

**Common
Core
Based!**

Interactive Notebook Activities For Any Story or Novel



**For Upper
Elementary and
Middle School**



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Thank you for purchasing this teaching unit. We hope you love it!
Tammy and Shannon



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(Except for your own classroom)



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ELA Core Plans
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Introduction to Interactive Notebooks

What are interactive notebooks?

An interactive notebook is simply a place to record information and process ideas. It is a notebook that becomes sort of like a personalized textbook. Students become very active when completing an interactive notebook, and this type of involvement is great for learning!

What kind of notebook do I need to use?

- Most teachers require their students to purchase the composition notebooks. These are sturdy, pages do not tear out easily, and they will hold up for years.
- However, with that being said, we use five subject notebooks in our classrooms. The main reason we do this is because we teach ELA, and as all ELA teachers know, it's like teaching ten subjects all in one! We like the five subject notebooks because we can divide it into sections. The lessons included in this book would be in our *Literature Section*.
- You may prefer to use the composition notebooks, and that is totally fine! Both types have their pros and cons. All of our pages are made to fit a composition notebook but will also fit perfectly in a spiral one.

What kind of glue do I need to use?

- You really need to use the Elmer's school glue. The glue sticks seem like a natural choice, but the truth is that they just do not bond the paper permanently. You will have to make sure your students know and follow the procedures for gluing, which needs to be – small dots, one inch apart. They do not need to use long strands of glue.

What's Included?

Vocabulary Flaps – Students will use this cutout as they encounter words that they do not know. A definition can be written beside the word, and on the notebook paper underneath the flap, students can use the word in a sentence. You may need to give your students two or more of these pages if there are multiple unfamiliar words in the story or novel.

Story Elements – Use these four boxes to take notes on the main character, setting, conflict, and point of view.

Who is the Main Character Wheel- This cutout will provide four flaps. Students will record information about the main character here. Students are required to support their answers with the text.

Setting – Under each flap, students will record details about the setting. This activity will help students to understand that there is more to a setting than just the time and place. Next, students will complete an activity that will help them determine how the setting affects the characters and plot.

Point of View – With this activity, students will analyze the point of view by rewriting a portion of the story using a different point of view.

Tone – Students will create this flapbook to determine the tone of a chapter or story. They will take a look at the author's use of word choice, details, and dialogue that create this tone.

Figurative Language – The foldable and cutout included will help students understand types of figurative language and find examples of figurative language used in the story or chapter. A notecard cutout with the definitions of different types of figurative language is also provided.

Foreshadowing – This cutout will require students to analyze the use of and purpose of foreshadowing in a story or chapter.

Plot – A handout is provided with a plot diagram and tips for determining the parts of plot. A cutout with flaps is included so that students can determine the exposition, rising action, climax, falling action, and resolution of a plot.

How to Answer Constructive Response Questions – This is a reference guide that explains how to correctly answer a constructive response question. A practice sheet is included.

Find Textual Support – These cutouts will require students to find textual support . Students will write quotes, lines, or passages under each flap.

Theme – This theme box will be glued at the top to create a flap. Underneath, students will write notes on how to determine theme. Notes are provided for the teacher. Next, students will create a flapbook which guides them in determining the theme of the story or novel and understanding it.

Who's Who When it Comes to Characters – With this activity, students will determine the protagonist, antagonist, hero, and obstacle character in a story.

Cinquain – This activity will guide students in writing a poem about any story.

Final Text Message – A fun and creative cutout that requires students to think like the main character.


Go and Find – Students will search for a few more passages in the story or novel using this activity.

Story Elements

Glue under each flap so that each can be lifted. Write under flaps.

Glue under this flap.


Main Characters



This section contains six cartoon illustrations of different characters. In the top row, there is a man in a blue suit holding a microphone, and a waiter in a blue uniform holding a tray with a bottle. In the middle row, a man in a blue suit is running while carrying a brown briefcase, and another man in a blue suit with glasses is standing next to a briefcase. In the bottom row, a boy in a brown coat is walking a grey dog, and a clown in a yellow outfit is holding a red balloon and a golden key.

Glue under this flap.

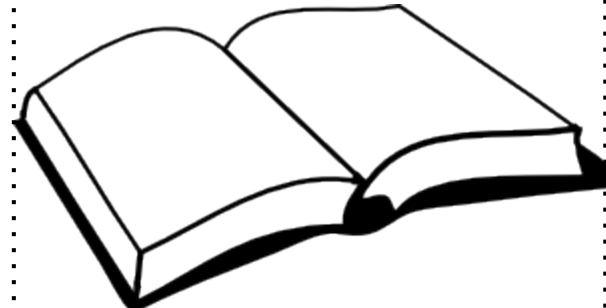
Setting



This section shows a colorful illustration of a beach setting. There are blue waves crashing onto a yellow sandy shore. A green palm tree stands on the right, with a person lying on a towel underneath it. Two birds are flying in the sky above the water.

Glue under this flap.

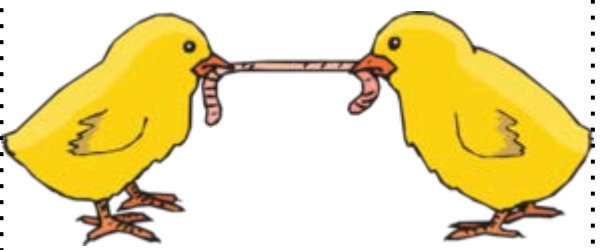
Point of View



This section features a simple line drawing of an open book, showing its pages and spine.

Glue under this flap.

Conflict



This section depicts a conflict between two yellow chicks. They are standing on the ground and pulling on a single worm that is stretched between their beaks.

Who Is the Main Character?

1. Life

2. Personality

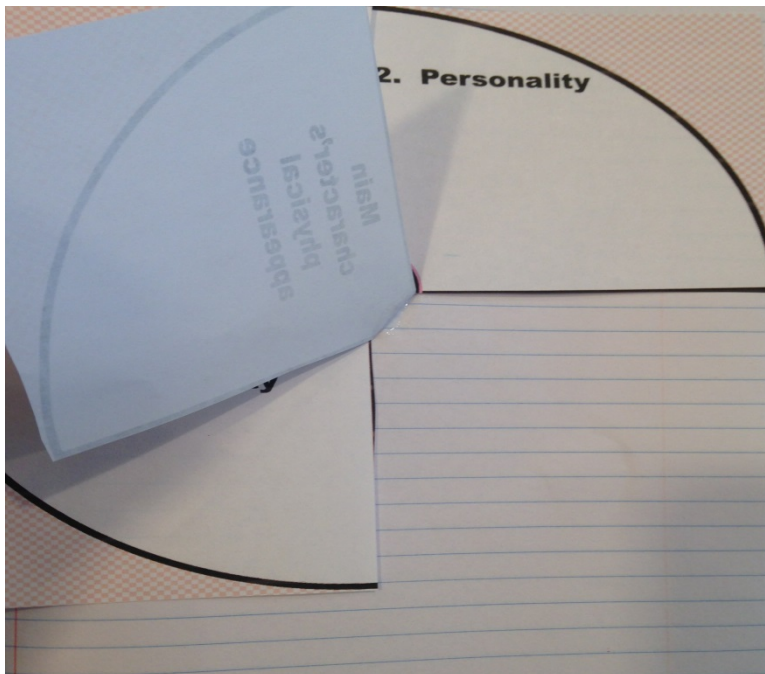
Quotes that
show
personality

Main
character's
physical
appearance

Cut out the square around the circle. Cut lines only up to the center circle. Under each flap, write the following:

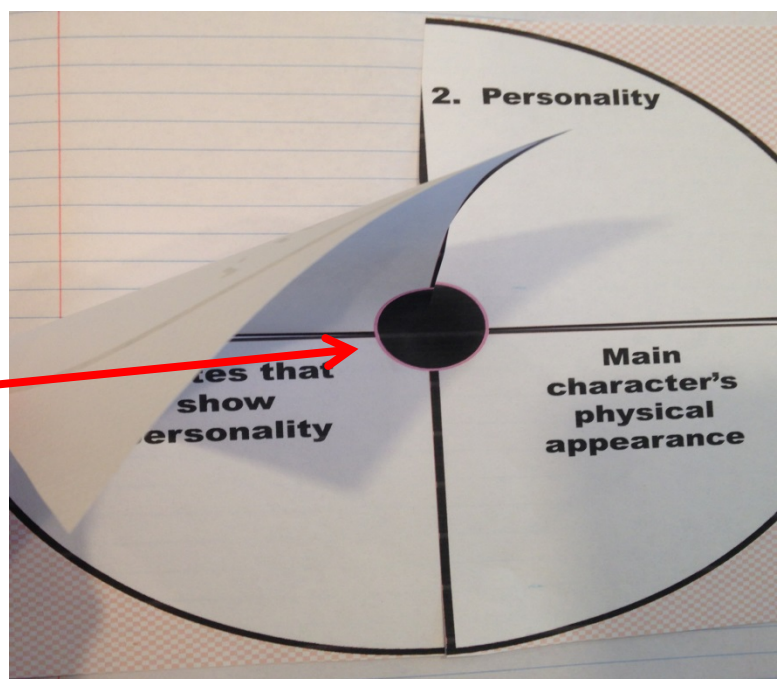
1. Things you have learned about main character's life (Example: where he/she lives)
2. Words to describe the main character's personality
3. Find two quotes that show the main character's personality
4. Describe what the main character looks like.

