

Grades 4-8

# Interactive Grammar Notebooks

Teaching  
Grammar & Mechanics  
for Common Core

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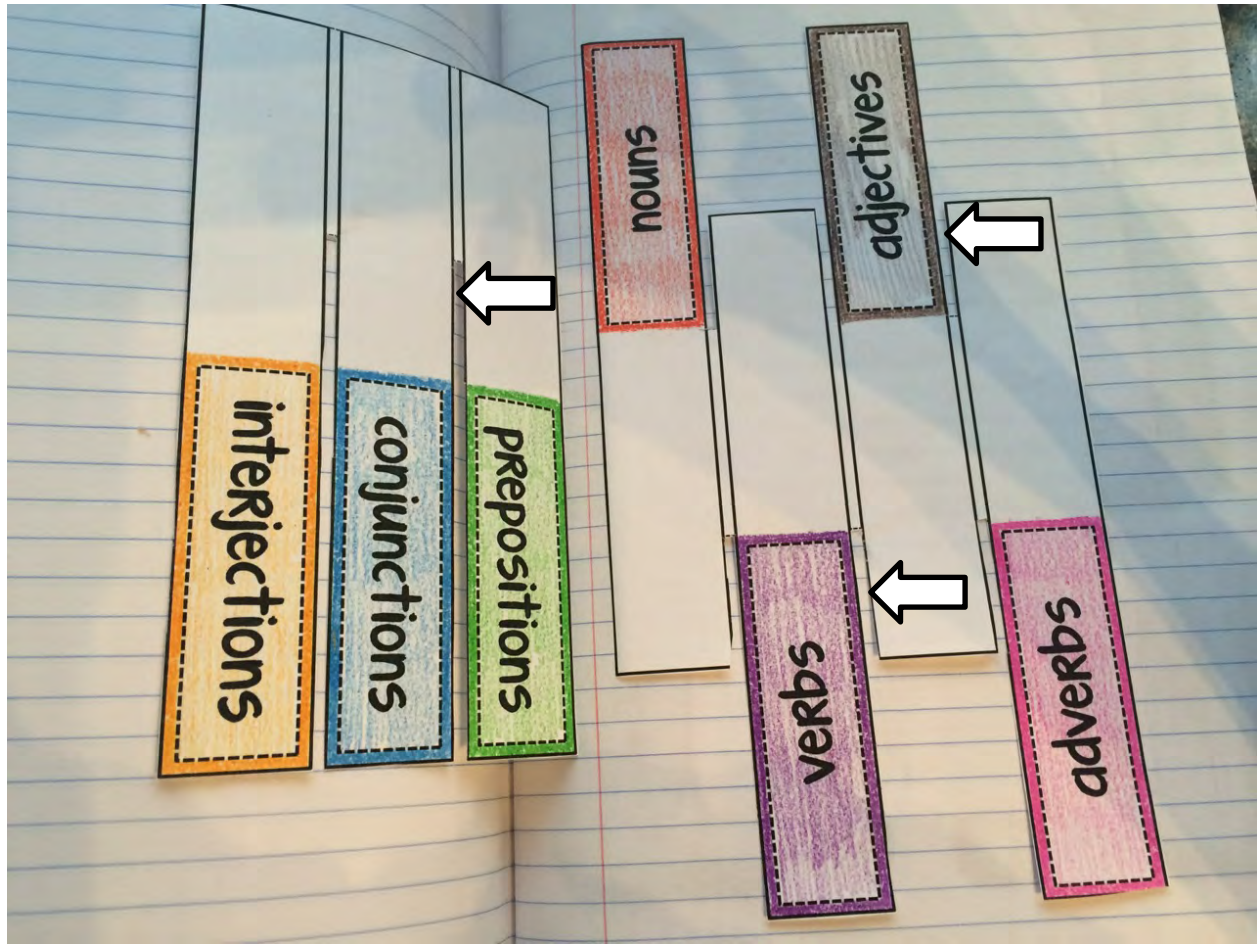
✂ Includes Common Core Alignment



