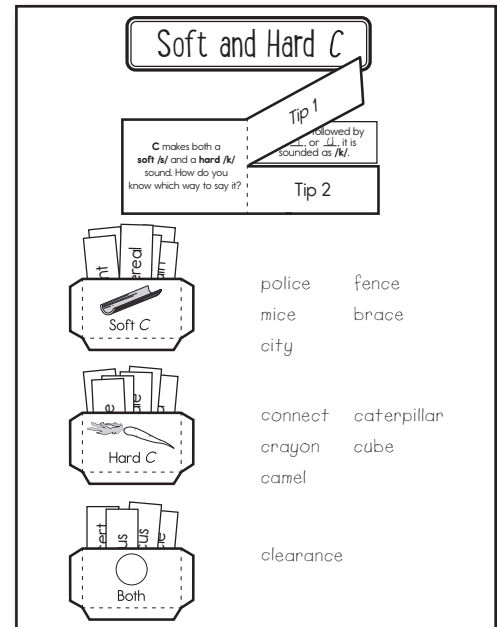
## Creating the Notebook Page

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.



# Soft and Hard C

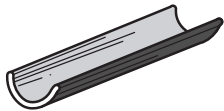
**C** makes both a **soft /s/** and a **hard /k/** sound. How do you know which way to say it?

Tip 1

Tip 2

When **c** is followed by \_\_, \_\_, or \_\_, it is sounded as **/k/**.

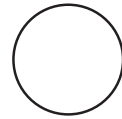
When **c** is followed by \_\_, \_\_, or \_\_, it is sounded as **/s/**.



Soft C



Hard C



Both

circuit	cable	nice	concert	recess	cent	cereal	cold
bicycle	certain	comb	candle	cake	pencil	castle	

# Soft and Hard G

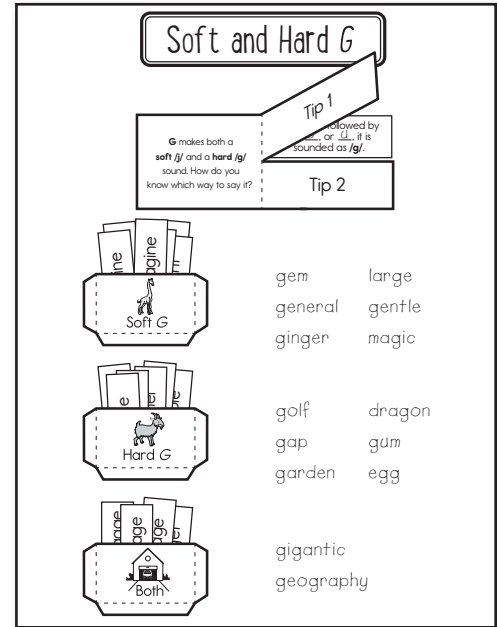
## Introduction

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?

Tip 1

Tip 2

When **g** is followed by \_\_, \_\_, or \_\_, it is sounded as **/g/**.

When **g** is followed by \_\_, \_\_, or \_\_, it is sounded as **/j/**.



Soft G



Hard G



Both

baggage

gobble

giggle

garage

imagine

engine

gadget

goal

goose

energy

gym

giant

gel

engage

gather

game



# 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.

Silent Letters			
knot hole	gnome A silent letter is seen but not heard!	block lamb	
Silent <i>b</i>	Silent <i>d</i>	Silent <i>g</i>	
doub <u>t</u>	hand <u>s</u> ome	si <u>g</u> n	
thum <u>b</u>	bad <u>g</u> e	_gnaw	
crum <u>b</u>		_gnarly	
Silent <i>h</i>	Silent <i>k</i>	Silent <i>t</i>	
sch <u>h</u> ool	_kn <u>e</u> e	lis <u>t</u> en	
ec <u>h</u> o	_kn <u>e</u> w	ma <u>t</u> ch	
stomac <u>h</u>	_kn <u>o</u> ck	cas <u>t</u> le	
Silent <i>w</i>	w <u>re</u> ath	w <u>ri</u> st	w <u>ri</u> te

## 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

knot  
whole



gnome

A silent letter is  
seen but not heard!

blow  
lamb

Silent <i>b</i>	Silent <i>d</i>	Silent <i>g</i>
Silent <i>h</i>	Silent <i>k</i>	Silent <i>t</i>
Silent <i>w</i>		

crum__	ma__ch	__new	lis__en
stomac__	cas__le	thum__	__reath
__rist	ec__o	__nock	sc__ool
__nee	__rite	dou__t	si__n
han__some	__narly	ba__ge	__naw

# Consonant Blends

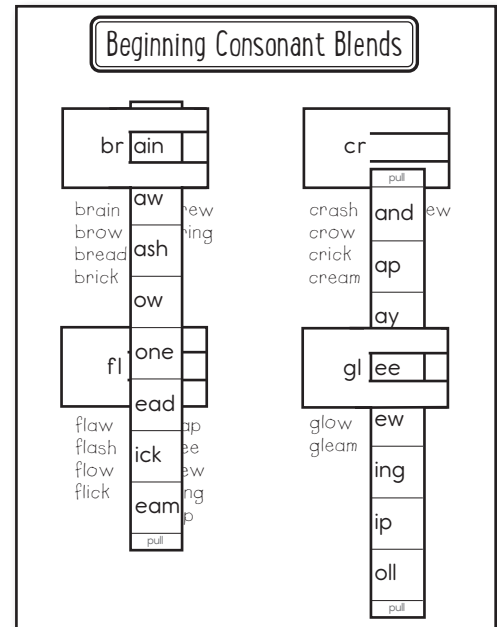
## Introduction

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

fl	st	
cr	scr	thr
br	gl	str

pull	pull
and	ain
ap	aw
ay	ash
ee	ow
ew	one
ing	ead
ip	ick
oll	eam
pull	pull

# Ending Consonant Blends

mp	rd	
ld	nk	st
ck	ng	sk

pull	pull
ba	du
ca	go
hu	li
la	lo
ma	so
sha	sta
thi	ta
tru	wi
pull	pull

# Beginning and Ending Consonant Blends

sk		
nd	rn	sh
bl	fr	pl

endings	beginnings
ame	ba
ate	bu
eed	fi
ight	ha
ill	la
ink	sta
own	wa
unk	wi
endings	beginnings

# 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.

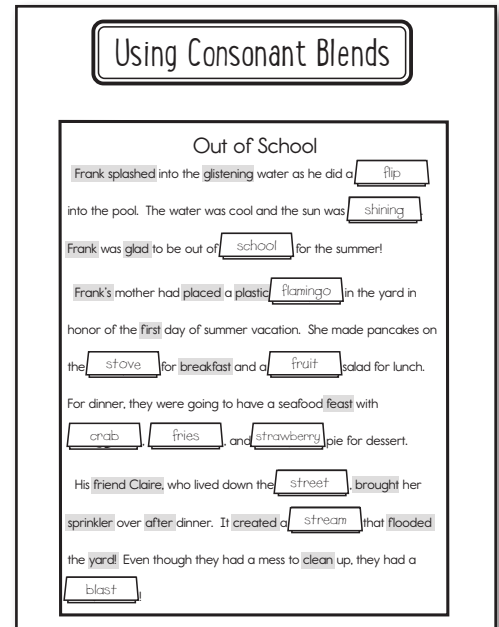
## Reflect on Learning

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



# Using Consonant Blends

## Out of School

Frank splashed into the glistening water as he did a



into the pool. The water was cool and the sun was



Frank was glad to be out of



for the summer!

Frank's mother had placed a plastic



in the yard in

honor of the first day of summer vacation. She made pancakes on

the



for breakfast and a



salad for lunch.

For dinner, they were going to have a seafood feast with



,



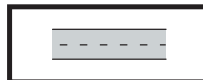
,

and



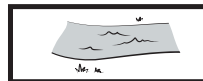
pie for dessert.

His friend Claire, who lived down the



, brought her

sprinkler over after dinner. It created a



that flooded

the yard! Even though they had a mess to clean up, they had a



!



# Syllables

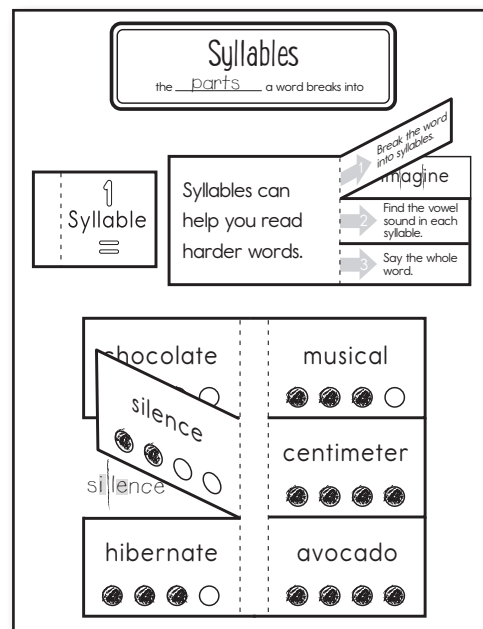
## Introduction

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

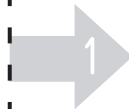
To complete the left-hand page, have each student divide his page into four sections labeled *One*, *Two*, *Three*, and *Four*. Instruct students to look through books to find words with one, two, three, or four syllables. Have them write the words in the correct sections. Then, students should divide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

# Syllables

the \_\_\_\_\_ a word breaks into

1  
Syllable  
=

Syllables can  
help you read  
harder words.



Break the word  
into syllables.



Find the vowel  
sound in each  
syllable.



Say the whole  
word.

imagine

imagine

imagine

chocolate



musical



silence



centimeter



hibernate



avocado



# 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.

Open and Closed Syllables		
<div><div>If the syllable ends in a vowel, the syllable is</div><div>OPEN</div><div>and the vowel sound is <u>long</u>.</div></div> <div><div>If the syllable ends in a consonant, the syllable is</div><div>CLOSED</div><div>and the vowel sound is <u>short</u>.</div></div>		
unit	human	happy
tel	dentist	napkin
silent	pretend	re C

## 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 \_\_\_\_\_.

CLOSED

OPEN

unit

human

happy

hotel

dentist

napkin

silent

pretend

result

# 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*.

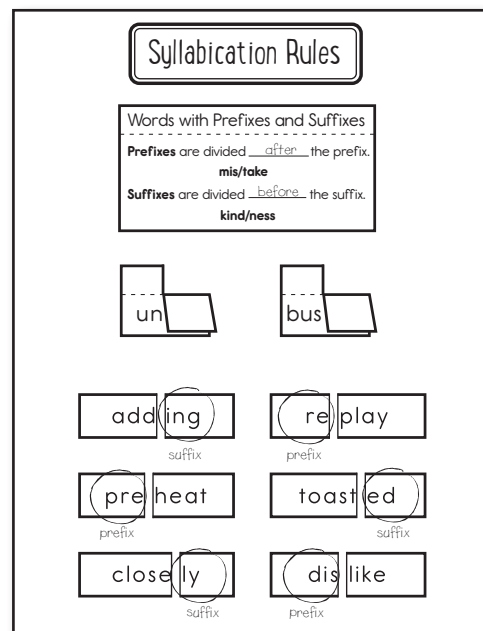
## Creating the Notebook Page

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 + /e* syllables are only found at the **end** of a word and the consonant is **never** separated from the */e*). 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.



# Syllabication Rules

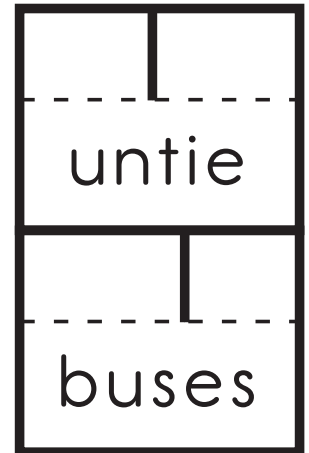
## Words with Prefixes and Suffixes

**Prefixes** are divided \_\_\_\_\_ the prefix.

**mis/take**

**Suffixes** are divided \_\_\_\_\_ the suffix.

**kind/ness**

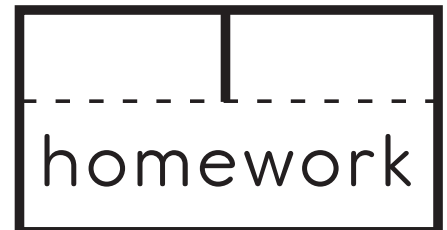


adding	replay
preheat	toasted
closely	dislike

## Compound Words

**Compound** words are divided \_\_\_\_\_ the two words.

**gold/fish**



playground	surfboard
midnight	seaweed
classroom	suitcase

## Words with Blends and Digraphs

**Consonant** blends and digraphs are  
\_\_\_\_\_ divided.

rest/ed

float/ing

greener

charming

checkers

bunches

walking

climbed

chicken

growing

## Words with Double Consonants

Divide **double consonants**  
\_\_\_\_\_ the double letters.

kit/ten

scurry

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

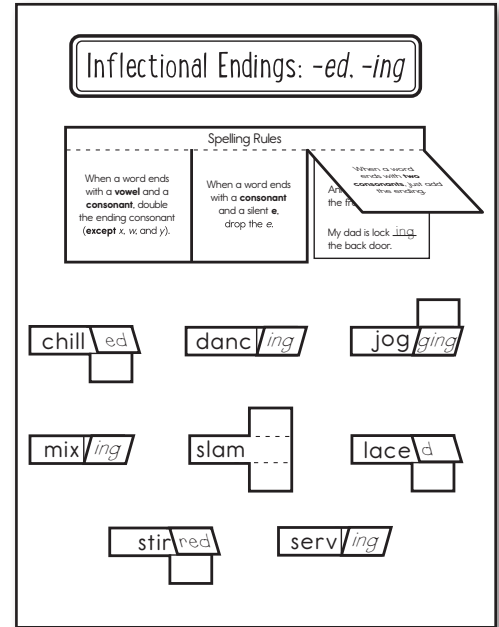
## Introduction

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

stir

serve

jog

mix

chill

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: -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**!)

### 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.

lovely

few

strange

brave

flat

pos

angry

# Prefixes

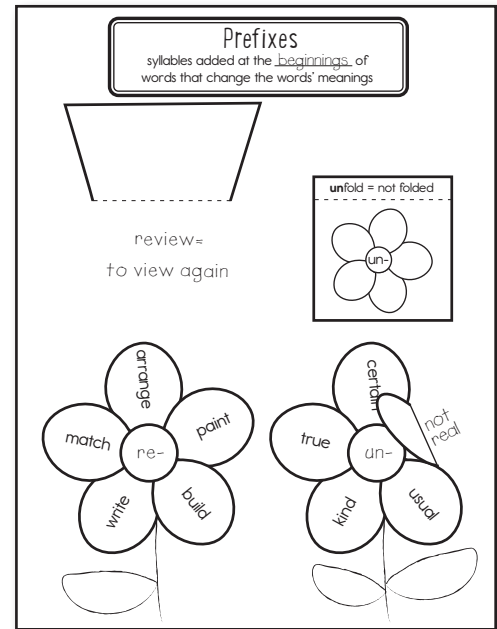
## Introduction

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.



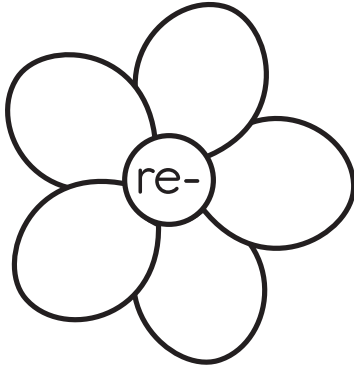
## Reflect on Learning

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.