How to Make Character Wheel Flaps



Cut each line up to the center circle so that you have four flaps.

Only glue under black circle.



Setting

Cut the solid lines only. Cut up to the dotted lines to make three flaps. Glue only under the words *place*, *time*, and *environment*. Under each flap, list details that relate to the setting. Under **place**, list details that pertain to the place. Under *time*, list details that pertain to time, and under *environment*, list details that pertain to the environment.

Place

The physical location

Examples:

**In the country, state, or city?
Mountains? Lake? Forest?
Beach? Under a bridge?**

Time

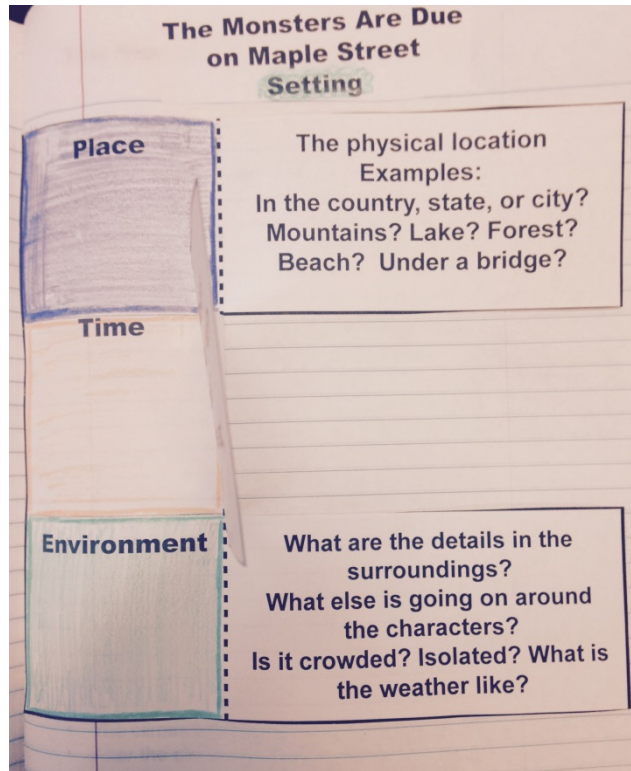
Calendar and clock times

**What is the day, month, year?
What is the season?
Does it take place in the past,
present, or future?**

Environment

**What are the details in the
surroundings?
What else is going on around
the characters?
Is it crowded? Isolated? What
is the weather like?**

How To Make Setting Flaps



Cut out the box. Do not cut the dotted lines. Cut lines in middle up to the dotted lines so that each flap can open. Glue only under the boxes that say place, time, and environment (behind dotted lines). When finished, students can write the parts of setting related to each one on the notebook paper under each flap.

How does the setting affect the characters?

If this novel were set somewhere else, how might the story be different?

Point of View

The point of view used in a story truly affects and guides the plot. In order to see just how much the point of view affects a plot, you are going to complete a point of view rewrite. First, you will choose one chapter from the book to complete a point of view rewrite. Within that chapter, choose one event or scene that you will rewrite. If it's a short story, choose one portion of the story. If the book/story is written in the first person point of view, you may rewrite the event using the third person point of view or from the point of view of a different character. If the book/story is written in the third person point of view, rewrite it in the first person point of view by choosing one of the characters to be the narrator. First, complete the plan by filling out the following.

Chapter and/or page # _____

Summary of event that I am choosing _____

This book is written in the ____ person point of view. (1st or 3rd)

I will be rewriting the event using the _____ person point of view. If you are doing your rewrite using the first person point of view, name the character who you will have become the narrator. _____



Point of View Rewrite



Tone

An author's use of word choice, details, and dialogue contribute to the tone.

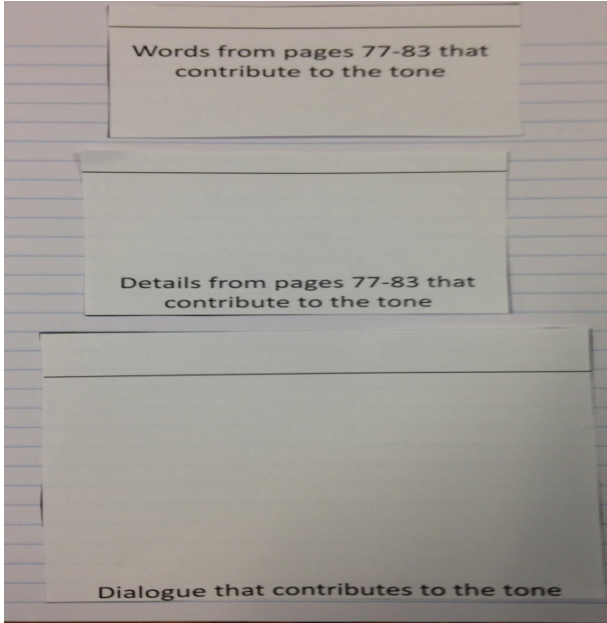
Words that contribute to the
tone

Details from the story or
chapter that contribute to the
tone

Dialogue that contributes to the tone

Directions: Cut out each box. You're going to stack each piece to make a flap booklet. Glue the largest box down first by putting glue on the tab only. Then, glue the next two boxes on top by putting glue on the tab only.

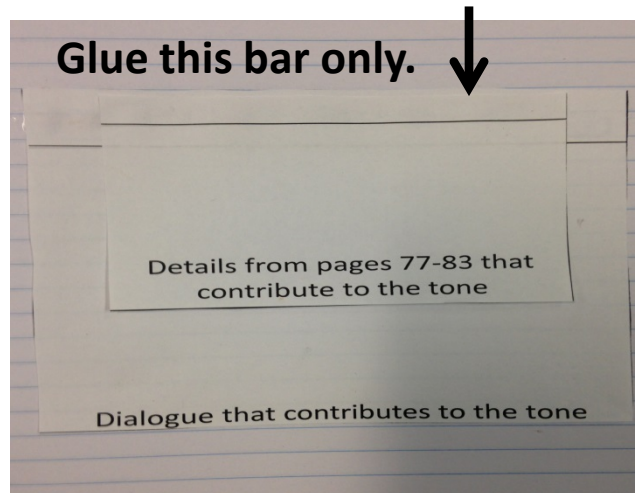
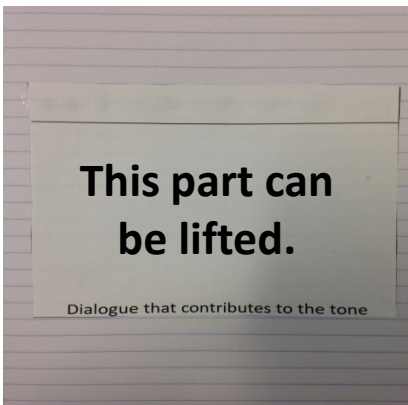
Tone Foldable Directions



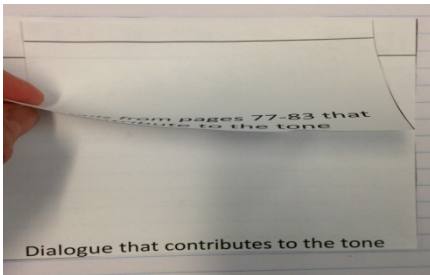
Cut out all three boxes.



Glue only under top bar of biggest box.



Glue next biggest box on top of bottom one. Again, only glue the top bar so that it can be lifted.