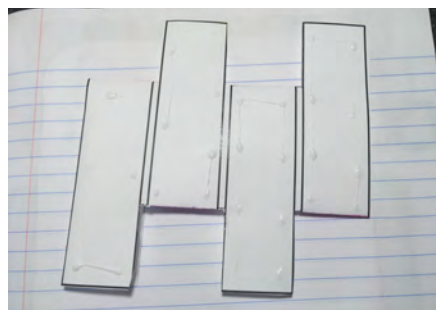
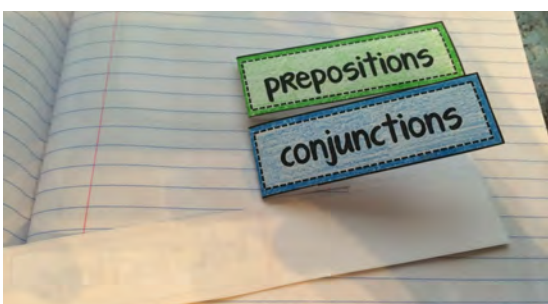
# Interactive Grammar Notebooks

## Lesson 0.5: Parts of Speech

- Just so you know, I'm in no way affiliated with RRR Educational Rap Company. I'm just a huge fan and long-time customer! I've blogged about them before, and their Figurative Language Rap is unbelievably awesome.
- Back to this template - start by coloring (you know I'm a color-coder!) and cutting out the pieces as shown below. It's important to cut out the little notches between each tab so that it functions right when it's put together. Look closely at the photo below to make sure you cut it out on the proper lines.



- Now comes the tricky part. Fold each tab over so that just the colored part shows. It should look like the photos on either side below.
- In the center photo, notice how to put the glue dots on the back side sections only when gluing into the notebook.



# Interactive Grammar Notebooks

## Lesson 1-1

### Hard & Fast Rules for \*Capitalization\*

Rule	Examples	INB Page #
1. Do capitalize the first letter of a proper noun, a name for a person, place, thing, or event.	George Washington; Canada; DR. Pepper; the Rocky Mountains; the Lincoln Tunnel; World War II	
2. Do capitalize all significant words in titles of books, magazines, stories, movies, and other media. Always capitalize the first and last words.  Do NOT capitalize articles (a, an, the), prepositions (as, at, of on, for, in), or conjunctions (and, but, or) that contain four letters or fewer.	A Tale of Two Cities The Scarlett Letter The New York Times Revenge of the Teenage Vixens from Outer Space The Star-Spangled Banner The Complete Idiot's Guide to Sewing Of Mice and Men	
3. Do capitalize the first letter of a sentence, even in a quotation.	My mother said, "Your father will be home shortly."	
4. Do capitalize names of relatives that indicate family relationship when used with the person's name or alone as the name you call that person.	Aunt Karen gives great presents. Please ask Grandmother to answer her telephone. Dad gets home early on Fridays, but Mom usually works late.	
5. Do capitalize a title that precedes a name, but do not capitalize a title that follows a name or is used as a general word.  Do capitalize titles when addressing someone directly.	I wrote a letter to Governor Jindal. I also wrote to Bobby Brown, a senator from Louisiana.  Thank you for your response, Governor. Do I need to come in today, Doctor?	
6. Do capitalize countries, nationalities, and languages.	England, English, American Spain, Spanish	

# Interactive Grammar Notebooks

## Lesson 1-1

### Hard & Fast Rules Practice \*Capitalization\*

Each sentence below contains mistakes. Use your "Hard & Fast Rules" sheet to identify the mistakes and correct them in the space below. Then, identify which rule(s) apply to the sentence.

