## Ask Questions
about key details

**Key Detail**

**Question I Have**

What will little yellow chicken do?

**Key Detail**

**Question I Have**

Title

## Retell Stories
including key details

The Little Yellow Chicken wanted to have a party but her friends would not help her shop.

Name          Title

# Using Interactive Reading

# Notebooks

## K-2 Literary Edition

Tech with Jen

1.

2.

3.

4.

5.

6.

Storyboard

Name

# Self-Reflection

My goal: _____

_____

_____

I Learned...

1. _____
2. _____
3. _____

I Need Help with...

1. _____
2. _____
3. _____

# Interactive Notebook

The Book Creator app will act as the composition notebook for the interactive reading notebook. Unfortunately, this app costs money, but if I could only choose one app to purchase this would be the app. If money is not available for apps then students could use the free version.. It works exactly the same but students would only be able to publish one book. I guess you could just wait and publish the reading notebook at the end of the year. However, I have not tried to see how many pages it will let you create. On the following pages, a step-by-step guide has been provided of how to begin the journey of using interactive reading notebooks along with examples.
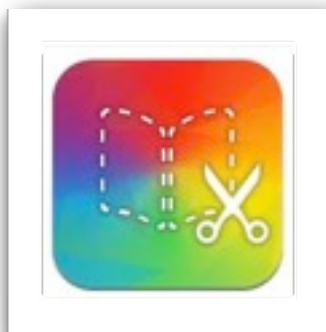
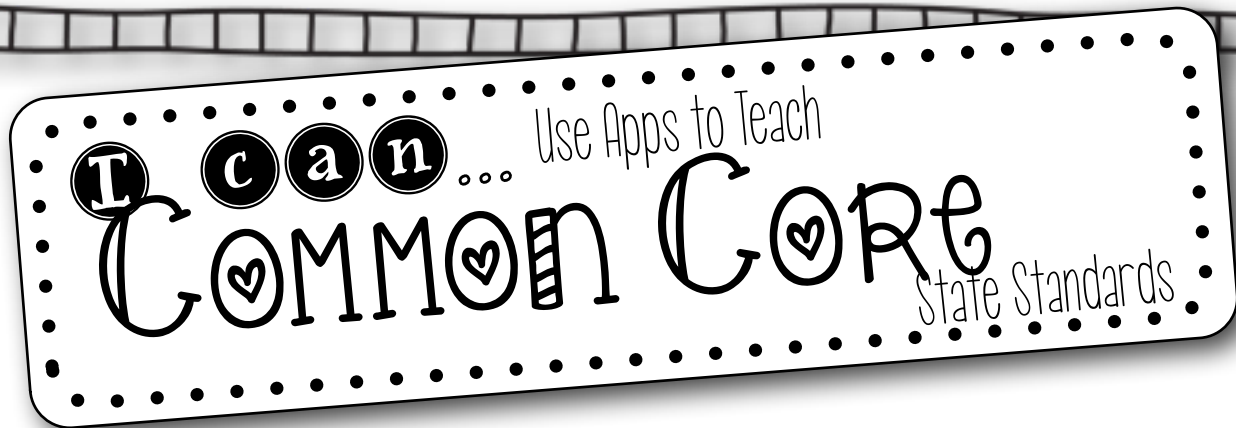Book Creator
$4.99
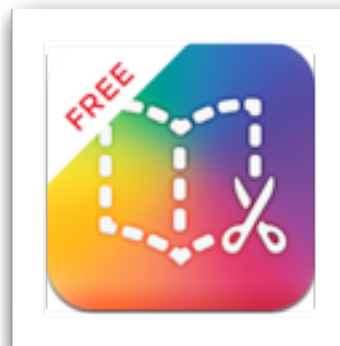
Book Creator
FREE
Can create 1
free book.

*Could use Story Creator if you do not
have money to purchase app. Would not work exactly the same though.

# Interactive Notebook

First things first, students need to know how to use the apps. You can teach the apps along with the content but be prepared to RETEACH the content! Students will not care about the content when they are first introduced to a new shiny app. View apps as manipulatives! Let students explore the app first before trying to teach a lesson.

Begin by teaching students how to use the Book Creator app. (Click here for a tutorial.)

Once students feel comfortable navigating through the Book Creator app; add another app. The apps that can be saved to the camera roll will work best for the reading log. Also, remember that it is a good idea for students to still use paper and pencil. If a student writes out their work then a picture can be taken of the work and added to the book. As students get more proficient with the apps that are being used in the classroom, allow choice and/or options of how ideas and work are presented. It is often times surprising what students come up with when given choices.

Students can use a variety of apps to teach the following anchor standards. These story telling apps such as Puppet Pals, Puppet Pals 2, and even Toontastic are great apps for retelling stories. (If students use Toontastic students would have to link to the web to access their work.)

## Key Ideas & Details
## The "Comprehension" Standards

| Anchor Standards |
|---|
| RL.1 - Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| RL.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| RL.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

## RL.1 - The Literal & Inferential Standards
## RL.2 - Theme
## RL.3 - Connecting to Different Parts of a Text

# I can... Common Core
## Use Apps to Teach State Standards

Tellagami allow students to choose avatars and create videos in which they record themselves explaining or type then choose from several voices for their avatar. The video can then be saved to the camera roll and inserted into the Book Creator app.
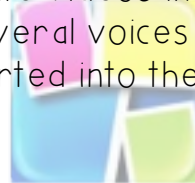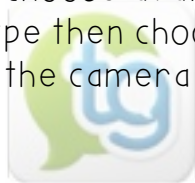
Pic Collage is great for vocabulary development. I love that it has the in app feature for searching the web for pictures. Students could create a pic collage to show their understanding of vocabulary.

## Craft & Structure
## The "Read Like Writers" Standards

| Anchor Standard |
| --- |
| RL4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| RL.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| RL.b - Assess how point of view or purpose shapes the content and style of a text. |

**RL.4 - What the writer is doing, e.g., specific vocabulary, craft, etc.**
**RL.5 - Design structure: How author puts text together**
**RL6 - Author's intention**

# I can... Use Apps to Teach Common Core State Standards

Skitch is a great app that allow students to annotate over pictures and pdf's. Students can show where they found the evidence in the text.

Doodle Buddy will allow students to draw pictures and save to camera roll.

## Integration of Knowledge and Ideas
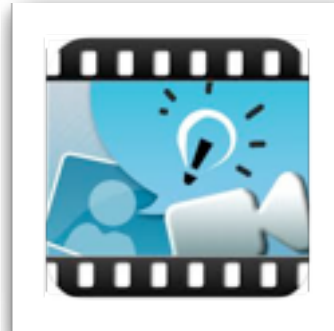## The "What do you think?" Standards

| Anchor Standard |
| --- |
| RL7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| RL.8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| RL.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

## RL.7 - Looking within and across different media
## RL.8 - Doesn't apply to literature
## RL.9 - Connecting different texts

Other great apps to help teach literary standards are:

Felt Board would be a great way for students to create scenes for their stories. This can be saved to the camera roll.

Explain Everything is the best of the screencasting apps because it allows the student to save work to the camera roll.

**Range of Reading & Text Complexity**

## The "Are you ready for college?" Standards

| Anchor Standard |
|---|
| RL 10 - Read and comprehend complex literary and informational texts independently and proficiently. |

## RL.10 - Understanding the hard stuff

# I can... Ask Questions

about key details
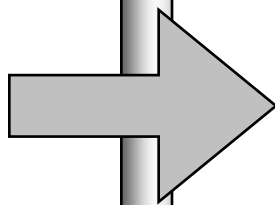
| Key Detail | Question I Have |
|---|---|
| | |

| Key Detail | Question I Have |
|---|---|
| | |
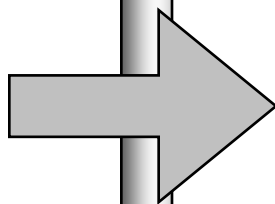
Name

Title

I can...

# Ask Questions
### about key details

I wonder...

Name

Title

RL.1

# I can... Ask Questions

about key details

## Question

?

## Key Detail

## Key Detail

## I Can Infer...

Name

Title
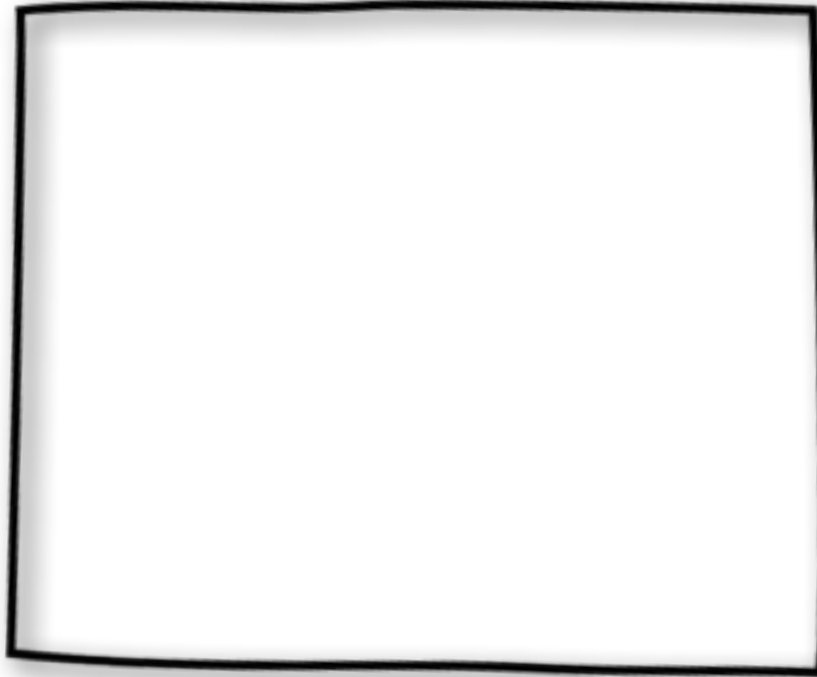
# I can... Make Predictions
about the text

I predict...

because...

Name | Title

# I can... Ask & Answer

questions about key details

Who?

?

What?

?

When?

?

Where?

?

Why?

?

How?

?

Name

Title

# I can... Retell Stories
### RL.2
### including key details

1.

2.

3.

4.

Name _____   Title _____

# I can... Retell Stories
including key details

RL.2

Beginning

Middle

End

Name

Title

# I can... Retell Stories

including key details

Name

Title

# I can... Retell Stories
including key details

**Beginning**

**Middle**

**End**

Name

Title

RL.2

# I can... Retell Stories

### & understand central message

1.

2.

**Central Message**

3.

4.

Name

Title

# I can...

# Retell Stories

& understand the moral of the story

1.

2.

Moral

3.

4.