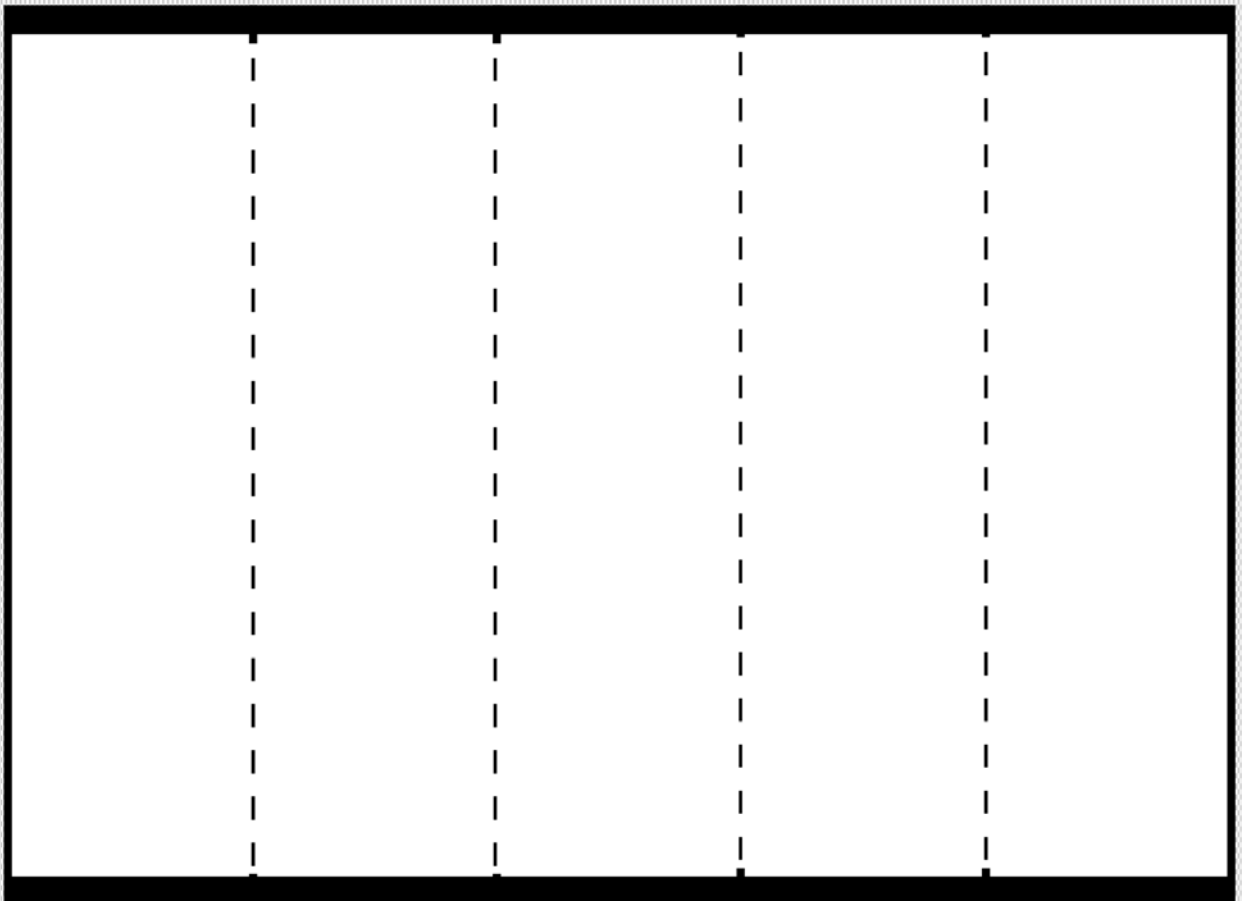
Last, glue the smallest box on top. Only glue the bar.

Figurative Language

Literary Device ~ Figurative Language

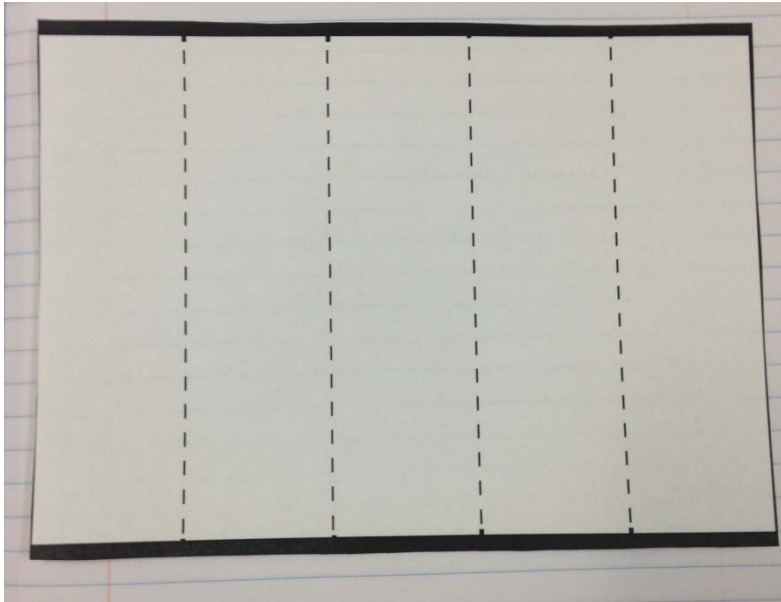
Figurative language is often used to create emphasis, freshness of expression, or clarity. Hyperbole, idioms, metaphors, personification, and similes are five types of figurative language.

Only cut solid lines. Fold like an accordion on dotted lines. Write one example of the following on each flap: simile, metaphor, personification, hyperbole & idiom. These examples do not have to come from the book/story.

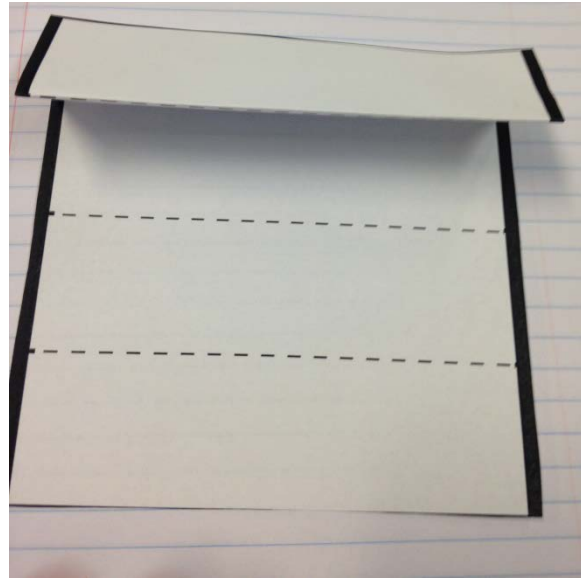


Figurative Language

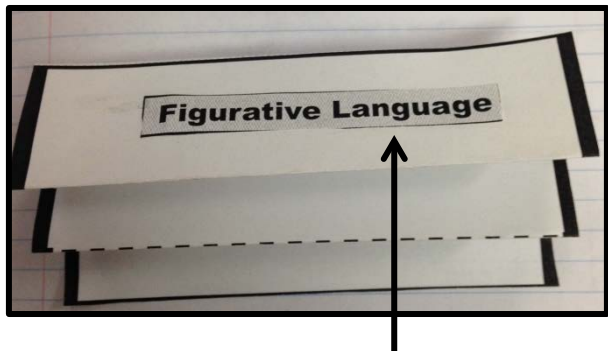
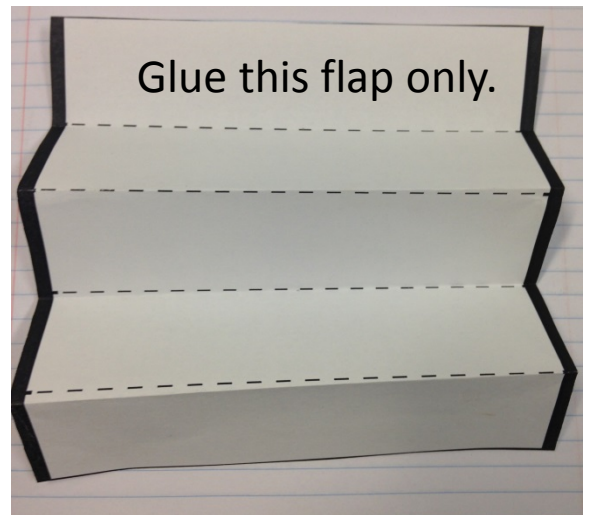
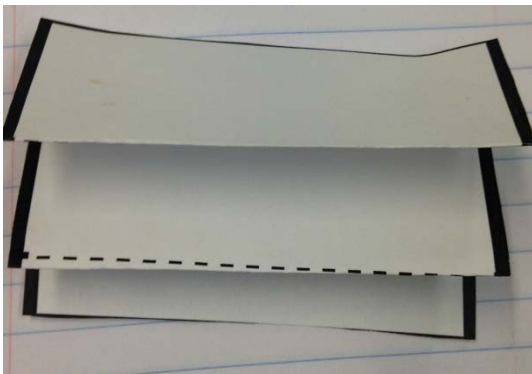
Chapter 5 Foldable Directions



Cut out square. Do not cut the dotted lines.