1. On the way to visit my Aunt in california, we crossed the golden gate bridge.

On the way to visit my aunt in California, we crossed the Golden Gate Bridge. Rules 1,4

2. From the backseat I heard dad shout, "wake up, kids, and take in this view!"

From the backseat I heard Dad shout, "Wake up, kids, and take in this view!" Rules 3, 4

3. Grandma florence, whose other son is a Senator, started talking way too fast in french.

Grandma Florence, whose other son is a senator, started talking way too fast in French. Rules 4, 5, 6

4. Then, I realized that this was the same bridge from the Theme Song to the television show *full house*.

Then, I realized that this was the same bridge from the theme song to the television show *Full House*. Rule 2

5. My brother never looked up from the book he was reading, *the Hunger Games*.

My brother never looked up from the book he was reading, *The Hunger Games*. Rule 2

6. my mother said, "what a beautiful sight!" and then she hugged dad.

My mother said, "What a beautiful sight!" and then she hugged Dad. Rules 3-4



# Interactive Grammar Notebooks

## Lesson 4-2: Predicate Nominatives & Predicate Adjectives

a noun or pronoun that identifies or explains the subject

### Predicate Nominative

Subject

Linking Verb

Noun

Sam

is

a doctor

an adjective that follows the linking verb and describes the subject

### Predicate Adjective

Subject

Linking Verb

Adjective

I

was

tired



# Interactive Grammar Notebooks

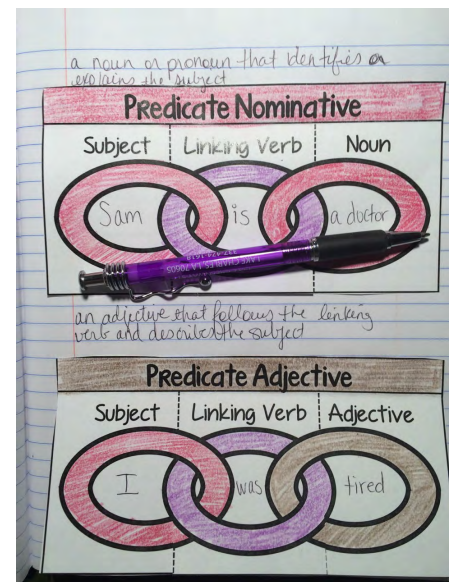
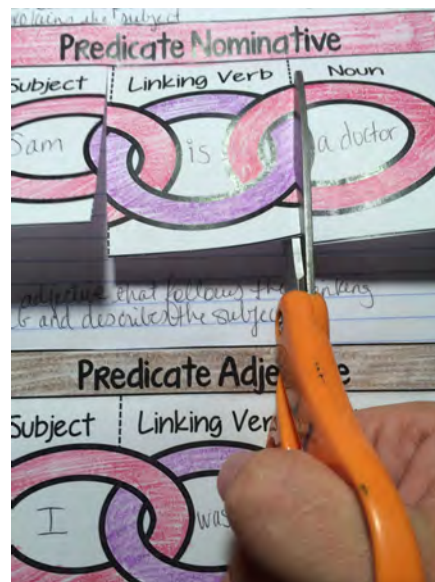
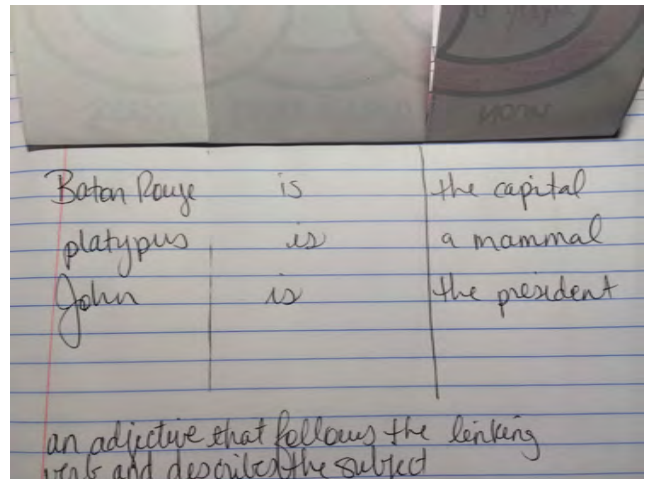
## Lesson 4-2: Predicate Nominatives & Predicate Adjectives

Purpose: Identify and distinguish between predicate nominatives and predicate adjectives. Describe the function of each.