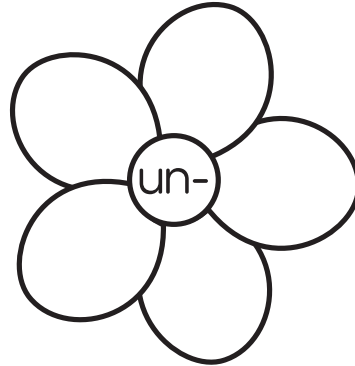
# Prefixes

syllables added at the \_\_\_\_\_ of words that change the words' meanings

**re**load = to load again



**un**fold = not folded



match

lonsn

write

plinq

kind

lper

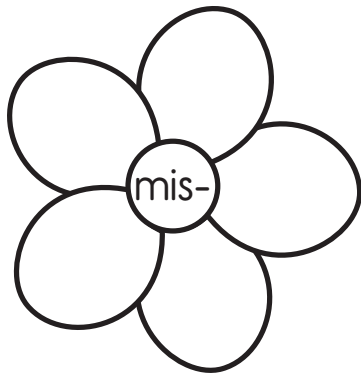
arrange

tuipd

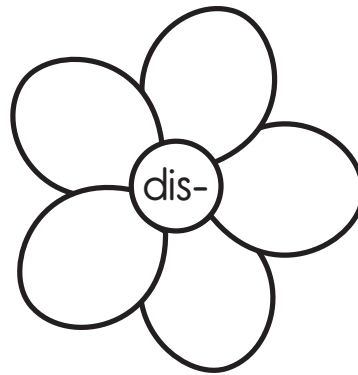
certain

true

**misread** = read the  
wrong way



**distrust** = to not trust



inform

spell

like

use

lead

belief

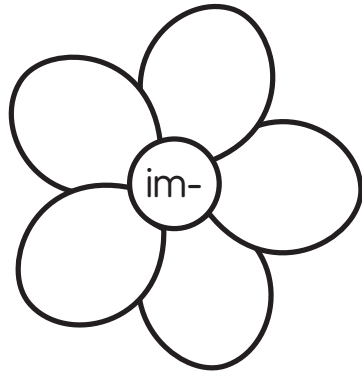
fortune

agree

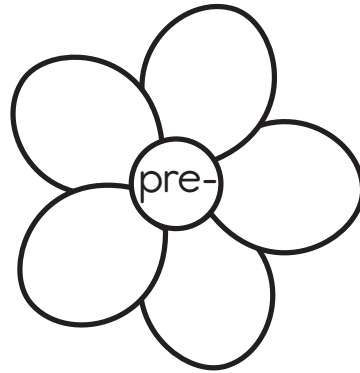
able

appear

**im**proper = not proper



**pre**mix = to mix before



possible

plan

made

view

movable

perfect

balance

patient

approve

judge



# Suffixes

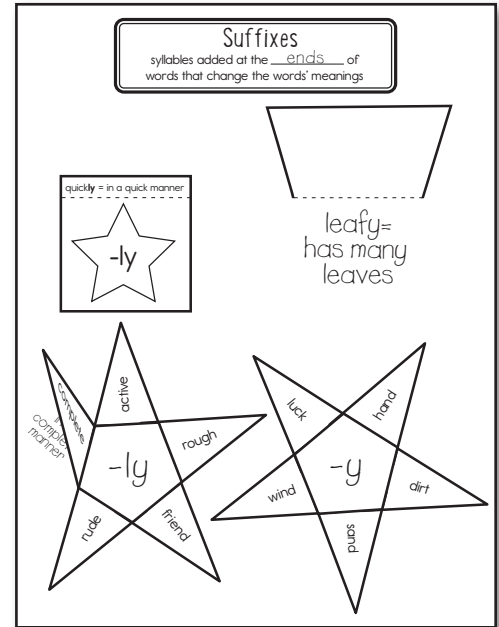
## Introduction

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

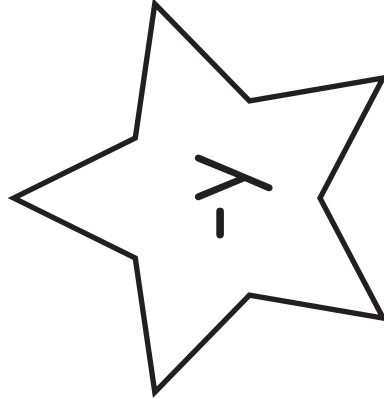
hand

rude

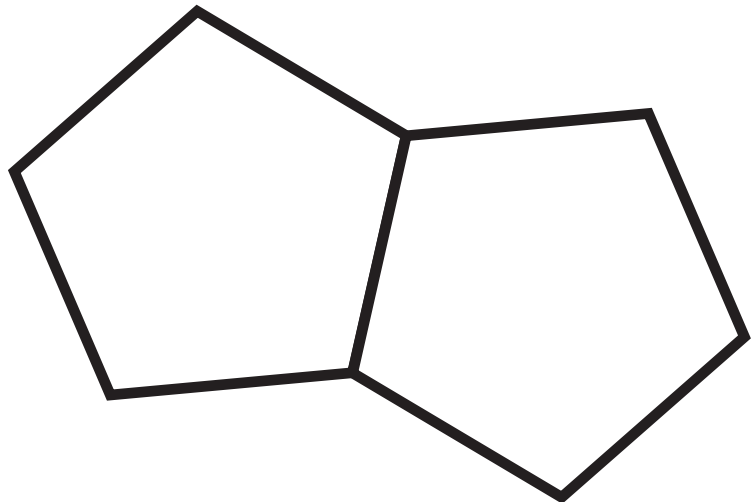
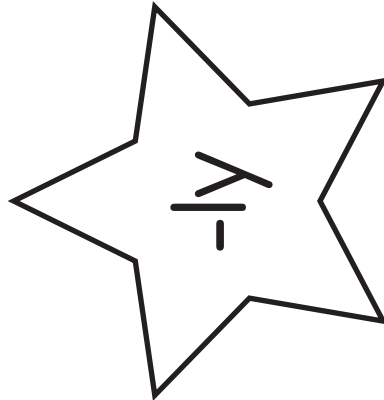
luck

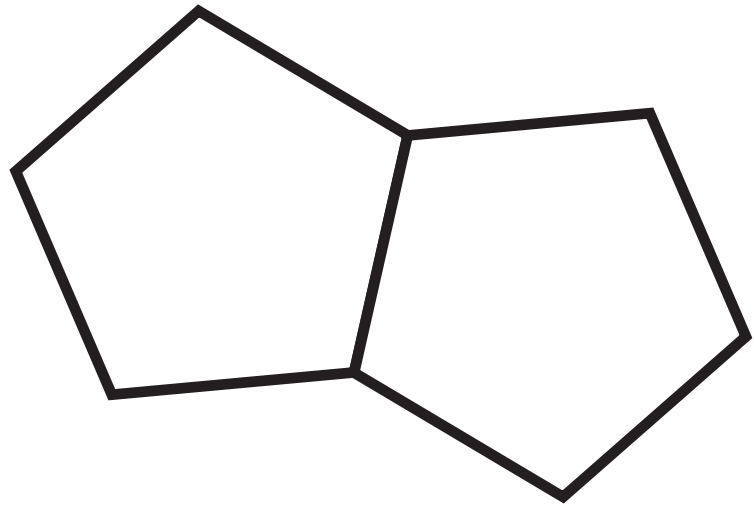
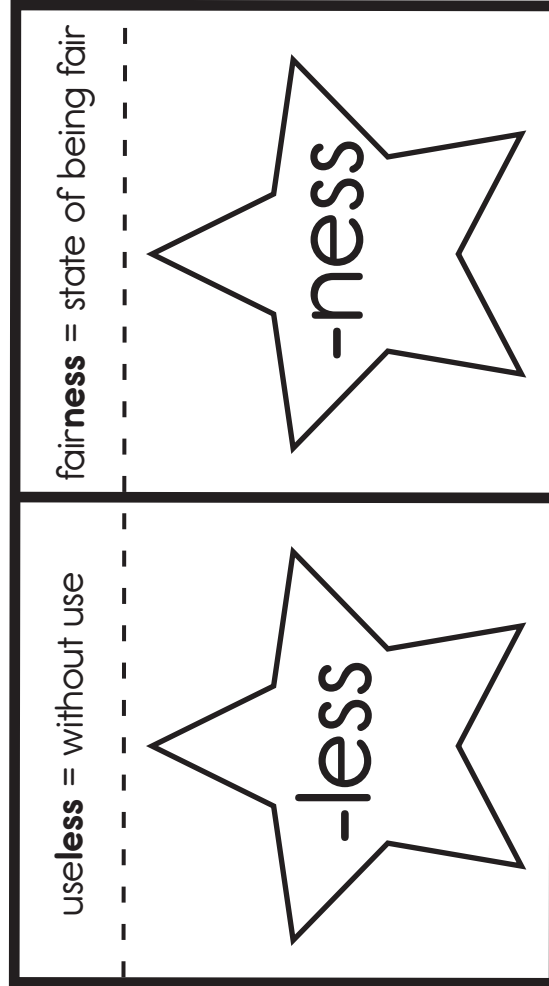
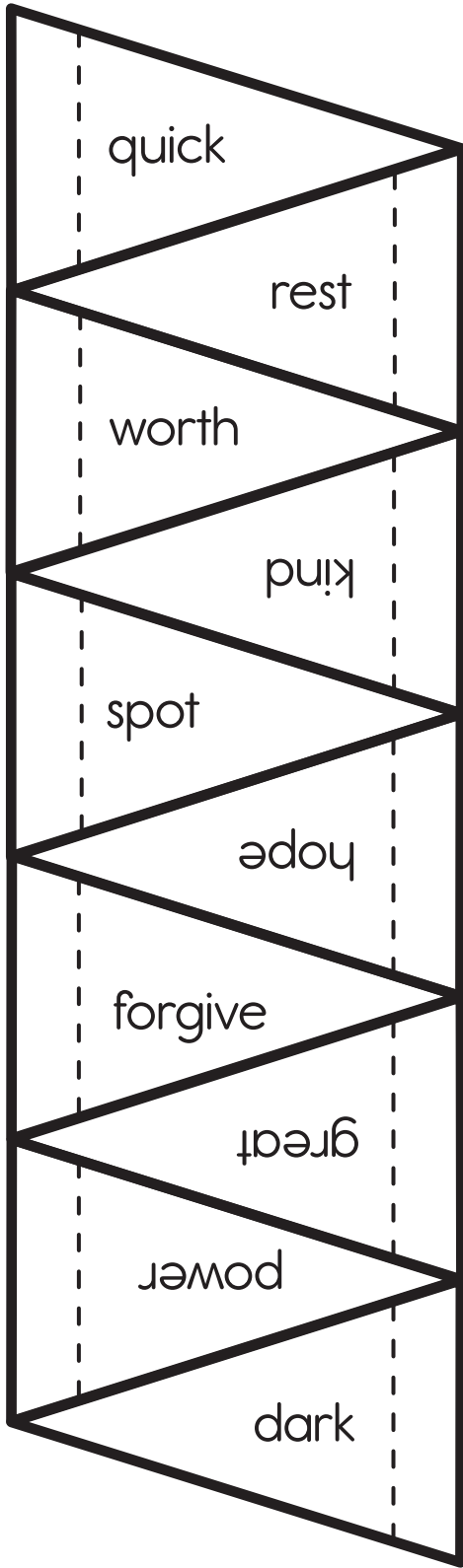
wind

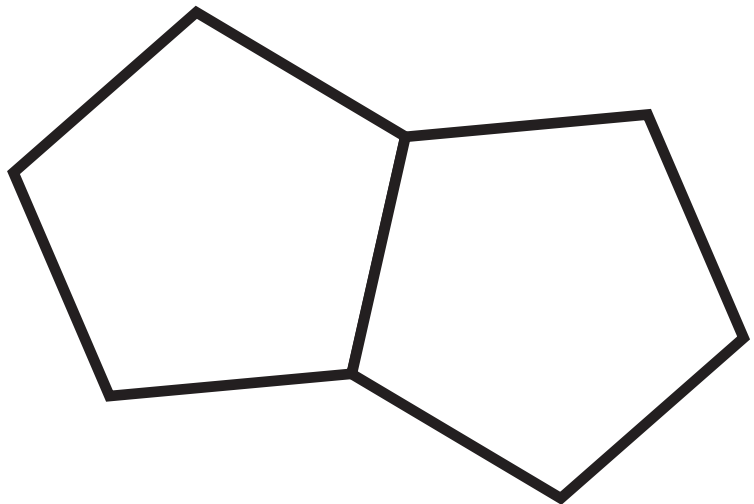
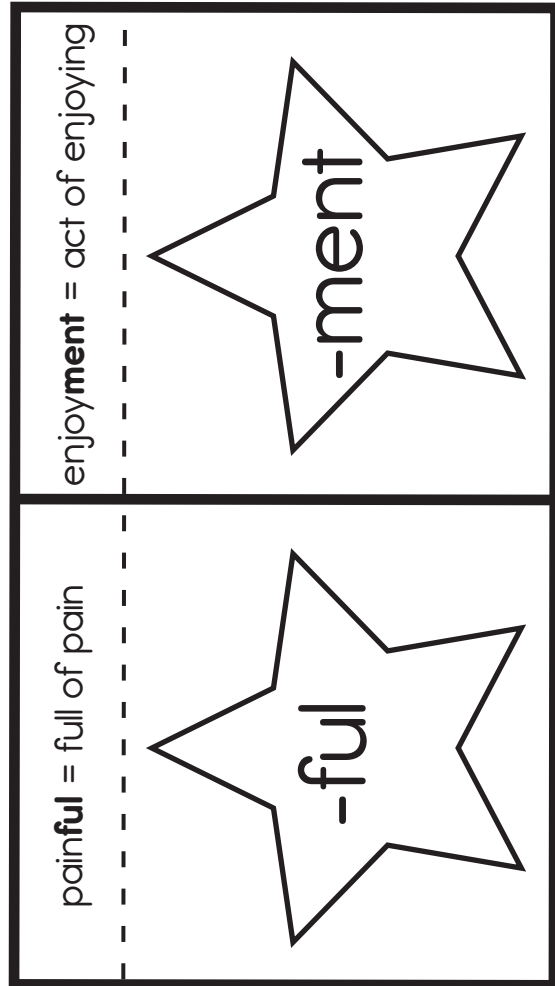
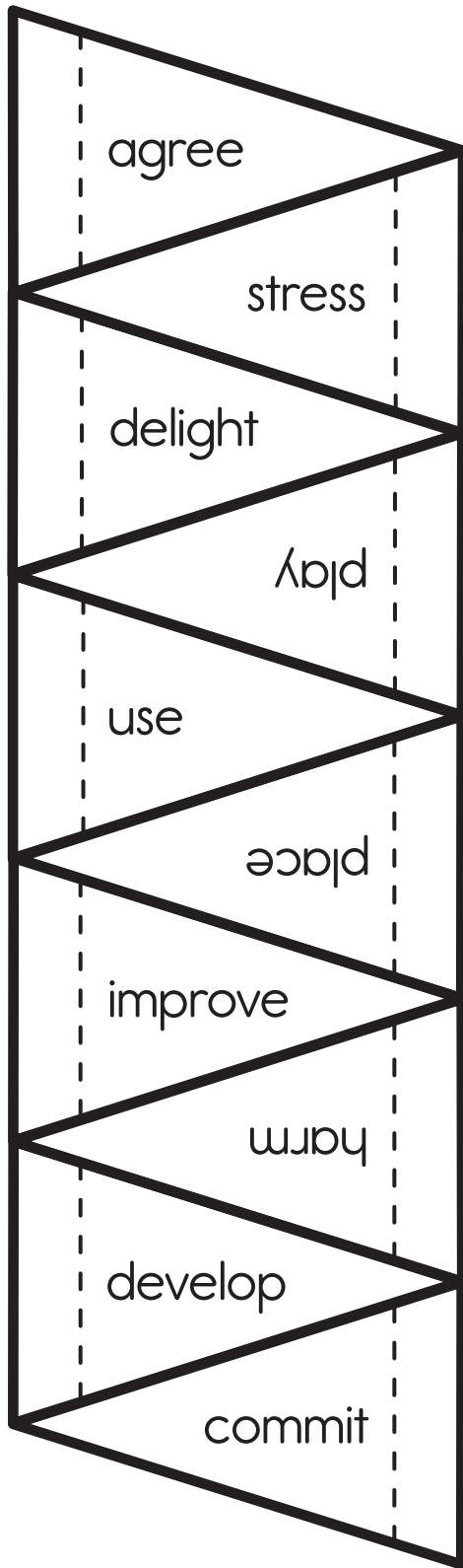
messy = to be of a mess



