

# **Interactive Notebook Packet**

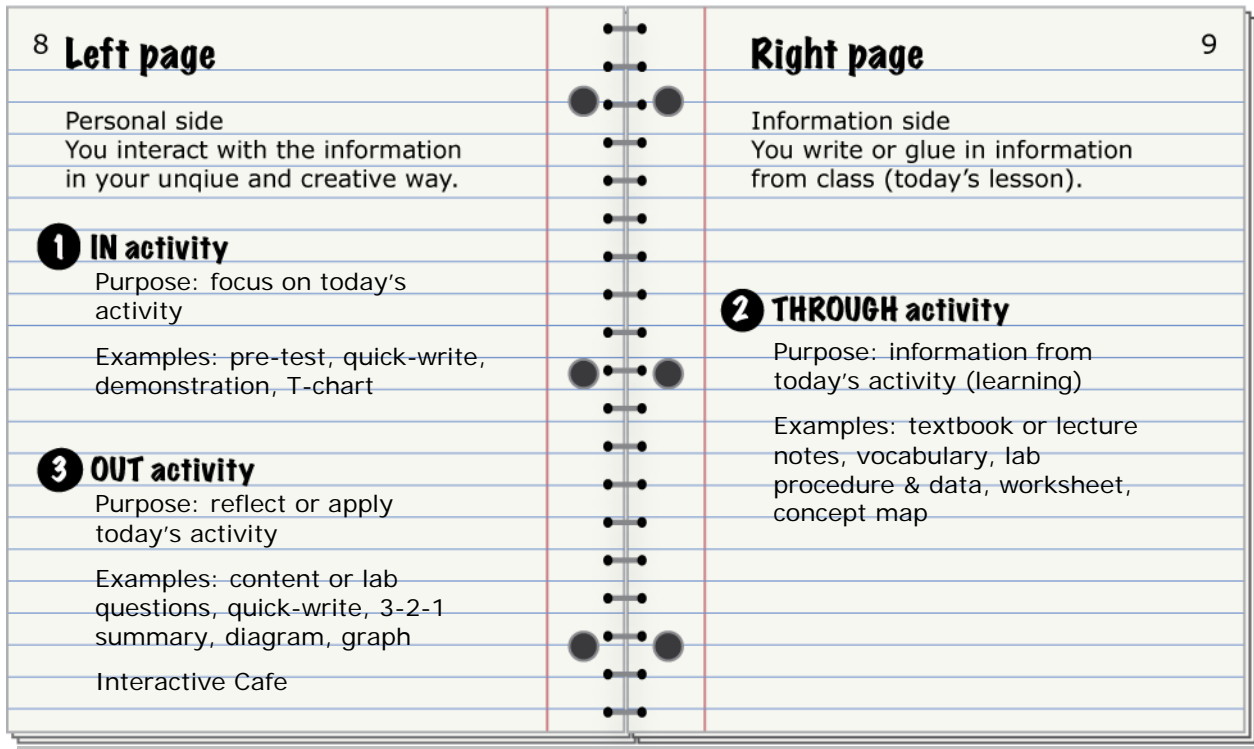
## **Resources for a Middle School Math Notebook**

**Recommended Shrink to 75--80% on Xerox Machine**

# Math Interactive Notebook

For the entire school year, we will be using an Interactive Notebook. The interactive notebook is more than a notebook in which to take notes. It is a way of collecting and processing information. It will replace your math textbook.

The Interactive Notebook uses a right side and left side to help you organize your learning. The right page includes traditional class assignments: notes, worksheets, etc. The left side is a place for you to process that information.



## Implementation

- Notebooks can be kept in your binder or stored in the classroom. Bring it to class every day. It will not be in your best interest to lose it.
- Number the pages sequentially. Do not remove any pages. Both right and left pages should be numbered. It is important that all of us have the same information on the same page.
- The first pages are reserved for a table of contents, and instructions. Other information will be included as appendices.
- Use color to help organize your information.
- Handouts, foldables and other papers should be glued or taped in place. No staples.
- You will need other supplies: markers, glue stick, tape, ruler, pencils, colored pencils
- Notebooks will be graded weekly using self, peer and teacher checklists.