Name

Title

# I can...
## Identify
### Characters
in the story
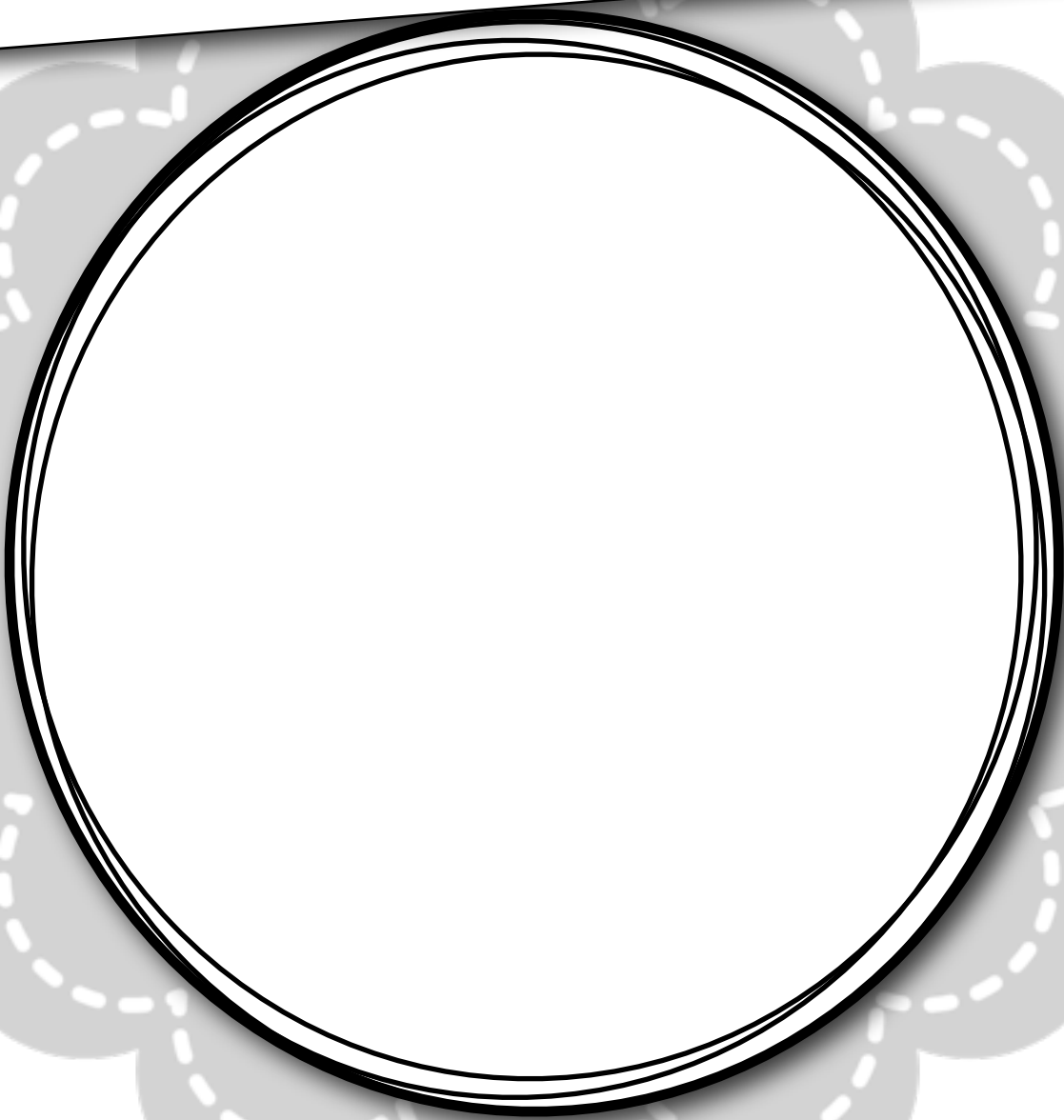
Name

Title

# I can... Identify Characters
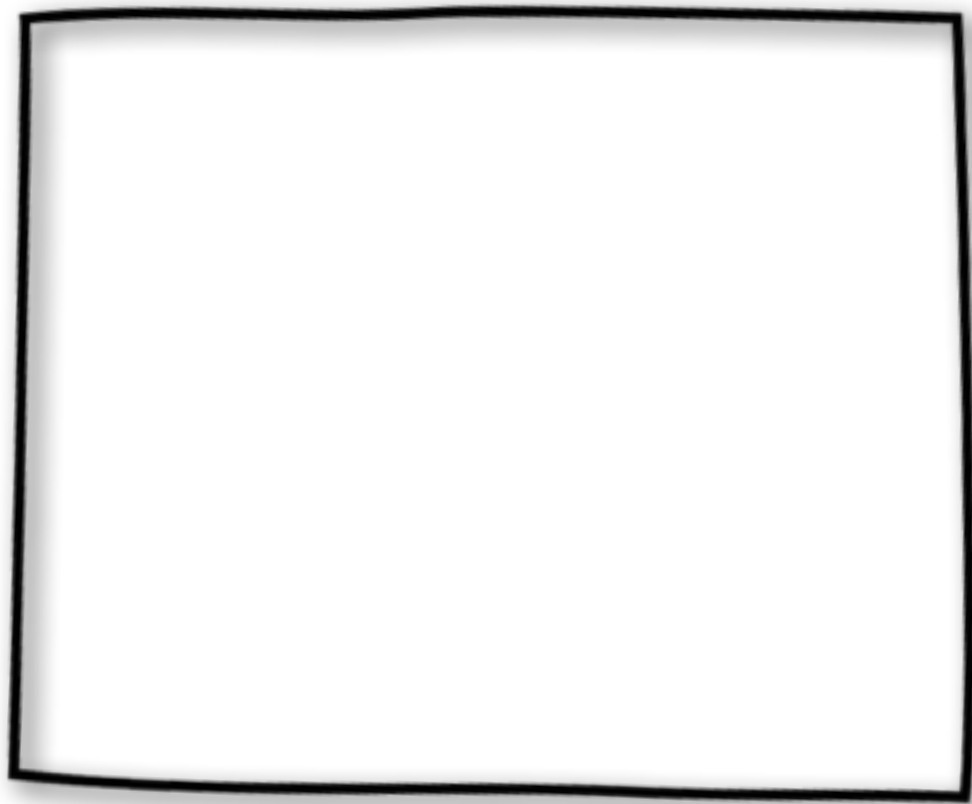
in the story

Name

Title

I can... Identify **Setting** in the story

Name

Title

# I can... Identify Setting in the story
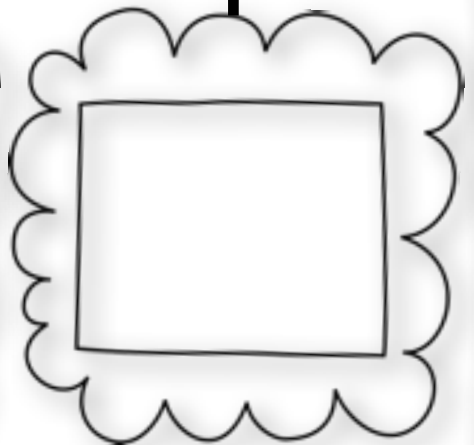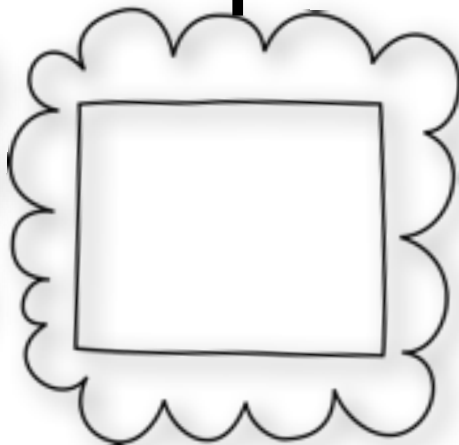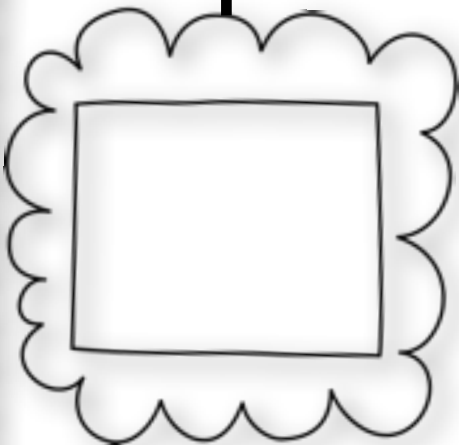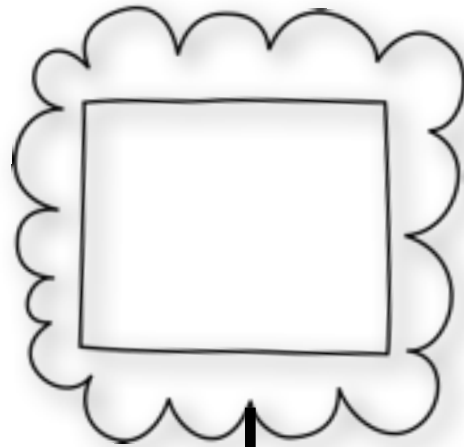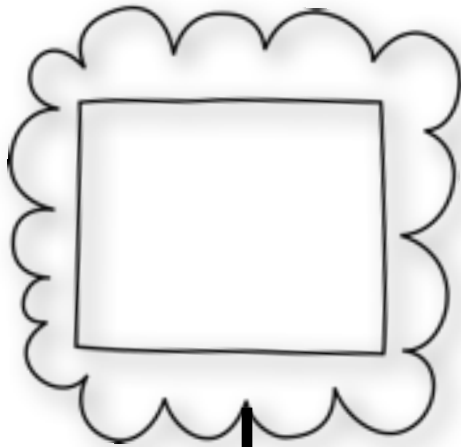
Name

Title

I can... Identify a

# Major Event

in the story

RL.3
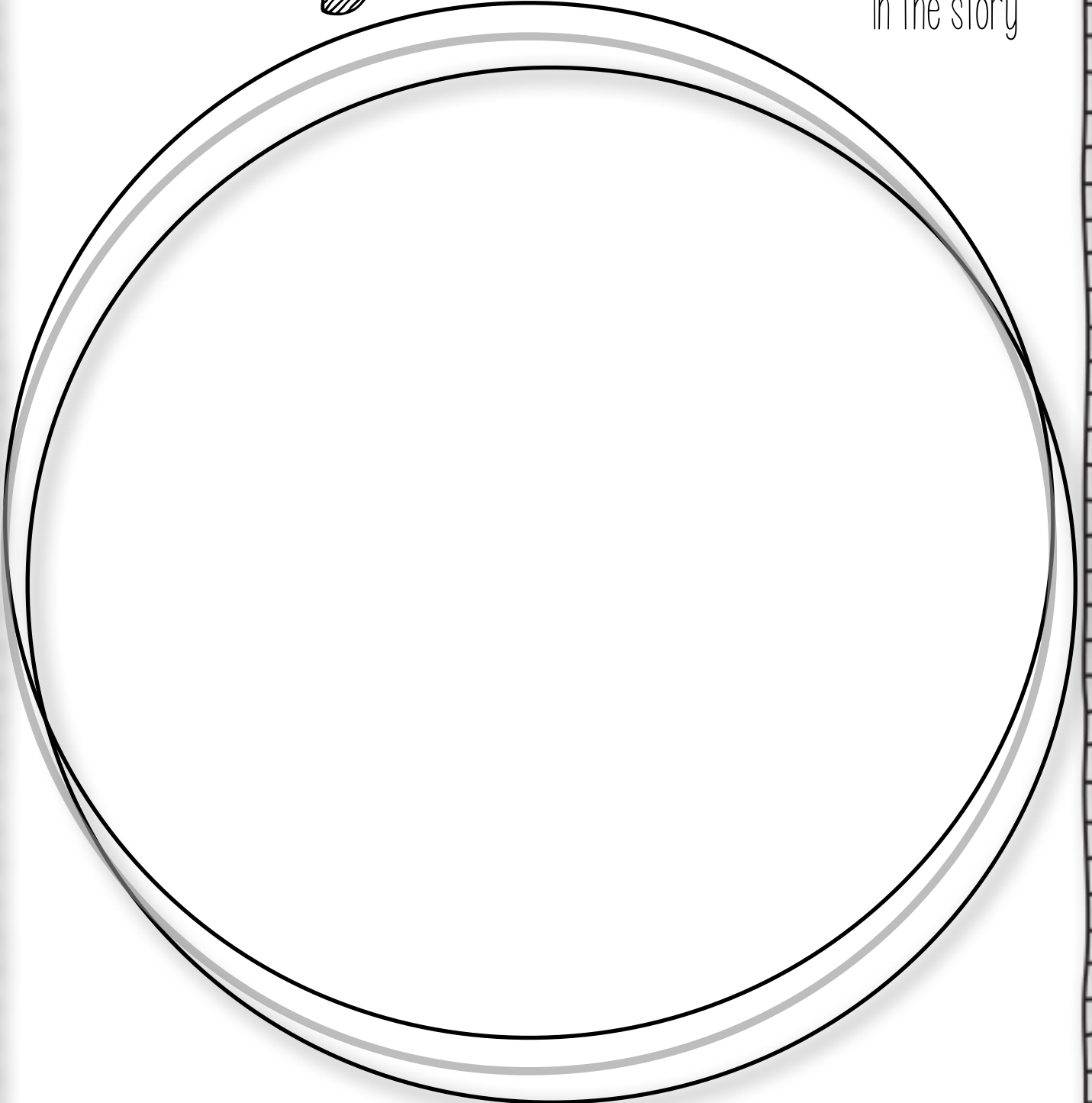
Name
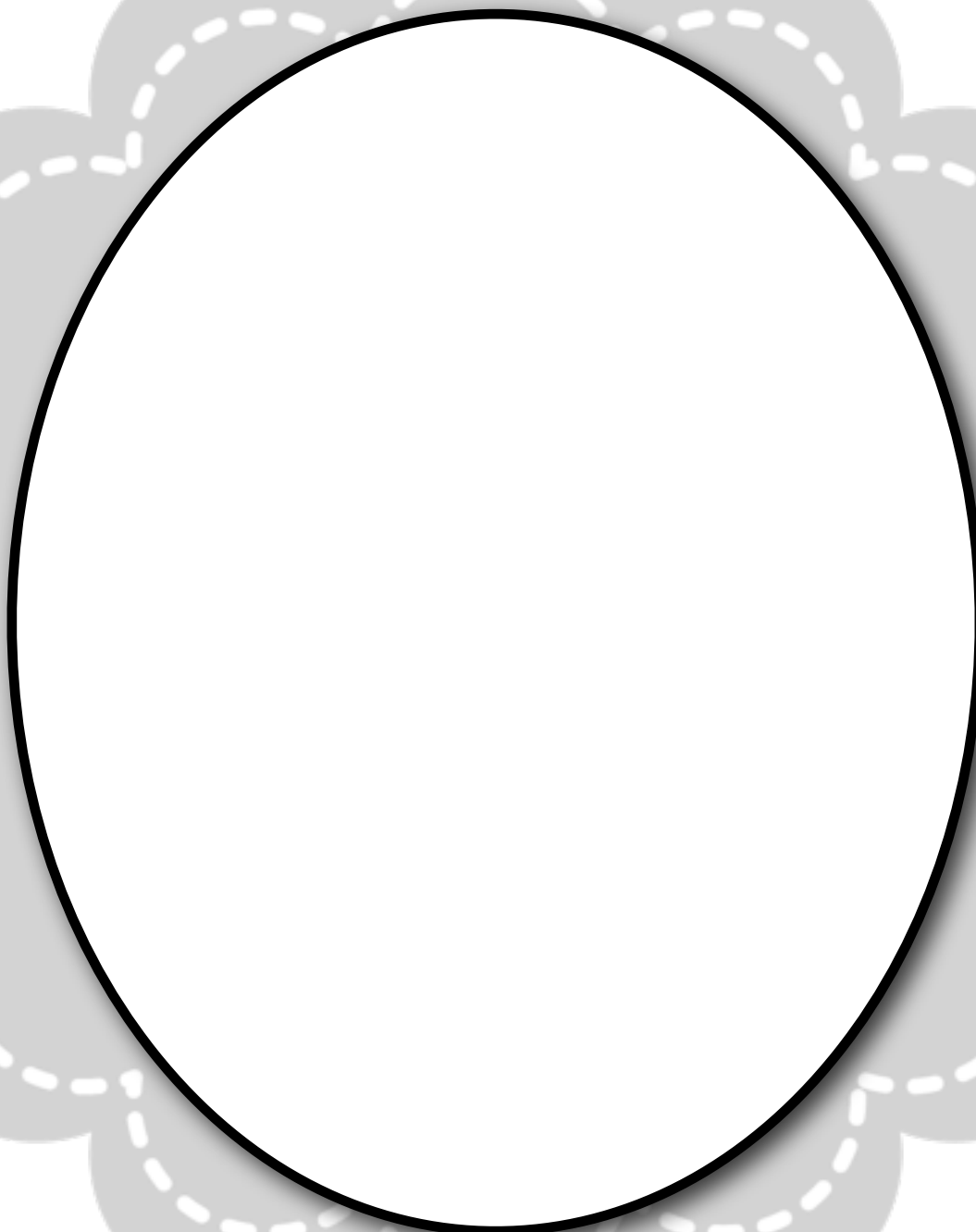
Title

# I can... Identify Major Events in the story
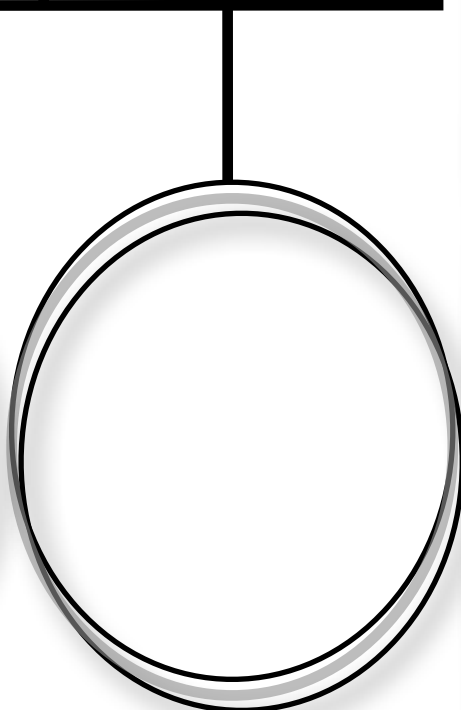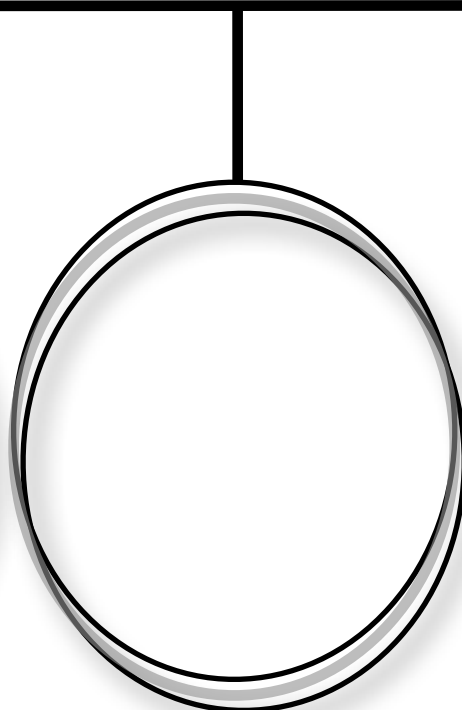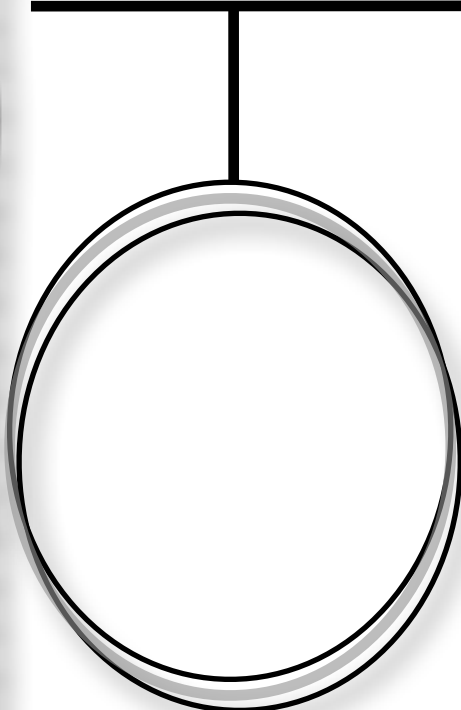
Name