Technology/Resources:  
n/a

Procedures:

1. I like to start this lesson by telling my students that predicate nominatives and predicate adjectives sound very complicated, but they are SO simple! Be sure to connect this lesson with the previous lesson, specifically linking verbs.
2. Go ahead and cut out the two pieces. For the predicate nominative, write the sentence "Sam is a doctor." inside the links as shown below. Then, in the predicate adjective piece, write "I was tired."
3. Glue down the tabs for each piece. Then, snip the vertical lines between the links.
4. Write the definitions for predicate nominatives and predicate adjectives **above** each tab-template, as shown below.
5. Read the sorting sentences. Decide which sentences have predicate nominatives and which have predicate adjectives. Then, divide up the sentences and write them under the correct tabs. The photo to the right shows what it looks like under the predicate nominative tabs.
6. Notes for writing in the templates and on the page are on the following page.



# Interactive Grammar Notebooks

## Lesson 4-2: Predicate Nominatives & Predicate Adjectives

### Notes for Writing Inside Templates and on Page:

definitions (write on page above each tab)

predicate nominative - a noun or pronoun that follows the linking verb and identifies or explains the subject

predicate adjective - an adjective that follows the linking verb and describes the subject

### Sorting Sentences

1. My headache // became // worse. (adjective)
2. Charlie // seems // upset about his grades. (adjective)
3. Baton Rouge // is // the capital of Louisiana. (nominative)
4. The platypus // is // a mammal. (nominative)
5. This job // seems // difficult. (adjective)
6. John // is // the president of Student Council.

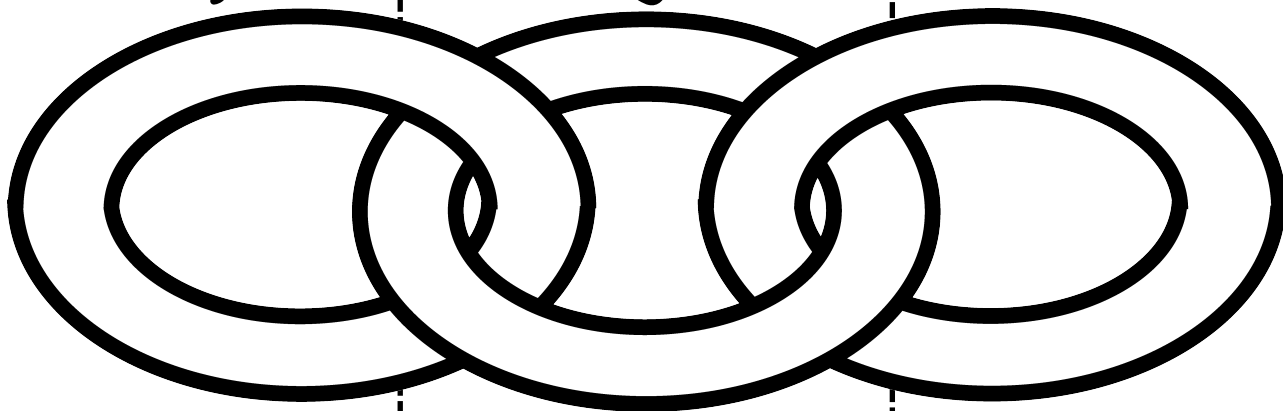
\*Notice that I did not include the prepositional phrases under the tabs, as they are extra information and there isn't room for them in the template - only the basic subject-predicate structures that are being emphasized here.

