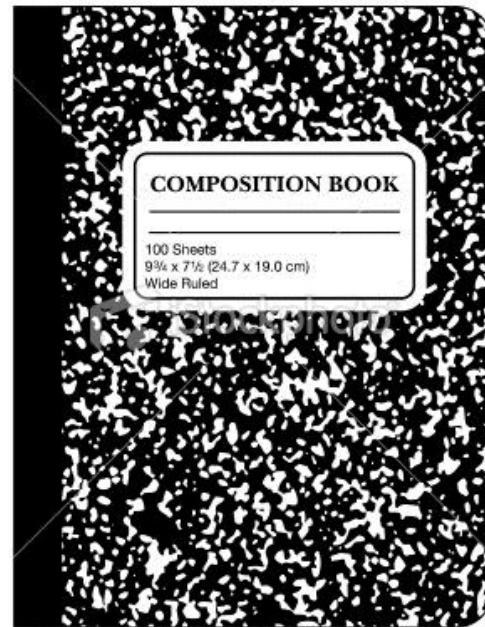


# THE INCREDIBLE INTERACTIVE NOTEBOOK: COMPREHENSIBLE INPUT & OUTPUT FOR ENGLISH LEARNERS



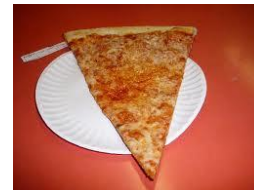
Dr. Nia Malika Pole

# ABOUT ME

My  
family



school



I really  
thought  
about it

# OBJECTIVES

- Introduce the interactive notebook
- Suggest ways to have students set up notebooks
- Spark ideas of how to utilize during instruction
- Not to bore you!

# WHAT IS IT?

- ***“Interactive notebook.*** (in'ter-ak'-tiv no't-bu' k)  
*n.* **1.** A collection of notes taken from reading, listening, discussion, and viewing, including corresponding responses, either in graphic or written form. First introduced in Addison-Wesley's *History Alive!* **2.** Daily journal-type recording of student-written class notes from reading, lecture, and discussions, and the reflective and metacognitive responses students make to their own note taking.”
- (Carter, Hernandez, & Richison, 2009)

# A NEW PHENOMENON?

- An idea of Teachers Curriculum Institute (TCI)
  - **Preview Assignments**
  - **Graphically Organize Reading Notes**
  - **Processing Assignments (TCI, 2013)**

## WE KNOW ELLS NEED:

- High quality instruction to promote language acquisition (Short & Echevarria, 2005).

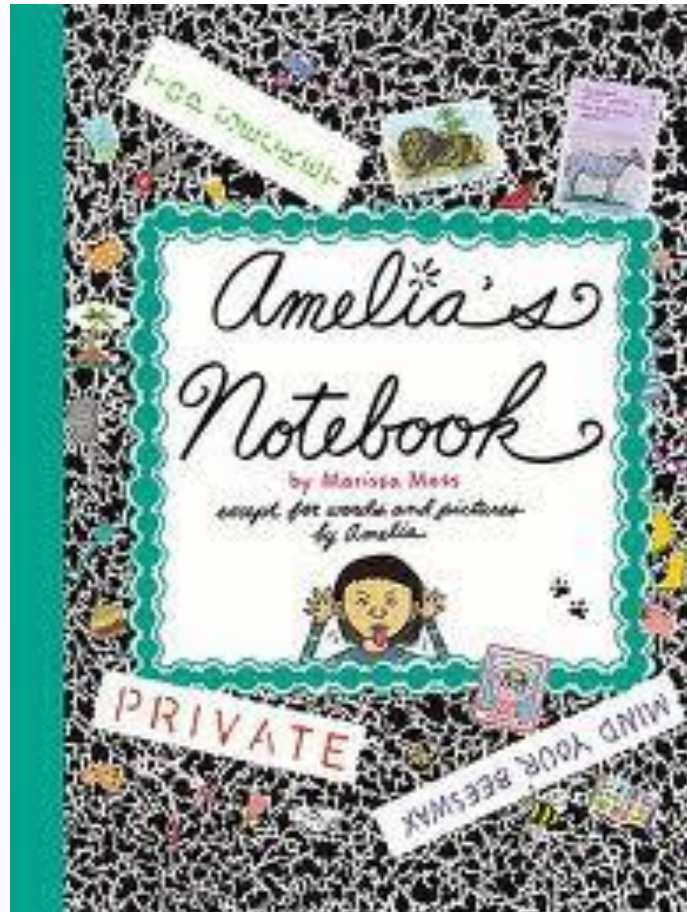
## WHAT INTERACTIVE NOTEBOOKS ARE

- A personal tool for students
- A collection of learning
- A scaffolding tool
- An authentic assessment tool  
(Carter, Hernandez, Richison, 2009).

- A working portfolio
  - Promotes organization
  - Engages
  - Encourages students to combine words and visuals
  - Encourages critical thinking (Walsh, n.d.).
- A place to take personal notes and illustrations that make sense to students.



# WHAT INTERACTIVE NOTEBOOKS ARE NOT



[Source](#)