Title

# I can... describe a Character
using pictures & details

Name _____ Title _____

# I can... describe Characters

using pictures & details

Name

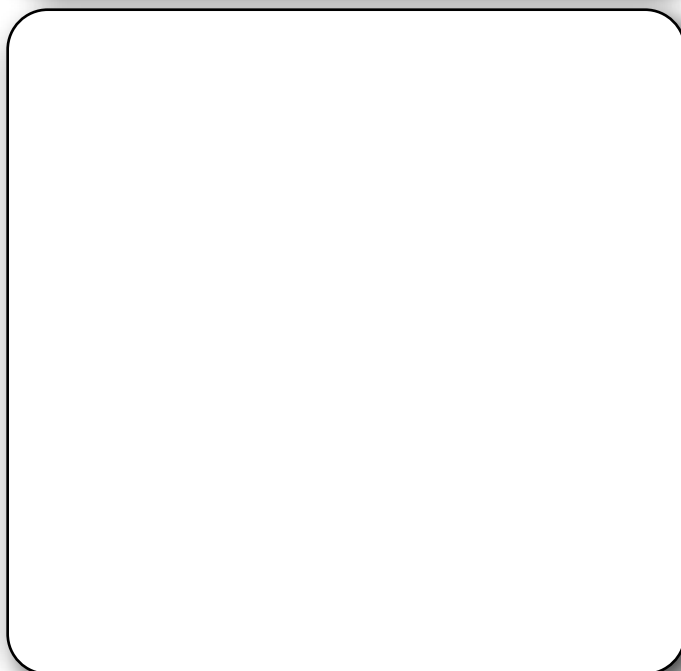Title

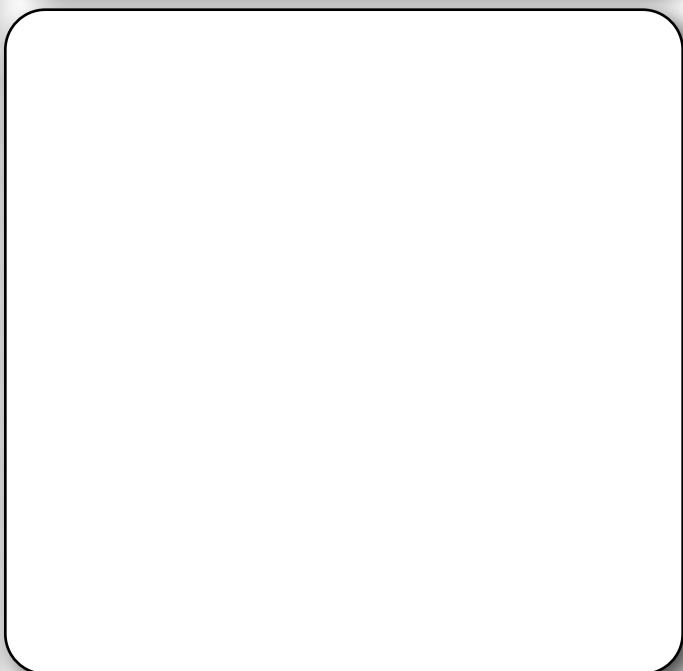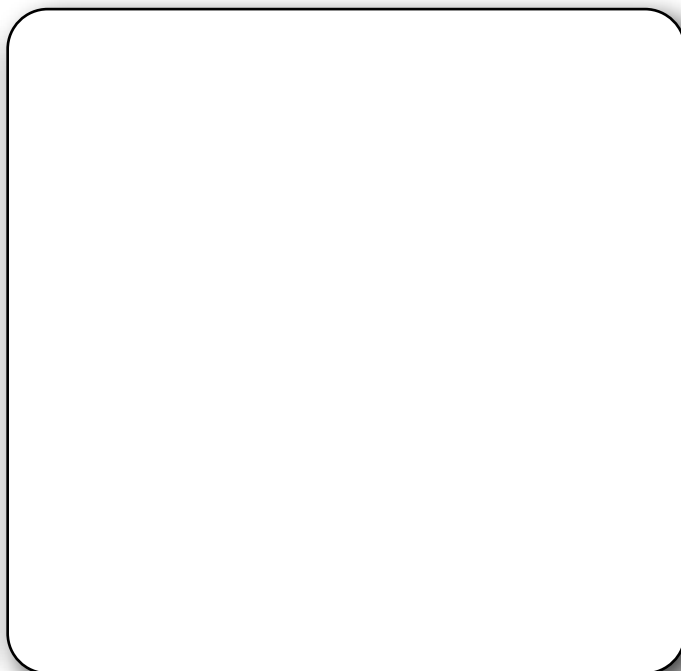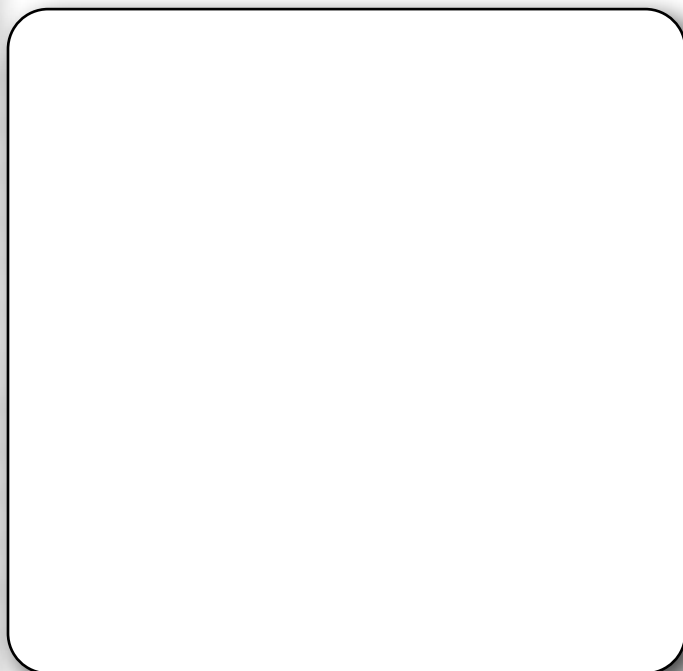I can... describe a **Setting** using pictures & details

RL.3

Name _____  Title _____

I can... describe
**Major Events**
using pictures & details

Name                    Title
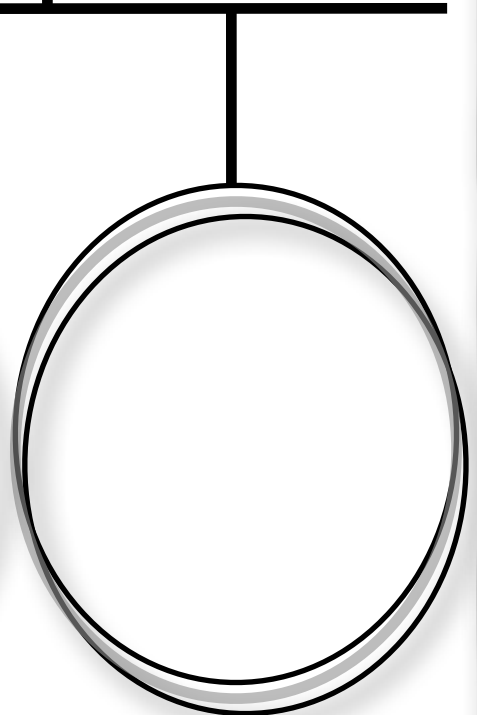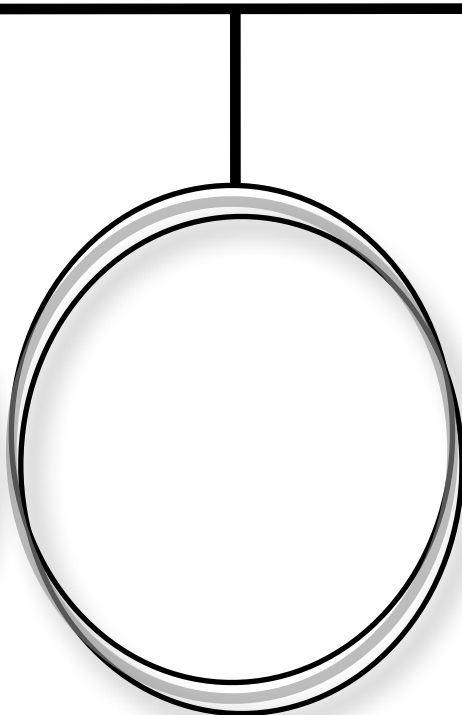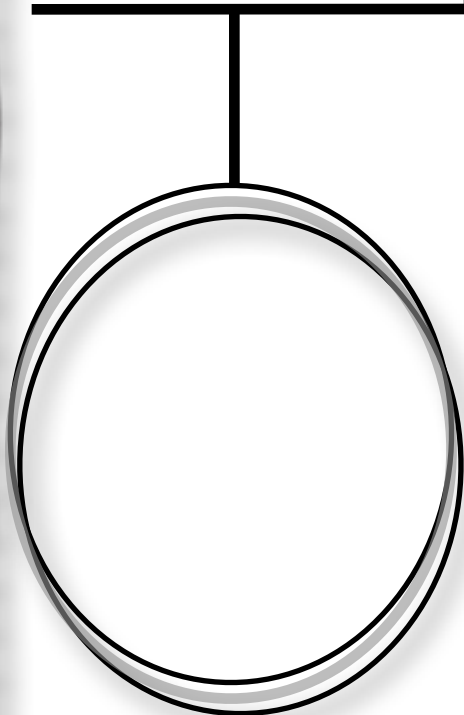
# I can... describe
# Major Events
in a story

Name

Title

# I can... Describe How Characters

respond to major events

**How does the character look?**

**What does the character say & do?**

**How does the character think & feel?**

**What do the other characters think about the character?**

Name

Title

# I can... Identify Story Elements
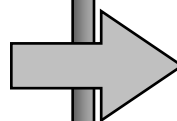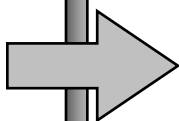
using pictures & details

| Characters | Characters | Characters |
|---|---|---|
|  |  |  |

## Setting

| Beginning | Middle | End |
|---|---|---|
|  |  |  |

Name

Title

# I can... describe Story Elements
using pictures & details

| Characters | Characters | Characters |

## Setting

| Beginning | Middle | End |
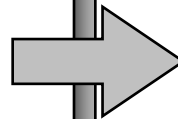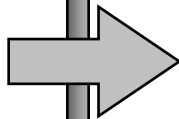
Name

Title

# I can...

## Ask & Answer

questions about unknown words

| Word | Picture | Question |
|------|---------|----------|
|      |         |    ?     |
|      |         |    ?     |
|      |         |    ?     |

Name

Title

# I can...
# Identify Words

that suggest feelings

## My mental image is...

words that support the mental image

Name

Title

# I can... Identify Phrases

that suggest feelings

My mental image is...

phrases that support the mental image

Name

Title

# I can... Identify Words

that appeal to the senses

My mental image is...
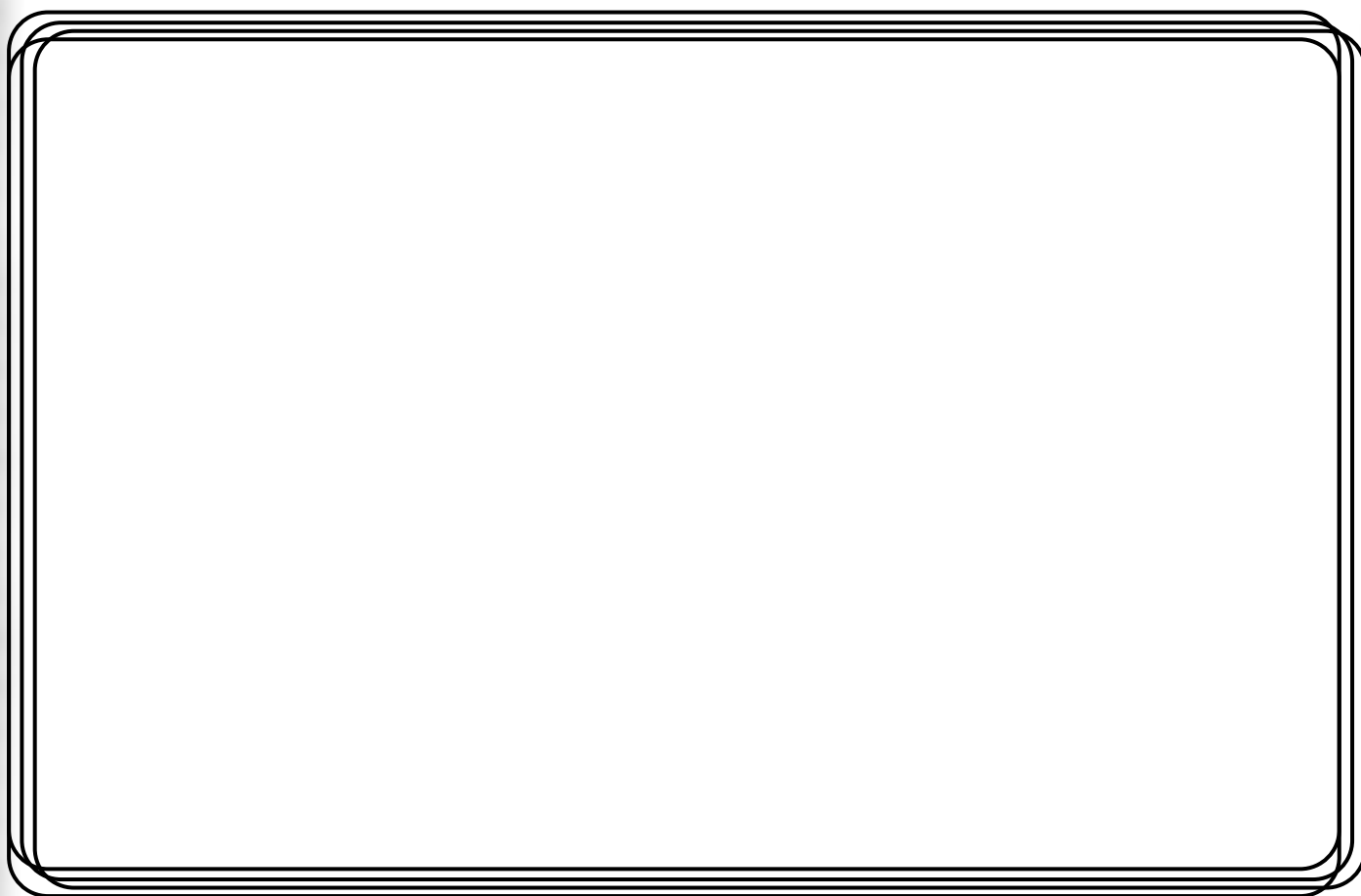
words that support the mental image

