I can...

Ask Questions
about key details

Key Detail	Question I Have
	What will little yellow chicken do?
	🔊

Title

I can...

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

Overview

Common Core State Standards (CCSS) require students to read, examine, and discuss a variety of texts. The reading log is a tool to use in aiding comprehension, write about thinking, and provide evidence from text. Students should have many opportunities to examine and discuss stories. There are a lot of ways to use the handouts in this document. You can use them as part of a mini-lesson during Readers' Workshop and use the handouts as a guided activity. Students can also complete the handouts during independent reading time. The handouts can be used during small group instruction, center time, and interventions. It all depends on the abilities of your students.

However, if you have access to iPads there is a way to take the reading notebook to a whole new level. This document will provide the knowledge of how this will work in the classroom. If you would like more ideas of how to create and use interactive notebooks in the classroom, check out this blog post I wrote on the subject.

It is important to note that there is no need to have iPads to use these handouts. Also, if you have access to only one iPad you could use the ideas in small groups with students to create a group interactive reading notebook or students could create their own page in a literacy workstation and then combine their ideas to make a class book.

Overview

Let me first start out by saying I believe in the reciprocal nature of reading and writing. I truly believe the best way to help students learn to read is through writing. However, the problem with using reading notebooks in which students only respond to text through writing is getting students to think deeply about the text. Cognitively, when students are writing they tend to be worried about how to spell words, finger spacing, starting sentences with capital letters, etc. The great thing about allowing students to use an interactive reading notebook is to have the ability for differentiation. Students can record their thoughts through video, audio, and pictures. Their cognitive energy is now focused on the task of thinking about the deeper meaning of the text rather than worrying about the transcription of writing. This is not to say that young students should never be asked to respond to text through writing. Students must have a variety of ways in which they respond to the books they read. The teacher must always decide the purpose for the activity and strike a balance. If the teacher's purpose for the lesson is for students to develop their ability to think deeply about text then allowing students to respond verbally is a much better way to connect with what students are truly thinking. However, if the purpose of the lesson is to have the ability to write about their thinking then students should have opportunities to do so.

Overview

Depending on the abilities of your students will determine where to begin when creating the reading notebook. It might be best to create ready-made templates for students using the graphic organizers provided. My suggestion is to begin by creating a notebook WITH the students as part of the guided practice during Readers' and Language Workshop. I would also use the reading notebooks during small group instruction and allow students to create pages as a group.

In order for the reading logs to be top notch. Be sure to allow time for students to share their work. Provide feedback during the process as well as letting other students share their ideas and comments. It is also a great idea to create rubrics or checklists of the expectations for quality logs. Students need to know what is expected of them and be given feedback and time to reflect and edit their work. I have provided a self-reflection sheet that might help with this issue.

When asking students to create videos I find it is often a good idea to have students sketch out their ideas using a storyboard.

I have also included a Tic-Tac-Board of apps to allow students choice of how they want to present their understanding. Please note this should only be used once students know how to use the apps.

1.

2.

3.

4.

5.

6.

Storyboard

Name

Self-Reflection

My goal:_____

_____

_____

I Learned...

1. _____
2. _____
3. _____

I Need Help with...

1. _____
2. _____
3. _____

Tic-Tac-Toe Board

Feltboard	Puppet Pals 2	Pic Collage
Puppet Pals	Skitch	Popplet
Doodle Buddy	Explain Everything	Tellagami

Helpful Apps

Most any app will work for an interactive reading log if when shared the finished piece can be placed in the camera roll or saved on the web. Most apps that share via email will be too hard for the teacher to manage, so I wouldn't recommend those apps. Some of my favorite apps to use for the interactive reading notebook are the apps below. Please be very careful when choosing the apps you want to use in your classroom. Less is more! The goal is for you to teach the students how to navigate within the iPad. Students need to learn how to create, share, and produce documents that use multiple apps.