## Predicate Nominative

Subject

Linking Verb

Noun

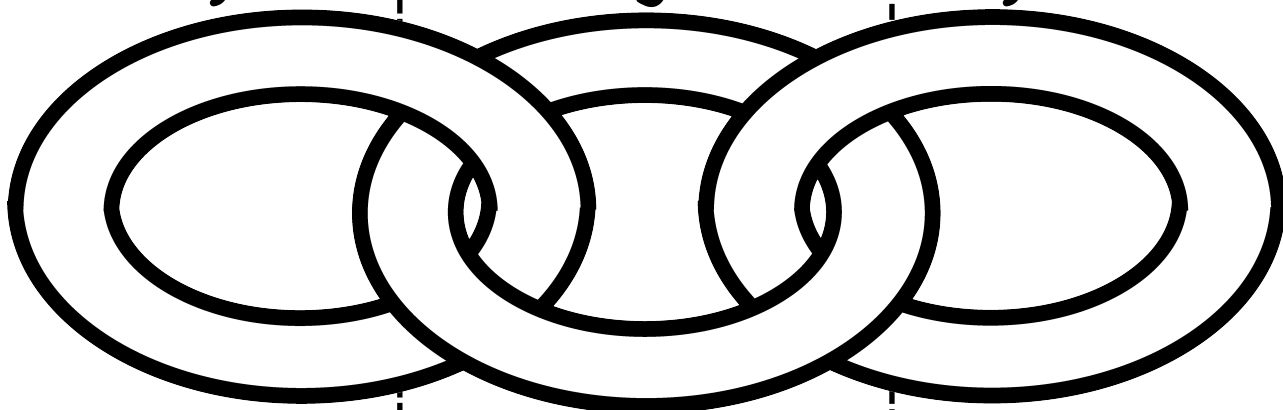


## Predicate Adjective

Subject

Linking Verb

Adjective



### Sorting Sentences

1. My headache became worse.
2. Charlie seems upset about his grades.
3. Baton Rouge is the capital of Louisiana.
4. The platypus is a mammal.
5. This job seems difficult.
6. John is the president of Student Council.



# Interactive Grammar Notebooks

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# Interactive Grammar Notebooks

## FAQ/Getting Started Guide for Interactive Notebooks

Why should I use interactive notebooks when I'm already struggling to fit everything into my day?

Interactive notebooks should not be another thing added to your day on top of what you are already doing. Instead, change what you are already doing to accommodate interactive notebooks. As a middle school teacher, I was already having my students take notes into their notebooks anytime I taught new content (such as what is included in this packet). Interactive notebooking took the place of my giving notes. I consider the time it takes my students to construct their interactive notes as part of my explicit instruction time. And it is so much more meaningful than a lecture!

When students construct these 3D graphic organizers and then put the information they are learning into them, they are making connections and organizing these topics in their brains in a different and more meaningful way than they would be if I were simply lecturing this material or if they were simply taking notes. Furthermore, most of my interactive notes are organized in a way that students can study them like flashcards without having to go through the trouble of writing out flashcards.

Do I have to use composition notebooks?

Although teachers have successfully used spiral notebooks for interactive notebooking, composition books are truly better. They are more durable, less likely to fall apart, and the pages are far less likely to get torn out.

I first decided to use interactive notebooks after a summer workshop when school supplies had already been ordered. Since I have about 150 students, my school (mandates that students purchase pre-packaged supplies) had already purchased 150 Five Star spiral 3-subject notebooks for me. No way was I getting composition notebooks on top of that! So I waited for them to go on sale at Wal-Mart and Target for \$0.50 each and slowly purchased 150 of them, about 40 at a time. Some were also purchased (in limited quantities) at Big Lots and Walgreens for as low as \$0.20.

Now, you can still implement interactive 3d graphic organizers without ever putting them into a notebook if this works better for you. One teacher I met makes lapbooks for each of her social studies units. After she grades them and shows students their grades, she collects the unit lapbooks and files them. Then, she hands them all back before state testing so that students can study. If you're interested in compiling these into lapbooks, here's a great tutorial on constructing lapbooks:

<http://www.youtube.com/watch?v=t1inXbba3cg>

# Interactive Grammar Notebooks

## FAQ/Getting Started Guide for Interactive Notebooks

### Does the type of glue really matter?

Absolutely! You definitely need to use Elmer's school glue when gluing items into your interactive notebooks. Many students may purchase and use the glue sticks, but these are definitely not recommended for interactive notebooking. Yes, they're more convenient and less messy, but they will not bond the paper permanently. I always tell my students that we use liquid glue because it will stick "forever."