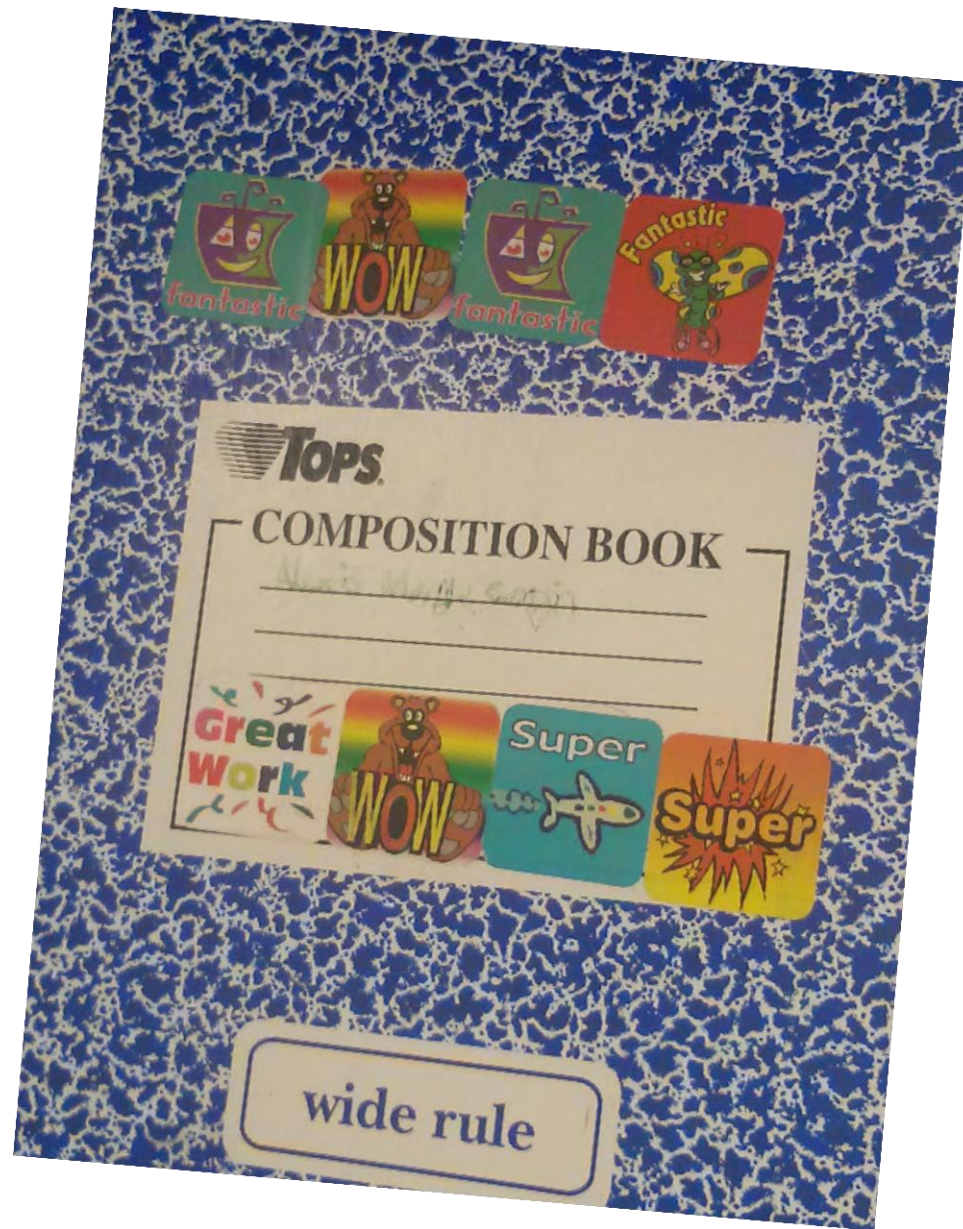
# SUGGESTED SET UP

## ○ Pages 1-10

- Decorate the cover (stickers, glued pictures)
- An Author's Page
- Table of Contents
- Teacher Expectations/Rubric/Goal Sheet
- Have students number pages 10- 20 at a time.
- Do not allow students to take home!



Source





# IDEAS FOR AN AUTHOR'S PAGE

- Name: \_\_\_\_\_
- Nickname: \_\_\_\_\_
- Birthday: \_\_\_\_\_
- Food: \_\_\_\_\_
- Music: \_\_\_\_\_
- Sport: \_\_\_\_\_
- Color: \_\_\_\_\_
- Movie: \_\_\_\_\_
- Book: \_\_\_\_\_
- Place: \_\_\_\_\_
- Three words I would use to describe myself are:
- I would like to take a vacation to:
- In the future I would like to be a(n):

# TABLE OF CONTENTS

| Page # | Left Side | Page # | Right Side |
|--------|-----------|--------|------------|
|        |           |        |            |
|        |           |        |            |
|        |           |        |            |
|        |           |        |            |
|        |           |        |            |
|        |           |        |            |
|        |           |        |            |

(Oliveres, 2013)

# RUBRIC

| Excellent   | Satisfactory  | Needs Improvement   |
|---|---|---|
| <p>All work is:</p> <ul style="list-style-type: none"> <li>* Complete</li> <li>* Thoughtful</li> <li>* Making connections</li> <li>* Clear</li> <li>* Creative</li> </ul> | <p>Majority of work is:</p> <ul style="list-style-type: none"> <li>* Complete</li> <li>* Thoughtful</li> <li>* Making connections</li> <li>* Clear</li> <li>* Creative</li> </ul> | <p><b>Some</b> work is:</p> <ul style="list-style-type: none"> <li>* Complete</li> <li>* Thoughtful</li> <li>* Making connections</li> <li>* Clear</li> <li>* Creative</li> </ul> |

## THE LEFT SIDE!

- Student input or application of the concept
- Opinions and feelings
- Make connections to the standard
- Apply skills



# TO THE LEFT, TO THE LEFT

- Brainstorming
- Pictures
- Venn Diagrams
- Concept maps
- Thinking maps
- K.I.M. Vocabulary
- Poems
- Word Clusters
- Graphs
- Charts
- Graphic Organizers
- Anything creative!



Source

## Probability


Learning Goal: we will determine the theoretical probability of an outcome in a probability experiment, and use it to guess the frequency of a result.

What I Know: I know what probability is, and I know what an outcome is.

What I learned: I learned that fractions are connected to probability. So it's good to know fractions when your working with probability.

Proof:  
 50% red  
 40% green  
 3% blue  
 4% together  
 10% together

but instead of making 100 sections, you make 10! (equivalent fractions)



Reflection:

| Green | Red | Other |
|-------|-----|-------|
|       |     |       |

5 green, 4 Red, 1 blue together


I spun the spinner 10 times and this was the outcome.

## Probability

June 27

Learning Goal: we will determine the theoretical probability of an outcome in a probability experiment, and use it to predict the frequency of the outcome.

Task: → Design a spinner that has a 30% probability of spinning red, and a 40% probability of spinning green.