Interactive Notebooks are characterized by

**RIGHT SIDE Input** and **LEFT SIDE Output!**

Left Side Characteristics

*Colorful, creative, unique to student, demonstrates understanding, entered on even numbered pages, date and subject title at top of each page*

Right Side Characteristics

*Content and concepts of curriculum, notes in Cornell style, teacher or text driven, entered on odd numbered pages, date and subject title at top of page*

<b><i>Left Side Examples</i></b>	<b><i>Right Side Examples</i></b>
Poems Vocabulary Cartoons Word Puzzles Analogies Graphics Sketches Practice problems or examples Paraphrases Pictures Articles Lyrics to a song Web information Memory tips and techniques Brainstorming Concept maps/flow charts Study plan Reflections Goal setting Communication with parent/teacher	Lecture Notes Daily and homework assignments Tests Quizzes Lab activities Hand outs Vocabulary Assignments Focus or warm-up activities Foldables Pre-lab notes Book notes Graphic organizers Film notes

An Interactive Notebook gives students a place to:

- Set Goals
- Plan Study Strategies
- Document Learning
- Track Success

## Interactive Notebook and Parent Communication

**Math Student:** Each 6 weeks, schedule a time to meet with your parent or significant adult. Show them your INB and let them know what is going on in class. Write down a few comments made.

### Dear Parent or Significant Adult,

Your student is keeping an Interactive Notebook in Mathematics. Please look through it and respond to the following questions. Thank you for supporting our science program.

1) The work I found most interesting was..... because.....

2) What does the notebook tell you about your student's learning habits?

3) Do you have any comments, questions, or concerns?

Print Name\_\_\_\_\_

Signature\_\_\_\_\_

Student's Name\_\_\_\_\_

Date\_\_\_\_\_

## Interactive Notebook Rubric

	Excellent	Satisfactory	Need Improvement	Weak
Output	<b>All</b> work is: * Finished * Thoughtful * Making connections * Clear * Creative	<b>Majority</b> of work is: * Finished * Thoughtful * Making connections * Clear * Creative	<b>Some</b> work is: * Finished * Thoughtful * Making connections * Clear * Creative	<b>Little/No</b> work is: * Finished * Thoughtful * Making connections * Clear * Creative
Points	20	15	10	5

Input	<b>All</b> work is: * Finished * Thoughtful * Thorough * Consistently done with good effort	<b>Majority</b> of work is: * Finished * Thoughtful * Thorough * Consistently done with good effort	<b>Some</b> work is: * Finished * Thoughtful * Thorough * Consistently done with good effort	<b>Little/No</b> work is: * Finished * Thoughtful * Thorough * Consistently done with good effort
Points	20	15	10	5

Organization and Neatness	* Pages are numbered * Table of Contents complete with titles * Work is neat and legible * Contents is organized and in its proper place	Less than 4 items are missing.	Five to Eight items are missing.	Nine or more items are missing.
Points	10	8	6	4

Teacher Comments:

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Score:  Rubric Points: _____  $\frac{\boxed{\phantom{00}}}{50} = \boxed{\phantom{00}}\%$
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# INTERACTIVE CAFÉ