quickly = in a quick manner







# Roots

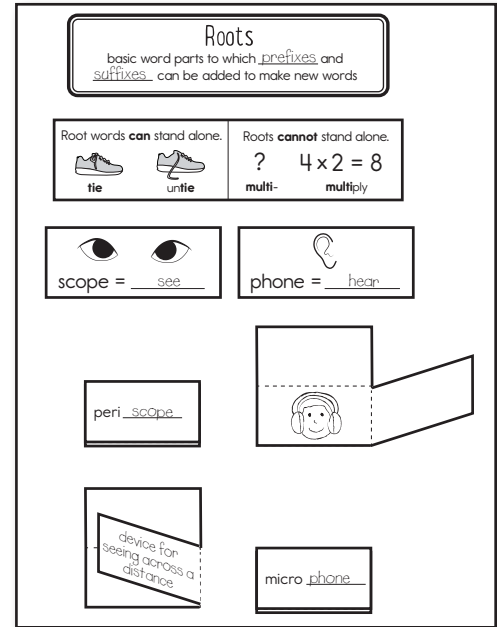
## Introduction

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-**

$4 \times 2 = 8$

**multiply**



scope = \_\_\_\_\_



phone = \_\_\_\_\_

glue

\_\_\_\_\_ tele

head\_\_\_\_\_

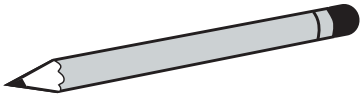
glue

glue

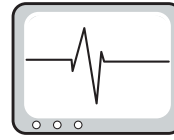
\_\_\_\_\_ micro

peri\_\_\_\_\_

glue



graph = \_\_\_\_\_



bio = \_\_\_\_\_

glue

auto \_\_\_\_\_

tele \_\_\_\_\_

anti \_\_\_\_\_  
tic

glue

glue

glue

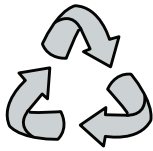
choreo \_\_\_\_\_

graphy \_\_\_\_\_

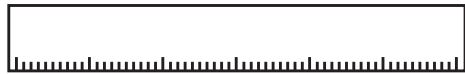
glue

\_\_\_\_\_ degrade

glue



cycle = \_\_\_\_\_



meter = \_\_\_\_\_

glue

centi\_\_\_\_\_

\_\_\_\_\_motor

thermo\_\_\_\_\_

glue

glue

glue

tri\_\_\_\_\_

\_\_\_\_\_speeds

glue

glue

re\_\_\_\_\_



# Using Roots and Affixes

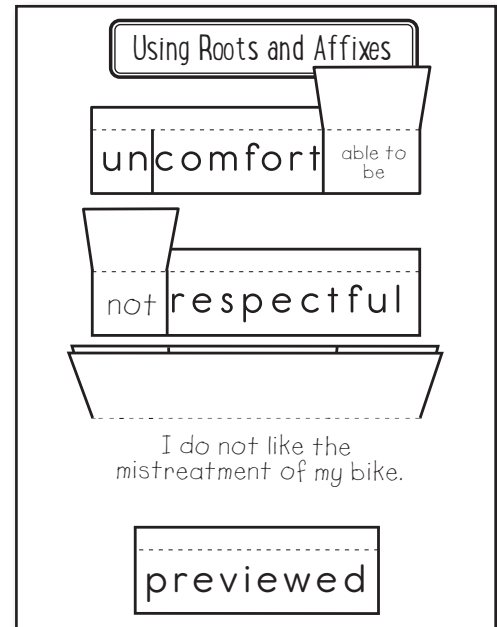
## Introduction

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.

# Using Roots and Affixes

uncomfortable

glue

glue

disrespectful

glue

mistreatment

glue

previewed

# Plural Nouns

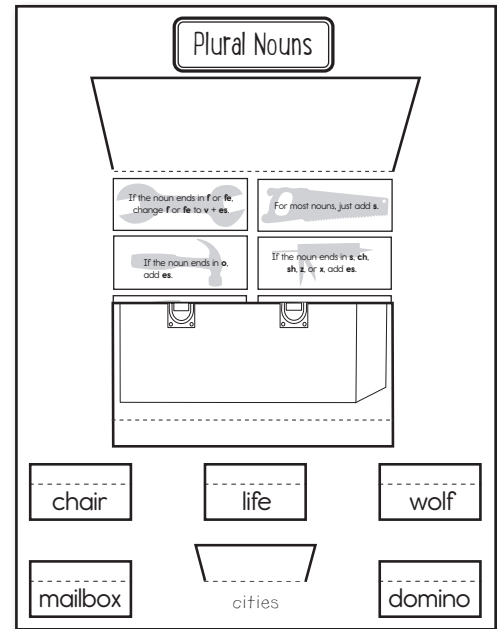
## Introduction

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.

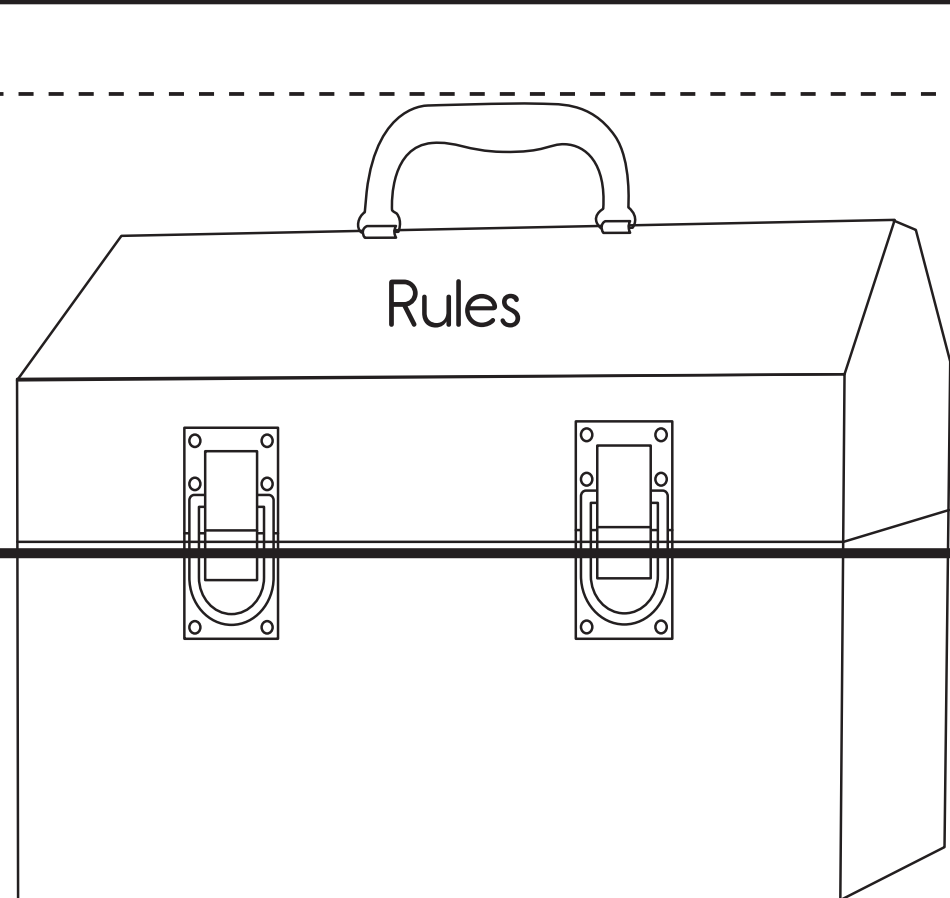
1. Add a Table of Contents entry for the Plural Nouns pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the two toolbox flaps. Cut on the solid line to cut it in half. Apply glue to the back of the top section of the top flap and attach it to the page below the title. Apply glue 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.


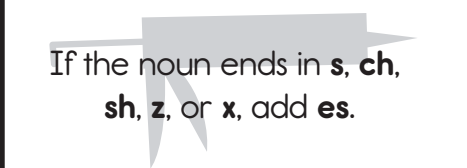
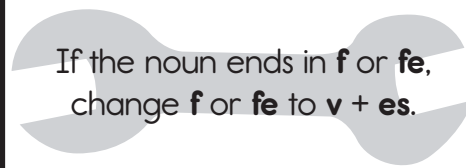
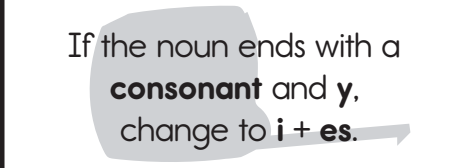
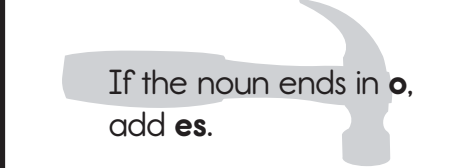


## Reflect on Learning

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.

# Plural Nouns

 <p>Rules</p>	mailbox	chair
	city	life
	domino	wolf

 <p>For most nouns, just add <b>s</b>.</p>	 <p>If the noun ends in <b>s, ch, sh, z, or x</b>, add <b>es</b>.</p>
 <p>If the noun ends in <b>f</b> or <b>fe</b>, change <b>f</b> or <b>fe</b> to <b>v + es</b>.</p>	 <p>If the noun ends with a <b>consonant</b> and <b>y</b>, change to <b>i + es</b>.</p>
 <p>If the noun ends in <b>o</b>, add <b>es</b>.</p>	

# Irregular Plural Nouns

## Introduction

Write nouns on self-stick notes, including some nouns with irregular plurals. Glue 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 <b>irregular</b> and change to completely new words to make the word plural. However, some nouns stay the same!	
	
Spelling Change	No Spelling Change
wolf	deer
calf	sheep
tooth	shrimp
loaf	fish
cactus	
man	
ox	
goose	

# Irregular Plural Nouns

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



## Spelling Change

## No Spelling Change

wolf	calf
tooth	loaf
deer	cactus
man	sheep
shrimp	goose
fish	ox

# Irregular Verbs

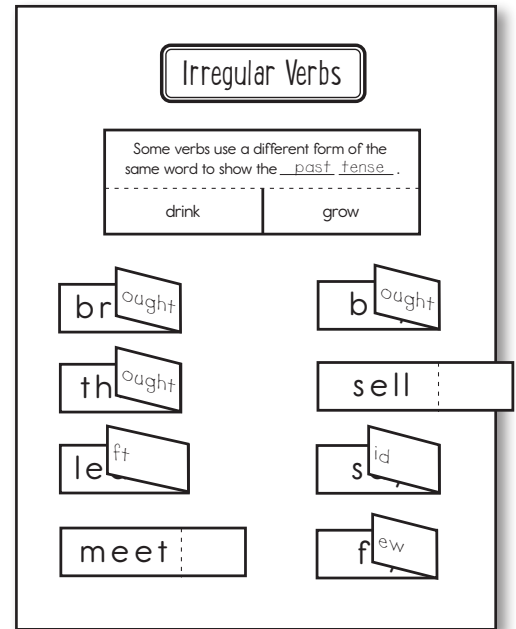
## Introduction

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.

# Irregular Verbs

Some verbs use a different form of the same word to show the \_\_\_\_\_ .

drink

grow

think

meet

say

fly

leave

buy

sell

bring



# Compound Words

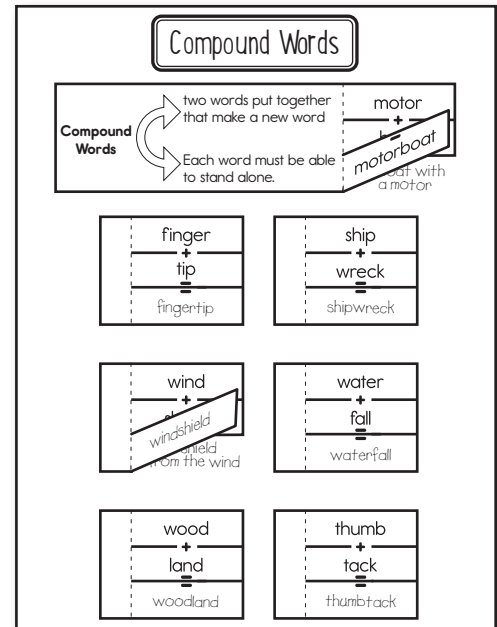
## Introduction

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

## Compound Words



two words put together  
to make a new word

Each word must be able  
to stand alone.

motor

+

boat

=

motorboat

finger

+

tip

=

ship

+

wreck

=

wind

+

shield

=

water

+

fall

=

wood

+

land

=

thumb

+

tack

=

# Homophones

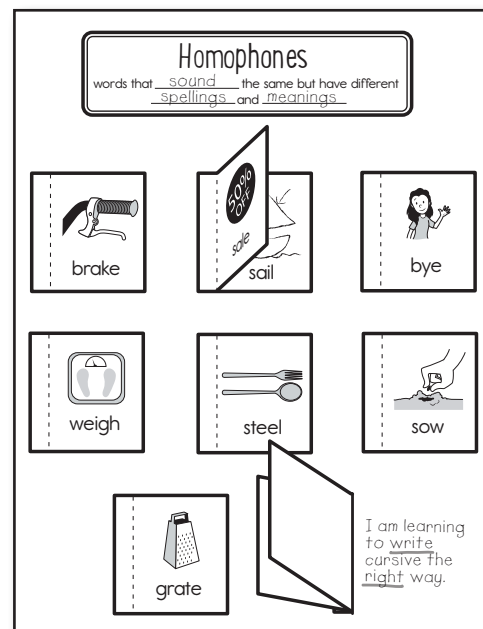
## Introduction

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.