Name

Title

# I can... Identify Phrases

that appeal to the senses

## My mental image is...

phrases that support the mental image
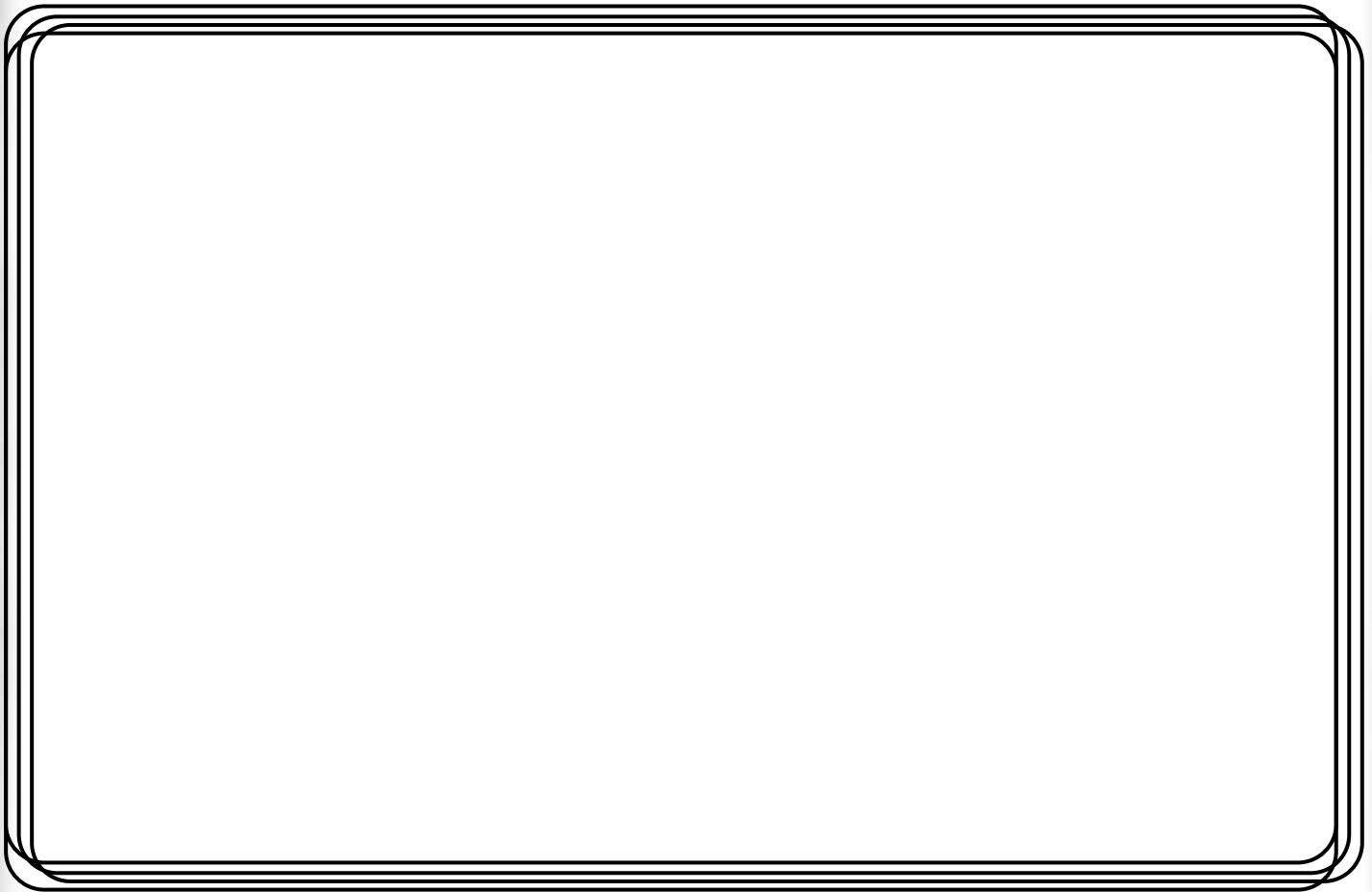
Name

Title

# I can...

## Identify Words

*that appeal to the senses*

sight

hear

taste

smell

feel

Name

Title

# I c a n...

## Identify Phrases

*that appeal to the senses*

sight

hear

taste

smell

feel

Name

Title

# I can...

## Describe How Words & Phrases

supply rhythm & meaning in a story

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name

Title

# I can...
## Learn New Vocabulary

| Word or Phrase | Kid-Friendly Definition | Picture |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Name

Title

RL.4

# I can... **Recognize**

Common Types of Texts

## My Book is...

○ Fiction          ○ Non-fiction          ○ Poetry

Evidence...

Name                    Title

Fiction

Non-Fiction

Name

Title

# I can...

Define the role of an

## Author & Illustrator
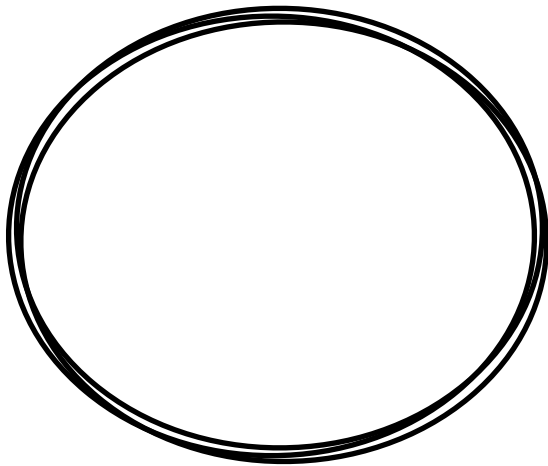
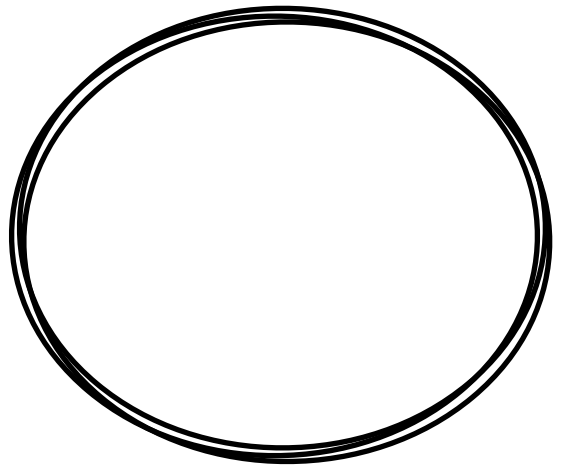### Author

### Illustrator

Author's Role...

Illustrator's Role...

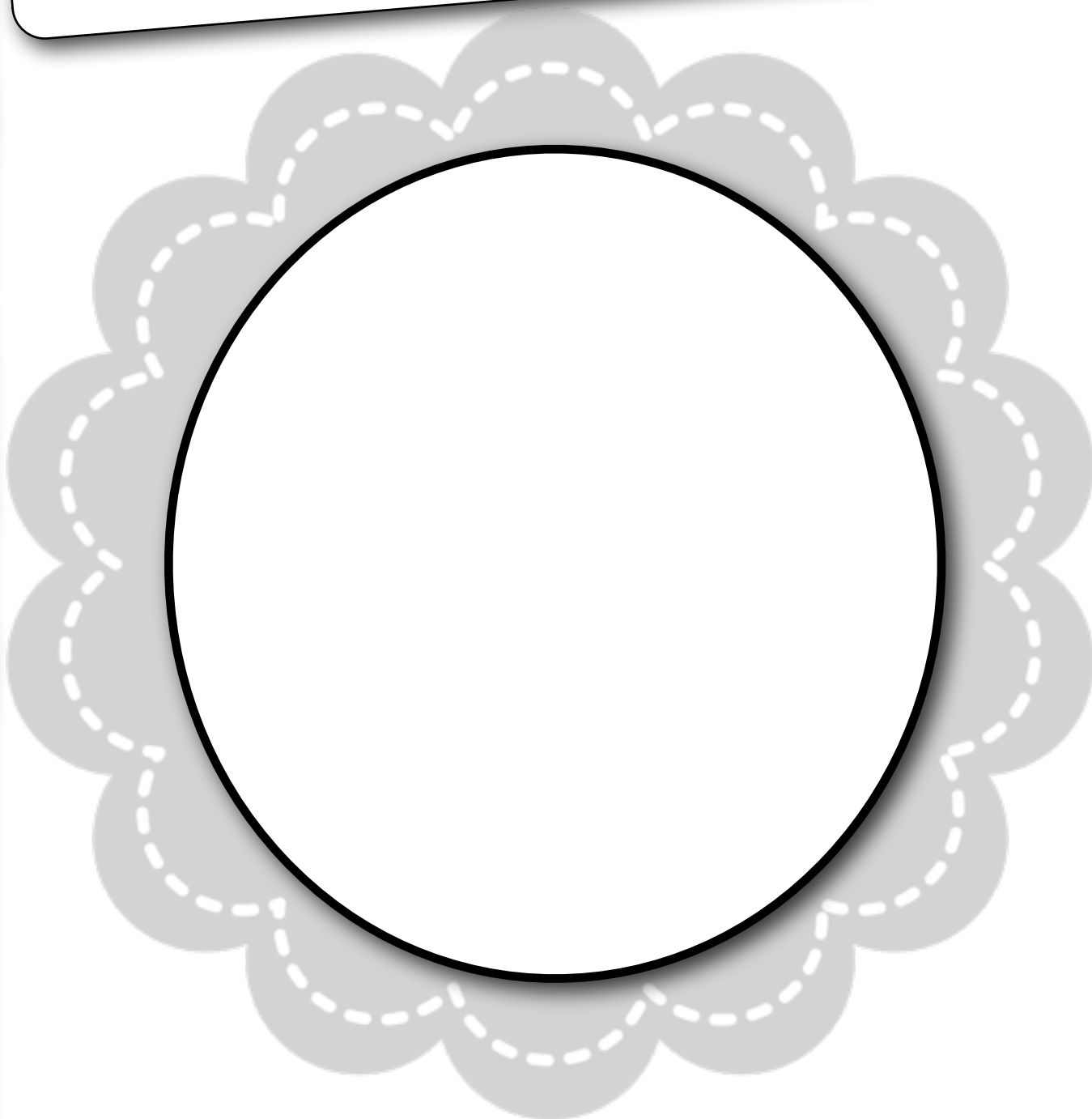Name

Title

# I can... Identify

## Who is Telling the Story

Name

Title

# I can... Identify
# Who is Telling the Story

at various points in the story
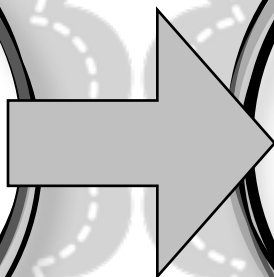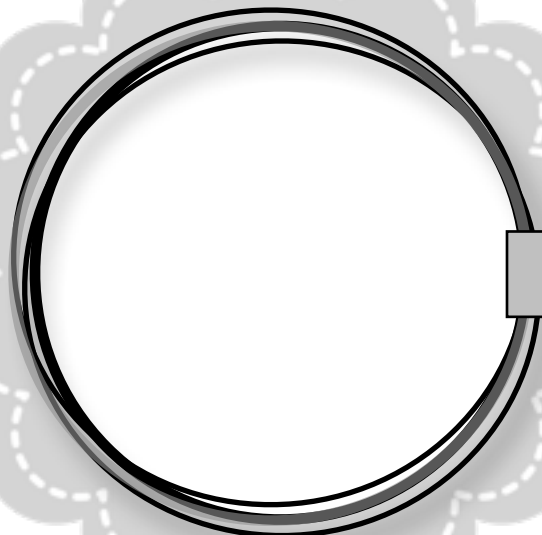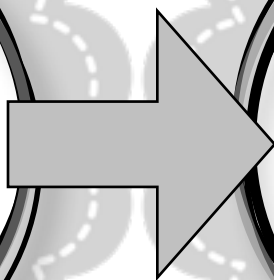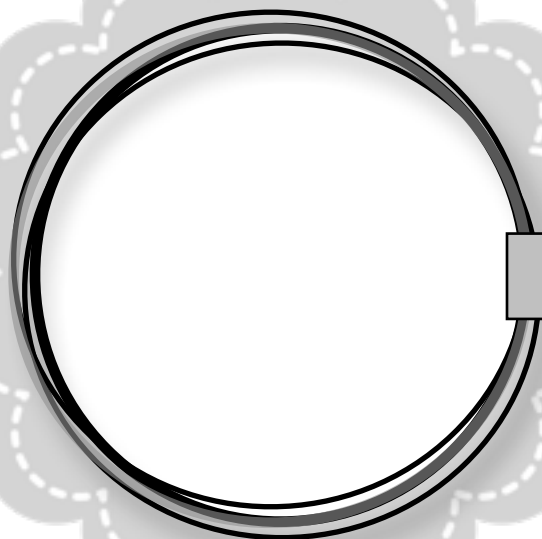
Name
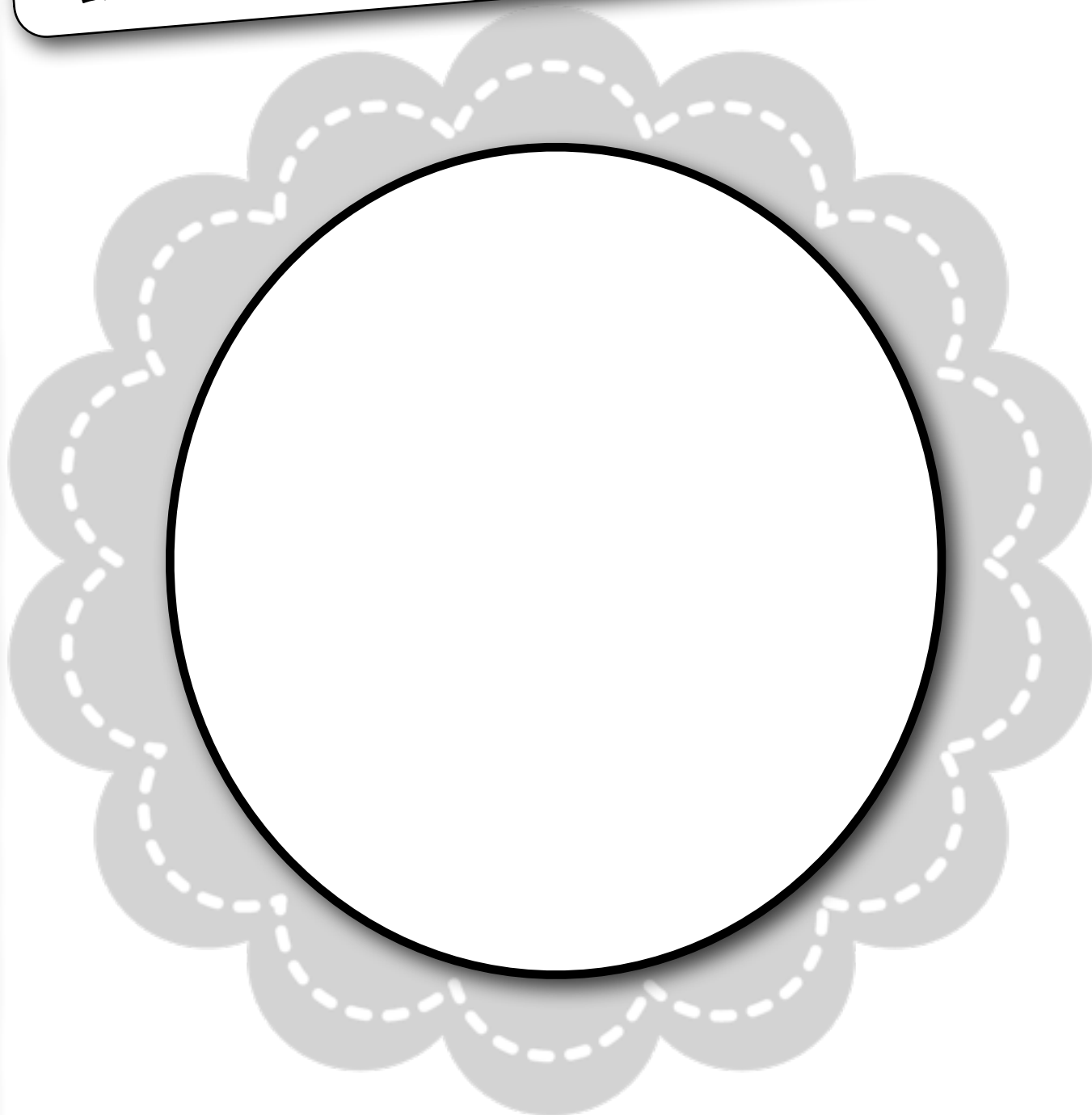
Title

# I can... Identify

## Point of View

Name

Title

# I can... Identify

## Point of View

Name

Title

# I can...

Describe the relationship between

## Words
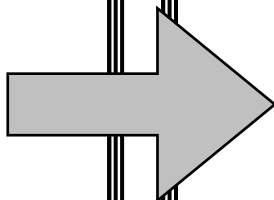
## Illustrations

This is the part of the story when...