## DAILY SPECIALS

### **APPETIZERS- EASY PICKINGS** 0.00

*Digital photos*

*Web information*

*Articles*

*Magazine pictures*

*Research notes*

*News feeds*

### **ENTRÉES- MEATY MATTERS** 0.00

*Graphic organizer*

*Real world applications*

*Goal setting*

*Thinking maps*

*Career connections*

*Study plan*

### **SIDES- CROSS-CURRICULAR** 0.00

*Practice problems*

*Acrostics*

*Analogies*

*Historical connections*

*Acronyms*

*Sketch*

### **DESSERTS- CREATIVE FLAIR** 0.00

*Nonlinguistic representation*

*Cartoon*

*Song*

*Innovative application*

*Game*

*Folding model*

### **BEVERAGES- THE FLOW** 0.00

*Reflection*

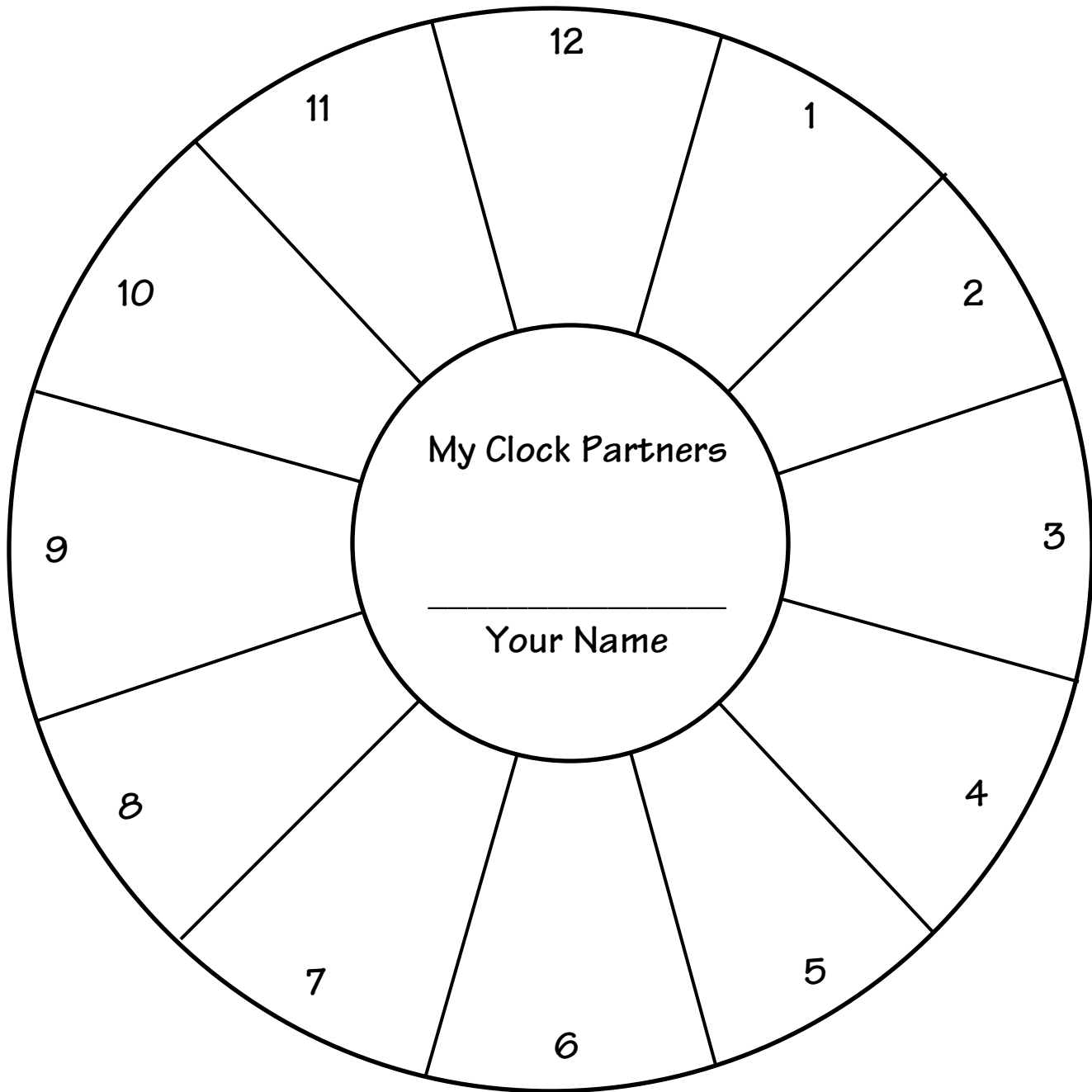
*Summary of Understanding*

*AHAs!*

## **INTERACTIVE CAFE**

*Where meetings of the mind are always the special of the day!*





My Clock Partners

\_\_\_\_\_  
Your Name

12

1

2

3

4

5

6

7

8

9

10

11

# STEPS I MUST FOLLOW ON EVERY WORD PROBLEM

1. Read the problem.
2. Write what you know and what you need to know from the word problem.
3. Write a plan of action to solve the problem.
  - a. What type of question is it?
    - i. Equivalent Fraction, Ordering Rational Numbers, Prime Factorization, GCF, LCM, Adding/ Subtracting Mixed Numbers, Conversion, Area, Perimeter, Circumference, Probability, Volume, Mean, Median, Mode, etc....
4. Solve the problem using your plan.
  - a. Explain in words why your answer is correct in complete sentences.





# Common Operation Key Words

Addition	Subtraction	Multiplication	Division