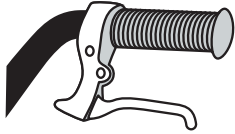


## Reflect on Learning

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 \_\_\_\_\_



brake

glue

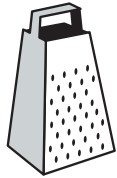
write



sale

glue

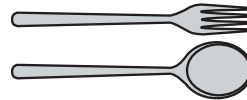
steal



grate

glue

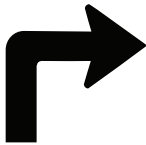
break



steel

glue

sail



right

glue

buy



weigh

glue

sew



bye

glue

way



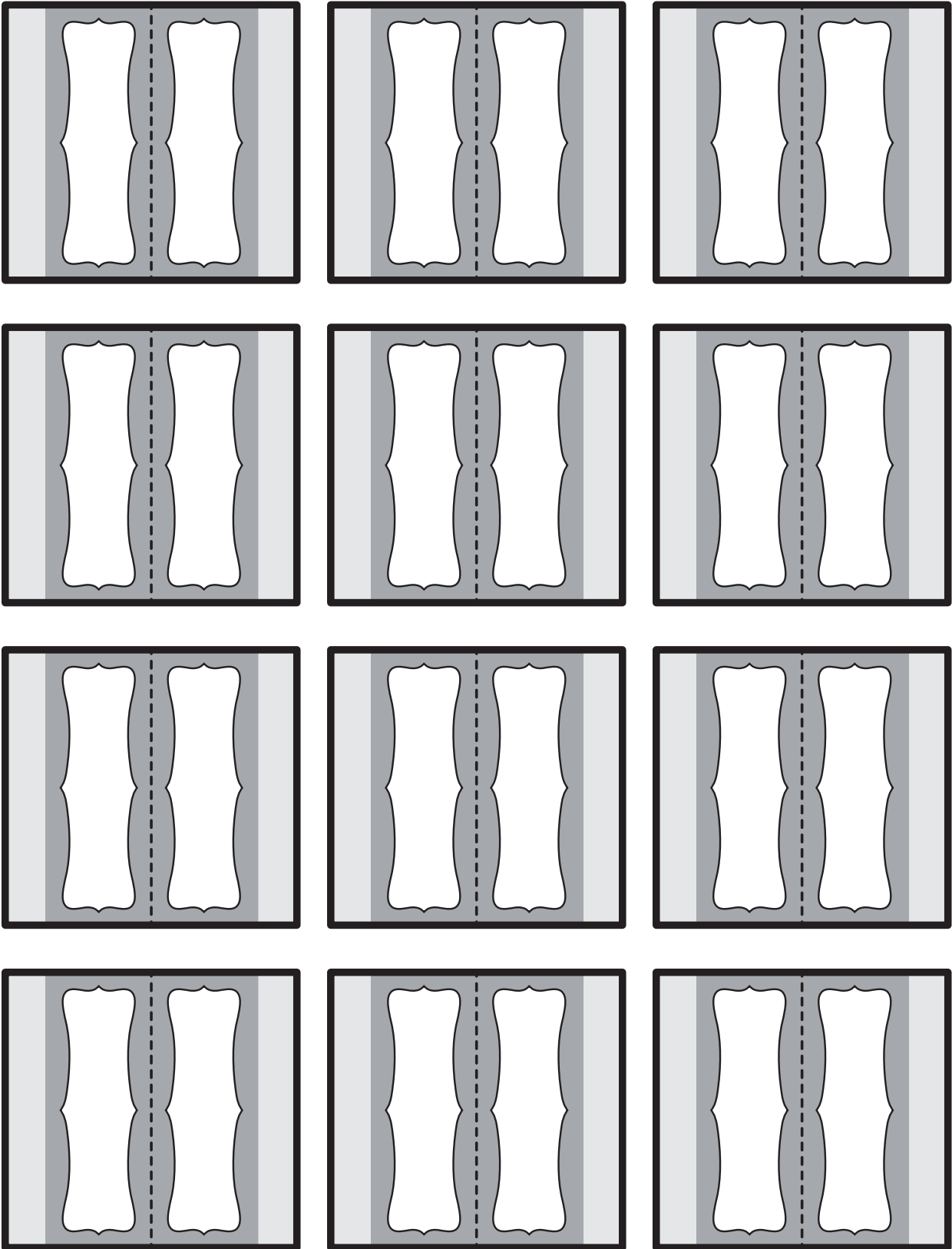
sow

glue

great

# Tags

Cut out each tag and label it. Apply glue to the back of each tag and align it on the outside edge of the page with only the label section showing beyond the edge. Then, fold each tag to seal the page inside.



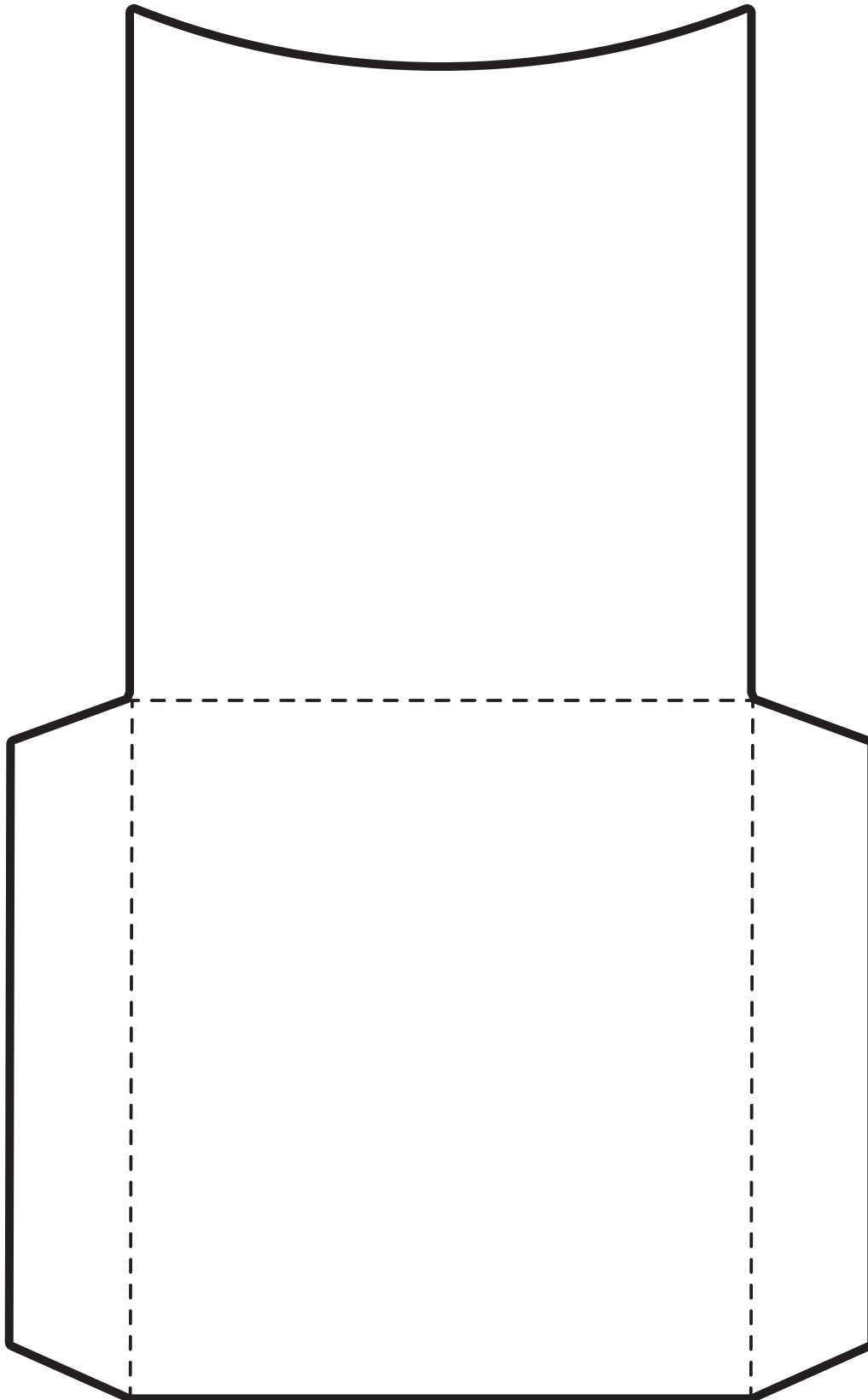
# KWL Chart

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.

Topic:	What I <b>K</b> now
	What I <b>W</b> onder
	What I <b>L</b> earned

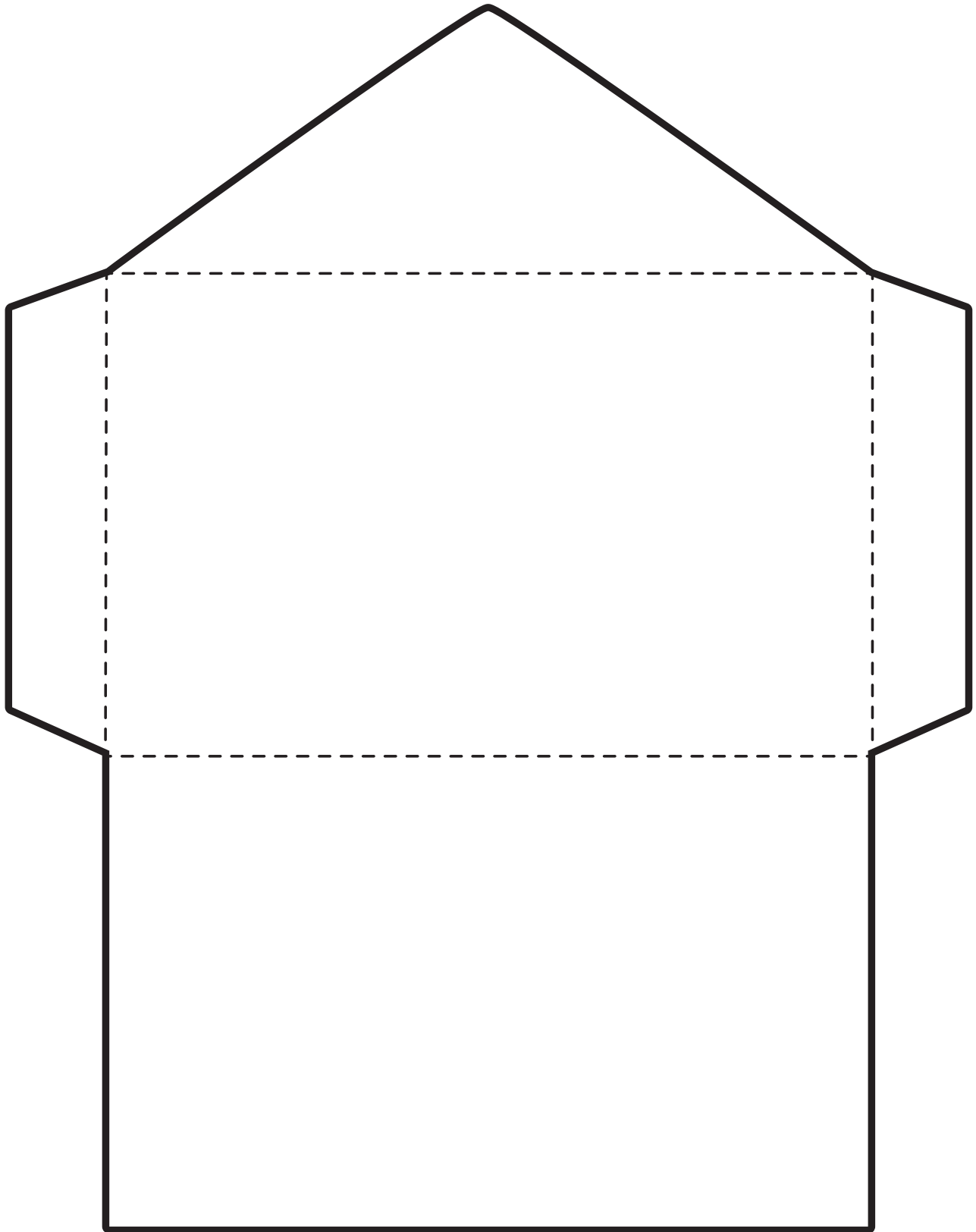
# Library Pocket

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.



# Envelope

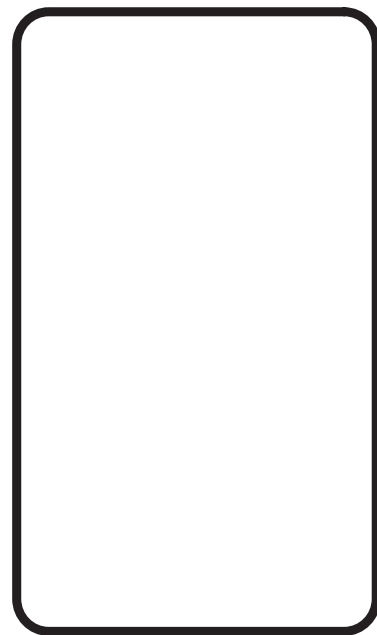
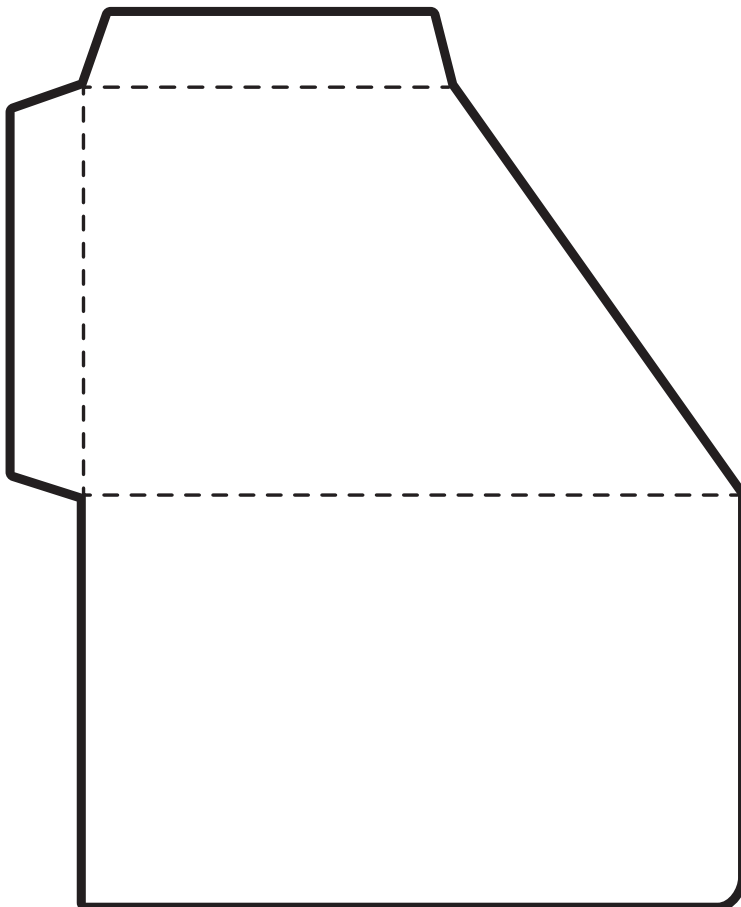
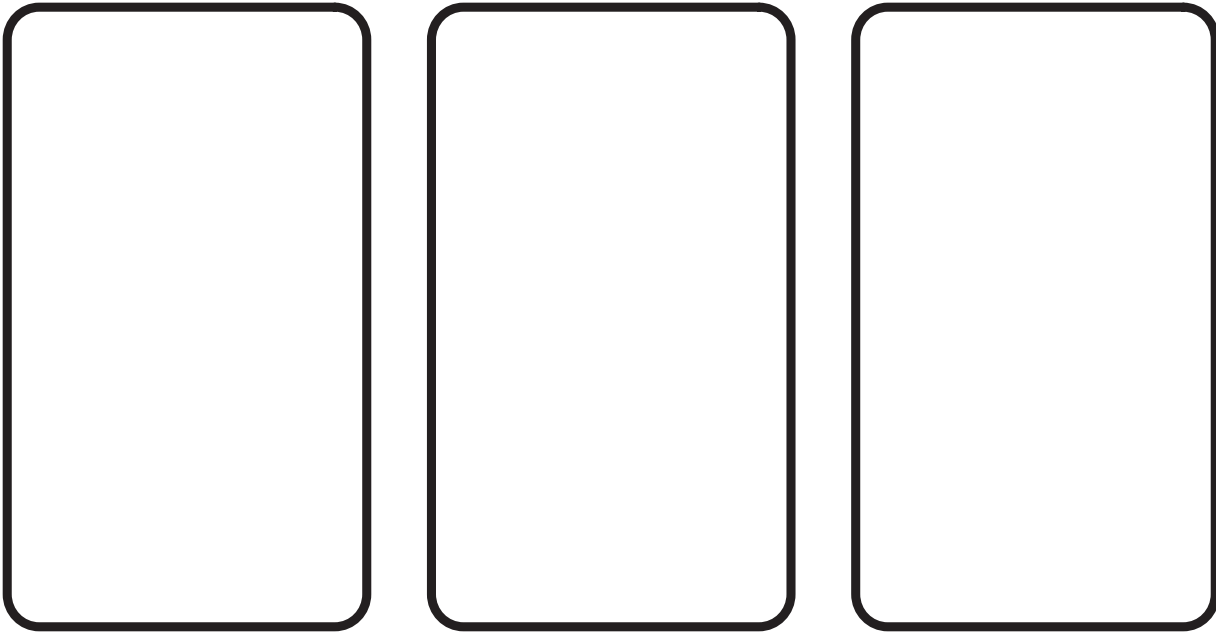
Cut out the envelope on the solid lines. Fold in the side tabs and apply glue to them before folding up the rectangular front of the envelope. Fold down the triangular flap to close the envelope. Apply glue to the back of the envelope to attach it to a notebook page.





