

Sample Pages from



a division of **Teacher Created Materials**

Thanks for checking us out. Please call us at 877-777-3450 with questions or feedback, or to order this product. You can also order this product online at www.tcmpub.com/shell-education.

For correlations to State Standards, please visit:

www.tcmpub.com/teachers/correlations

Shell Professional and Strategy Resources:

www.tcmpub.com/teachers/professional-resources/correlations

To **Create** a **World** in
Children Love to **Learn!**

877-777-3450 • www.tcmpub.com/shell-education



SHELL
EDUCATION

Interactive Notetaking for Content-Area Literacy

Secondary



Judith Goodman

Table of Contents

Introduction

Author’s Note	4
What Is an Interactive Notebook?.	5
Using Interactive Notebooks for Content-Area Literacy	6
Implementing Interactive Notebooks	7
Strategies Overview	10
How to Use This Book	13
Correlations to Standards.	14

Language Arts Lesson Plans

A Biography of J. K. Rowling	15
Excerpt from <i>The Time Machine</i>	25
Modern World Leaders	33

Mathematics Lesson Plans

Many Ways to Look at It	43
Understanding Triangles.	53
Measuring Surface Area.	61

Science Lesson Plans

The Periodic Table.	69
Biomes	79
Plate Tectonics	89

Social Studies Lesson Plans

The Civil Rights Movement	97
The Constitution of the United States.	109
Atlanta, Georgia	119

Special Content Lesson Plans

Navigating Social Media	127
Anne Frank.	137
Struggle for Survival: Fire.	147

Appendices

Definitions of Folds and Cuts	157
Attaching Text to the Lesson Input Pages	158
References Cited	160
Digital Resources.	160



A Biography of J. K. Rowling

Standards

Reading

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Materials

- copies of *A Biography of J. K. Rowling* (pages 19–20)
- copies of *J. K. Rowling Preview Log* (page 21)
- copies of *J. K. Rowling Word Web* (page 22) (optional)
- copies of *J. K. Rowling Summary Wheel* (page 23) (optional)
- regular-sized sticky notes (3 per student)
- small sticky notes (2 per student)
- sticker letters (random letters; 8 per student)
- uncoated paper plates (1 per student)
- markers, scissors, and glue (or stapler)
- each student's interactive notebook

Graphic Organizer Examples

Before Reading— Preview Log

Student: _____ Date: _____

J. K. Rowling Preview Log

Directions: Briefly skim the text of *A Biography of J. K. Rowling* for key vocabulary words and images. Write an idea of what the story is about. Record your thoughts.

J. K. Rowling Preview Log

How does this topic relate to previous learning?

Key Vocabulary

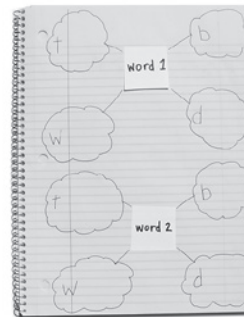
Collaborator/Partner Name

What do I already know about this topic?

What do I am going to learn about...

© Shell Education © 2014—Interactive Notetaking for Content-Area Literacy 21

During Reading— Word Web



After Reading— Summary Wheel





A Biography of J. K. Rowling (cont.)

Before Reading Procedure

Strategy: Preview Log

1. Distribute copies of *A Biography of J. K. Rowling* (pages 19–20) and *J. K. Rowling Preview Log* (page 21) to students. Explain that before they read the text, they will brainstorm ideas about the text using the *J. K. Rowling Preview Log* as a guide.
2. Tell students to preview the text by skimming for key vocabulary words and text features such as subheadings, boldfaced words, captions, images, or illustrations.
3. Have students meet with partners or in small groups and discuss the talking points on their preview logs. Students should record their thoughts on their *J. K. Rowling Preview Log* activity sheets.
 - **Differentiation:** Tier the graphic organizer by changing the number of expected responses for each section.
4. After completing their preview logs, have students share what they have written with the class. Encourage students to discuss the information using content-area and academic vocabulary related to the content they previewed.
5. Have students fold their preview logs in half vertically. Using only a small amount of glue, tell students to glue their preview logs onto the Lesson Input page.