<ol style="list-style-type: none"> <li>1. Sum</li> <li>2. Altogether</li> <li>3. More</li> <li>4. Combined</li> <li>5. Increase</li> <li>6. Plus</li> <li>7. Total</li> <li>8. Both</li> <li>9. In all</li> <li>10. Received</li> <li>11. Deposit</li> <li>12. Gone up</li> <li>13. Wins</li> <li>14. Gain</li> <li>15. Rises</li> <li>16.</li> <li>17.</li> <li>18.</li> <li>19.</li> <li>20.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difference</li> <li>2. Remains</li> <li>3. How much more</li> <li>4. Take away</li> <li>5. Less than</li> <li>6. Remainder</li> <li>7. Fewer</li> <li>8. Decrease</li> <li>9. Minus</li> <li>10. Withdraws</li> <li>11. Loses</li> <li>12. A loss of</li> <li>13. Spent</li> <li>14.</li> <li>15.</li> <li>16.</li> <li>17.</li> <li>18.</li> <li>19.</li> </ol>	<ol style="list-style-type: none"> <li>1. Multiply by</li> <li>2. Twice</li> <li>3. Product</li> <li>4. Most</li> <li>5. Each</li> <li>6. Total</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Equally</li> <li>2. Split</li> <li>3. Each</li> <li>4. Goes into</li> <li>5. Cut into</li> <li>6. Quotient</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
<p style="text-align: center;"><b>Symbol (s)</b></p> <p style="text-align: center; font-size: 2em;"><b>+</b></p>	<p style="text-align: center;"><b>Symbol (s)</b></p> <p style="text-align: center; font-size: 2em;"><b>-</b></p>	<p style="text-align: center;"><b>Symbol (s)</b></p> <p style="text-align: center; font-size: 1.5em;"><b>X   ·   ab</b></p> <p style="text-align: center; font-size: 1.5em;"><b>2(3) or</b></p> <p style="text-align: center; font-size: 1.5em;"><b>4*6</b></p>	<p style="text-align: center;"><b>Symbol (s)</b></p> <p style="text-align: center; font-size: 2em;"><b>÷   or   /</b></p>

Thousands	Hundreds	Tens	Ones	• Decimal	Tenths	Hundredths
0	0	0	0		0	0
1	1	1	1		1	1
2	2	2	2		2	2
3	3	3	3		3	3
4	4	4	4		4	4
5	5	5	5		5	5
6	6	6	6		6	6
7	7	7	7		7	7
8	8	8	8		8	8
9	9	9	9		9	9