Fold flaps like an accordion.



Glue Figurative Language on top.

Glue only bottom flap down. Foldable should open up like this so you can write on each flap. Write the hyperbole and idiom on the same flap.

Examples Figurative Language

Figurative Language

Simile

It was as quiet as a wasp walking on a window pane.

Metaphor

Homework is a thief, stealing my time.

Personification

Sometimes love sneaks up on you.

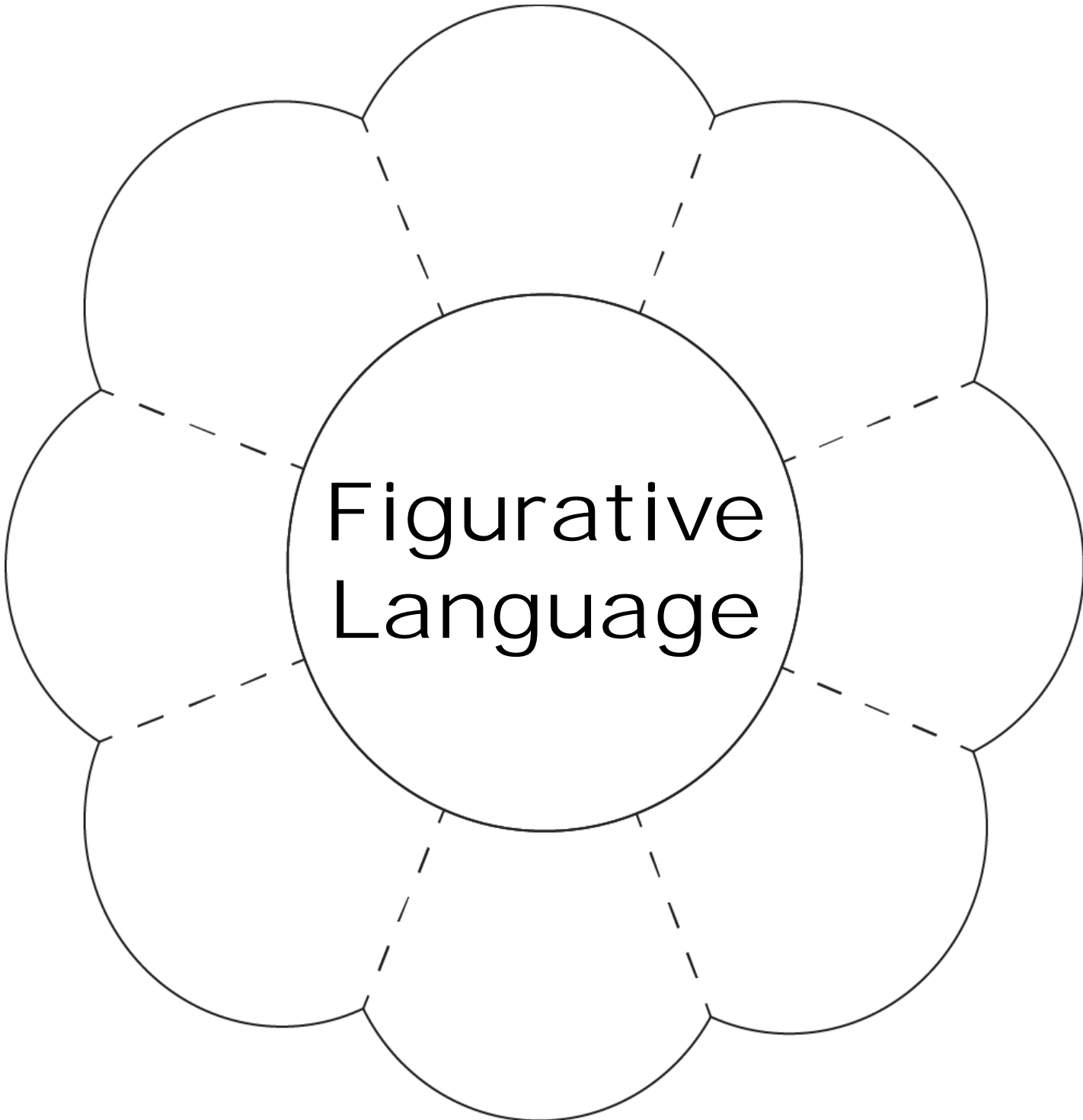
Hyperbole

I have a ton of work to do!

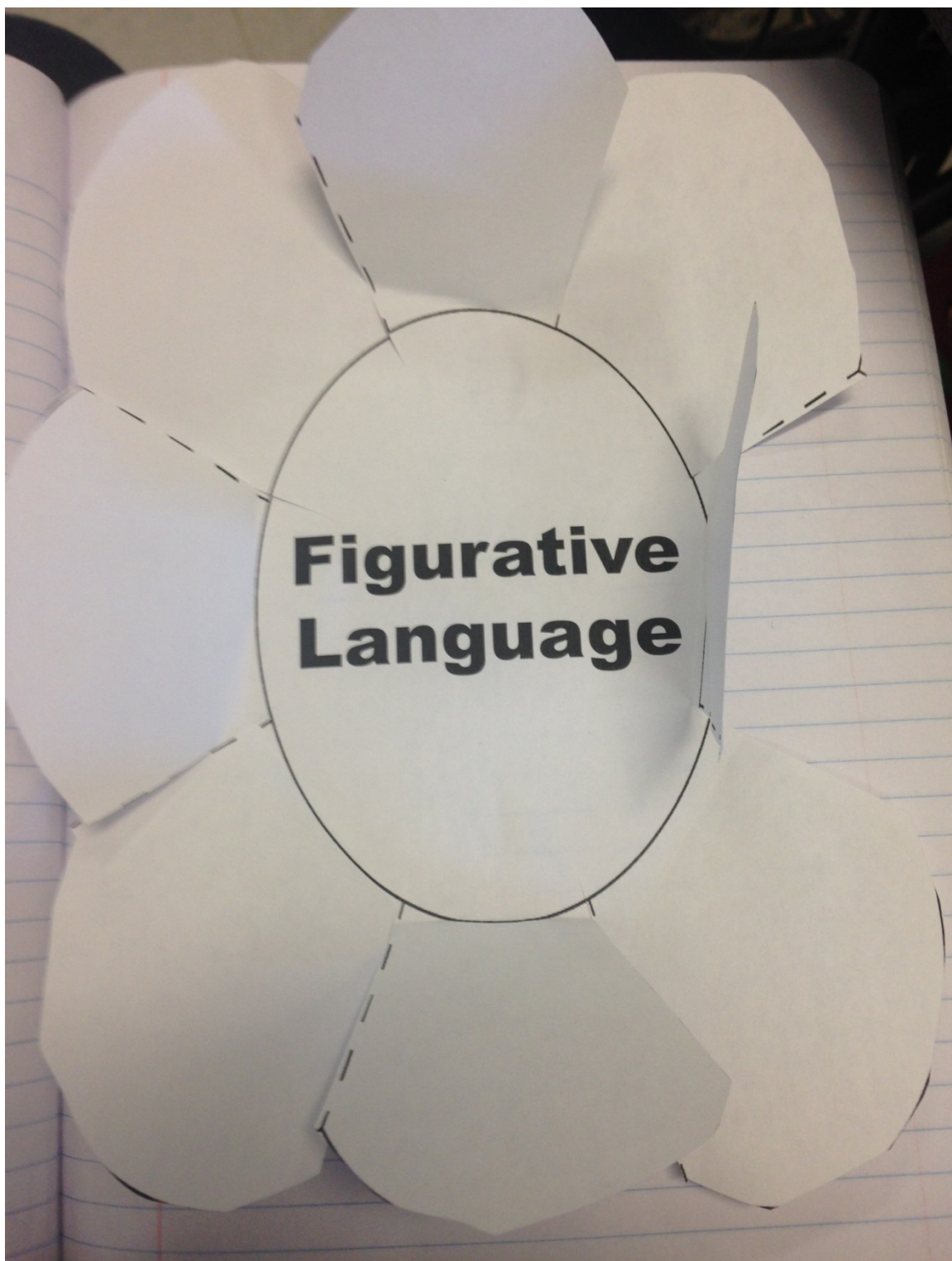
Idiom - Hold your horses!