Assessment

- Have students place three sticky notes on the Student Output page. Label the sticky notes: *Related Topics*, *Key Vocabulary*, and *Proper Nouns*. As they read the text, students may find the topic is related to other lessons. Ask students to write these on the sticky note labeled *Related Topics*. Students may also encounter additional vocabulary words and unfamiliar proper nouns. Ask students to list these words and ideas on the correct sticky note.

During Reading Procedure

Strategy: Word Web

1. Read the text aloud, or have students read independently. Encourage them to pay attention to the two vocabulary words, *iconic* and *phenomenal*, which the author wrote in italics. Remind students that an author can change the font of a text to highlight important words. Have students highlight, underline, or circle the words in italics.
2. Distribute two small sticky notes to each student. Have them write *iconic* on one sticky note and *phenomenal* on the other. Ask students to place those two words one above the other in the center of the Lesson Input page.
 - **Differentiation:** Have visual or spatial learners include pictures of the two vocabulary words on their sticky notes.
3. Have students randomly choose four to eight letters and write them across the top of the Lesson Input page.



A Biography of J. K. Rowling (cont.)

4. Demonstrate drawing four extension lines from each vocabulary word on the Lesson Input page. Then, draw a circle at the end of each line. Have students place one letter in each circle for *iconic*. Then, have students write a word or phrase that begins with each letter. The word or phrase needs to describe, define, or give an example of the vocabulary word.
 - In place of creating this directly in the notebooks, you may choose to distribute copies of *J. K. Rowling Word Web* (page 22) to students. Have them complete the word webs on their activity sheets. Then, have students cut out the word webs and glue them onto the Lesson Input side of their interactive notebooks.
5. Explain that students can review the text, especially the sentences surrounding the vocabulary words, to help them generate ideas for words or phrases to include in the ovals.
6. Follow the same steps with the other letters. Model with all or some of the other letters, depending on students' readiness.
7. Once students have completed their word webs for *iconic*, have them complete the second word web for *phenomenal* following the same procedure.
8. Have students discuss their word webs with partners. Tell students to revise their word webs to include their partners' ideas.

Learning Extension

- Have students create new characters for J. K. Rowling to write about in her next book. Students should include titles and general overviews of the story line. Ask students to explain why they think these new books should be added to Rowling's phenomenal work.

Assessment

- On the Student Output page, have each student write a paragraph about real-life connections they have made with the words in the webs. Tell students to draw illustrations that connect the vocabulary words to the topic of the text. The writing should include specific details that show student understanding of the vocabulary words.

After Reading Procedure

Strategy: Summary Wheel

1. Distribute a paper plate to each student. Ask students to fold the paper plates into six sections. To do so, have students fold the paper plates in half and crease the folds. Then, have them lay the folded plates on their desks with the fold facing downward. Next, fold the half into three equal sections by folding the right and left sides in toward the middle (similar to how a tri-fold brochure is folded). The completed plates should look like a pie with six slices. While the plate is folded, have students cut out the center to create a hexagon-shaped hole in the center of the opened plate.



A Biography of J. K. Rowling (cont.)

2. Have students unfold their plates and trace the folds to create six sections. Explain that these are like spokes on a wheel. Students should then label the sections near the outer edge of the paper plates with the following words: *Who/What, Did what, When, Where, Why, and How*. Tell students that these are the most essential pieces of information that will enable them to create summaries.
 - In place of using paper plates, you may choose to distribute copies of *J. K. Rowling Summary Wheel* (page 23) to students. Have them complete the summary wheel on their activity sheets. Then, have students cut out the graphic organizer and glue it onto the Lesson Input side of their interactive notebooks.
3. Have students read the text as a guided reading activity. Pause during the reading to model how to add information to students' summary wheels. Details found in the text should be recorded in the corresponding wheel section. Have students continue recording details from the text in their summary wheels during the rest of the reading.
 - Alternatively, you may choose to have students read independently and record information and details while they read.
 - **Differentiation:** Encourage students who need extra support to read the text in a small group and brainstorm the information to go into their summary wheels. Chart their responses on the board, so they can reference it as they fill out their wheels.
4. After students complete their wheels, have them glue the paper plate onto the next Lesson Input page. Then, have students write the title *A Biography of J. K. Rowling* inside the hexagon-shaped hole in the center of the plate.
5. Have students turn to the next Lesson Input page and attach the text, *A Biography of J. K. Rowling*. Refer to pages 158–159 for options on how to attach the text.