Not only does the type of glue matter, but the method of gluing matters also. Here's a tip I learned at a workshop: NO TOASTER STRUDELING! You know what I'm talking about, and your kids will LOVE this analogy. I even begin by putting an image of a yummy cream cheese toaster strudel up on my SmartBoard and asking my students if they've ever eaten one. Most of them have. Do you like putting on the icing? Most students will say it's their favorite part! Well, you will NOT be toaster strudelizing in my classroom! This analogy really works for reminding students of the correct method of gluing items into interactive notebooks. Toaster strudelizing will result in wavy pages and huge, sticky messes. So what's the proper way to glue? Use small dots (I call them baby dots) spread about 1 inch apart. That's it! The phrases I use with my students are "just a dot, not a lot" and "baby dots" and of course "NO toaster strudelizing!"

### How should I organize my interactive notebooks?

Before interactive notebooks, my students' literature notebooks were a nightmare! Now, instead of students having a hodge-podge spiral notebook that contains many random things (and notes here and there), they have an organized reference book of everything I've taught them that makes it easy to study now and easy to save for future reference. During finals last year, I asked one 8<sup>th</sup> grade girl, "Where is your literature notebook? I told you to make sure it was in class today!" She responded "I left it at home. My brother is in 10<sup>th</sup> grade and he was borrowing it to study for his English final." Needless to say, the girl did not receive the usual 1 point off for not having her materials. It is my hope that the interactive notebooks my students take away from my class can serve as a valuable reference source for them in the high school years ahead (and beyond!).

When you begin using your interactive notebooks, be sure to leave about 3 blank pages at the beginning for your table of contents. Every time you make another entry, log it in your table of contents. What a great real-world lesson on this text feature! Here is an example of what one page of the table of contents looked like for my 7<sup>th</sup> grade notebook.