Name

Title

# I can...

Describe the relationship between

## Words

## Illustrations

Name

Title

# I can...
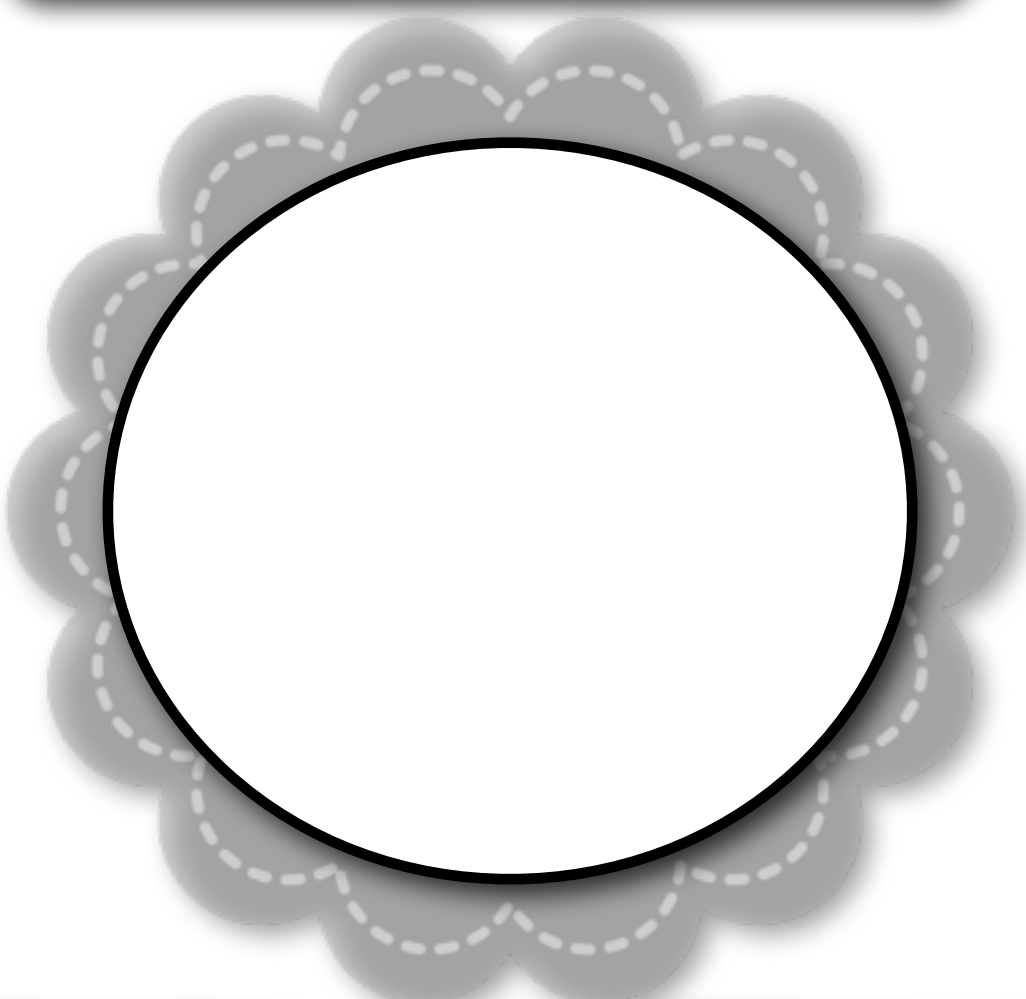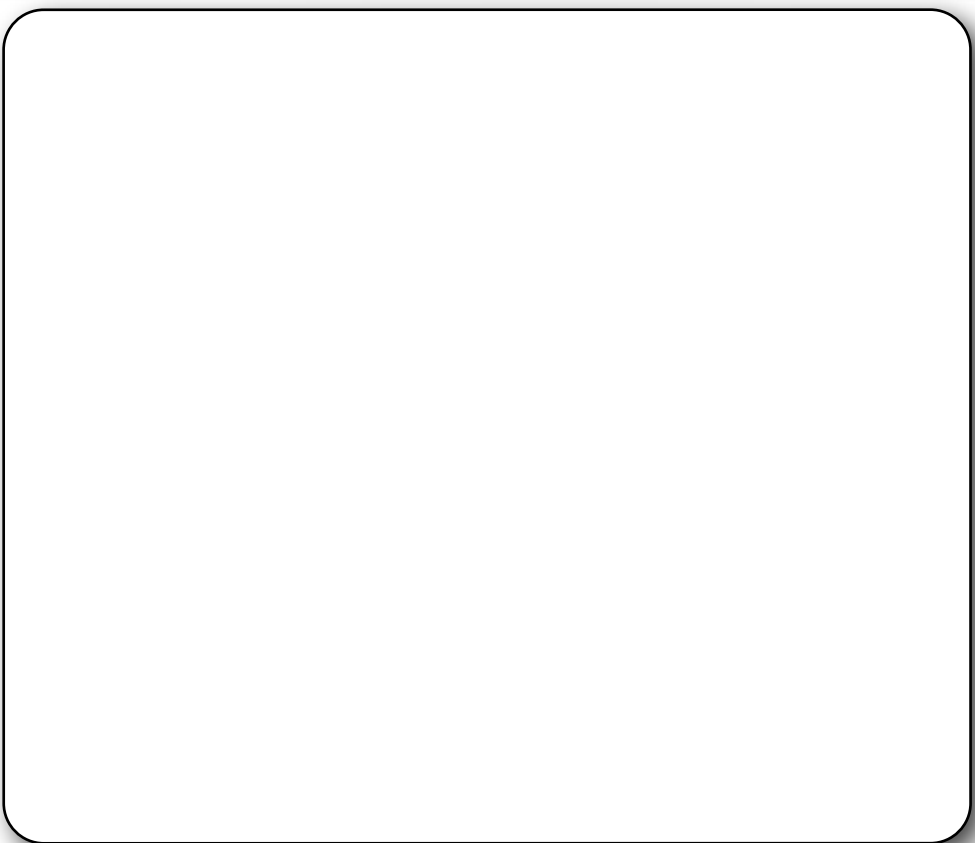
## Use illustrations & Key Details

to describe the characters

Name

Title

**I can...**
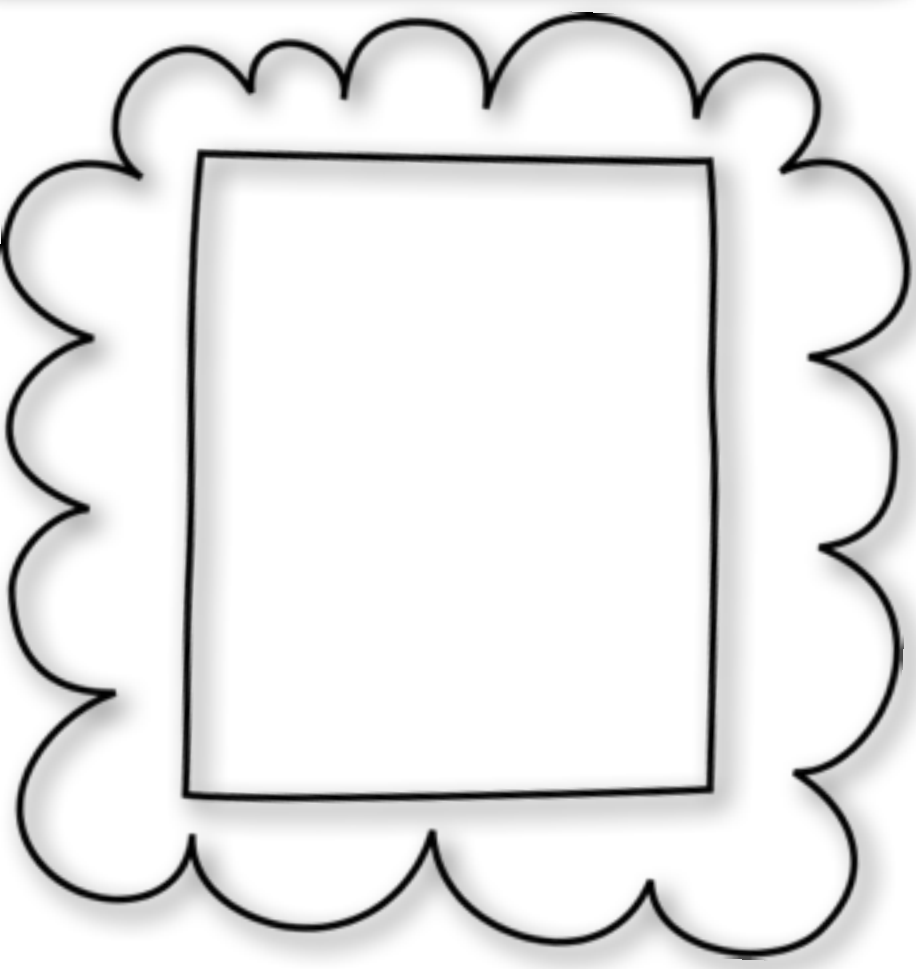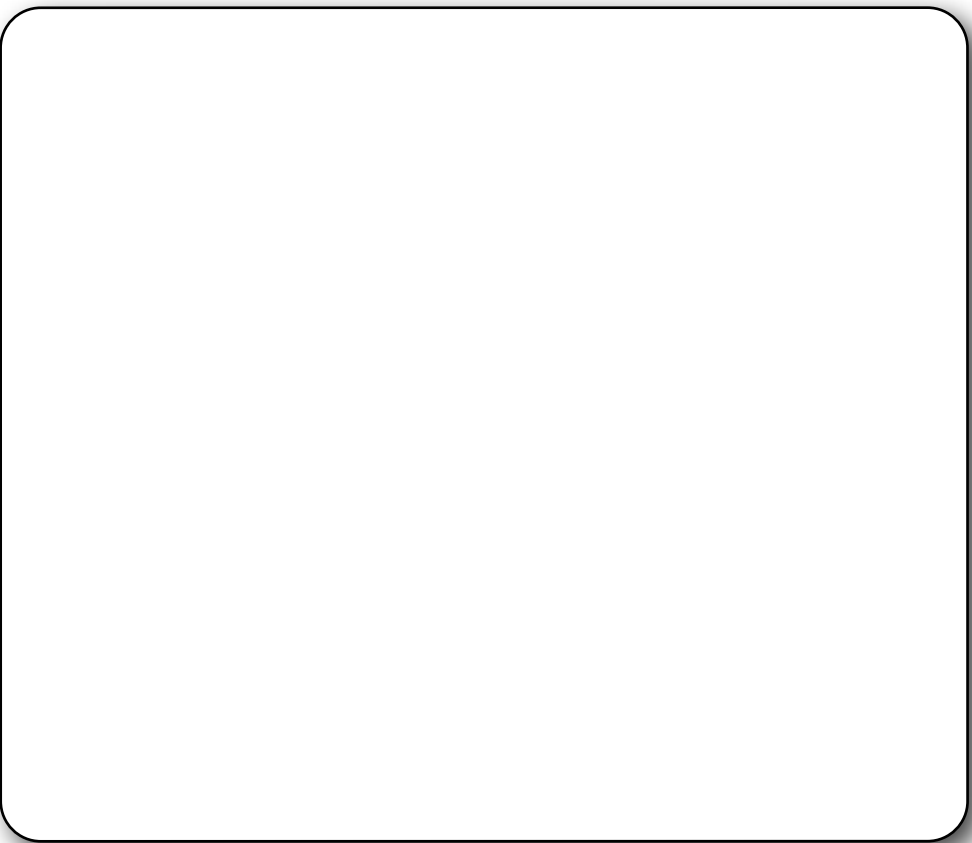
**Use Illustrations & Key Details**
to describe the setting

RL.7

Name

Title

# I can...
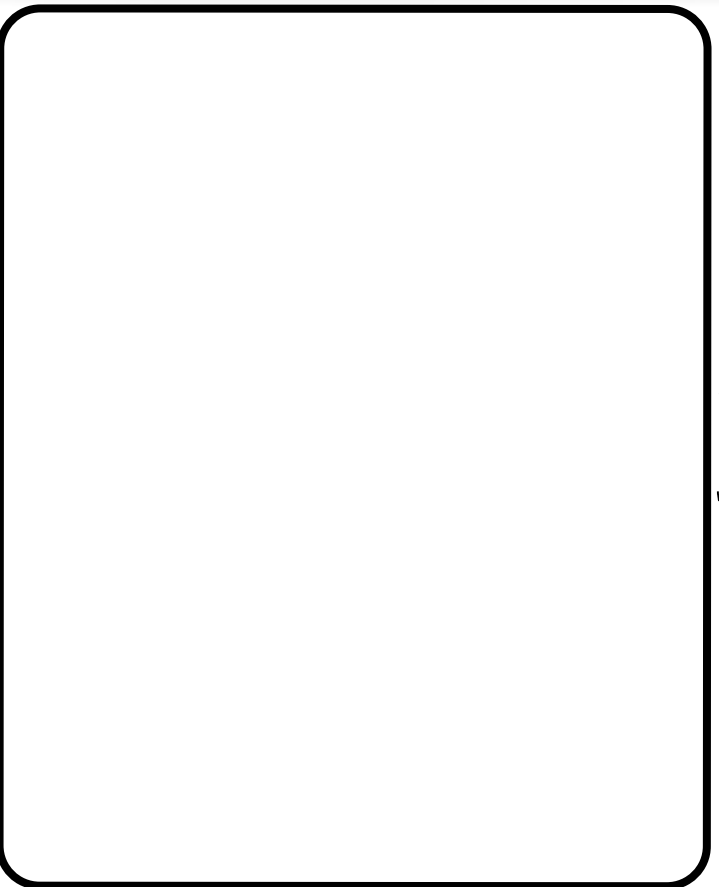
## Use illustrations & key
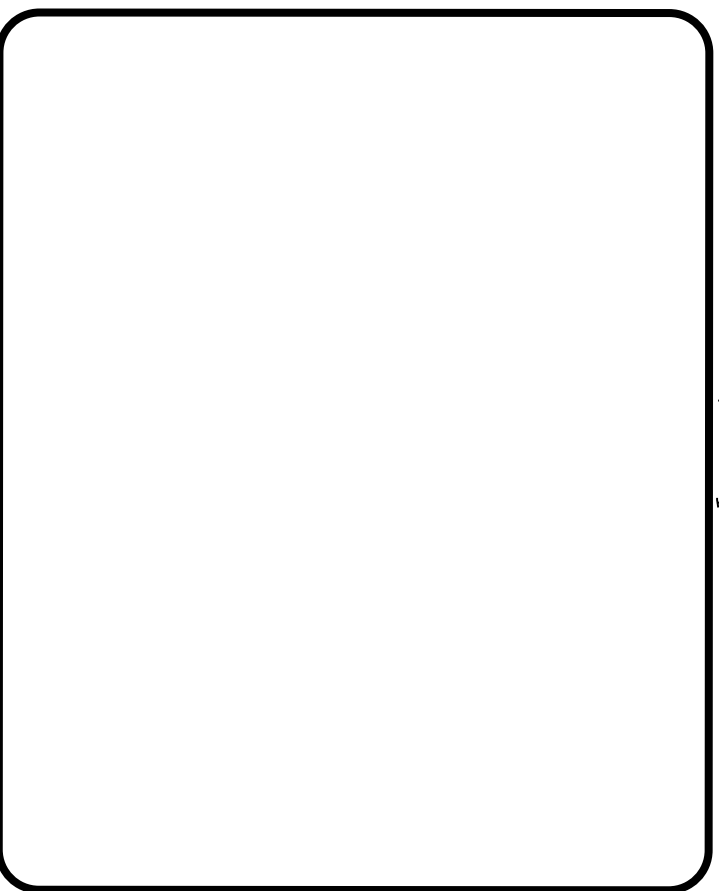
## Details

to describe the events

RL.7

Event

Event

Name

Title

I can...