## Pocket and Cards

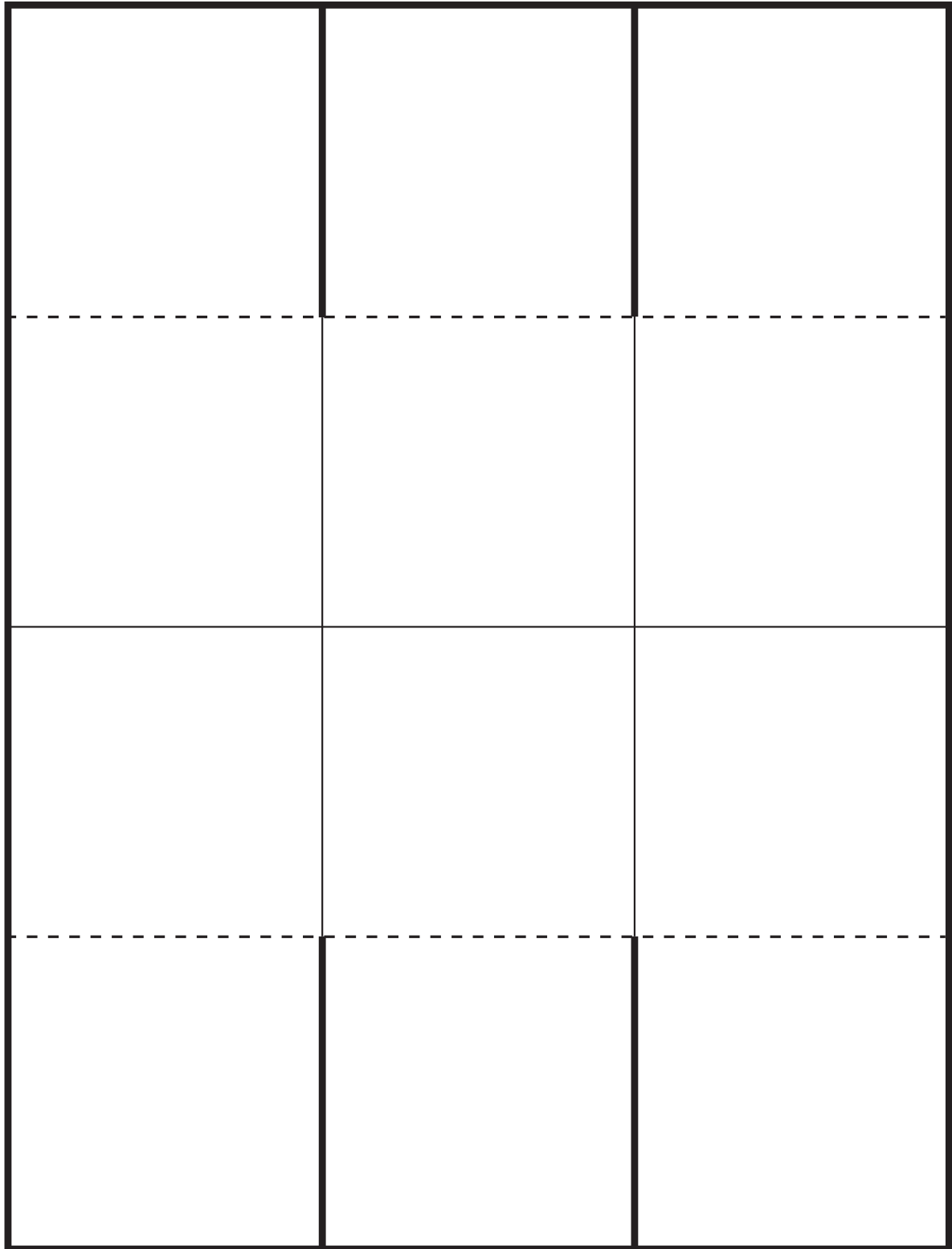
Cut out the pocket on the solid lines. Fold over the front of the pocket. Then, apply glue to the tabs and fold them around the back of the pocket. Apply glue to the back of the pocket to attach it to a notebook page. Cut out the cards and store them in the envelope.



# 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.

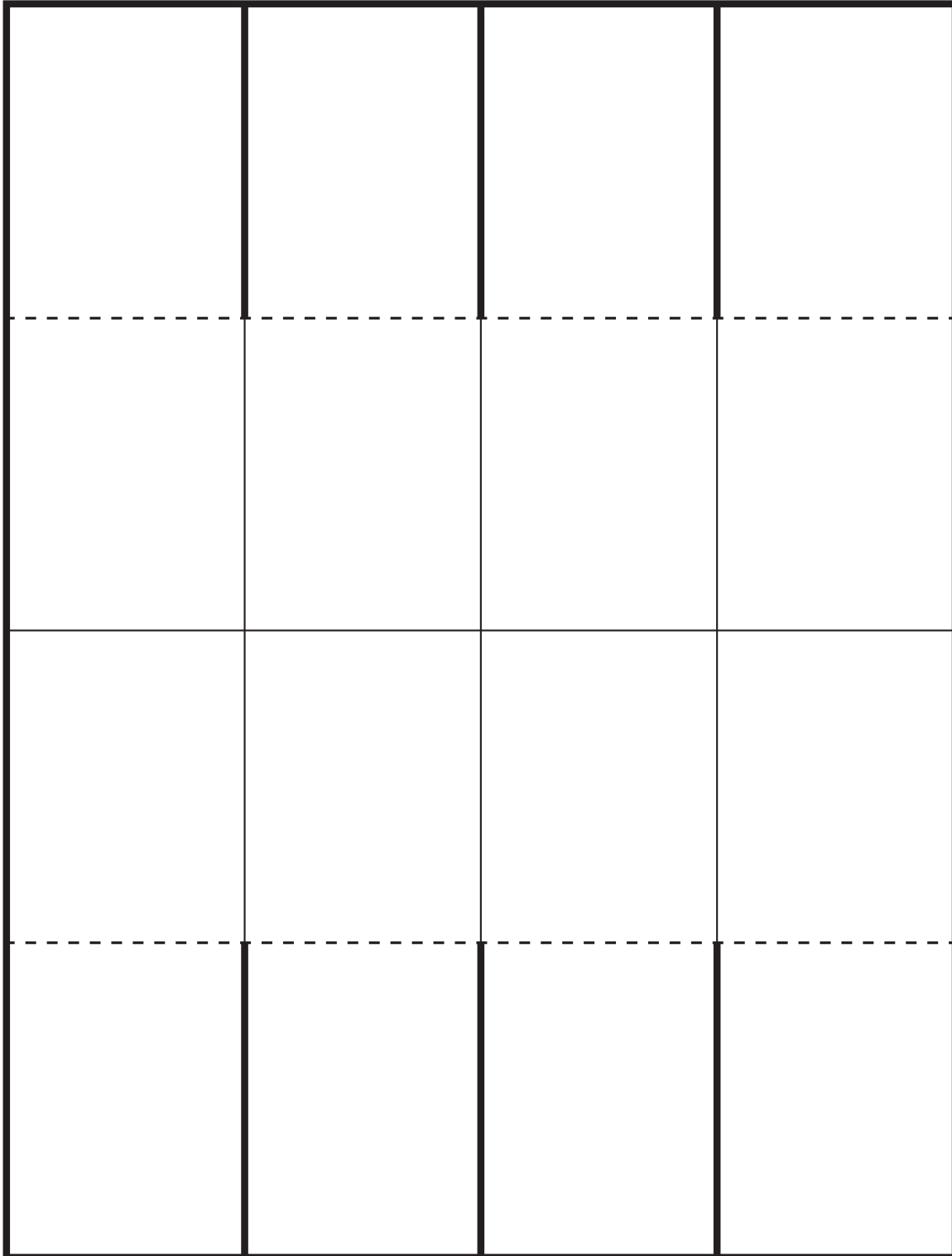
If desired, this template can be modified to create a four-flap shutter fold by cutting off the bottom row. You can also create two three-flap books by cutting it in half down the center line.



# 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.

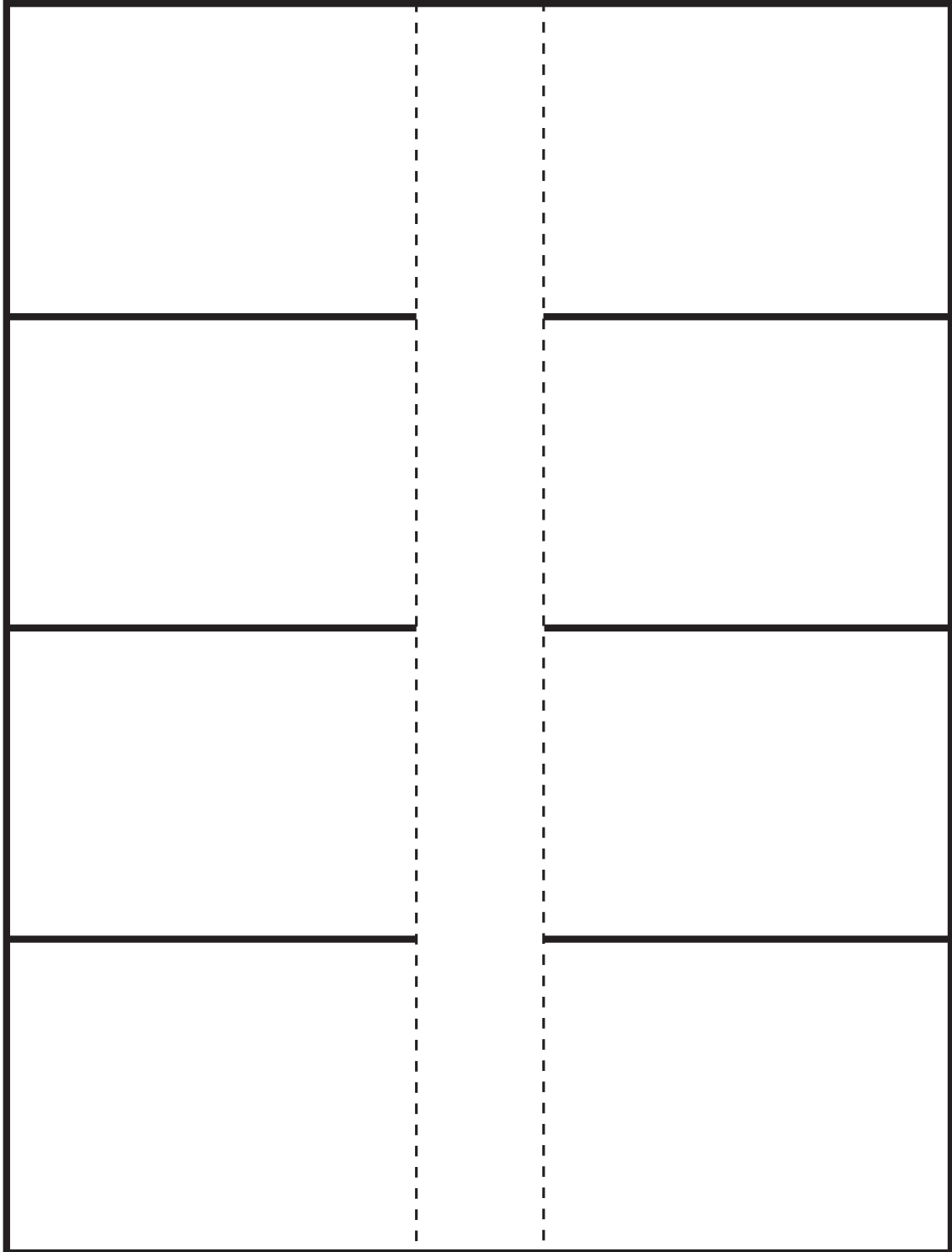
If desired, this template can be modified to create two four-flap shutter folds by cutting off the bottom two rows. You can also create two four-flap books by cutting it in half down the center line.



# 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.

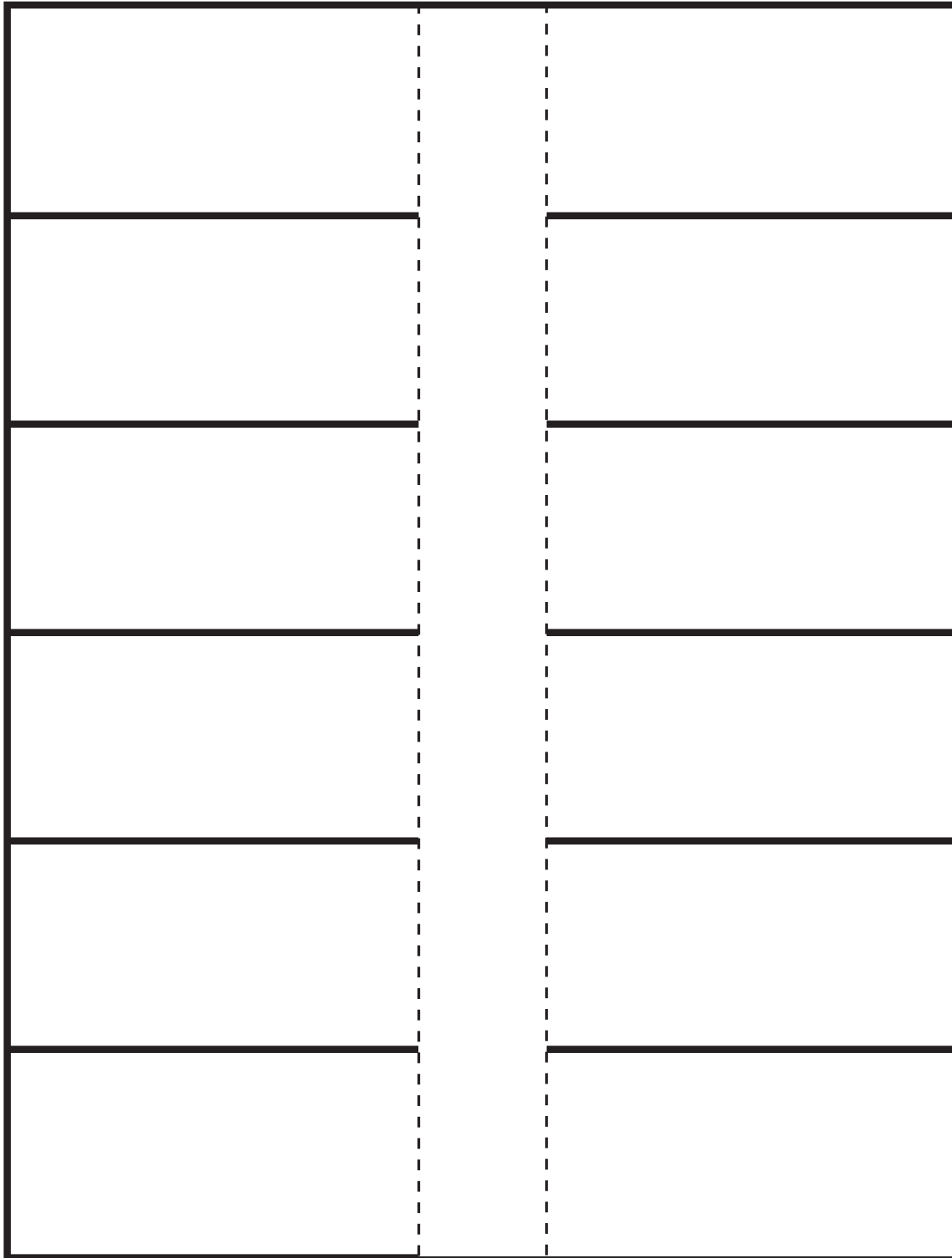
If desired, this template can be modified to create a six-flap or two four-flap books by cutting off the bottom row or two. You can also create a tall four-flap book by cutting off the flaps on the left side.