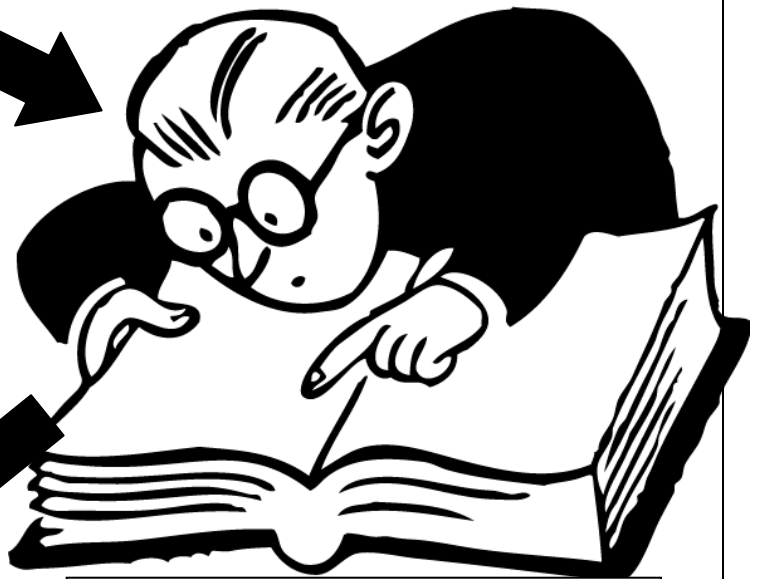
# Stuck?



Think about prior learning

$C_3B_4ME$

**BOOK**



Look it up...

**BUDDY**



Ask a classmate...

**BOSS**



Ask the teacher...

# How to Study for a Math Test

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1. Know what material is going to be on the test. Look over the review that I give you, so that you are clear on the concepts to be tested.
  2. Learn the definitions of new vocabulary words. Have a friend or a parent quiz you. Make flash cards for the words that give you trouble.
  3. Re-work some problems that you did for homework from each lesson. Don't just scan your homework. Actually **re-do some problems** and compare the results to the corrected answers in your math notebook.
  4. Try **new problems**. There is always a "Chapter Summary and Review" at the end of each chapter in the text. It provides a graphic organizer of concepts, a summary of key points, and good review problems from each section.
  5. **Begin** to review concepts **4-5 days BEFORE the test**. Review a few each day. If you have questions you will have time to ask questions in class or come after school to get help.
  6. Study with a friend or a parent. You can learn from one another. It is also helpful to know that you are not in this alone.
  7. Do the extra credit assigned. The problems help you study and give your test score a boost.
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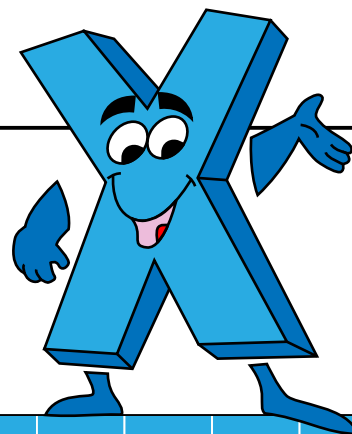






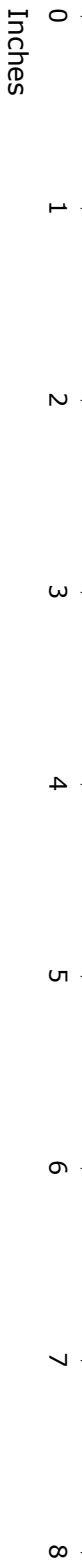
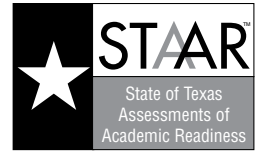
Name: \_\_\_\_\_

# Multiplication Table



	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	0	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	0	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	0	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	0	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	0	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	0	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	0	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	0	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	0	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	0	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	0	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225

# STAAR GRADE 6 MATHEMATICS REFERENCE MATERIALS



## LENGTH

### Customary

1 mile (mi) = 1,760 yards (yd)

1 yard (yd) = 3 feet (ft)

1 foot (ft) = 12 inches (in.)