# Louisiana Purchase

(b) We will understand how the U.S. grew to the west



1. What? It was land that the U.S. bought from France for \$12 million

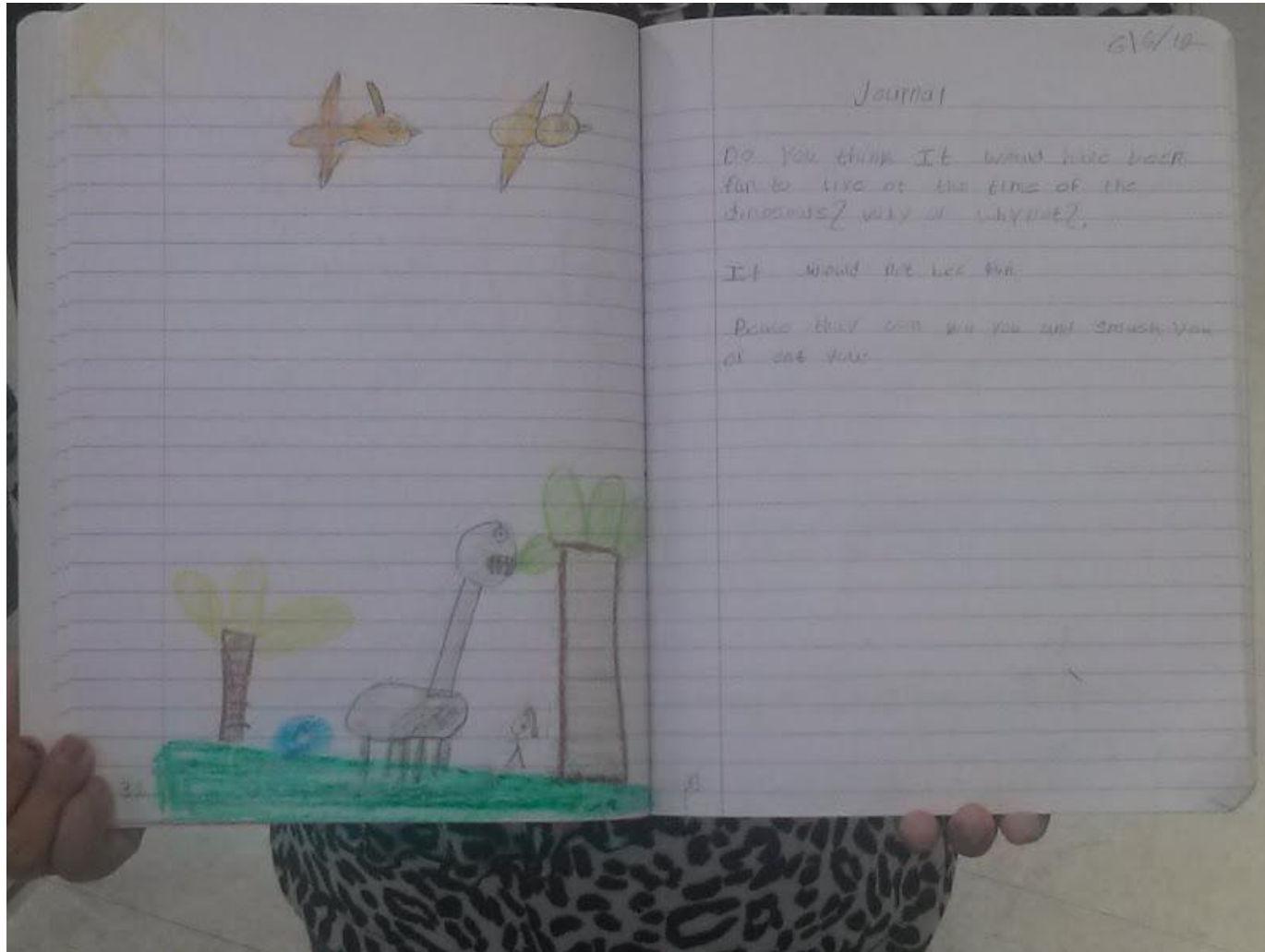
|   |                       |                         |
|---|-----------------------|-------------------------|
| From: Thomas Jefferson                                    |                       | 1001                    |
| 3 <sup>rd</sup> President of the United States of America |                       |                         |
| PAY TO THE ORDER OF                                       | the French Government | DATE:                   |
| Twelve Million  |                       | \$12,000,000.00         |
|   |                       | DOLLARS                 |
| Louisiana Purchase  |                       | T. Jefferson            |
|   |                       | AUTHORIZED SIGNATURE(S) |
| *01001* 1222333 444555*                                   |                       |                         |