# Flap Book—Twelve Flaps

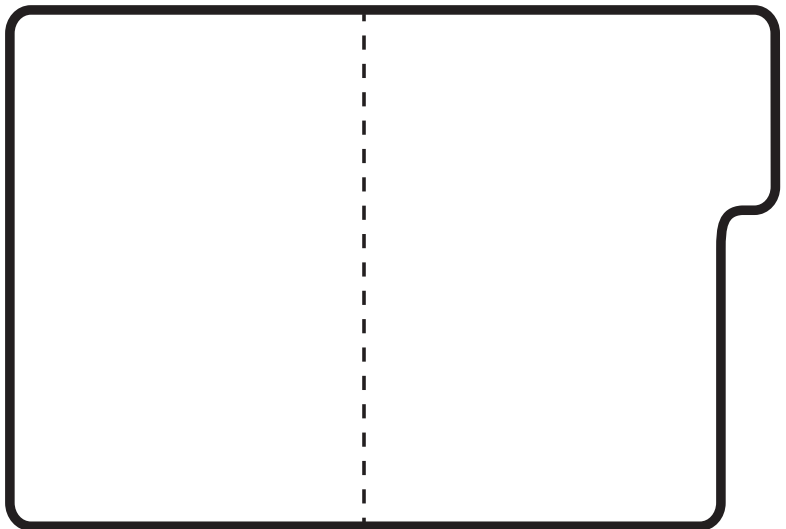
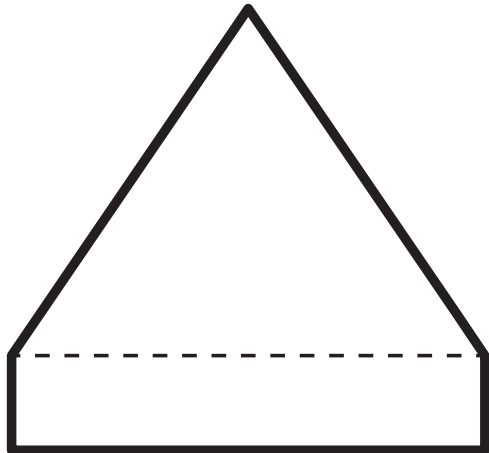
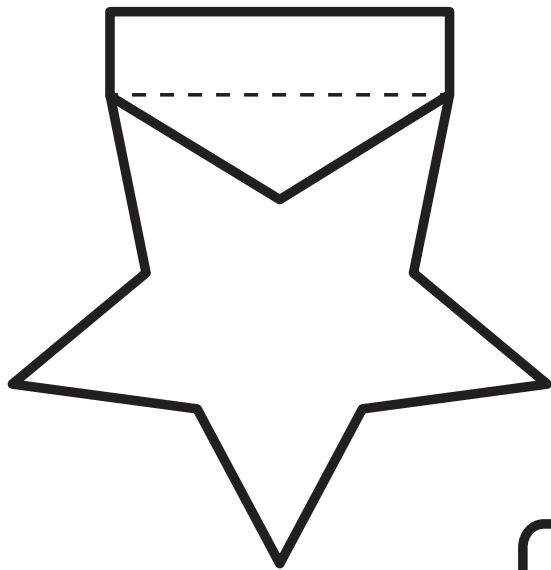
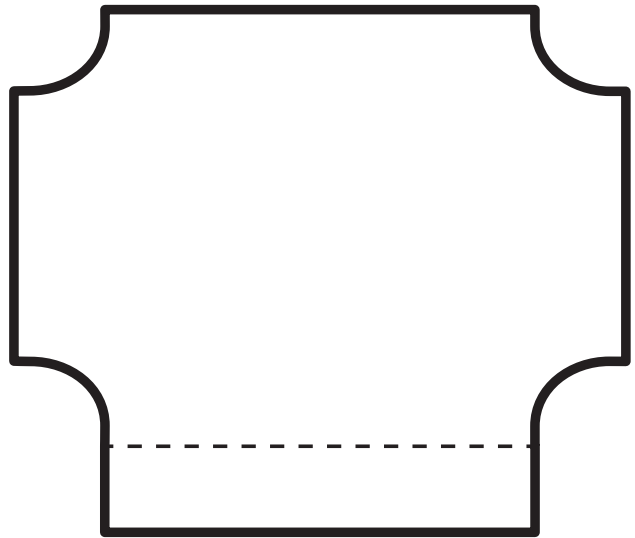
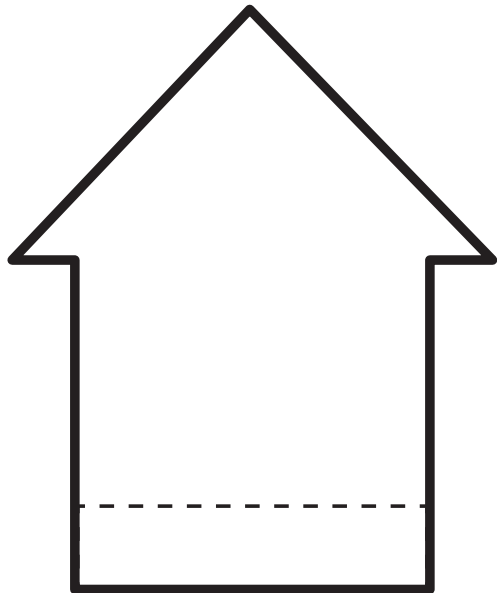
Cut out the flap book around the outside border. Then, cut on the solid lines to create 12 flaps. Apply glue to the back of the center section to attach it to a notebook page.

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.

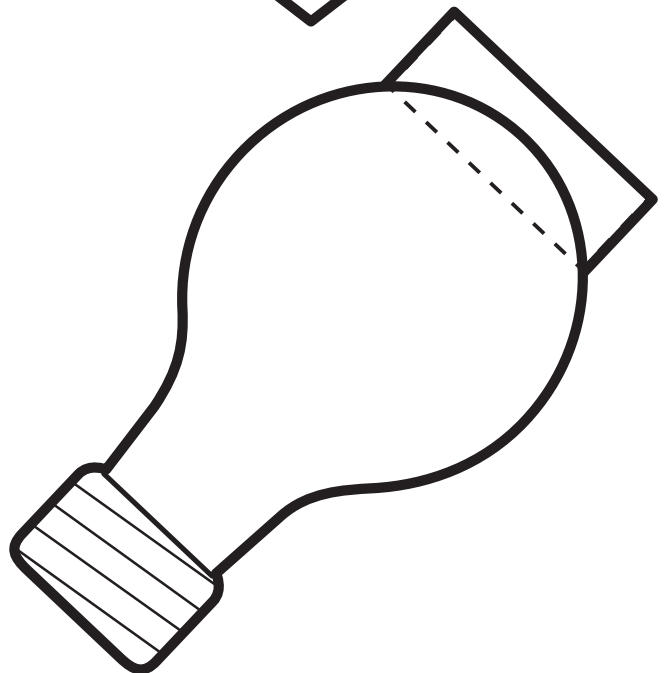
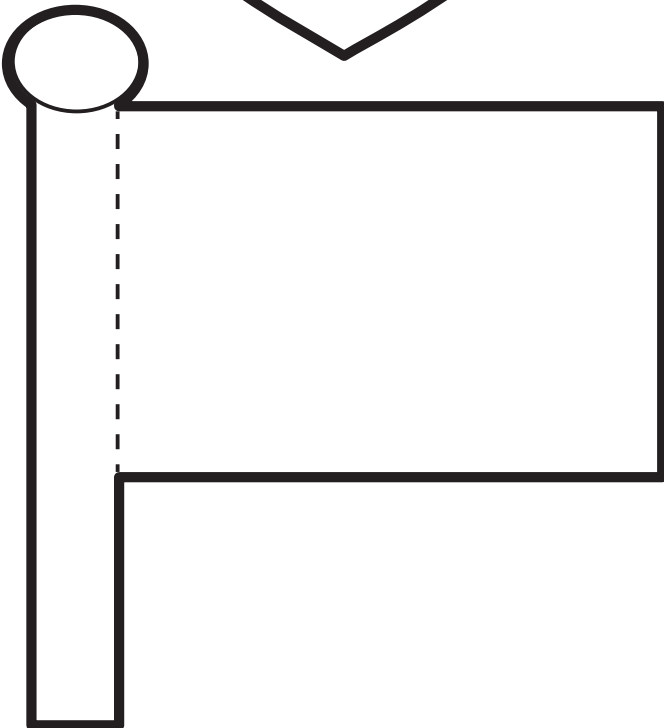
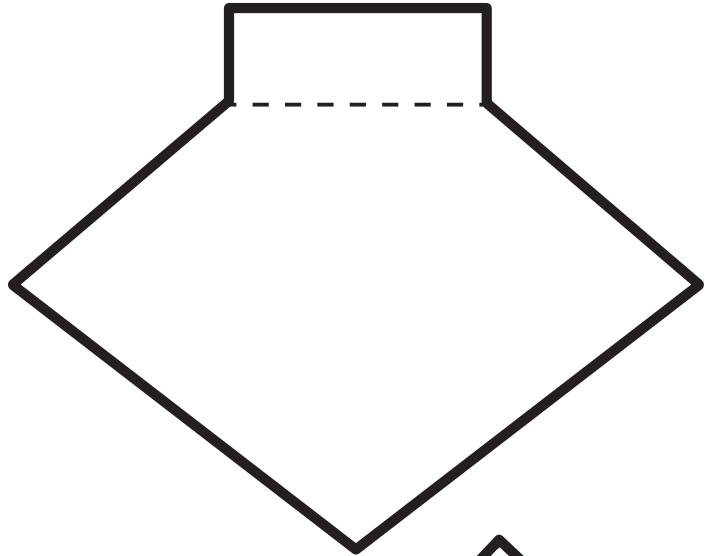
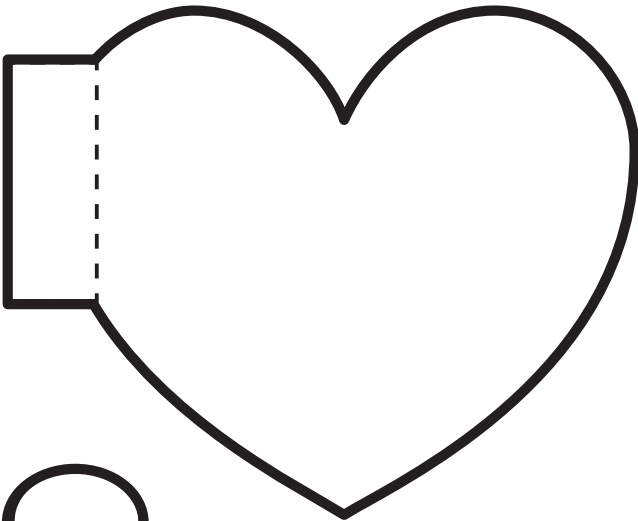
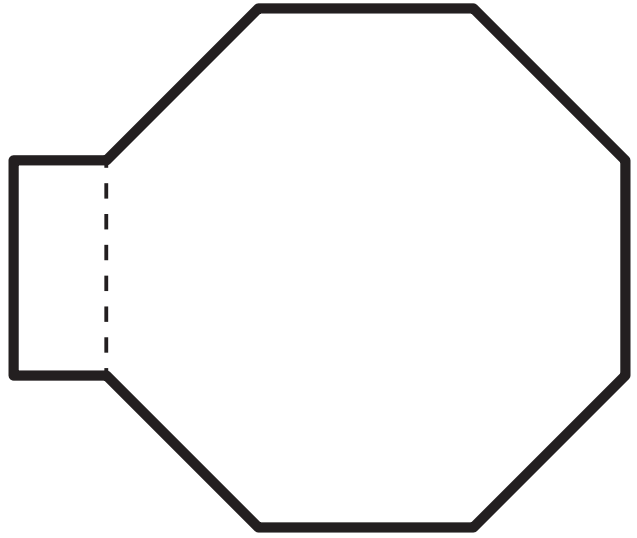
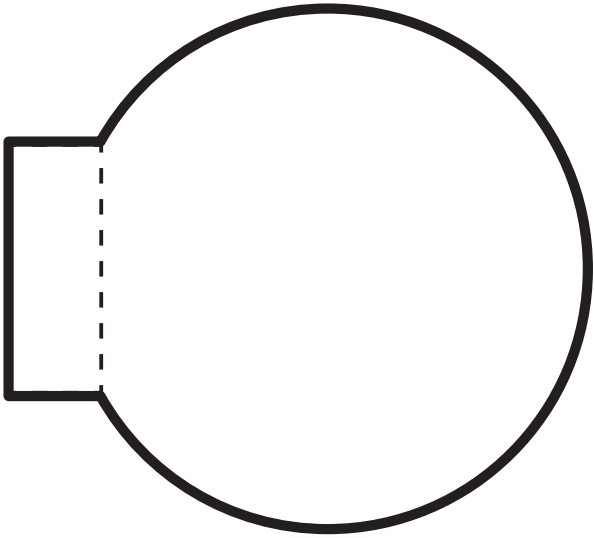