Figurative Language

Cut out the flower and the dotted lines up to the circle so that each petal can be lifted as a flap. Glue only the center of the flower to your notebook.. Return to the text to find examples of figurative language. Write one example and the page number on each petal. Underneath the petal, either explain the figurative language or create your own example.



How figurative language flower should look after being cut and glued



Foreshadowing

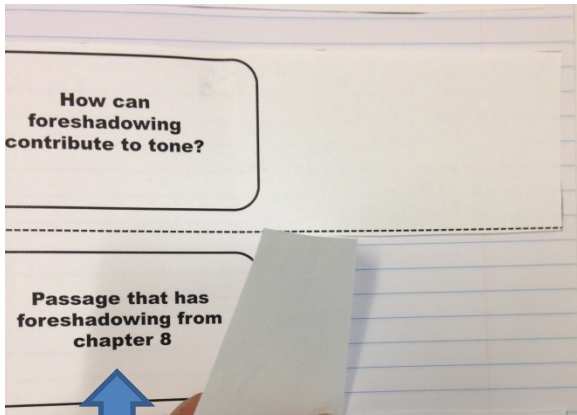
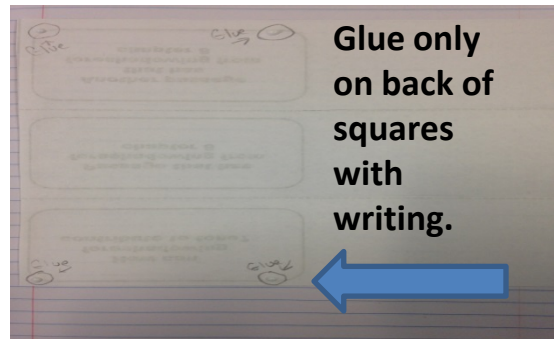
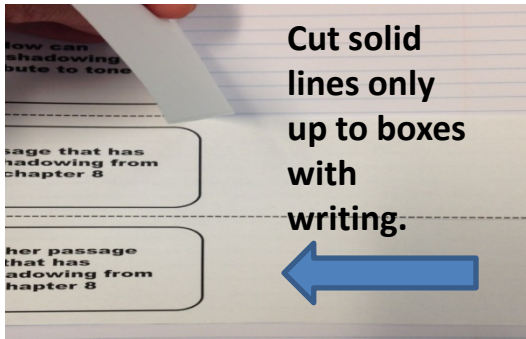
How can
foreshadowing
contribute to tone?

Passage that has
foreshadowing

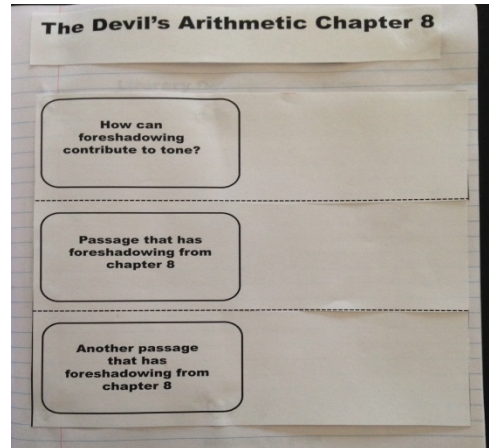
Another passage
that has
foreshadowing

Directions: Cut out the outside square. Cut the dotted lines only to where the rounded squares are so they can be lifted. Glue only under boxes on left side. Write an explanation on the top flap and the two passages on the bottom two flaps. Under the bottom two flaps, explain how the foreshadowing contributes to the tone.

Foldable Directions



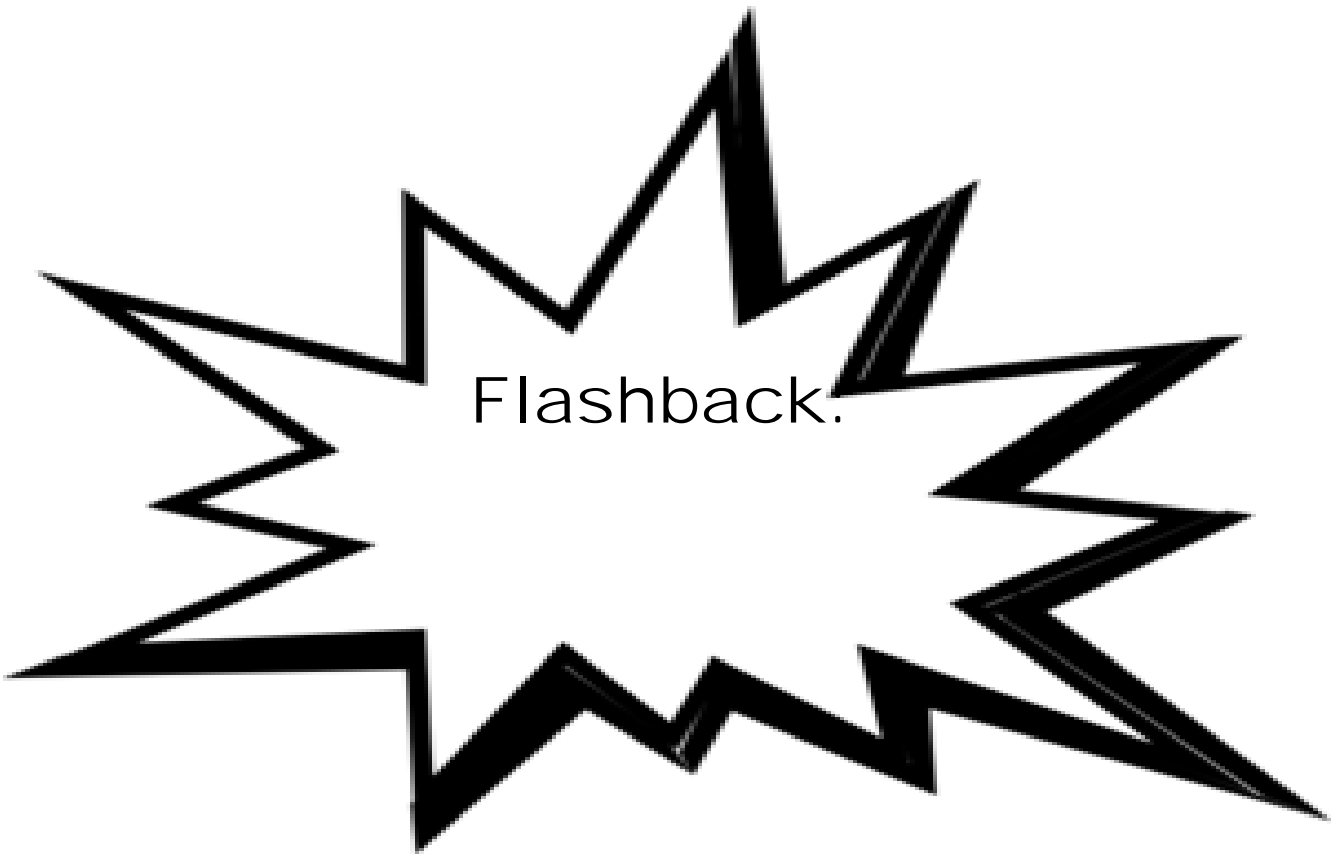
Glue only under these boxes.



When complete, each flap should lift so that students can write on the flap and on the notebook paper underneath.

What to have students write on top of first flap

Foreshadowing can create suspense. It can also make a story more mysterious and/or frightening. Underneath this top flap, students can explain what foreshadowing in this story or chapter does for the story or reader- example: makes plot more mysterious.



