

A
supplement
to any
interactive
notebook!

Interactive Notebook

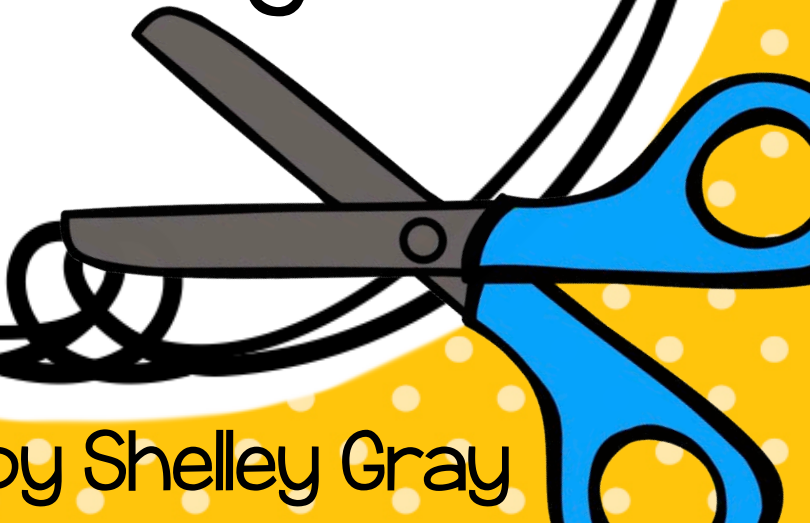
Organizers for

Activating,

Acquiring and

Applying

Knowledge



Created by Shelley Gray

About this Resource



Activating, acquiring and applying are essential elements of any well-planned lesson. **Activating** helps students make connections to their prior knowledge. This is essential for new learning and aids in the retention of new information. It also stimulates students' curiosity and prepares them for new learning. **Acquiring** is the process of learning new information. This is the stage in which connections are being utilized to learn and integrate new information. **Applying** is the final stage. This is when students use the new information in order to complete a task. This is often associated with reflecting on their learning or demonstrating it in some way.

This resource is the ideal supplement to any interactive notebook. All of the activities that are included are specifically designed to support the phases of activating, acquiring and applying. The activities included can be used for ANY subject and ANY topic. They are specifically designed for versatility.



Teacher's Guide

This section is the *Teacher's Guide*. This section provides a one-page summary for each template that is included in this package. Please note the various elements of each page in the Teacher's Guide section:

shows the page # where the printable templates can be found

shows which phase the interactive organizer is best-suited for (activating, acquiring or applying)

visual examples of each interactive organizer

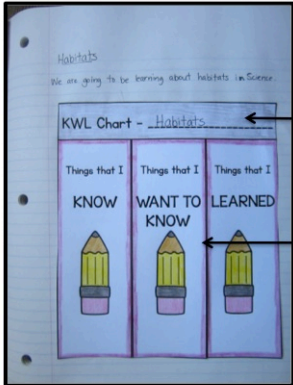
easy-to-understand instructions for creating each interactive organizer

Find templates on page 34.

KWL Chart

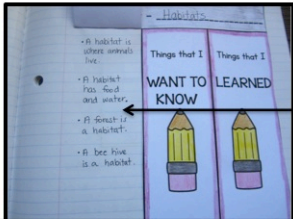
Works best for:
✓ Activating
✓ Applying

Use a KWL chart before learning to discuss what students already know (prior knowledge) and what they want to know. After learning, add to the "Things that I Learned" section to apply new knowledge.



Paste the top section into notebook.

Cut on lines to create flaps.



Write information beneath the flap.

brief description and ideas for use

Preview

This resource is **jam-packed** with interactive notebook organizers for **activating prior knowledge**, **acquiring new knowledge** and **applying new knowledge**. The organizers can be used for ANY subject area and ANY topic. They can stand alone or be used to supplement any other interactive notebook. Here are just some of the templates that are included:

The answer in a division equation is called the quotient.

I can divide to find how many groups are in a set.

Facts About
DIVISION

Division facts that

$85 \div 5 = 17$	$100 \div 4 = 25$
$10 \div 2 = 5$	$50 \div 10 = 5$
$8 \div 4 = 2$	$40 \div 10 = 4$
$100 \div 10 = 10$	$30 \div 10 = 3$

Brainstorming

Question or Statement: How does sound travel?

Before Learning: What do I know or think about how sound travels?

I have noticed that sounds are louder under water.

I know that if a door is closed sound does not travel as well.

My dog can hear sounds that I can't hear.

If I put a cup on my sister's bedroom door and put my ear on the cup, I can hear her.

Two Stars and a Wish!

Today in Science we did sound investigations. We got to use different materials to create musical instruments.

One thing that I liked...

One thing that I liked...

I wish that...

My Personal Dictionary

Word: Sum	Word: add	Word: difference
Word: minuend	Word: subtrahend	Word: equation

Connection to a Text

Connection to the World

I read a mystery book once, but I can't remember what it was called. Two kids were trying to find out who took their lunches. Sometimes my brother and I pretend to be detectives.

Asking Questions

The Topic: My Earthwork

Question #1

Question #2

Question #3

Question #4

Question #5

Question #6

First

Second

Then

Lastly

Today we learned a new mental math strategy called front-end addition. It is a really cool way to add numbers from left to right.




The sum of 132 and 264 is 396.

3 things that I would like to know more about

2 questions that I have

Habitats

We are going to be learning about habitats in Science.

KWL Chart - Habitats		
Things that I KNOW	Things that I WANT TO KNOW	Things that I LEARNED
		

A fact family is a group of 4 equations that can be formed using the same 3 numbers.

15, 16, 31

- $15 + 16 = 31$
- $16 + 15 = 31$
- $31 - 16 = 15$
- $31 - 15 = 16$

20, 10, 30

- $20 + 10 = 30$
- $10 + 20 = 30$
- $30 - 10 = 20$
- $30 - 20 = 10$

12, 5, 17

- $12 + 5 = 17$
- $5 + 12 = 17$
- $17 - 5 = 12$
- $17 - 12 = 5$

45, 15, 60

- $45 + 15 = 60$
- $15 + 45 = 60$
- $60 - 15 = 45$
- $60 - 45 = 15$

5, 13, 18

- $5 + 13 = 18$
- $13 + 5 = 18$
- $18 - 13 = 5$
- $18 - 5 = 13$

Topic:

An adjective is a describing word. An adjective describes a noun.

Some adjectives that describe me are:

- tall
- nice
- young
- black hair
- bright shirt

Word Association

The topic: Scientific Process

conclusion	fair test
prediction	investigate
hypothesis	variable

Question and Answer

The topic: Weather

Question #1: How do tornados form?

Question #2: Why does it rain?

Question #3: What makes thunder and lightning?




Question #4: Why does it not snow in some parts of the world?

I can make connections!

The Topic: Fractions

Connections to World

When I make a connection to the world, I connect something that I learned to the world around me.

Connections to World		
 Baking	 Pizza	 Ice Cream Sundae

...AND MORE!