compare & contrast
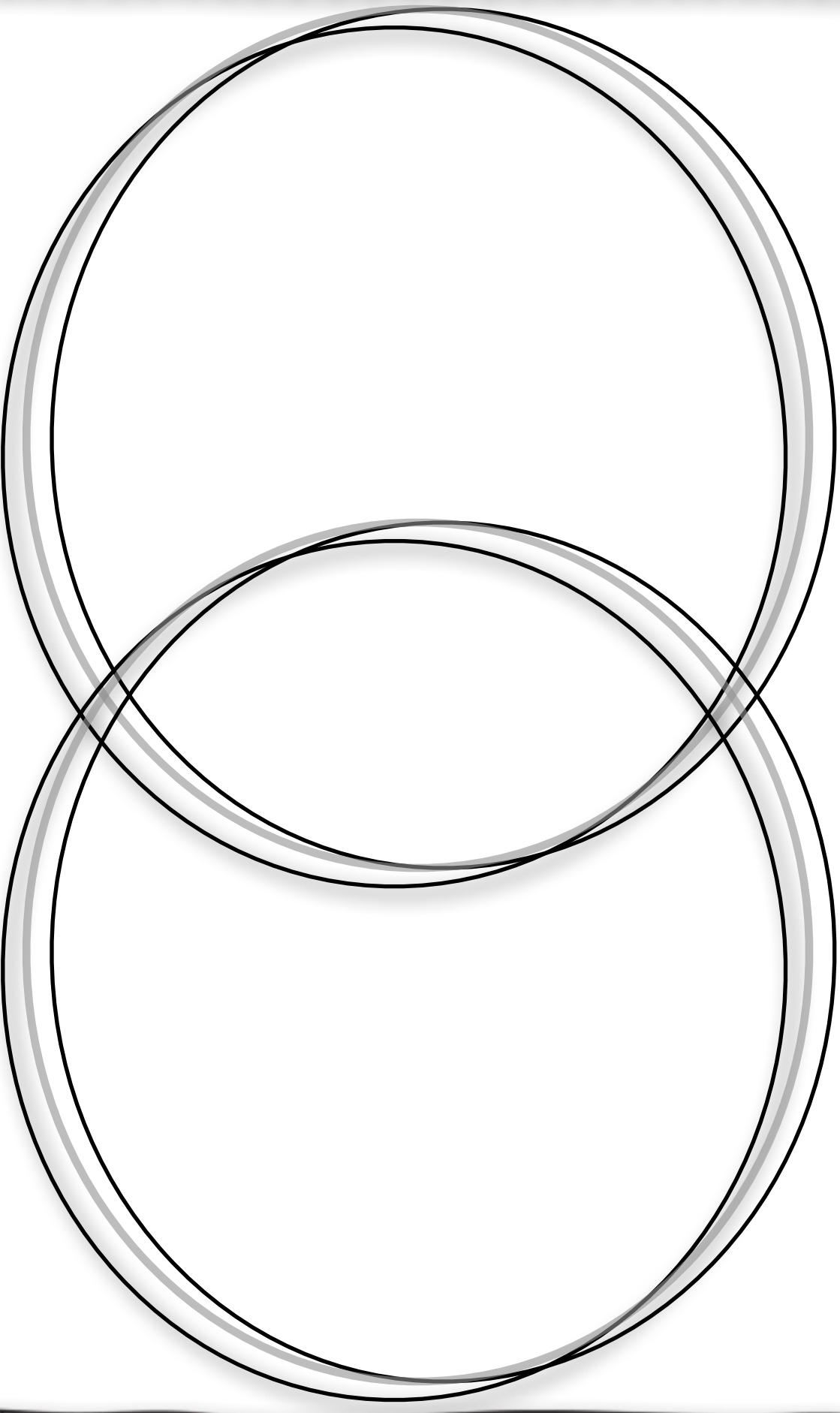
the adventures and experiences of characters in stories

Name

Title

Compare & Contrast

the adventures and experiences of characters in stories

RL.9

Name

Title

Compare and Contrast

I can...

# Characters

in stories

| Character #1 | Character #2 |
|---|---|
| | |
| | |
| | |
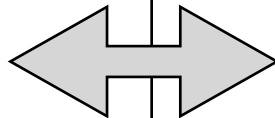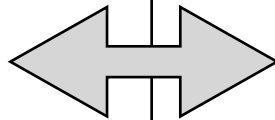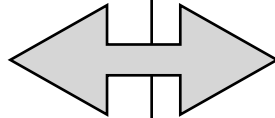
Name

Title

# examples
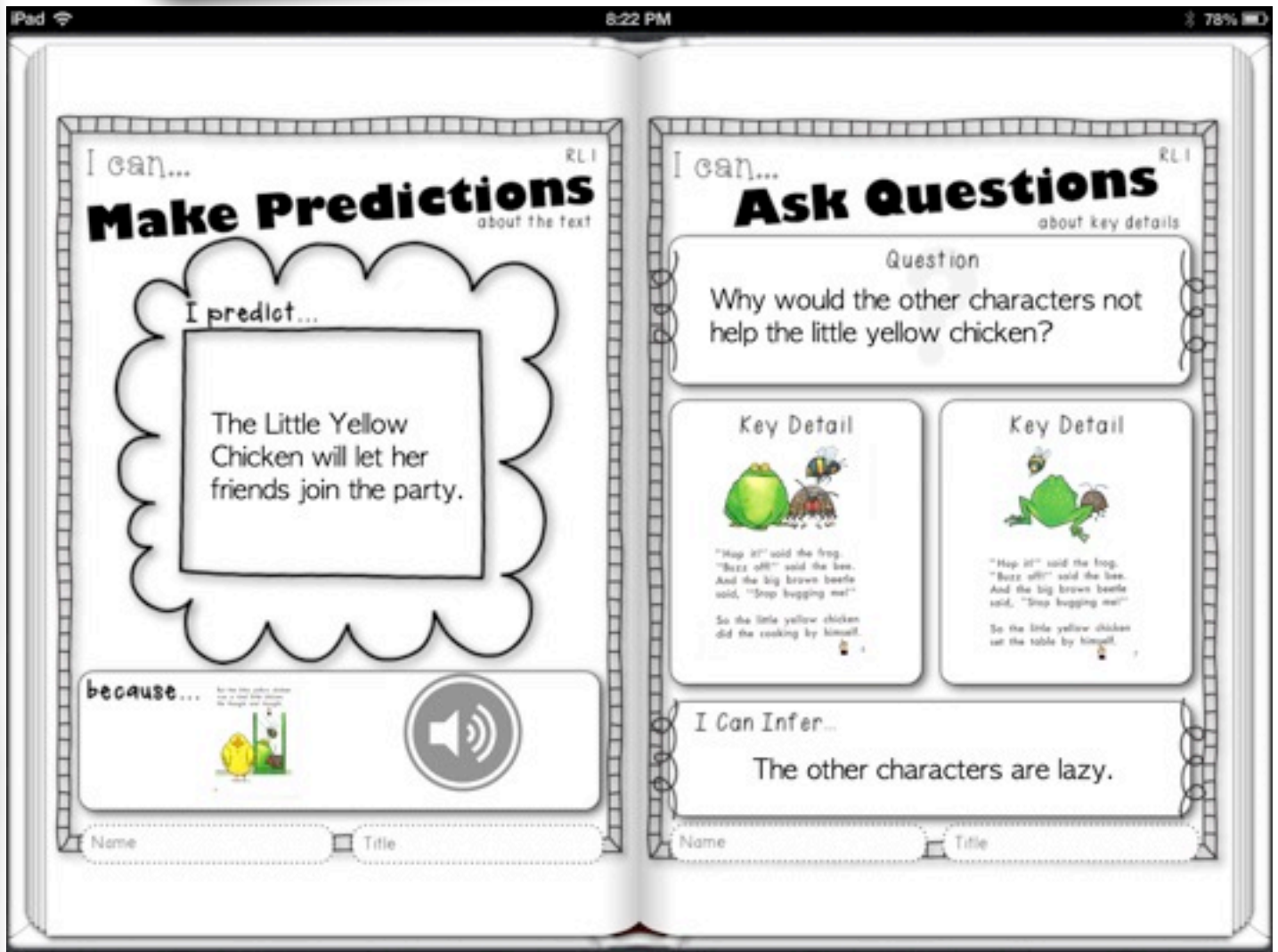


This is an example of a finished log in iBooks. When students use Book Creator, they can add photos and video from camera roll, take pictures and video right from the app, add text, and add sound.

Students can take picture of the book or add image files of the text that has been placed in the camera roll.

# Examples
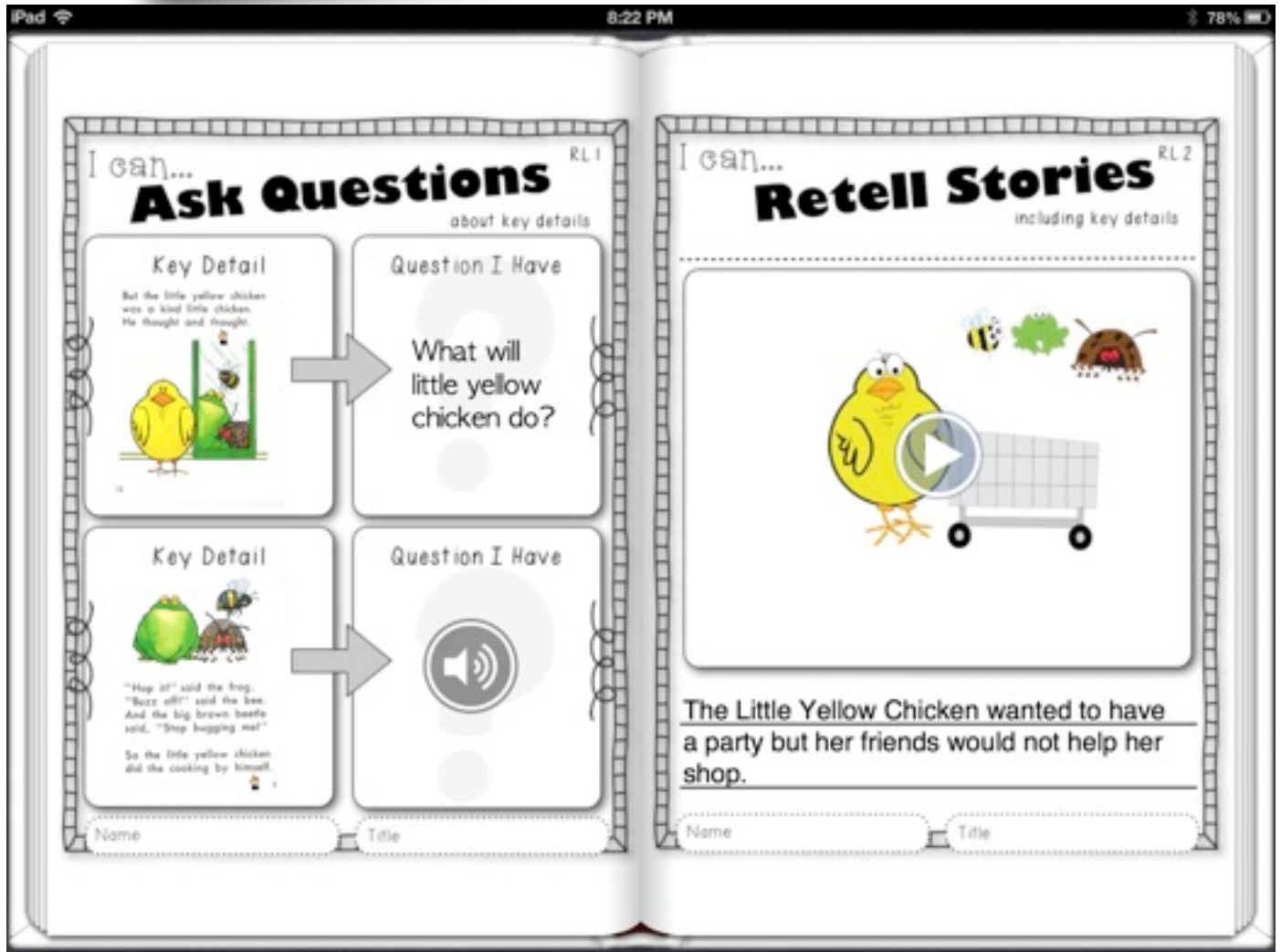


I like the idea of using Book Creator for the interactive reading notebook because of the differentiation options. Students can type, add video or record questions depending on their abilities. This is great because the teacher can gain more information about what the student knows and think about the text.

# examples



Students can use a variety of videos apps to retell stories. In this example, the apps Explain Everything, Tellagami, and Puppet Pals 2 were placed in the book to show the beginning, middle, and end. Students were also able to use pictures from the story to retell the story and record themselves using audio. This is a great assessment piece for the teacher.

# examples



RL 3

I can... **Identify the Main Character**

The Little Yellow Chicken

Name　　　Title

RL 3

I can... **Identify the Characters** in the story

Name　　　Title

If you have clip art of the characters in the story, students can add the characters to help them explain what they know. Using Dropbox is the best way to add all image files. (Click here for a tutorial.)