### Metric

1 kilometer (km) = 1,000 meters (m)

1 meter (m) = 100 centimeters (cm)

1 centimeter (cm) = 10 millimeters (mm)

## VOLUME AND CAPACITY

### Customary

1 gallon (gal) = 4 quarts (qt)

1 quart (qt) = 2 pints (pt)

1 pint (pt) = 2 cups (c)

1 cup (c) = 8 fluid ounces (fl oz)

### Metric

1 liter (L) = 1,000 milliliters (mL)

## WEIGHT AND MASS

### Customary

1 ton (T) = 2,000 pounds (lb)

1 pound (lb) = 16 ounces (oz)

### Metric

1 kilogram (kg) = 1,000 grams (g)

1 gram (g) = 1,000 milligrams (mg)

## TIME

1 year = 12 months

1 year = 52 weeks

1 week = 7 days

1 day = 24 hours

1 hour = 60 minutes

1 minute = 60 seconds



# STAAR GRADE 6 MATHEMATICS REFERENCE MATERIALS

## PERIMETER

Square

$$P = 4s$$

Rectangle

$$P = 2l + 2w$$

## CIRCUMFERENCE

Circle

$$C = 2\pi r$$

or

$$C = \pi d$$

## AREA

Triangle

$$A = \frac{bh}{2}$$

or

$$A = \frac{1}{2}bh$$

Square

$$A = s^2$$

Rectangle

$$A = lw$$

or

$$A = bh$$

Parallelogram

$$A = bh$$

Trapezoid

$$A = \frac{(b_1 + b_2)h}{2}$$

or

$$A = \frac{1}{2}(b_1 + b_2)h$$

Circle

$$A = \pi r^2$$

## VOLUME

Cube

$$V = s^3$$

Rectangular prism

$$V = lwh$$

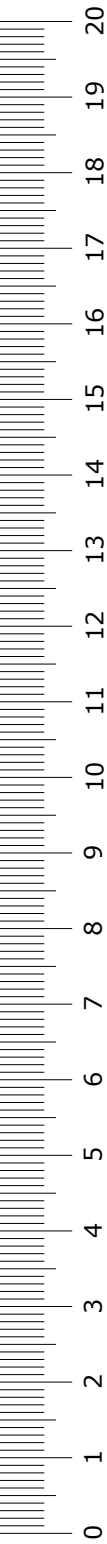
or

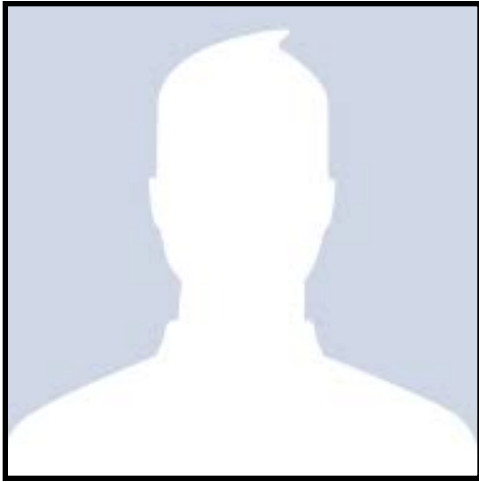
$$V = Bh$$

## ADDITIONAL INFORMATION

Pi

$$\pi \approx 3$$





Friends (76)

[See All](#)

First Name	
Last Name	
Name I Go By	
My Birthday	
Favorite Book	
Favorite Subject	
Favorite Teacher	
Favorite Food	
Best Friends	
Favorite Sport	
6th Grade Math Teacher	

## Status Updates

Mother's name, Phone number, and Occupation.
Father's name, Phone number and Occupation.
Guardian's name, Phone number and Occupation.
Last year I went to school at...
I live in a house with...
My favorite thing to do in my free time is...
When I grow up, I want to... <span style="float: right;">👍 1</span>
The clubs/sports I want to participate in are...
3 things that you should know about me are...
My email address is...
Do you have a computer at home?
Do you have access to the internet at home?
Math is...
I learn best from teachers that...
I struggle to learn from teachers that...
This year in math, I hope to...