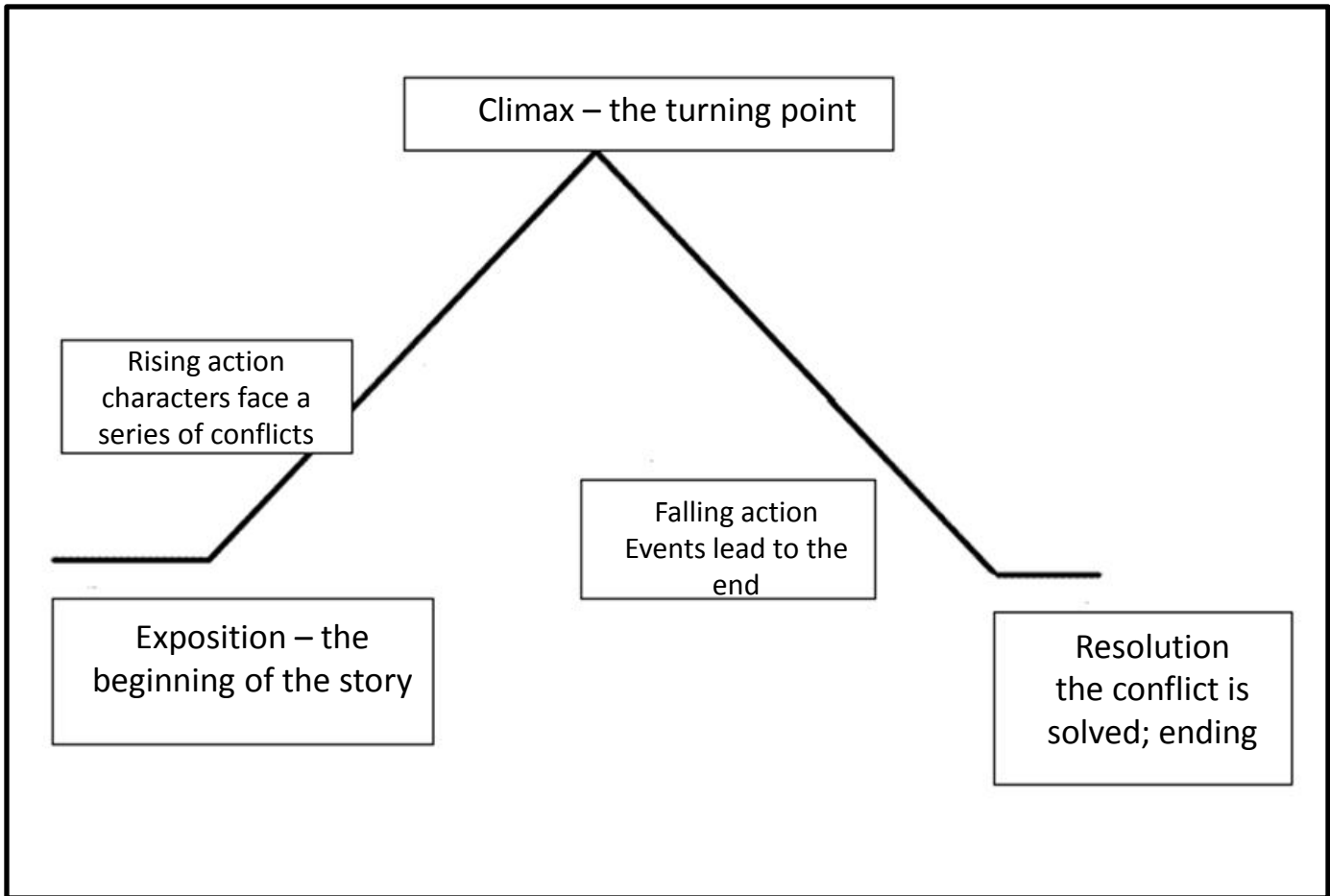
Search for a flashback

What is the flashback about?

What causes the character to have this flashback?

What words signal the flashback?

Plot Diagram



Helpful Tips

- When analyzing the plot, it is helpful to figure out the climax first. Once you have it figured out, it is easy to determine the exposition, rising action, falling action, and resolution.
- The climax of a story will never be near the beginning because the only parts left after it are the falling action and resolution.
- The climax is the turning point. This means things change.
- After the climax, there is only the falling action and the resolution, so it will be an important event near the end of the story.

Parts of Plot

Plot Diagram

Exposition

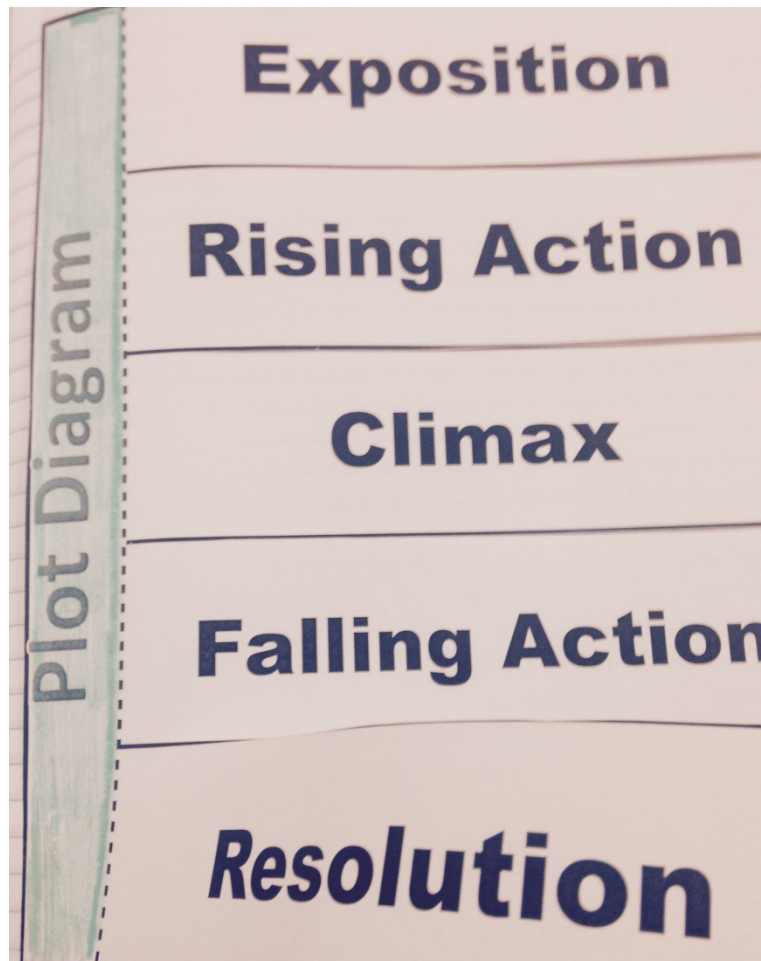
Rising Action

Climax

Falling Action

Resolution

How To Make Plot Flaps



Cut out the box. Do not cut the dotted lines. Cut lines in middle up to the dotted lines so that each flap can open. Glue only under the side strip that says *Plot Diagram* (behind dotted lines). When finished, students can write the parts of plot on the notebook paper under each flap.

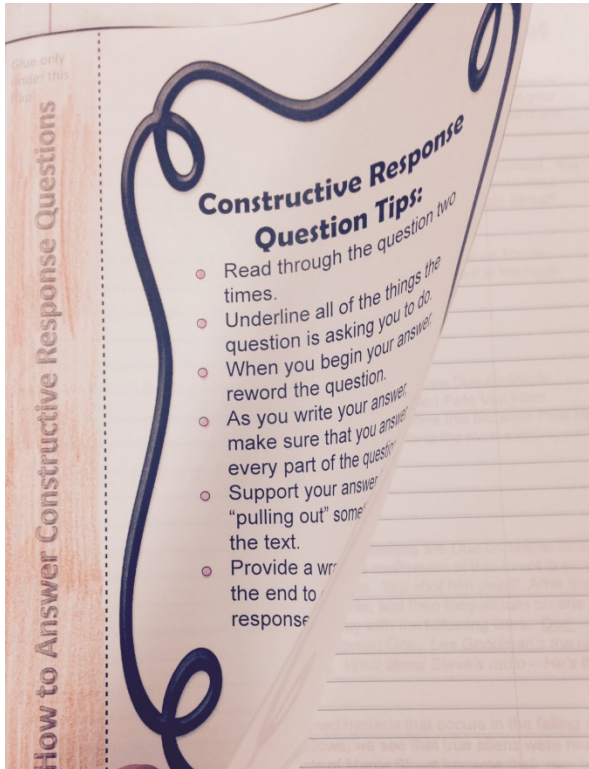
Glue only
under this
flap.