# Interactive Grammar Notebooks

## FAQ/Getting Started Guide for Interactive Notebooks

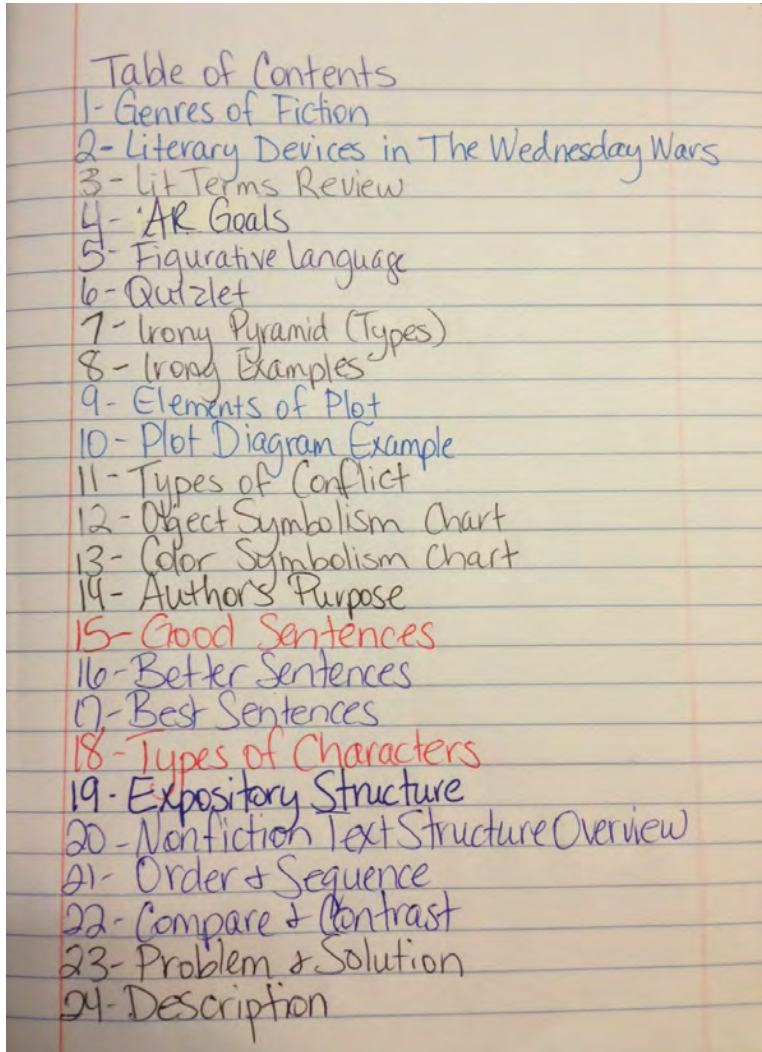


Table of Contents

- 1- Genres of Fiction
- 2- Literary Devices in *The Wednesday Wars*
- 3- Lit Terms Review
- 4- AR Goals
- 5- Figurative Language
- 6- Quizlet
- 7- Irony Pyramid (Types)
- 8- Irony Examples
- 9- Elements of Plot
- 10- Plot Diagram Example
- 11- Types of Conflict
- 12- Object Symbolism Chart
- 13- Color Symbolism Chart
- 14- Author's Purpose
- 15- Good Sentences
- 16- Better Sentences
- 17- Best Sentences
- 18- Types of Characters
- 19- Expository Structure
- 20- Nonfiction Text Structure Overview
- 21- Order & Sequence
- 22- Compare & Contrast
- 23- Problem & Solution
- 24- Description

In what order should I teach the concepts in the Interactive Poetry Notebooks packet?

I have included many lessons and skills that I teach to my 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade literature students. The order I presented them in this packet is close to the order in which I teach these skills. Still, they can be taught in any order or sequence that fits your classroom and the skills that you teach! You can skip some skills, dig into others more deeply, and mix and match them as you see fit. Take what works for you and modify it to fit your own classroom needs.

Furthermore, if you look closely at the table of contents, you will see that not everything in my students' interactive notebook is content. I also have students glue in their AR goals, records, and even instructions that I don't want them to lose, such as how to access my Quizlet site.

You recommend many Youtube video clips, but my school blocks Youtube on our network.

There are a couple of ways around that. First, you can create SafeShare.tv links from home by visiting <http://safeshare.tv> and entering in the Youtube video link I have provided. This will produce an ad-free (and comment-free!) video page that many schools allow on their network.

The second option and the option I use is <http://www.savetube.com>. You might be required to update your java, but after that you will be able to enter a Youtube video link and then download a .mp4 file (Mac) or a .wmv file (Windows) that you can bring to school on a flash drive, network drive, or stash in your Google drive. I like using this method because I can keep the video clips saved for next year, but it does require a level of technical proficiency and some users struggle with it.

♥IMPORTANT♥ Links in a PDF do not always work correctly. If you receive an error when clicking a link, try copying and pasting the link instead of clicking it.

# Interactive Grammar Notebooks

## FAQ/Getting Started Guide for Interactive Notebooks

Do I need separate composition notebooks for poetry, reading literature, reading informational text, grammar, and/or writing?

NO! My students keep all of their ELA interactive activities in ONE notebook. I can imagine that using multiple notebooks would create a nightmare of having the right notebook at the right time and gluing the wrong template into the wrong notebook. I have come a little close, but I have never filled an entire composition notebook. If we happened to fill one, I guess we'd just get new notebooks and start over, keeping the old ones around for reference! As long as we're logging what we're doing in the Table of Contents, it will be easy enough to find what we need, even if it IS all in one notebook.

What about Bell Ringers and/or daily writing entries? Do you put those into the interactive notebook?

NO WAY! I never have my students "stick" random things into their precious interactive notebooks. These notebooks are sacred and no kind of daily work or jargon goes in there. Everything we put into our notebooks is useful in some way. I put things into the notebook that we will need to refer back to at some point, to help recall information, and as a record of the concepts, skills, and strategies we've learned. Don't junk up that notebook! I have another place for daily activities and free-write stuff.