# Shaped Flaps

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

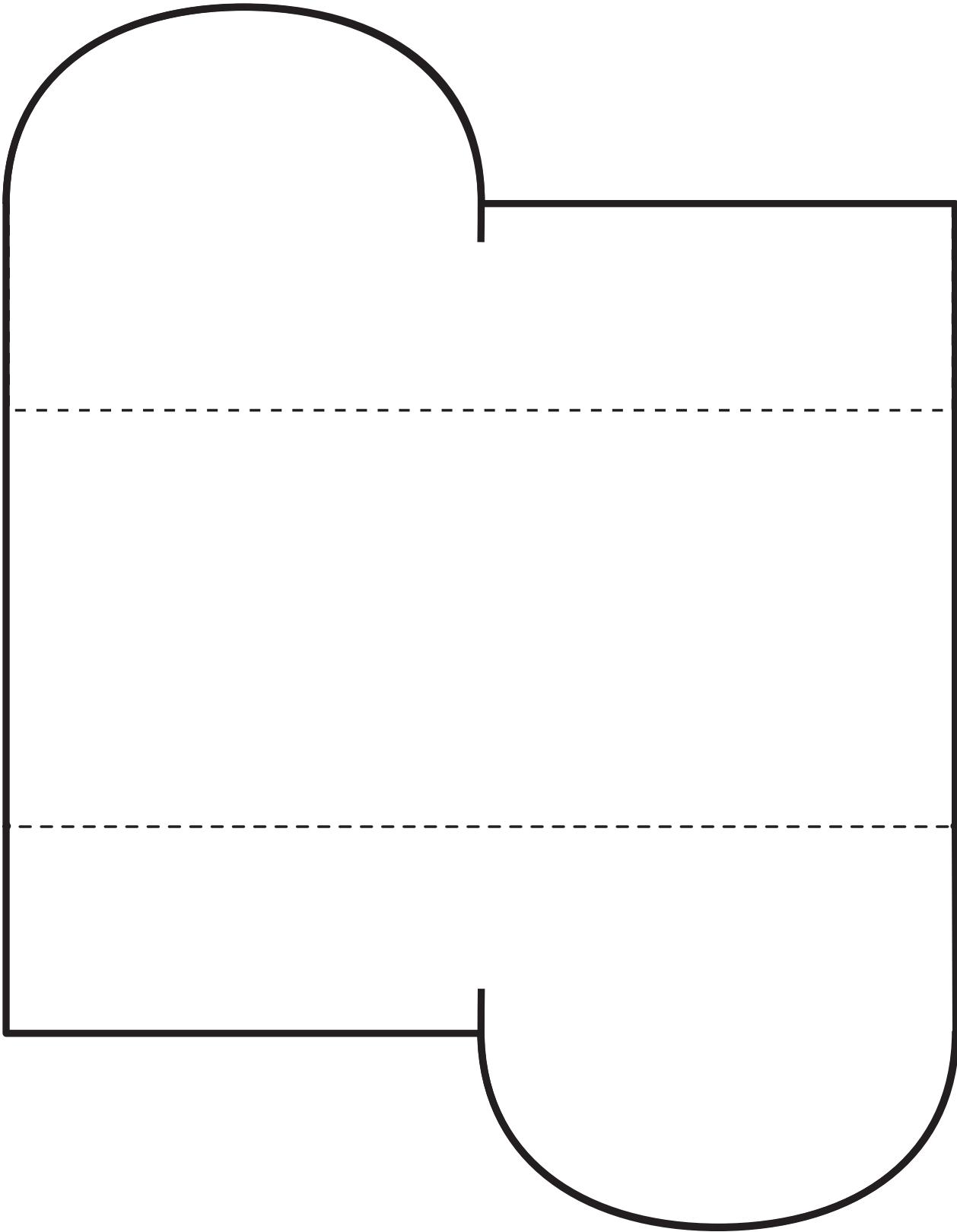


# Shaped Flaps



# Interlocking Booklet

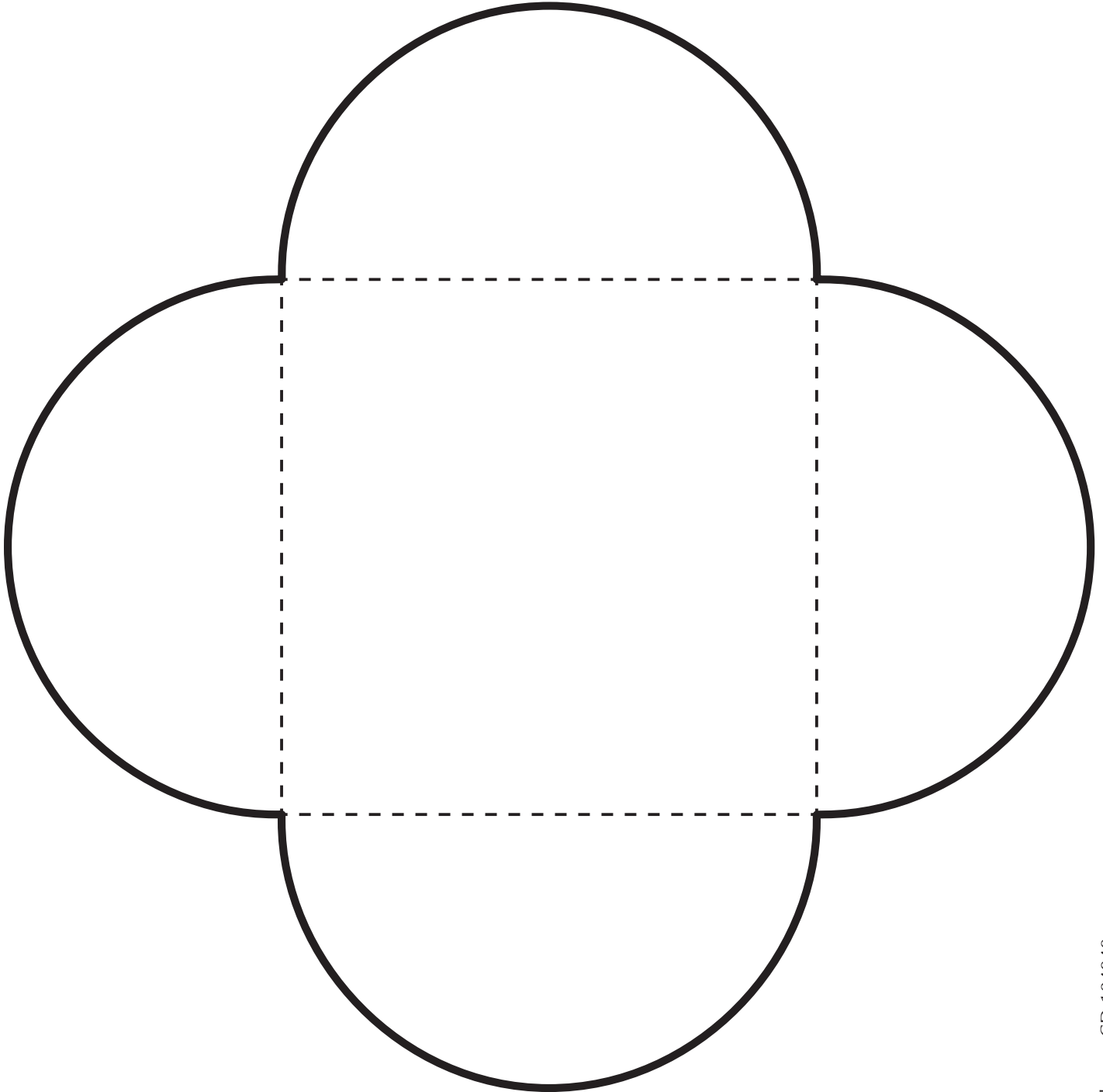
Cut out the booklet on the solid lines, including the short vertical lines on the top and bottom flaps. Then, fold the top and bottom flaps toward the center, interlocking them using the small vertical cuts. Apply glue to the back of the center panel to attach it to a notebook page.





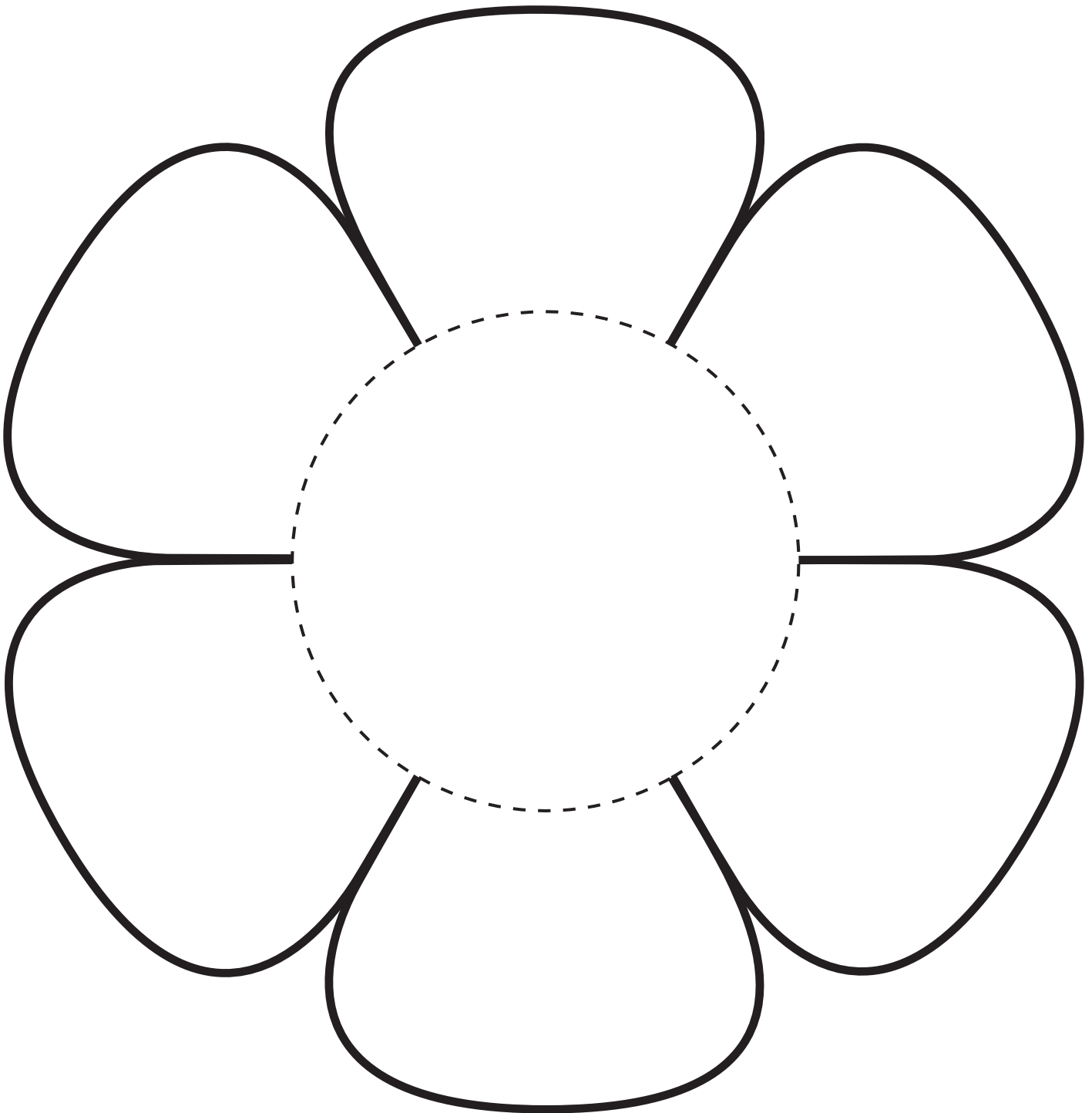
## Four-Flap Petal Fold

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

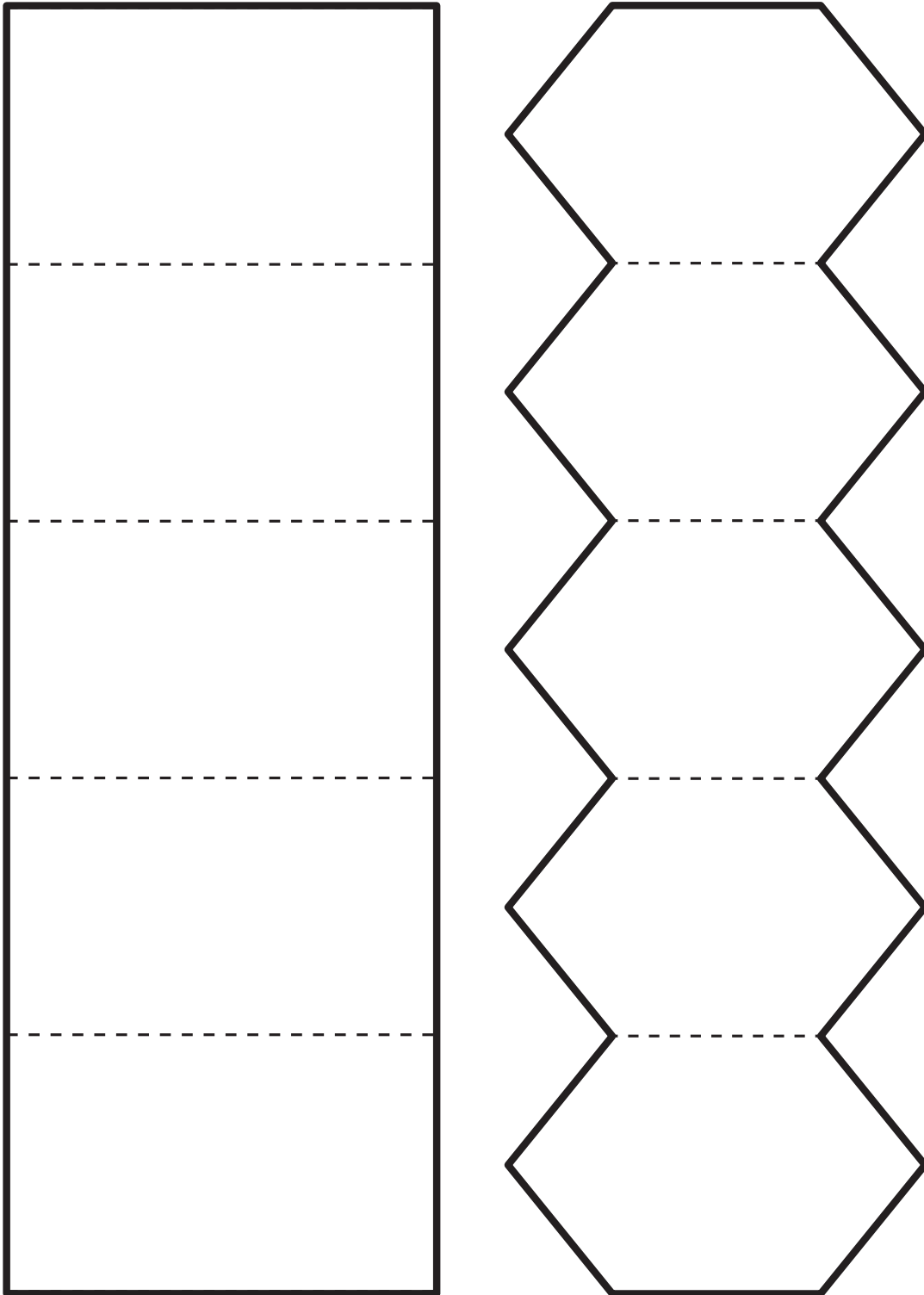
Cut out the shape on the solid lines. Then, fold the flaps toward the center and back out. Apply glue to the back of the center panel to attach it to a notebook page.



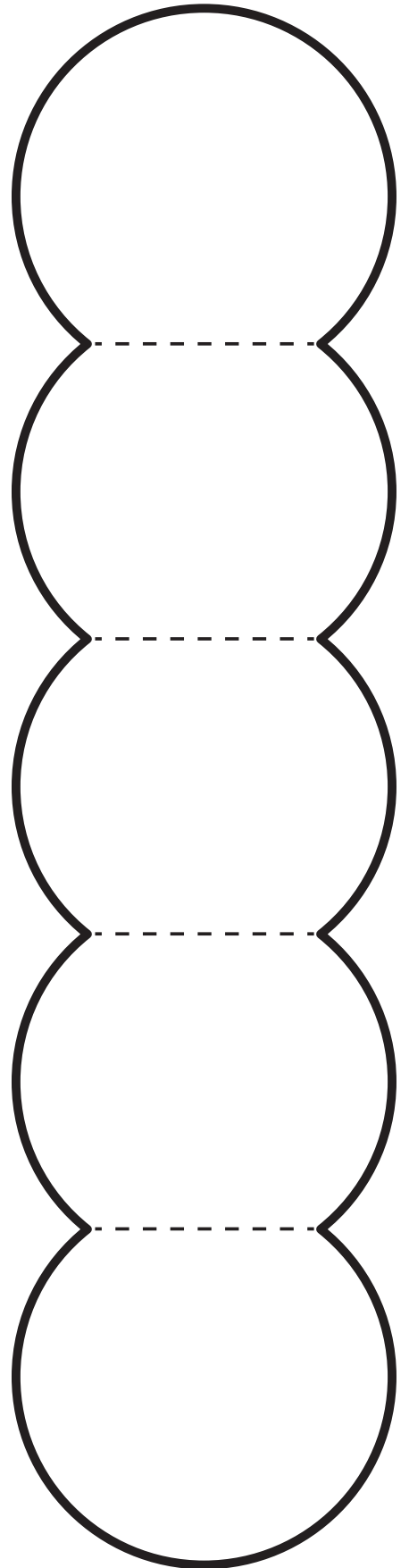
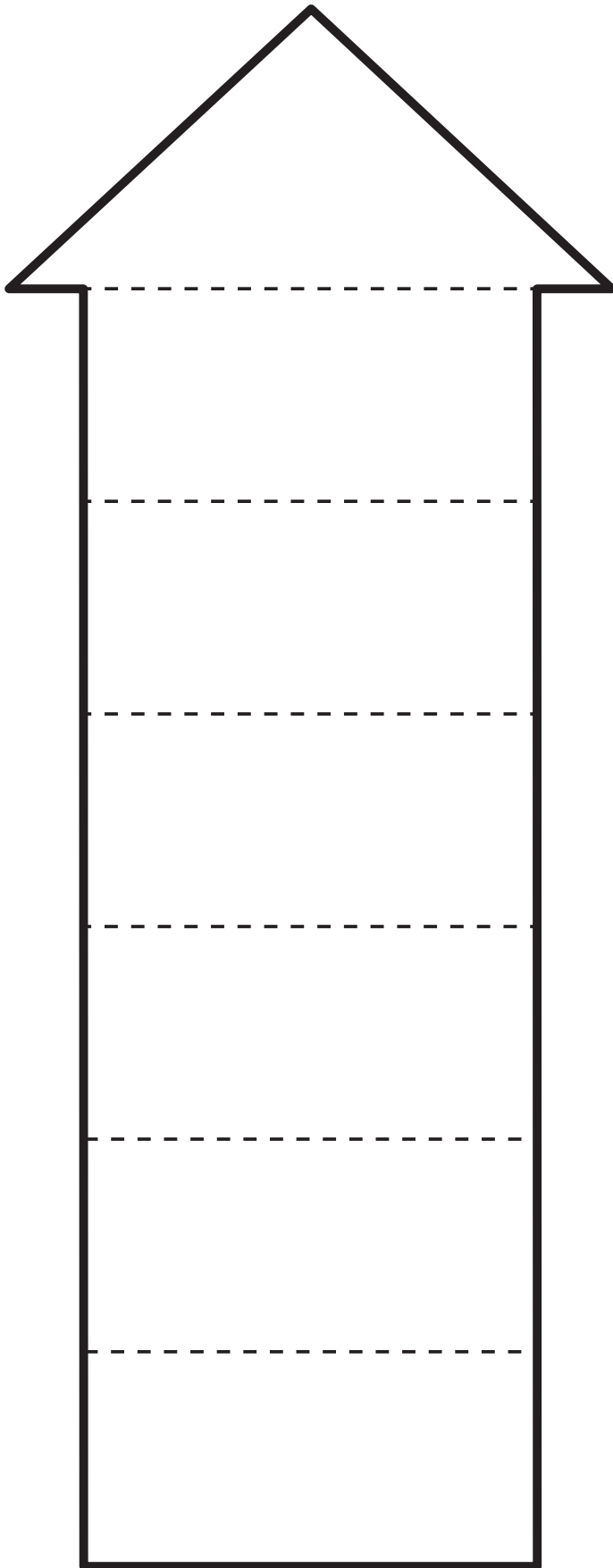
# Accordion Folds

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.