# examples
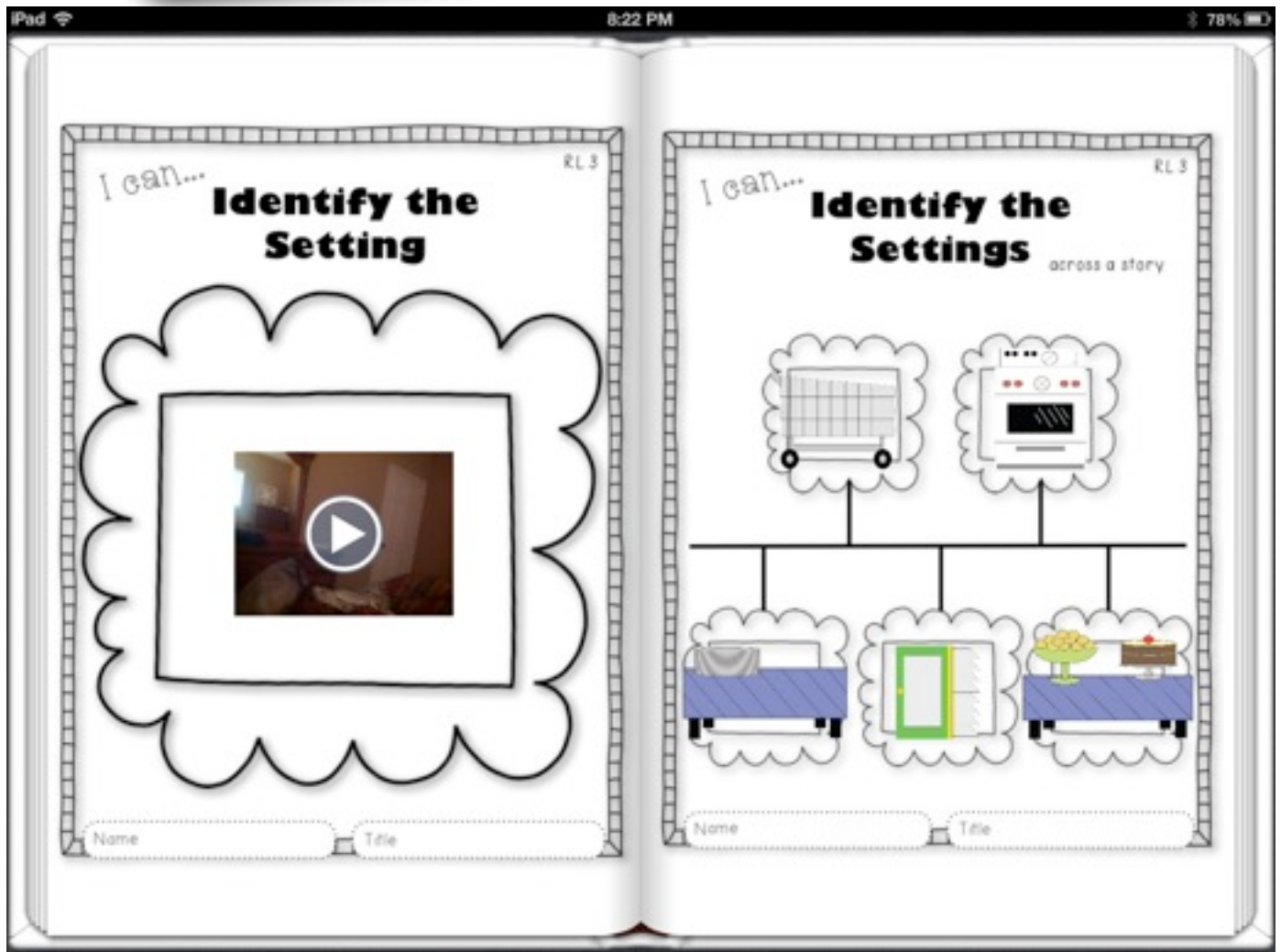


Adding video is such a great option available with Book Creator. When conferencing with students, consider videotaping or recording the conference and place in the notebook. Students can return to the conference often to refresh their memory if needed.

# examples
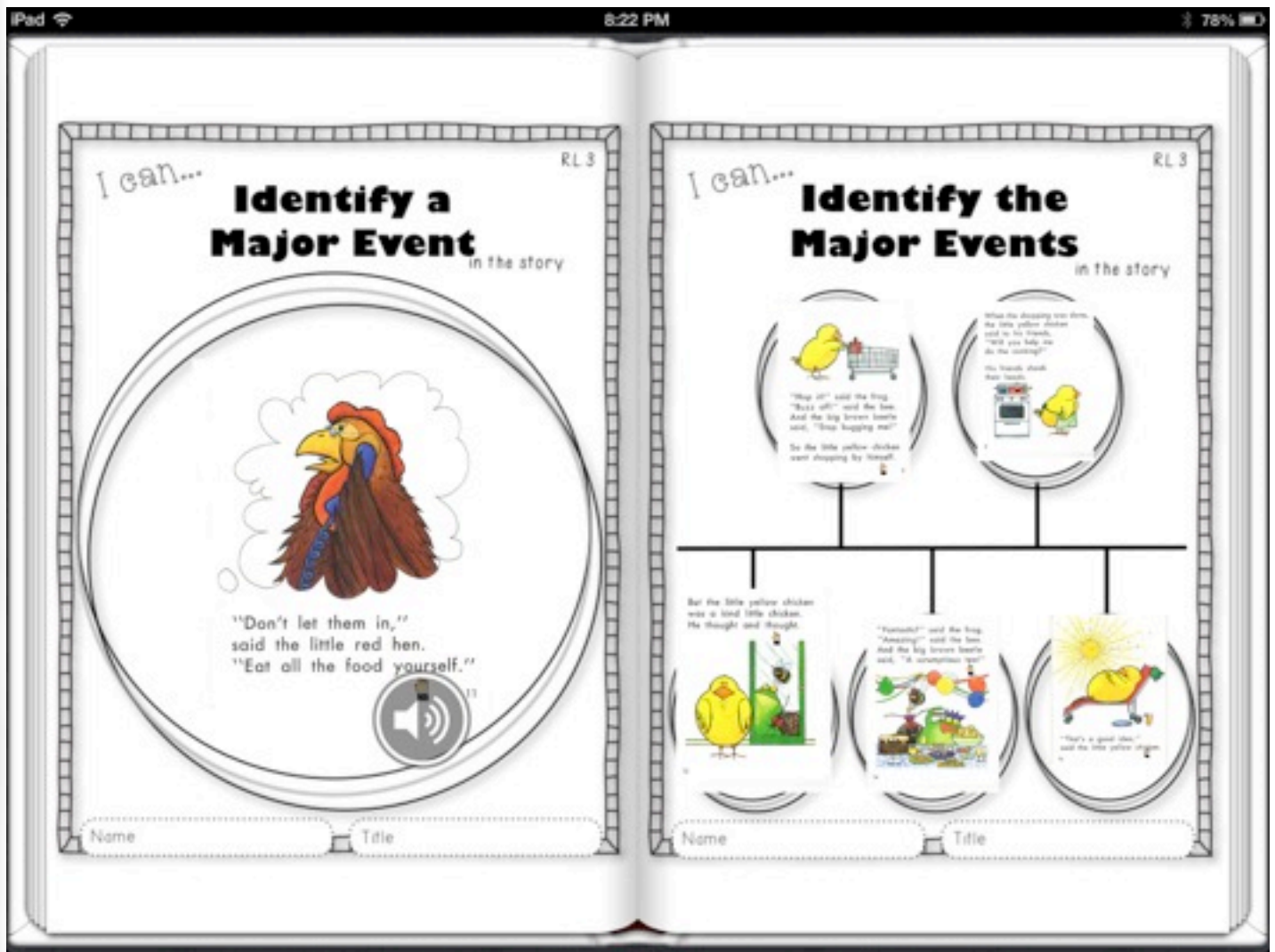


Students can take pictures of the book or add images, but they could also draw pictures. Students could use the Doodle Buddy app or simply draw pictures on paper and then take the picture.

# examples
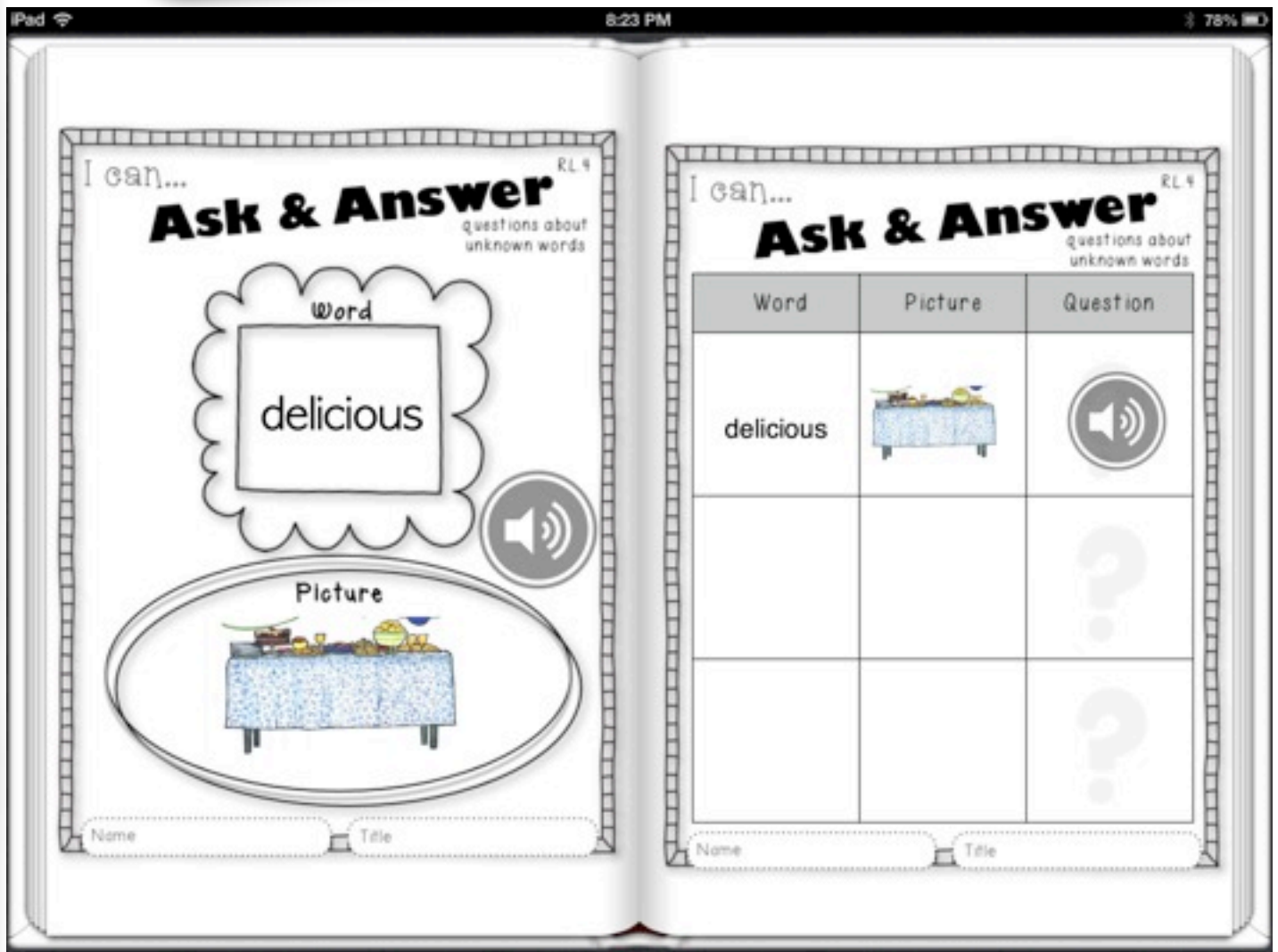


This is a great way to develop vocabulary instruction. It is important that students explain their thinking or ask questions throughout the process. Again, this is a great assessment for teachers to see what students are thinking.

# examples
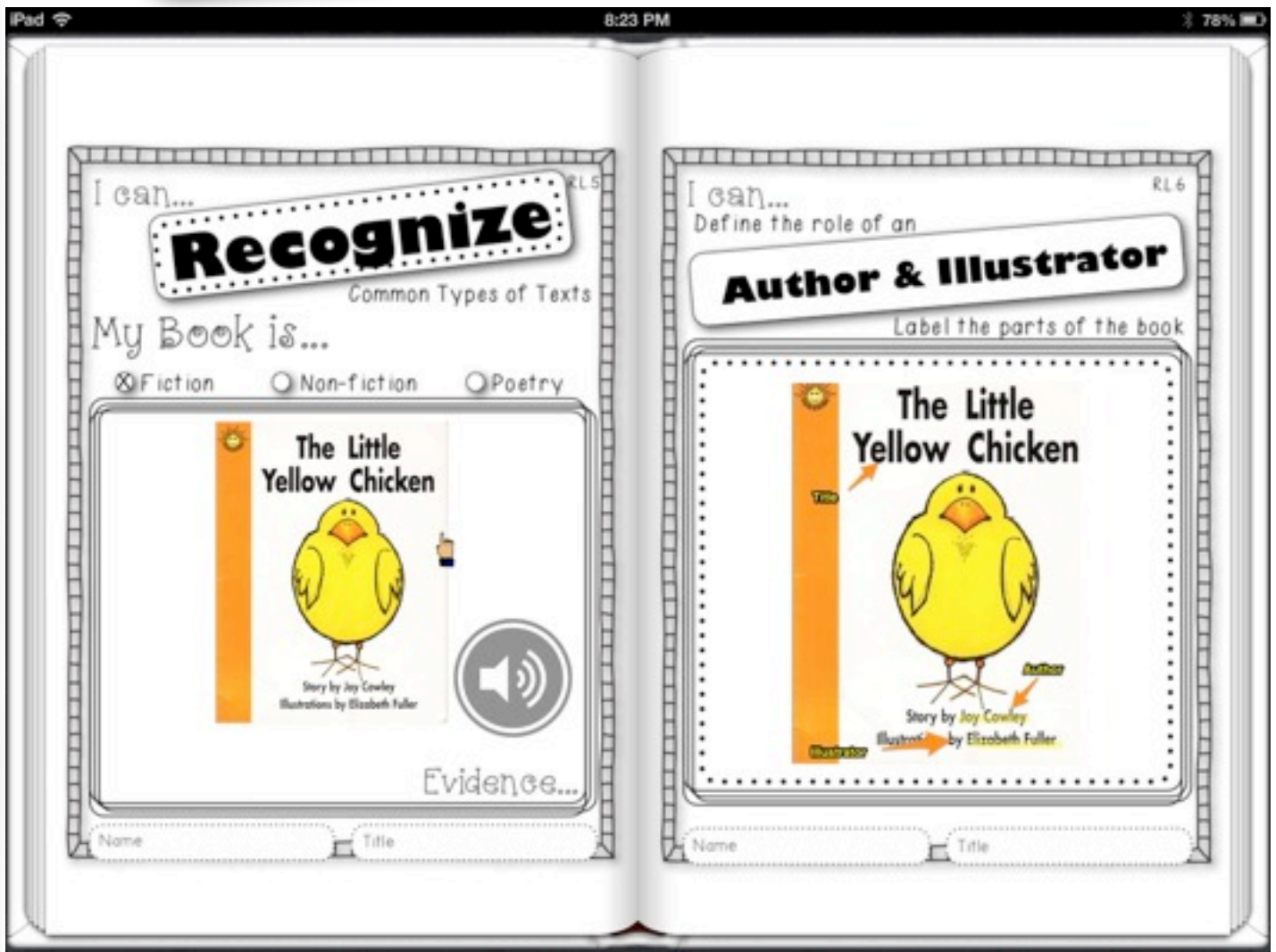


Students can use the Skitch app to label. The Skitch app is the best app for highlighting print in stories and then saving to the camera roll. Of course, Kinders may not do a lot of finding evidence in text but they could highlight words or letters.

# examples



**iPad** 🔋             8:23 PM             78% 🔋

**I can...**          RL 6
Define the role of an

## Author & Illustrator

**Author**         **Illustrator**

Author's Role...      Illustrator's Role...

Writes the books      Draws the pictures

Name              Title

**I can...**          RL 7
Describe the relationship between

## Words & Illustrations

### Words

When the shopping was done, the little yellow chicken said to his friends, "Will you help me do the cooking?"

His friends shook their heads.

### Illustrations

Name              Title

If pictures are needed such as pictures of the author, students can search online for images and save to the camera roll.

# Examples

## I can...
Describe the relationship between

### Words & Illustrations
RL.7

**Words**

When the shopping was done, the little yellow chicken said to his friends, "Will you help me do the cooking?"