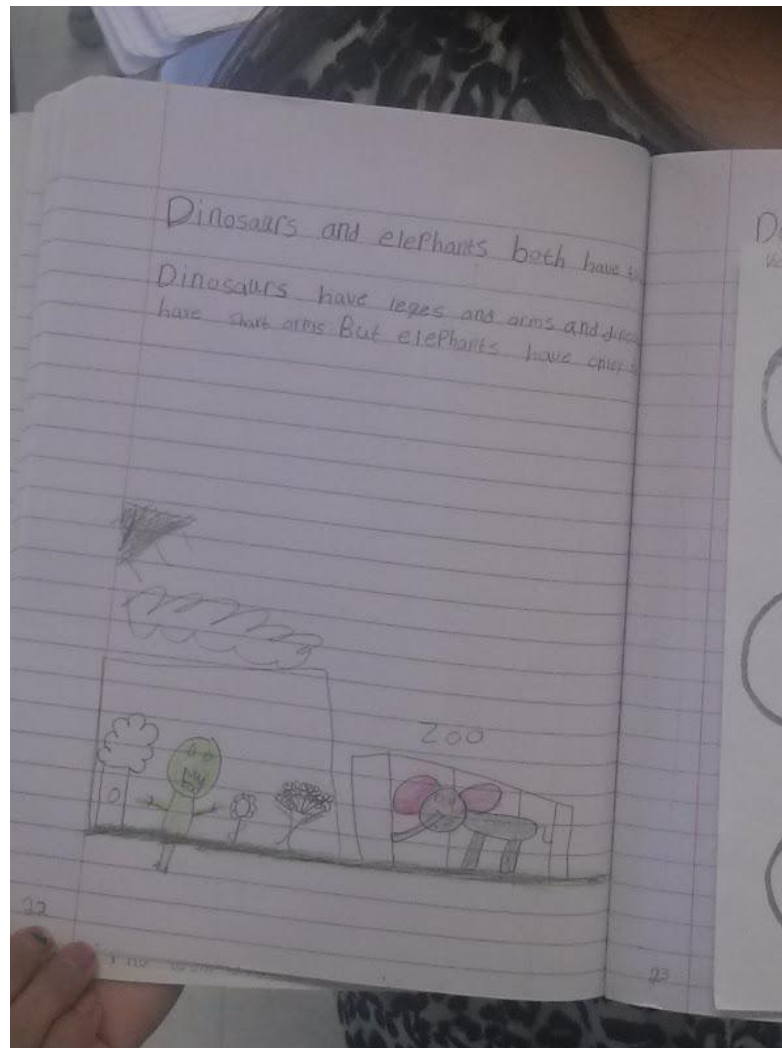







# JOURNAL ENTRY



# JOURNAL ENTRY



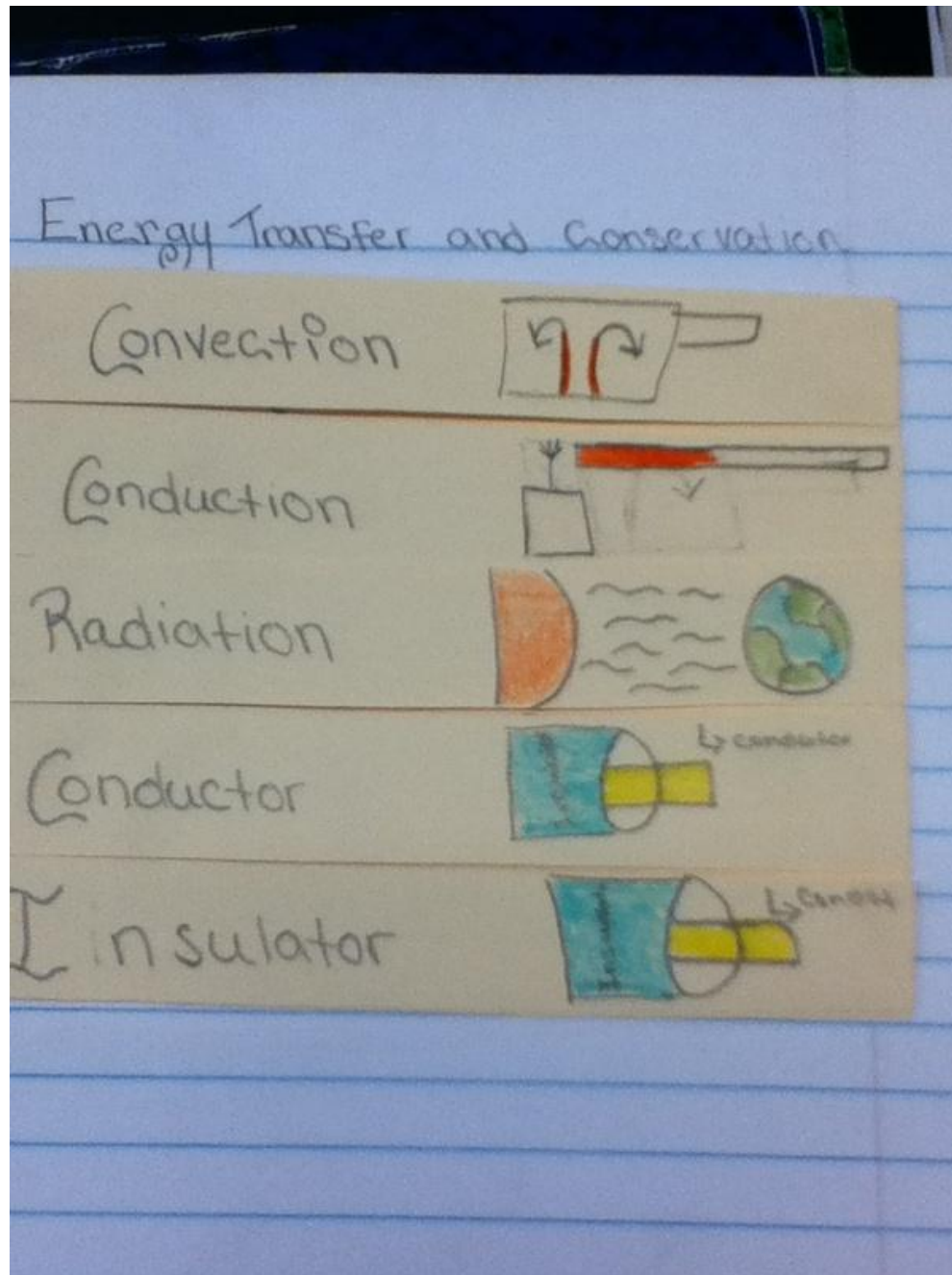
| K<br>Key idea  | I<br>Information                        | M<br>Memory Clue  |
|----------------|---|---|
| 1. drought     | Little or no rain over a period of time |    |
| 2. coup        | Takeover of government by military      |    |
| 3. sovereignty | Political independence                  |  |