How to Answer Constructive Response Questions

Constructive Response Question Tips:

- Read through the question two times.
- Underline all of the things the question is asking you to do.
- When you begin your answer, reword the question.
- As you write your answer, make sure that you answer every part of the question.
- Support your answer by “pulling out” something from the text.
- Provide a wrap-up sentence at the end to conclude your response.

How To Make foldable



Cut out the square shape. Do not cut the dotted lines. Glue the flap behind the dotted lines only so that the page can be lifted. Underneath the flap, students can write “Textual Evidence Sentence Starters”.

Students can write these on notebook paper under the flap.

Textual Evidence Sentence Starters

On page _____, the story states...

The author wrote...

The author states...

An example is...

According to the text...

The passage _____ proves _____

One example that shows this is...

Another example from the text is...

The author shows this by...

Practice Answering Constructed Response Questions

Passage: One day Shan led her three friends on an escapade through the woods on a pretend treasure hunt. Exhausted from walking, the group decided to take a break. Pieces of bark began to fall to the ground as the four kids sat on an old log. Suddenly, Shan heard a humming sound. Before the group knew what was happening, armies of yellow jackets were swarming around them. Without hesitation, the kids threw their water canteens to the ground and took off running. Branches slapped their faces and briars scratched their arms and legs as they tore through the woods looking for escape. The bees dug their needle sharp stingers into their flesh over and over, making it even harder to run. They could hear the screams behind them and the buzz of the bees in their ears, but their legs kept pumping.

Question: Locate one example of descriptive language and one example of sensory language and explain how they were used.

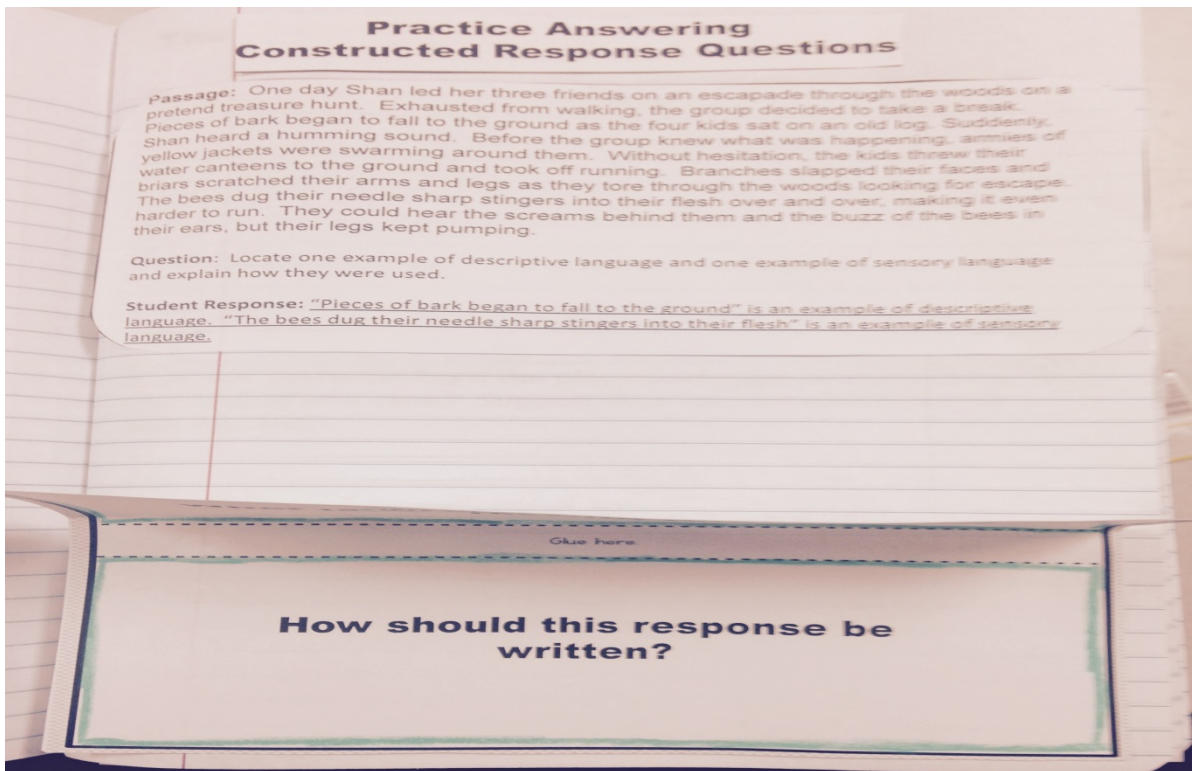
Student Response: “Pieces of bark began to fall to the ground” is an example of descriptive language. “The bees dug their needle sharp stingers into their flesh” is an example of sensory language.

What is wrong with this student's
response?

Glue here.

How should this response be
written?

How To Make Foldable



Glue only between dotted lines so that both top and bottom flaps can be lifted. Students write their responses on notebook paper underneath flaps.

Find Textual Support.

Cut the solid lines only. Glue only between the dotted lines. Write passages under each flap.

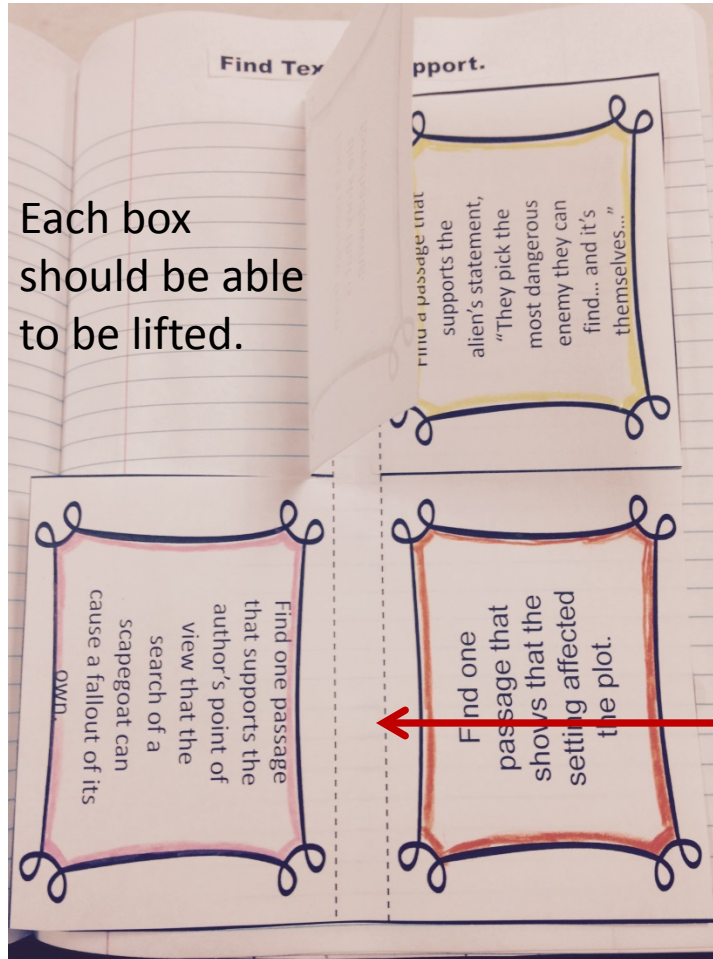
Find one passage that shows that the setting affected the plot.

Find one passage that contains memorable imagery.

Find a passage that shows what type of person the main character is.

Find a passage from the story that includes figurative language.

How To Make foldable



Each box should be able to be lifted.

Glue between dotted lines only.

Do not cut out individual boxes. Cut lines up to the dotted lines as shown above. Glue only between the dotted lines. Each box should be able to be lifted. Students write passages under each box.