His friends shook their heads.

**Illustrations**

This is the part of the story when.

little yellow chicken asked her friends to help her cook.

Name      Title

## I can...
### Compare and Contrast Characters in stories
RL.9

| Character #1 | Character #2 |
|---|---|
| | |
| 🔊 | 🔊 |
| ▶ | ▶ |

Name      Title

Students can compare stories and characters in a variety of ways. (through text, video, and audio)

# "How-To"

Use Apps

The following pages have printable instructions, "how-to" links, or screenshots to assist you in using the core apps. My favorite apps are those that can be shared to the camera roll. This way the project can be used in a variety of ways. The apps used in this document are:

1. Tellagami
2. Skitch
3. Puppet Pals 2
4. Pic Collage
5. Puppet Pals 1
6. Book Creator
7. Felt Board

# Skitch

Students do not have to be signed in to create a note. First choose a picture from your camera roll to annotate.
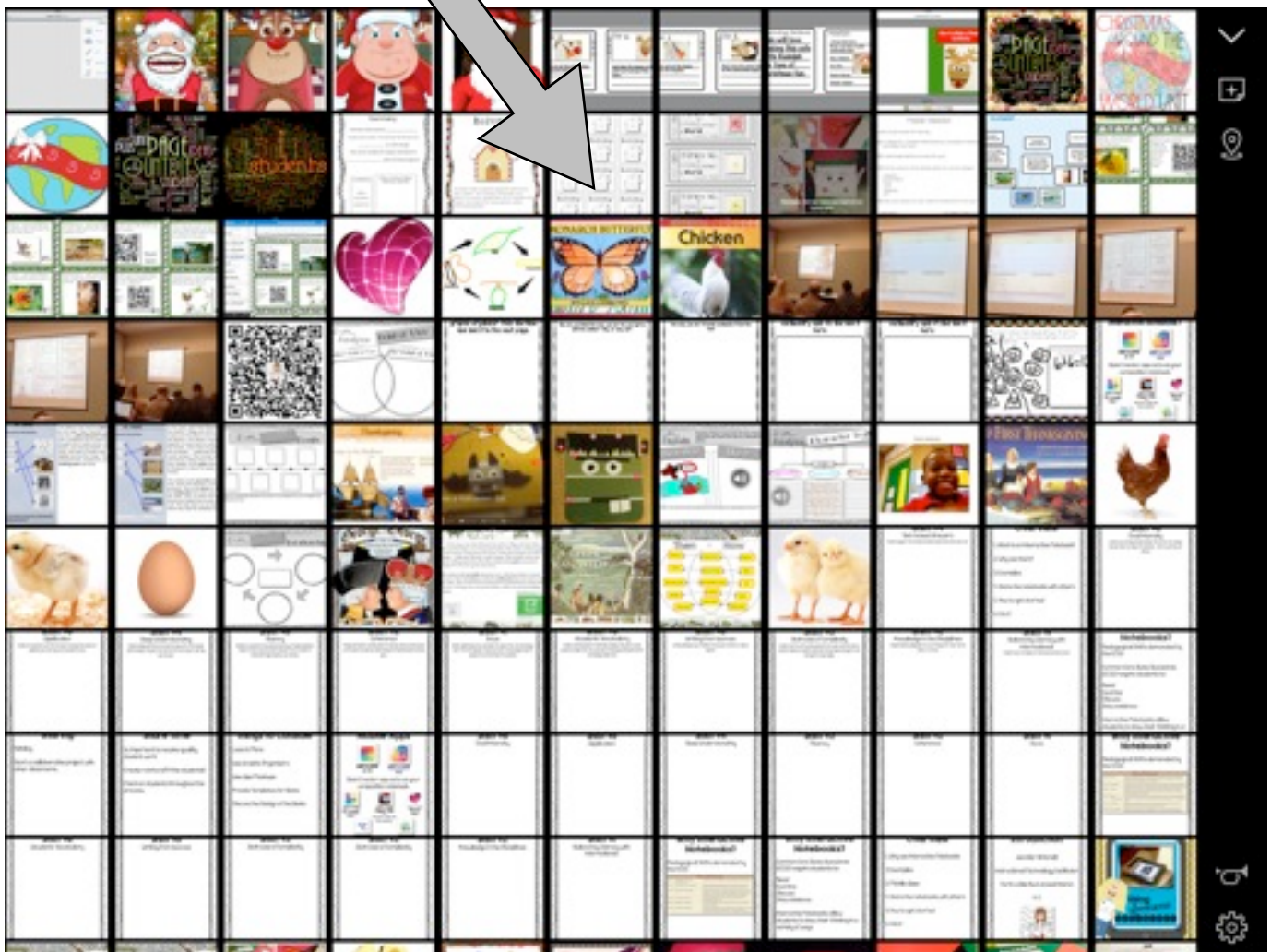
# Skitch



**2. Next choose from a variety of annotation tools:**

**Icons**

The Pawtuxets were taken to Spain to be sold into slavery. As it happened, Squanto was sold to an Englishman and taken to London. He lived in the household of a merchant ship owner. He sailed to Newfoundland, back to London, and finally home to New England.

As Squanto jubilantly strode toward his village in 1619, he suddenly slowed his stride. No children clambered over the big rock. No voices sounded. He pushed back the bushes and walked into his village. The homes they called *wetus* were skeletons. The corn fields had grown to weeds.

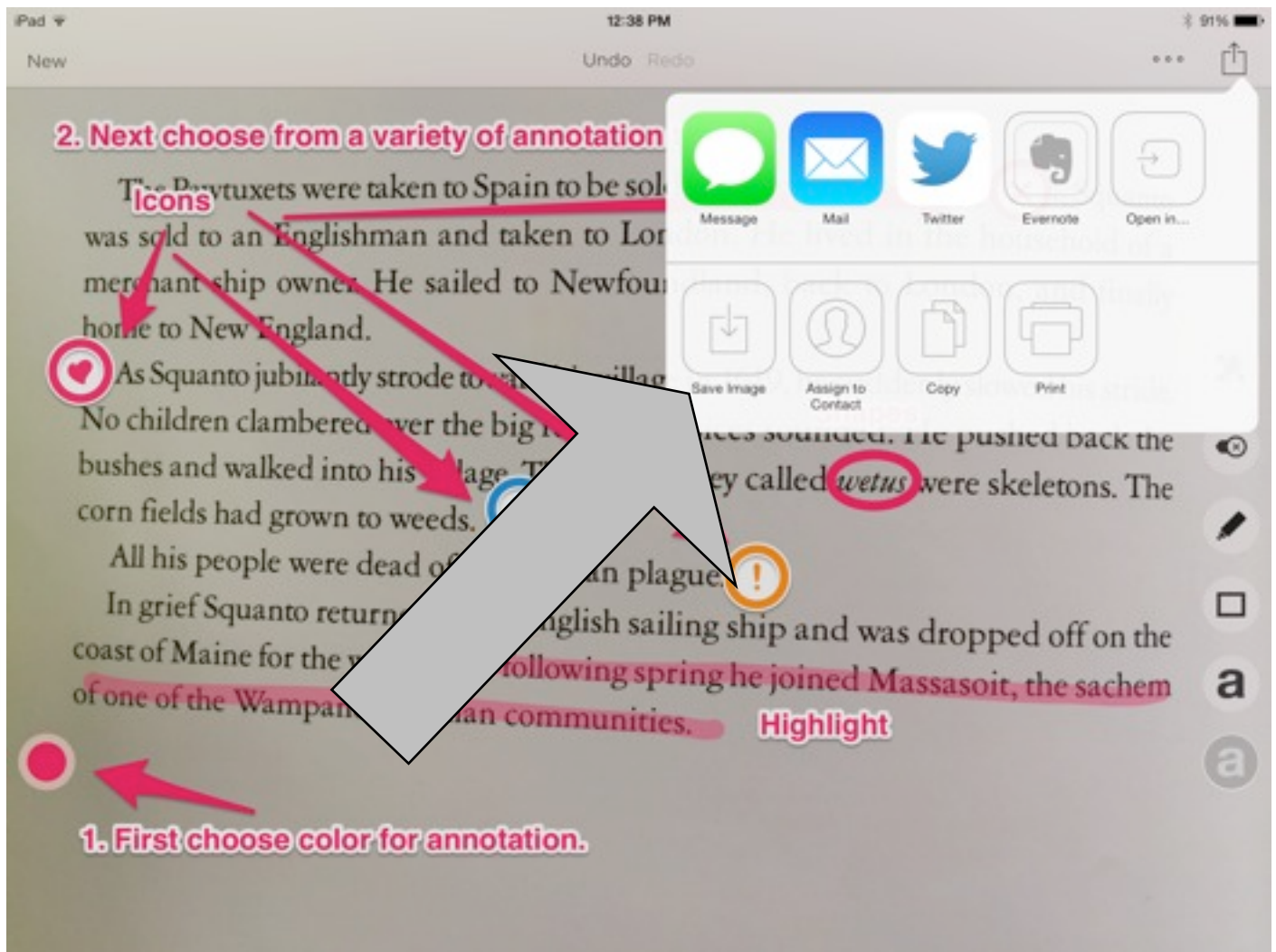**Shapes**

All his people were dead of a European plague.

In grief Squanto returned to the English sailing ship and was dropped off on the coast of Maine for the winter. The following spring he joined Massasoit, the sachem of one of the Wampanoag Indian communities.

**Highlight**

**1. First choose color for annotation.**

Skitch App

Skitch

# Skitch



Share by saving image to the camera roll.

# Pic Collage

Open the app

Tap to create new collage

Tap anywhere to add photo

Choose from the option photos from library
(You can choose all pictures taken at once.)

Double tap on the picture to edit or set as
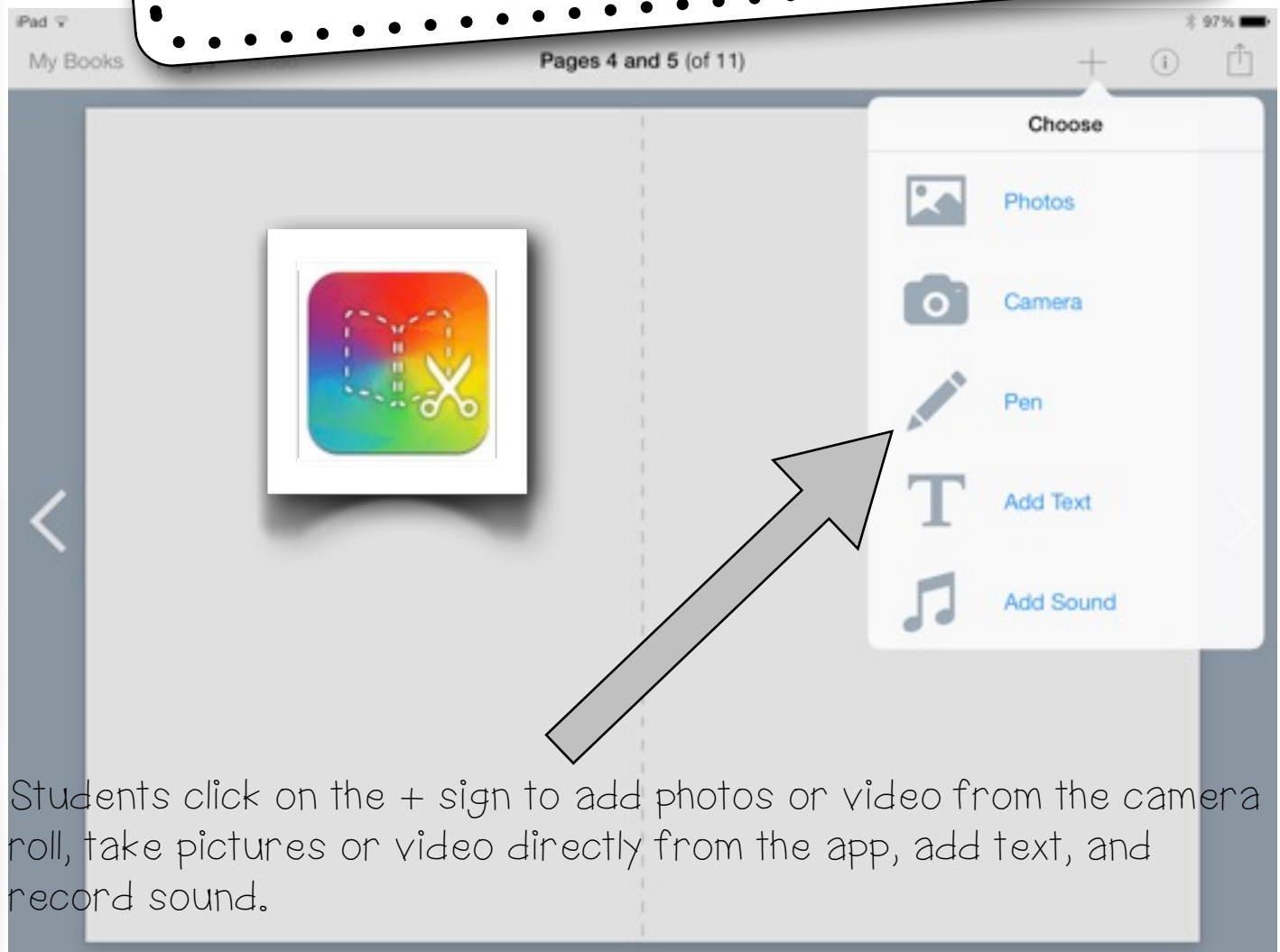background

Tap anywhere and add text to label pictures

Tap anywhere to add stickers and change
background

Click on the share button on the bottom right
hand screen

Click save to library or email.

# Book Creator

**Choose**

🖼 Photos

📷 Camera

✏️ Pen

T Add Text

🎵 Add Sound

Students click on the + sign to add photos or video from the camera roll, take pictures or video directly from the app, add text, and record sound.

If students click the i symbol next to the + sign then they can make any changes such as font size.
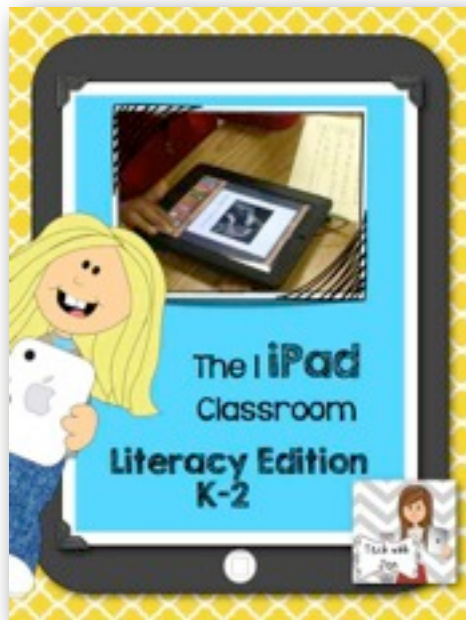
You can click on the share button to send to such apps as Google Drive, Nook, iBooks, Dropbox, etc.

*UPDATE – Book Creator now has a pen feature so students can draw right within the app.

# Credits

scrappin doodles™

Tech with Jen

KG Fonts

hello fonts by Jen Jones

# Other Products

Tech with Jen

The iPad Classroom
Literacy Edition
K-2

Writers' Workshop for Emergent Writers
Unit 1 Starting Writers' Workshop

iPads in the Classroom:
Using Apps in Creative Ways

Teaching Academic Vocabulary Through Pictures
AB APPINET

Created by Jennifer Kimbrell @ http://blog.techwithjen.com

Please feel free to email me at techwithjen@gmail.com if you have any questions or if there are any errors in this document.