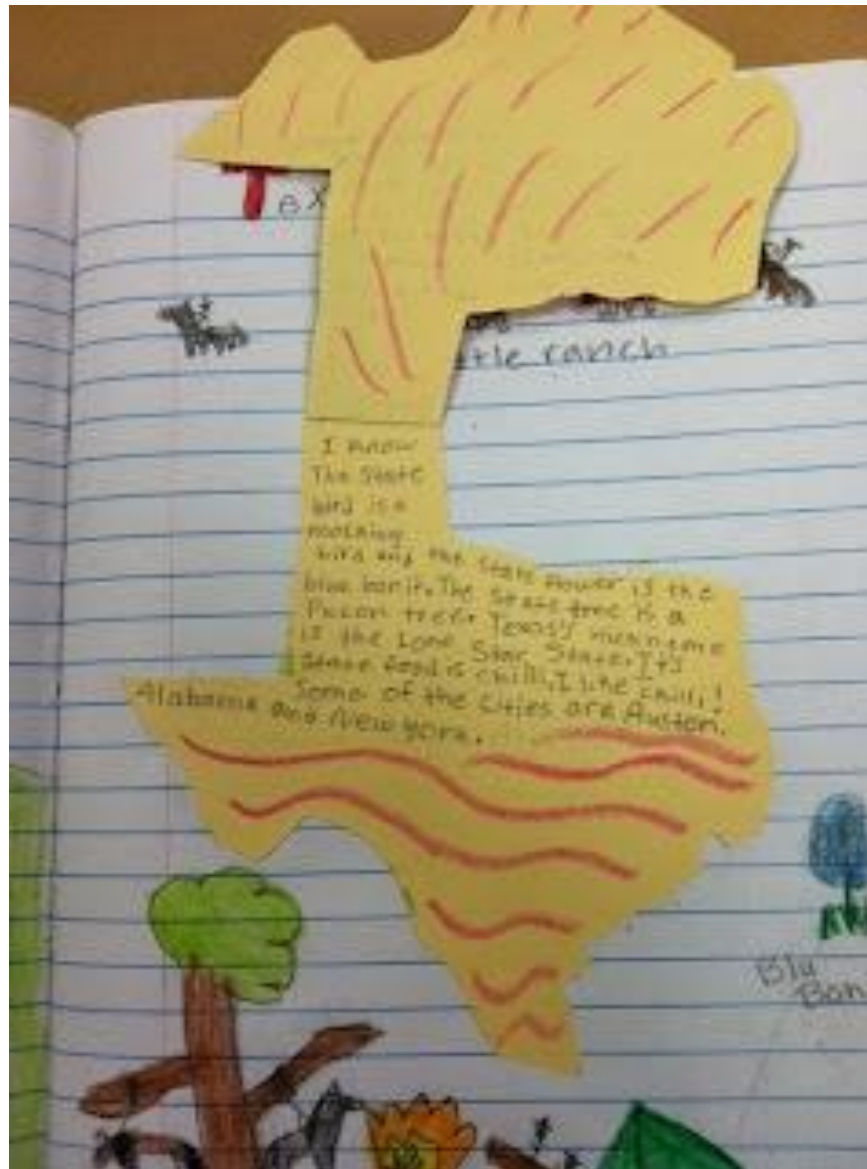
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# THE RIGHT SIDE

- Content and concepts of curriculum
- Title and Unit Pages
- Notes
- Teacher Driven
- Standards
- Standards
- Handouts
- Personal Responses
- Word Clusters
- Foldables





Source


Point of View (POV)

|               |  |  |
|---------------|--|--|
| Point of View | first person                             | she  |
|               | second person                            |  |
|               | third person objective                   | (s),<br>is, thinking,<br>do, & facial<br>she, her, his, it |
|               | third person limited                     | her, his   |
|               | third person omniscient<br>(all-knowing) | everybody's<br>time<br>it, his, her                        |

Source

**Multiplying Decimals and Whole Numbers**

$.53 \times 2 =$




$.53$   
 $\times 2$   


---

 $1.06$

$3 \times 0.6 =$



$1$   
 $0.6$   
 $\times 3$   


---

 $1.8$

$0.6 + 0.6 + 0.6 = 1.8$

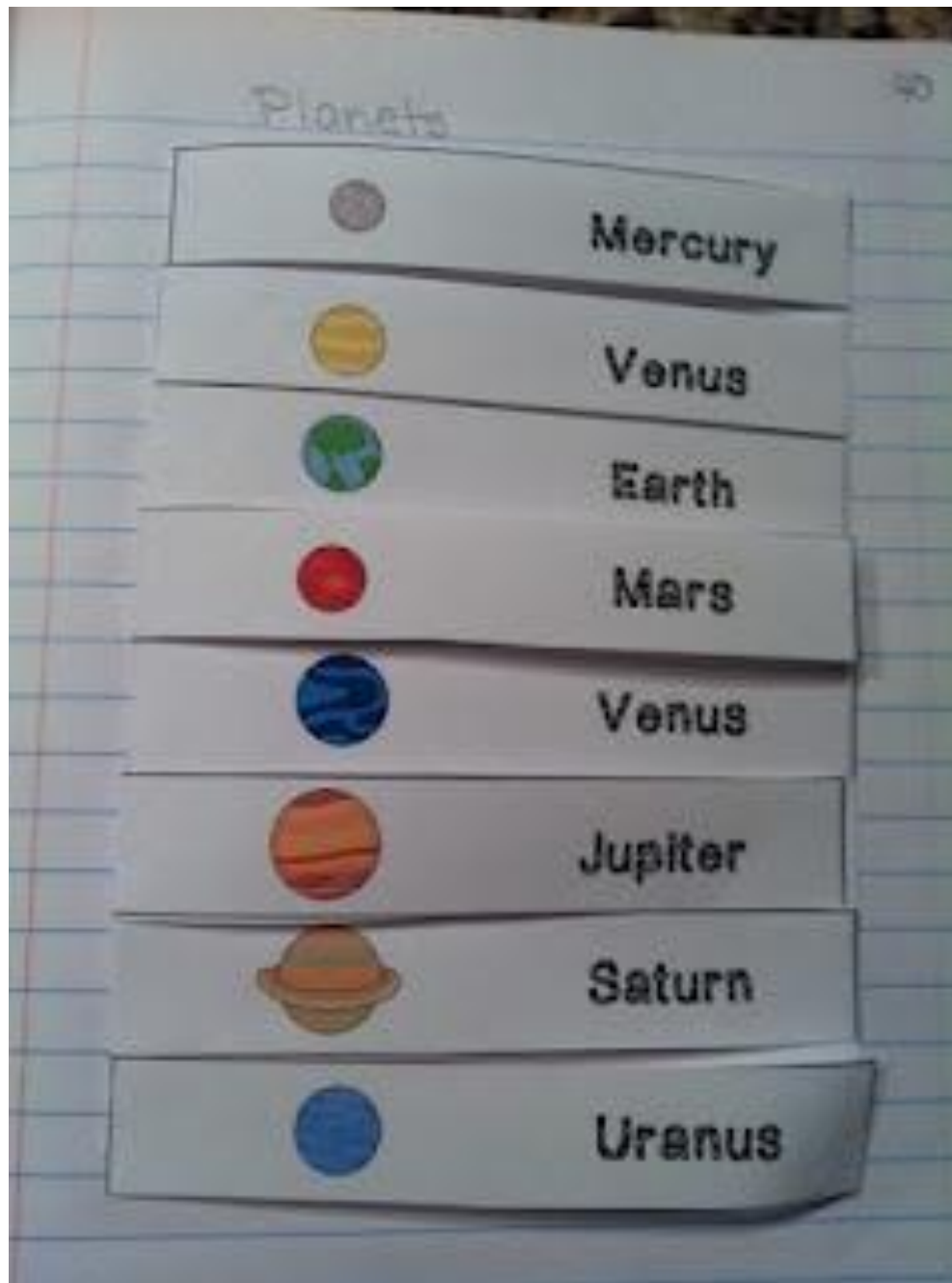
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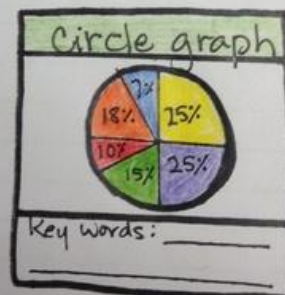
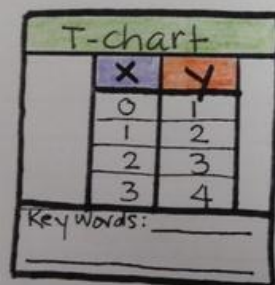
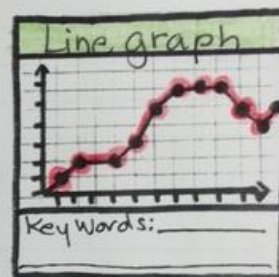
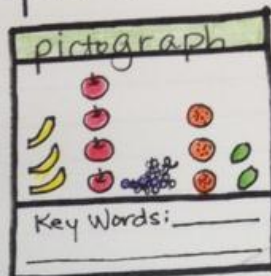
Topic:  
Problem and Solution