Learning Extension

- Ask students to create time lines from the information they wrote on their summary wheels. Encourage students to research J. K. Rowling and add to their time lines using the information they gather.

Assessment

- On the Student Output page, have students combine the details from their Summary Wheels into paragraphs using content-area or academic vocabulary related to the topic. Provide a rubric with the items required for a complete summary, and display it on the board.



Name: _____ Date: _____

A Biography of J. K. Rowling

Phenomenal

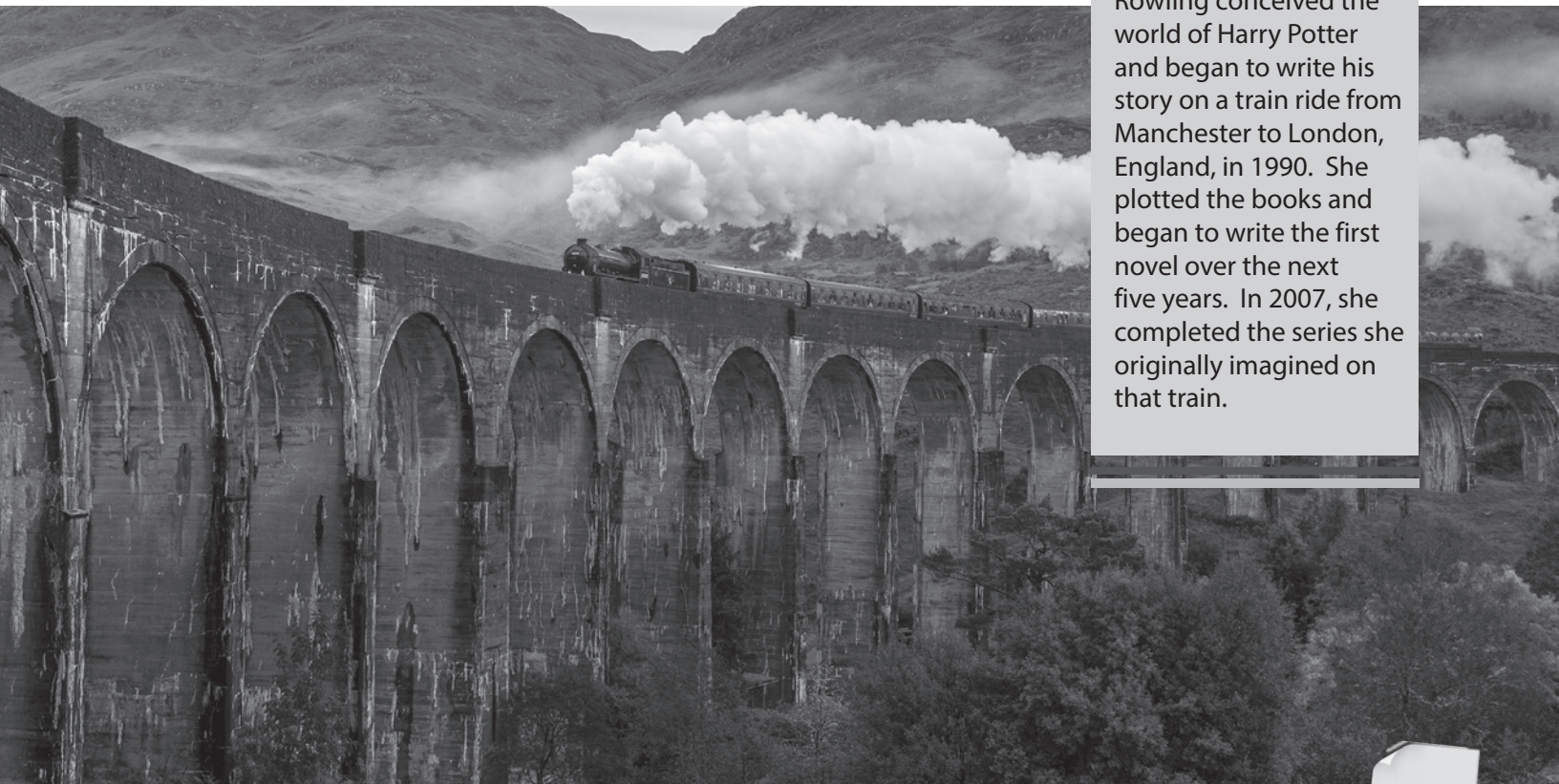
The world is filled with people who think they can write books. Perhaps they can. But the truth is, few people actually do it; fewer still see those books published, and even fewer see them published to critical and popular acclaim.