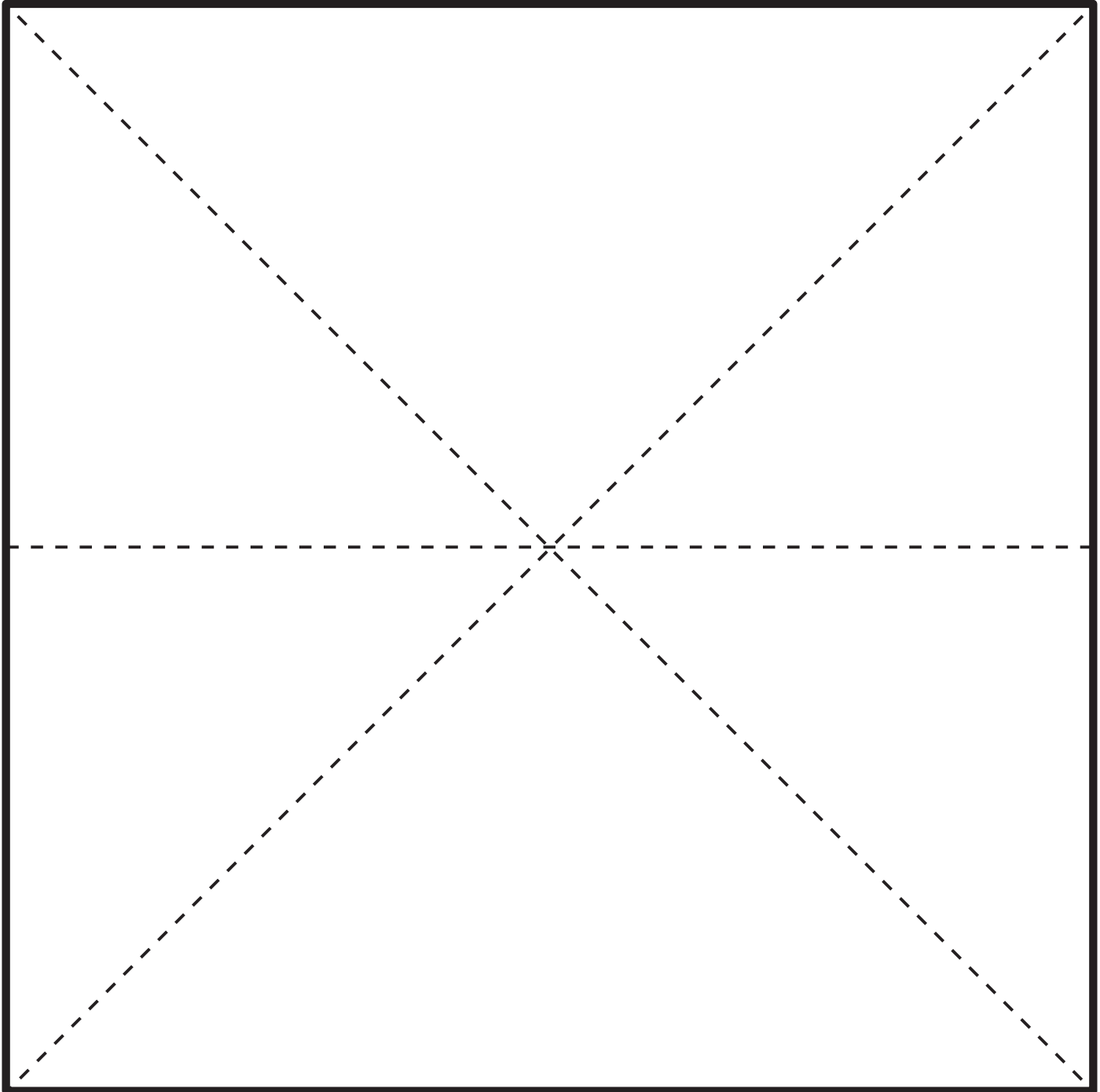


# Accordion Folds



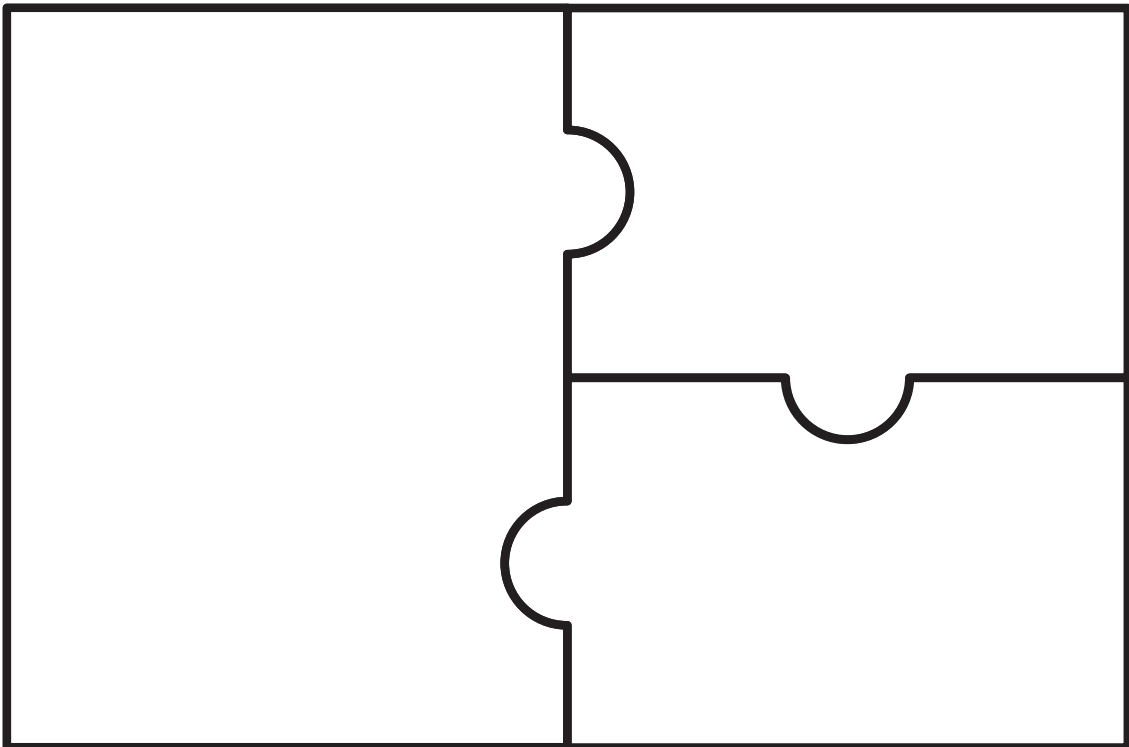
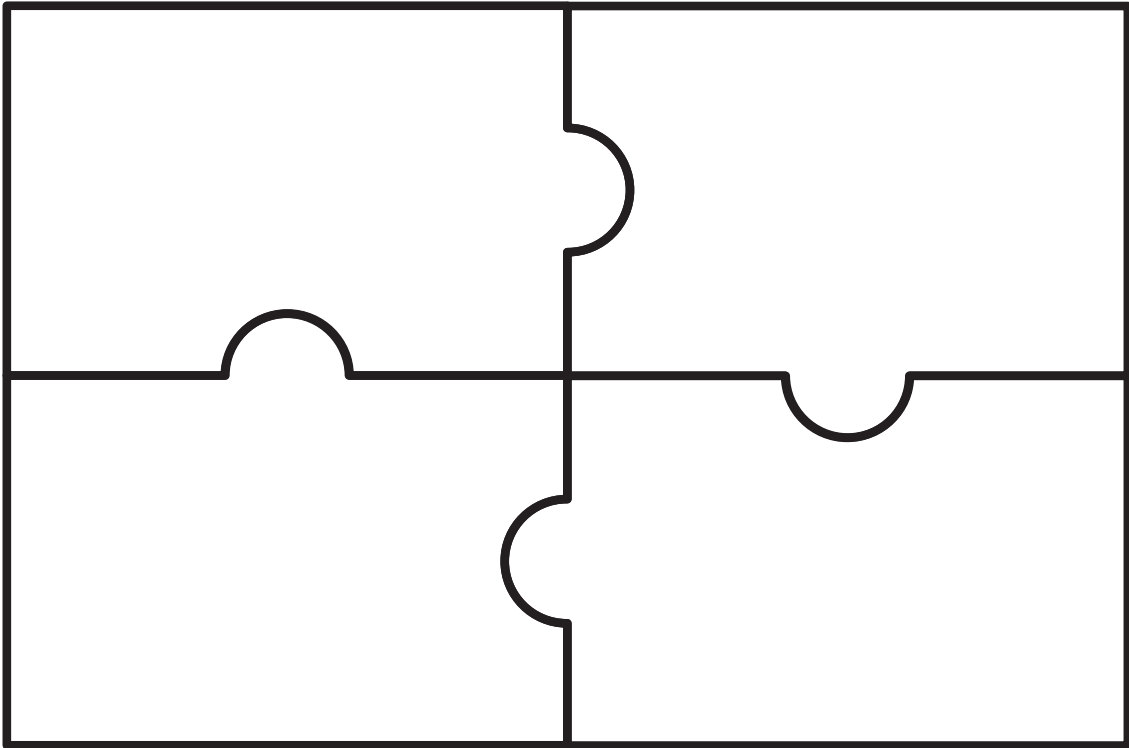
# Clamshell Fold

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.



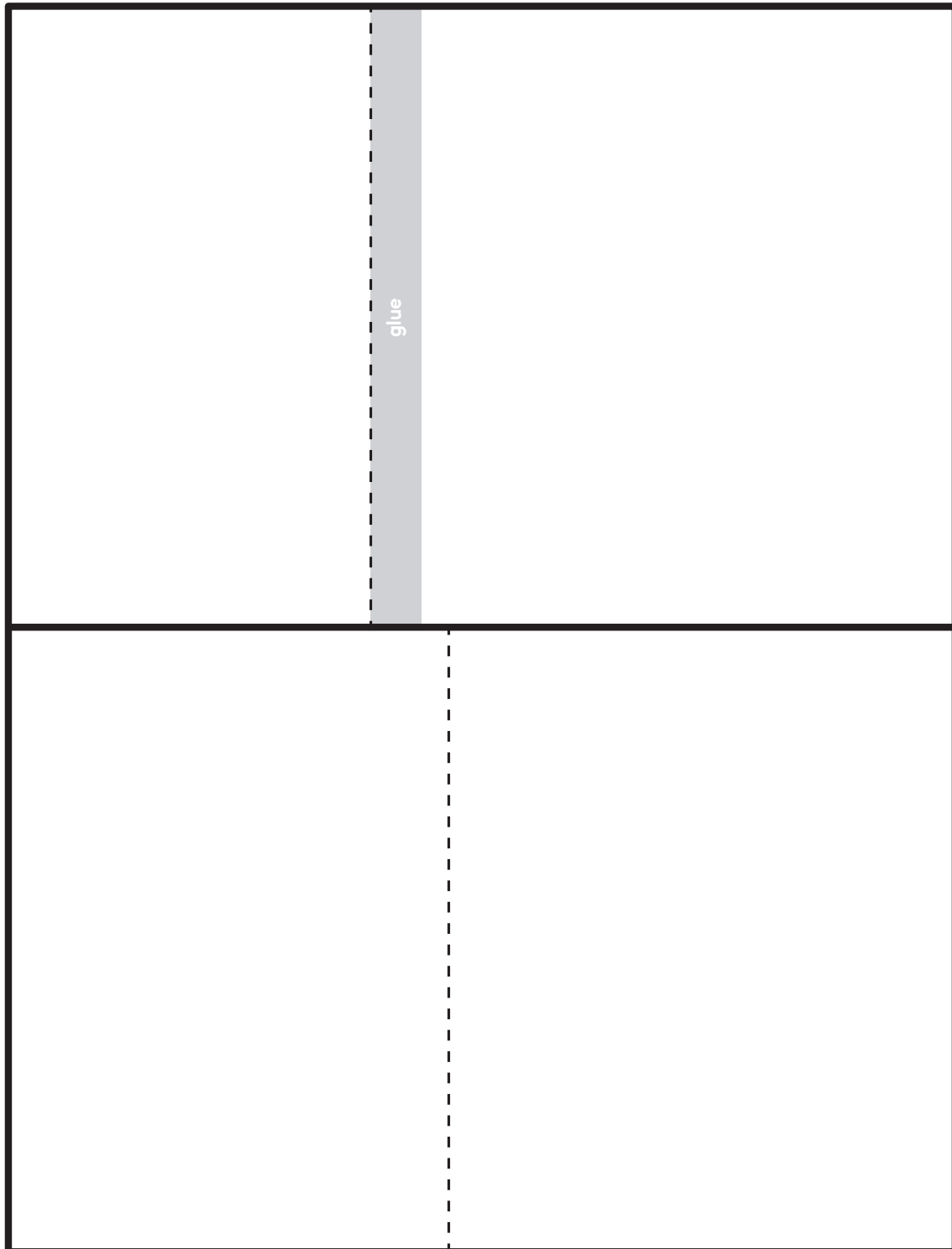
# Puzzle Pieces

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.





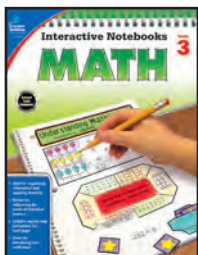


# Interactive Notebooks

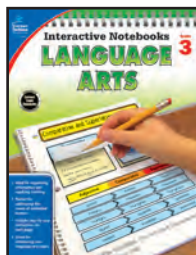
## WORD STUDY

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.

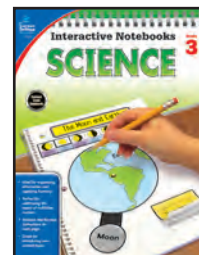
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