| Title: A Plump and Perky Turkey                             |  |
|---|--|
| Problem   | Solution                                 |
| A problem is a difficult situation that needs to be solved. | A solution is the answer to the problem. |

The main idea of the story is...  
that the people of Squawik Valley  
need a turkey for their Thanksgiving  
dinner, but the one they find  
runs away before they can cook  
him.

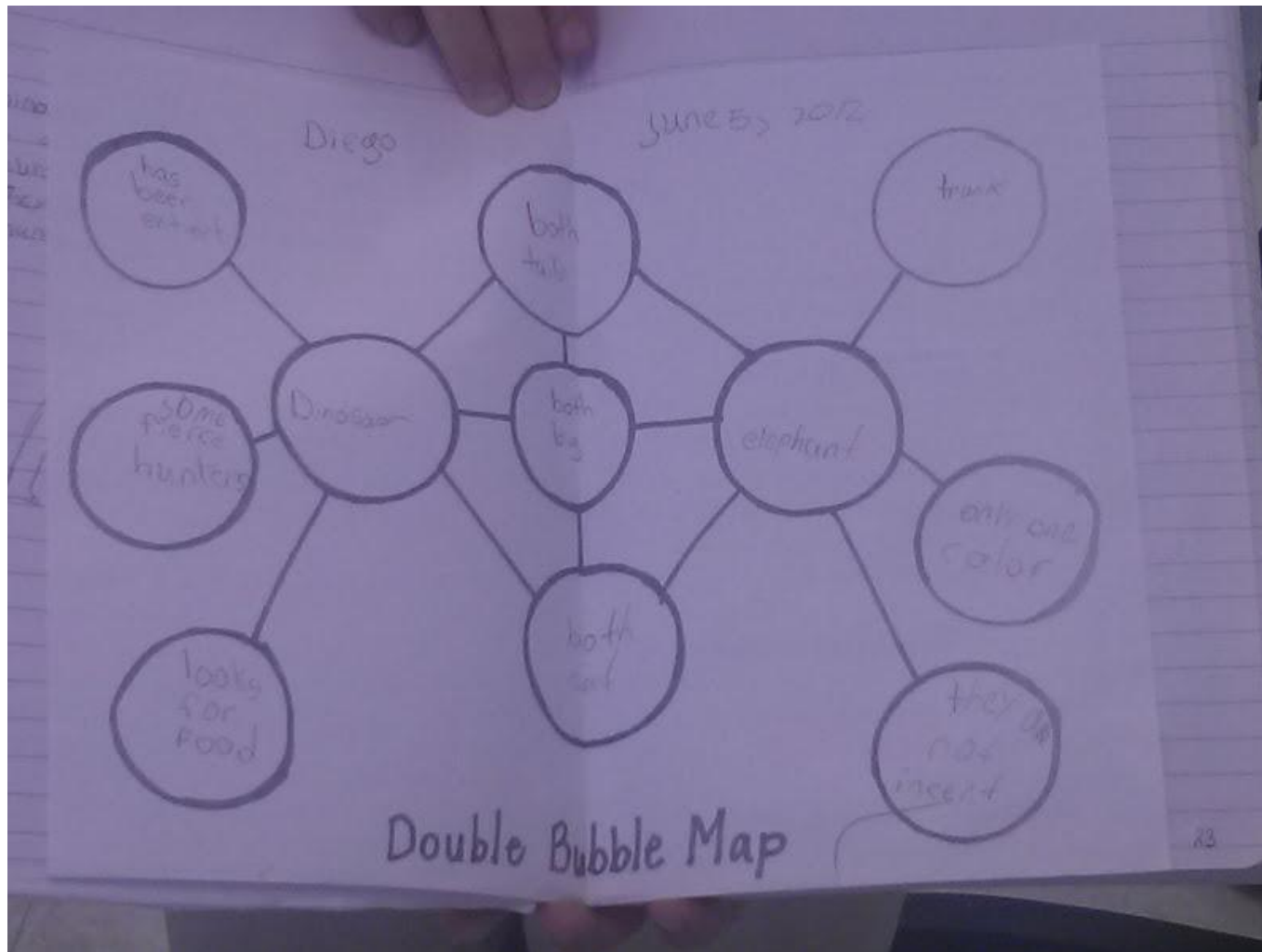


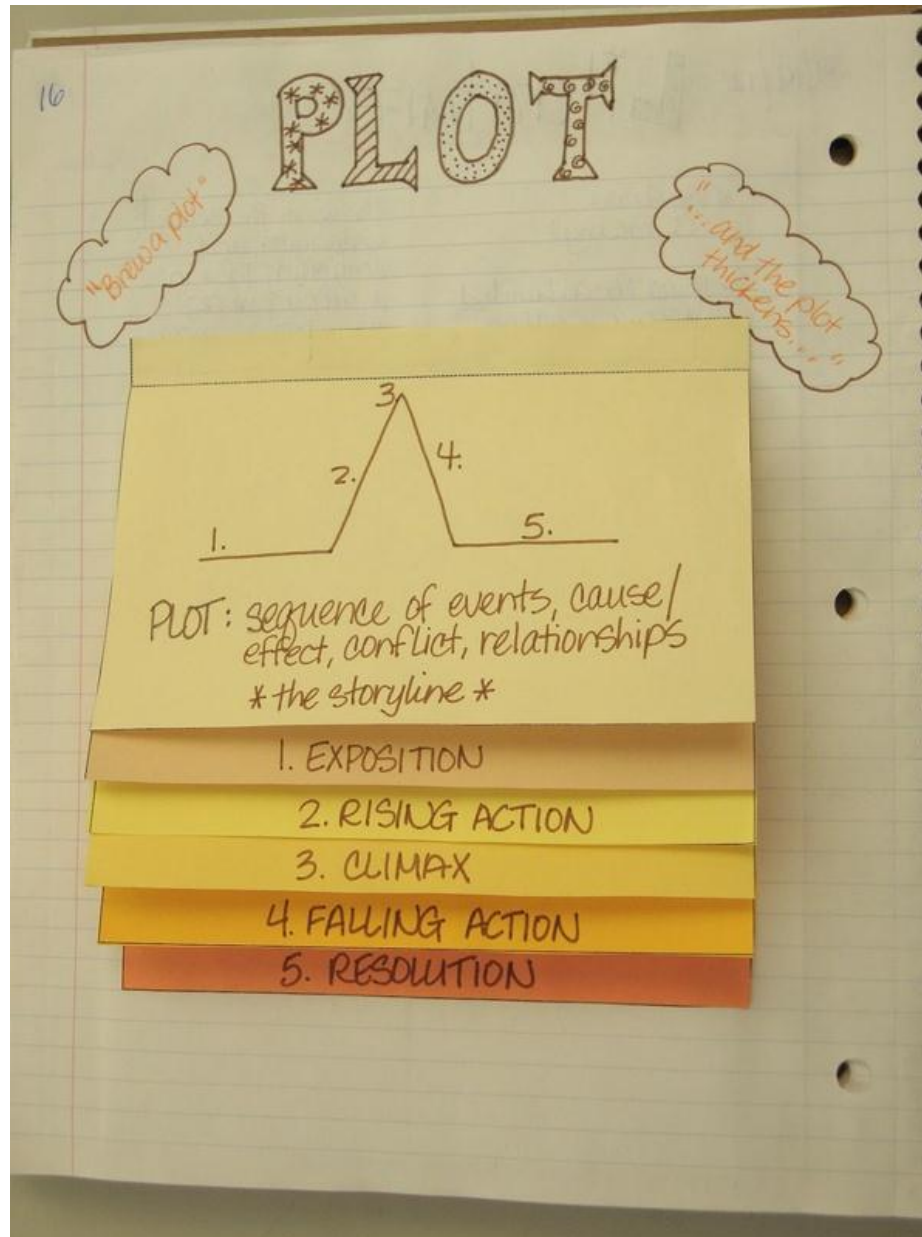
# Types of Graphs & Charts



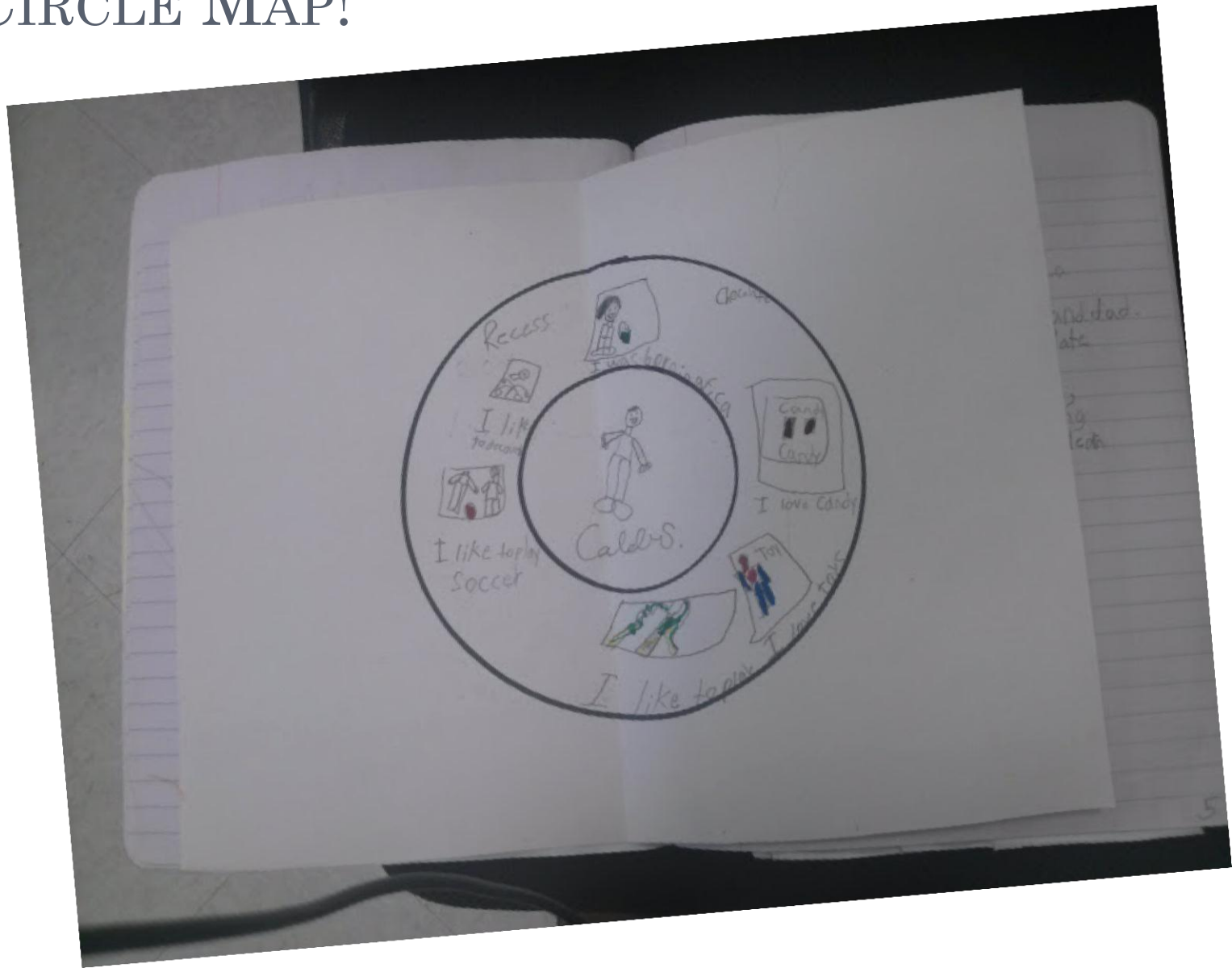


# DOUBLE BUBBLE!





# CIRCLE MAP!



# A PLACE TO KEEP FOLDABLES!



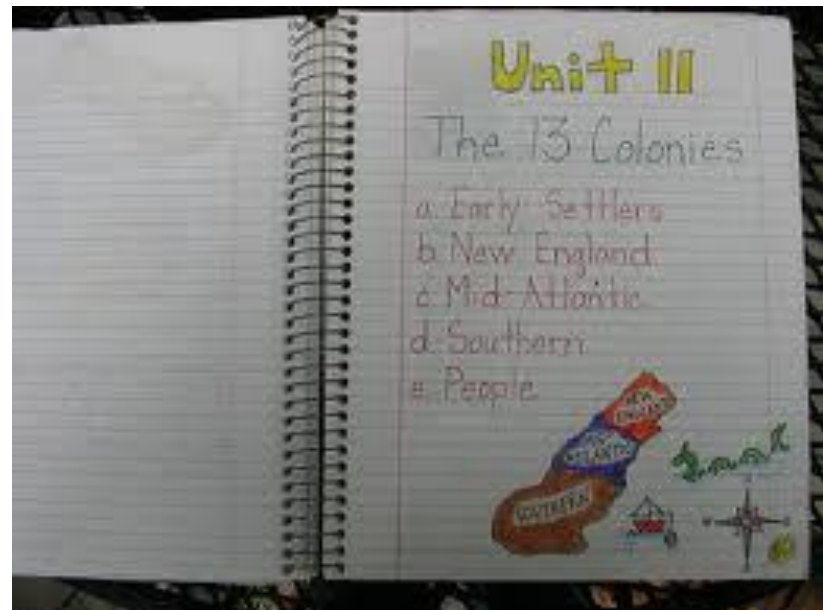