And then there's J. K. Rowling. She wrote and published a few books you may have heard mentioned—maybe even read. They are about a boy who learns he is a wizard . . . a boy with an *iconic* scar on his forehead . . . a boy who lives, despite the best efforts of the world's most powerful, dark wizard. The boy is Harry Potter. J. K. Rowling's books about him not only have received great acclaim but also have forever changed the world. Rowling's work is *phenomenal* in the truest sense of the word. Her books about Harry and his wizarding world have sold by the hundreds of millions of copies and, according to her American publisher, have been translated into 77 different languages and sold in more than 200 countries.

Rowling is a writer whose work has impacted the world far beyond the content of her books. The world of Harry Potter and the world of J. K. Rowling are rich with imagination, creativity, and a powerful call for the triumph of light over darkness. Rowling's work goes beyond words, beyond the confines of her pages. It is part of our global culture and is woven into the very fabric of our lives.

The Journey Begins

Rowling conceived the world of Harry Potter and began to write his story on a train ride from Manchester to London, England, in 1990. She plotted the books and began to write the first novel over the next five years. In 2007, she completed the series she originally imagined on that train.





Name: _____ Date: _____

A Biography of J. K. Rowling (cont.)

Muggle Born

In Rowling's wizarding world, a muggle is a nonmagical individual. By all indications, Joanne (Jo) Rowling was born a muggle, to muggle parents, on July 31, 1965, in Yate, England. She made her entrance at Yate Cottage Hospital, the eldest daughter of Anne and Peter Rowling. Her sister, Dianne, arrived 23 months later. When Jo was nine years old, the family moved to Tutshill, a small town near Chepstow, Wales. There, they enjoyed investigating the natural world around them in an entirely normal, muggle-ish way. Life was suitable, and they were happy.

When Rowling was about six years old, she created a story about a rabbit named Rabbit and a bee named Miss Bee. Rabbit developed a terrible case of the measles and spent time in convalescence visiting with Miss Bee. The story may not have been gripping for anyone else, but for Rowling, the world would never be the same. She became a writer, passionately longing to tell stories. In her biography, Rowling is quoted as saying, "Ever since Rabbit and Miss Bee, I have wanted to be a writer, though I rarely told anyone so. I was afraid they'd tell me I didn't have a hope."

The muggle girl had found her magic, and once she set it free, the world would be transformed by her enchanting, spellbinding gift.

J. K.

J. K. stands for Joanne Kathleen. But Kathleen isn't really part of her name. When she published her first book, the publisher asked her to use initials, thinking a woman's name would put off boys as readers. Rowling added the K for Kathleen—her grandmother's name—and became J. K.





Name: _____ Date: _____

J. K. Rowling Preview Log

Directions: Briefly skim the text of *A Biography of J. K. Rowling* for key vocabulary words and images that give an idea of what the story is about. Record your thoughts.

J. K. Rowling Preview Log
How does this topic relate to previous lessons?
Key Vocabulary
Unfamiliar Proper Nouns
What do I already know about this topic?
I think that I am going to learn about...



Name: _____ Date: _____

J. K. Rowling Word Web

Directions: Write one letter in each outer circle. Write words or phrases that describe, define, or give examples of the words in the center. The words or phrases you write should start with the letters in the outer circles.

The diagram consists of two identical word web structures, one above the other, separated by a horizontal dashed line. Each structure has a central oval containing a word. The top structure's central oval contains the word "iconic". It is connected to four surrounding empty ovals. The bottom structure's central oval contains the word "phenomenal". It is also connected to four surrounding empty ovals. The entire diagram is enclosed in a dashed rectangular border.

Name: _____ Date: _____



J. K. Rowling Summary Wheel

Directions: As you read *A Biography of J. K. Rowling*, record important information in the correct wheel sections.