# Interactive Grammar Notebooks

## COMMON CORE ALIGNMENT

Unit/Topic	Anchor Standard	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
<b>Unit 1: Hard &amp; Fast Rules</b>	CCRA.L.1 CCRA.L.2 CCRA.L.6	L.4.1.G L.4.2.A L.4.2.B L.4.2.C L.4.2.D L.4.3.C	L.5.1.A L.5.2.A L.5.2.B L.5.2.C L.5.2.D	L.6.1.E L.6.1.C L.6.2.A	L.7.1 L.7.2	L.8.1.A L.8.2.A
<b>Unit 2: Sentences</b>	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.4.1.F L.4.2.C L.4.3.B	L.5.1.A L.5.1.E L.5.2.A L.5.2.B L.5.3.A	L.6.1.E L.6.2.A L.6.3.A	L.7.1.A L.7.1.B L.7.1.C	L.8.1.A L.8.2.A
<b>Unit 3: Nouns</b>	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.4.3.A	L.5.2.D L.5.3.A	L.6.1.A L.6.1.C	L.7.2.A	L.8.1
<b>Unit 4: Verbs</b>	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.4.1.A L.4.1.B L.4.1.C	L.5.1.B L.5.1.C L.5.1.D L.5.3.A	L.6.1.E	L.7.1.A L.7.2.A	L.8.1.A L.8.1.D
<b>Unit 5: Prepositions</b>	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.4.1.A L.4.1.E	L.5.3.A L.5.1.A	L.6.1.E L.6.3.A	L.7.1.A	L.8.1.A
<b>Unit 6: Pronouns</b>	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.4.1.A L.4.3.A	L.5.3.A	L.6.1.A L.6.1.B L.6.1.C L.6.1.D	L.7.1.A	L.8.1.A
<b>Unit 7: Adjectives</b>	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.4.1.D L.4.3.A	L.5.3.A	L.6.1.E L.6.3.A	L.7.2.A L.7.1.A	L.8.1.A

# Interactive Grammar Notebooks

## COMMON CORE ALIGNMENT

Unit/Topic	Anchor Standard	4th Grade	5 <sup>th</sup> Grade	6th Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Unit 8: Adverbs</b>	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.4.1.A L.4.3.A	L.5.3.A L.5.1.A	L.6.1.E L.6.3.A	L.7.1.A L.7.2.A	L.8.1.A
<b>Unit 9: Conjunctions &amp; Interjections</b>	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.4.2.C L.4.3.B	L.5.1.A L.5.1.E	L.6.1.E L.6.3.A	L.7.1.A	L.8.1.A

# Interactive Grammar Notebooks TEKS Alignment

Unit/Topic	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
<b>Unit 1: Hard &amp; Fast Rules</b>	(21)(B)(i) 21(C) 22(C)	21(B) 21(C) 22(C)	20(A) 20(B) 21(A)	20(A) 20(B)(i) 21(A)	20(A) 20(B)(i) 21(A)
<b>Unit 2: Sentences</b>	20(B) 20(C) 21(C)	20(B) 20(C) 21(B)	19(C) 20(B)	19(B) 19(C)	19(B) 19(C) 20(B)
<b>Unit 3: Nouns</b>	20(A)(ii) 21(B)(ii) 21(B)(iii)	20(A)(ii) 21(C)	19(C) 20(C)	20(A)	20(A)
<b>Unit 4: Verbs</b>	20(A)(i)	20(A)(i)	19(C)	19(A)(ii)	19(A)(ii)
<b>Unit 5: Prepositions</b>	20(A)(v)	20(A)(v)	19(A)(v)	19(A)(iii)	19(A)(iii)
<b>Unit 6: Pronouns</b>	20(A)(vi)	20(A)(vi)	19(A)(vi)	19(A)(vi)	19(A)(vi)
<b>Unit 7: Adjectives</b>	20(A)(iii)	20(A)(iii)	20(A)(iii)		
<b>Unit 8: Adverbs</b>	20(A)(iv)	20(A)(iv)	19(A)(iv)	19(A)(iv)	19(A)(iv)
<b>Unit 9: Conjunctions &amp; Interjections</b>	20(A)(vii)	20(A)(vii)	19(A)(vii)	19(A)(vii)	19(A)(vii)



# Interactive Grammar Notebooks

## Credits