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# LET'S TRY IT!

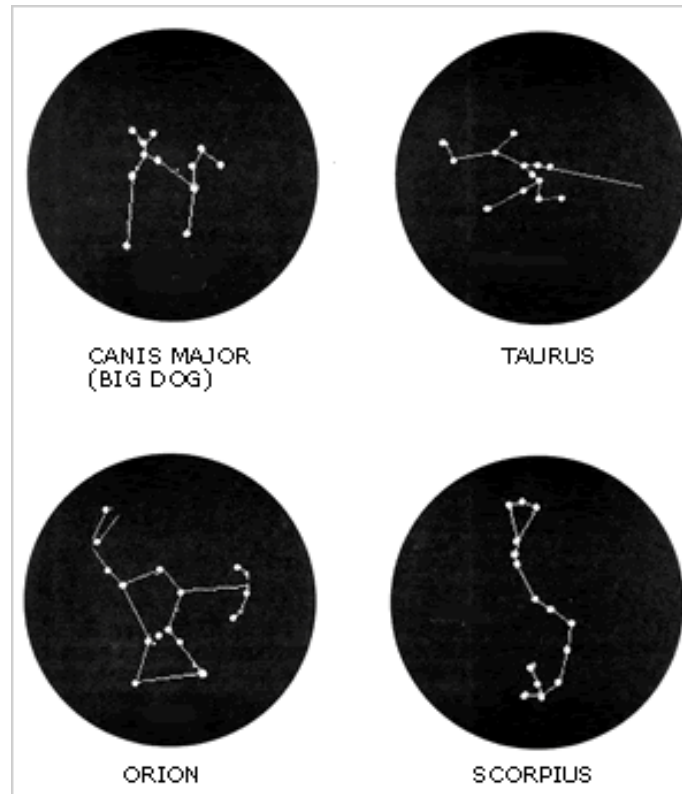
## Earth Science

**S4E1. Students will compare and contrast the physical attributes of stars, star patterns, and planets.**

c. Explain why the pattern of stars in a constellation stays the same, but a planet can be seen in different locations at different times.

# MY SIDE

- A constellation is a group of stars that looks like it makes a picture in the sky.
- There are 88 constellations.



## YOUR SIDE

- Create a constellation!
- Name your constellation
- When can you see it in the sky? (which month?)



# RESOURCES

- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- [www.pinterest.com](http://www.pinterest.com)
- <http://www.sciencenotebooks.org/>
- <http://www.teachtc.com/interactive-social-studies-notebook.html>
- <http://www.sbcseport.org/published/l/ra/lramos/collection/1/3/upload.c-lramos-1n3.pdf>
- <http://mrskingsbioweb.com/INB/AvidNotebook.pdf>
- <http://www.theansweris4.net>

# REFERENCES

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- Walsh, C.L. (n.d.) *Interactive Notebooks*.

# QUESTIONS? COMMENTS?



# MY CONTACT INFO

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or  
[niampole@gmail.com](mailto:niampole@gmail.com)