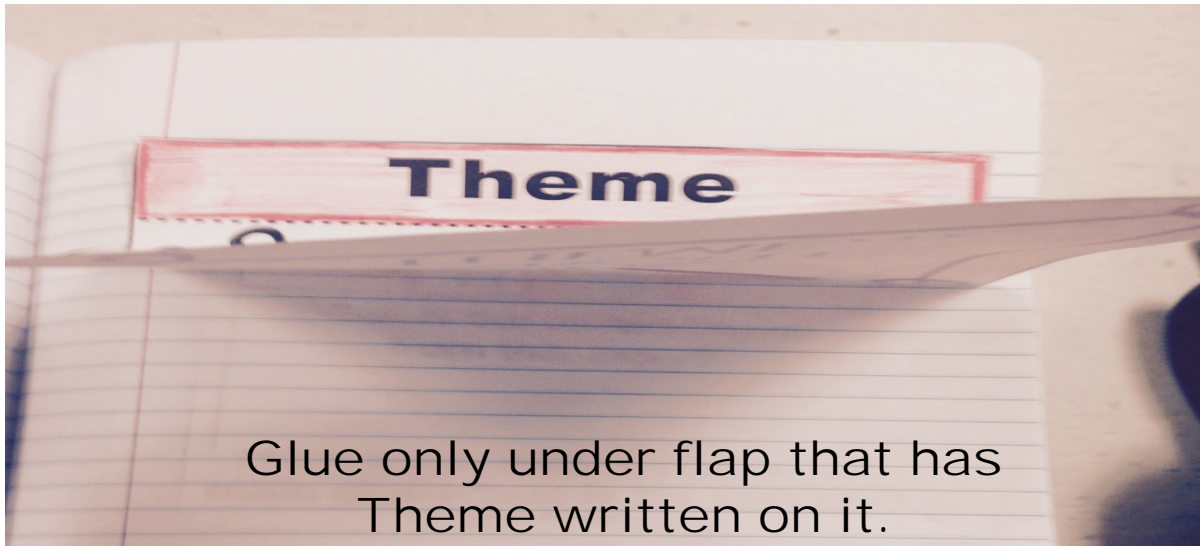
Theme

Directions: Cut out the box. Do not cut the dotted lines. Glue only under the top flap that has "Theme" written on it. Then, lift the flap to write notes about theme.

Theme

*Some things to
remember about
theme . . .*

How To Make foldable



Cut out box. Do not cut dotted lines. Glue down the flap only so that it can be lifted.

Notes to Write under flap:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the story, play, novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the story.
- Theme is written as a statement, not just a word.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the story.

Finding a Theme

A Partial List of Common Universal Themes

When first trying to determine a theme, consider common universal themes like the ones listed below . Once you have chosen a few words that match the story or novel, expand the word into a message about life.

- Fear
- Acceptance
- Greed
- Beauty
- Birth
- Death
- Heroism
- Escape
- Love
- Journey
- Patriotism
- Hope
- Betrayal
- Power
- Family
- Friendship
- Duty
- Survival
- Conformity
- Deception
- Loss
- Discovery
- Suffering

Directions: Cut out each box. You're going to stack each piece to make a flap booklet. Glue the largest box down first (#1) by putting glue under the tab only. Then, glue the next two boxes on top by putting glue on the tab only. The smallest box will be on top. You should be able to flip each box up to write the answers underneath.

What is the theme from this story?

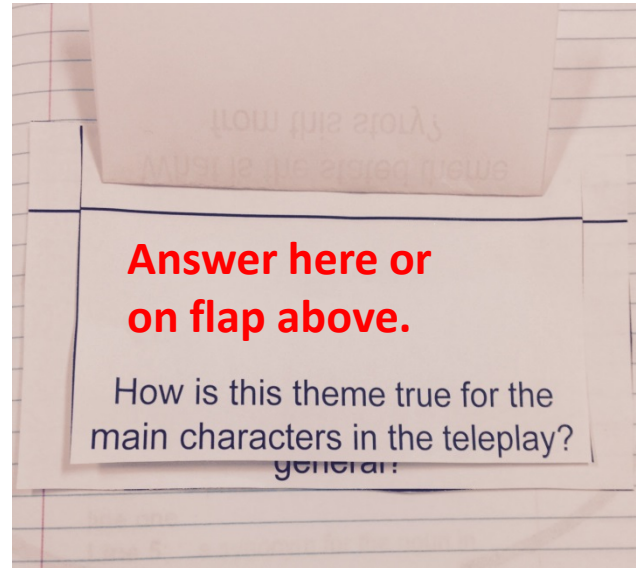
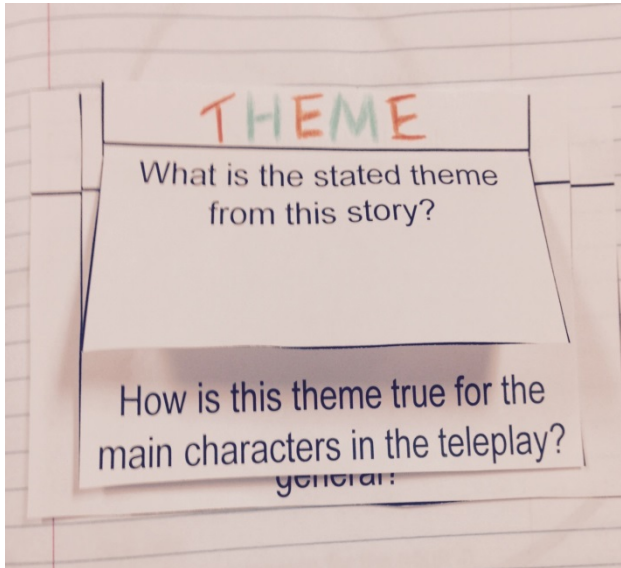
2. Glue under this tab.

How is this theme true for the main characters in the story?

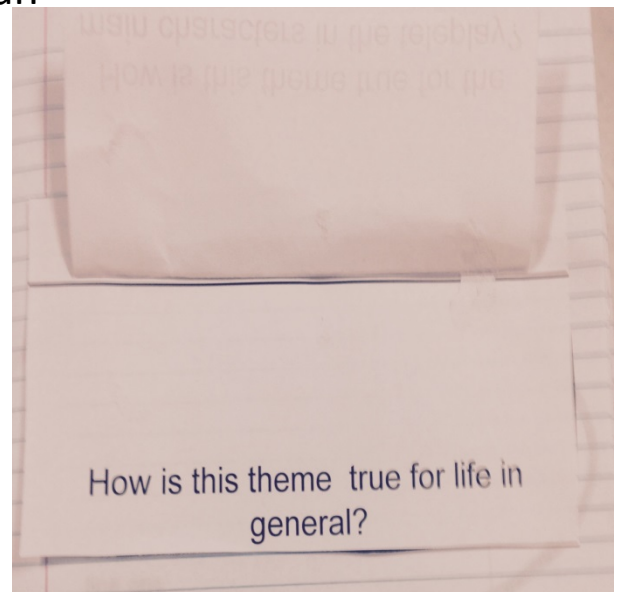
1. Glue under this tab.

How is this theme true for life in general?

How To Make Flap Book



Glue largest box down first. Put glue under flap only. Next, glue flap of next biggest box. Smallest box is glued on top. Each flap should be able to be lifted so that answers can be written underneath.



Who's Who When it Comes to Characters

The Protagonist

This person is the principal driver of the effort to achieve the story's goal.

The Antagonist

Usually, this is the "bad guy" or the villain who is opposed to the Protagonist's end goal. This person represents the drive to undermine success.

The Hero

This is who the reader cheers for to see if they will win in the end. Sometimes, the hero and the protagonist is the same person, but sometimes they are two different people.

Obstacle Character

This character blocks or stands in the way of the protagonist, but is not necessarily the antagonist.

Directions: Cut out each box. Glue only under top flap. Underneath each box, write the name of the character that fits the description.

Cinquain: a poem containing five lines

Write a cinquain poem using a character or object found in the novel/story as the basis of your poem. The cinquain format is listed below.

Cinquain Poem Format

Line 1: a noun

Line 2: two adjectives to describe the noun in line one

Line 3: three -ing verbs

Line 4: a phrase describing the noun in line one

Line 5: a synonym for the noun in line one

Final Text Message

Choose a character from this novel or story. Then, create a final text message for this character. You can choose to have this character send his/her text to another character or to the readers. Put thought into your message. Do not just write something like “I hope you liked the book”. The character’s final text message should reflect the theme, a conflict he/she has struggled with, or something this character has learned.



Go and Find...

Story Search

Five strong action verbs found in this novel or story

My favorite passage from this novel or story

One passage that I think best explains the title

We hope you loved this teaching unit. We look forward to your rating! 😊

If you enjoyed this teaching unit, visit our website:
www.elacoreplans.com

We have tons of resources for ELA teachers including [novel units](#), [short story lessons](#), [writing activities](#), and [Common-Core bell ringer activities](#). You can print free samples from all of these online teaching materials!

Happy Teaching! 😊

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