Pic Collage
FREE
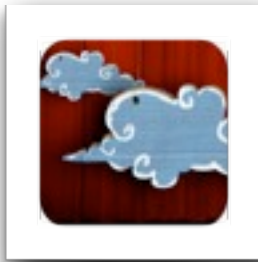
Puppet Pals
FREE
Director's Pass has more options.
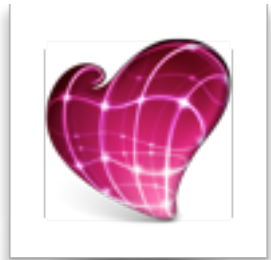
Skitch
FREE

Puppet Pals 2
FREE
Director's Pass has more options.

Tellagami
FREE

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.
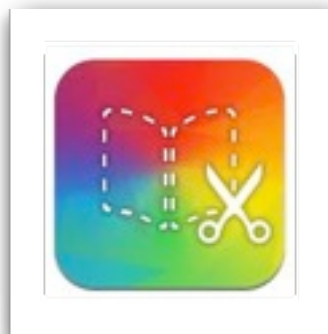
Book Creator
$4.99
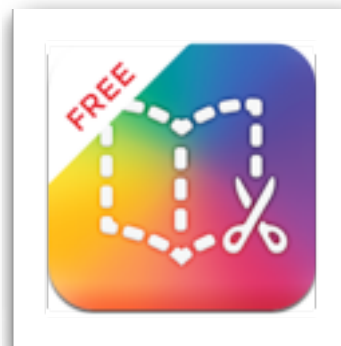
Book Creator
FREE
Can create 1
free book.

*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.

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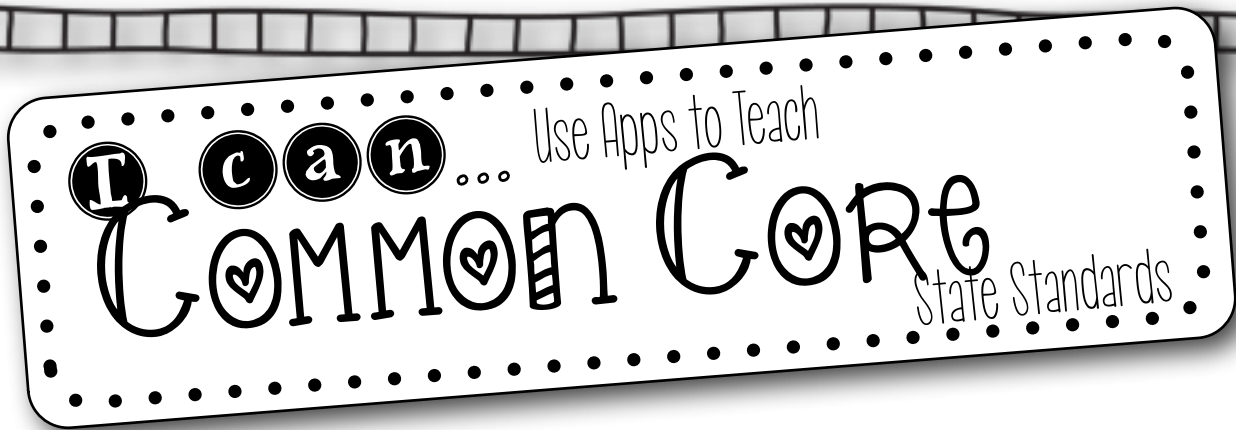
Students can use a variety of apps to teach the following anchor standards. These story telling apps such as Puppet Pals, Puppet Pals 2, and even Toontastic are great apps for retelling stories. (If students use Toontastic students would have to link to the web to access their work.)

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

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.
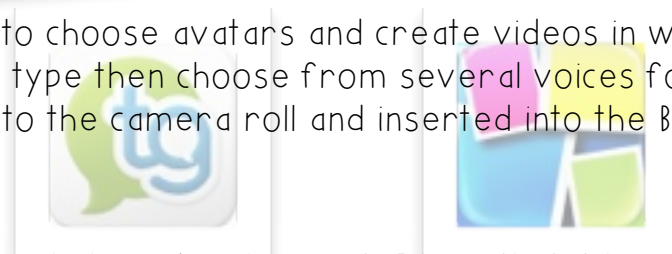
Pic Collage is great for vocabulary development. I love that it has the in app feature for searching the web for pictures. Students could create a pic collage to show their understanding of vocabulary.

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

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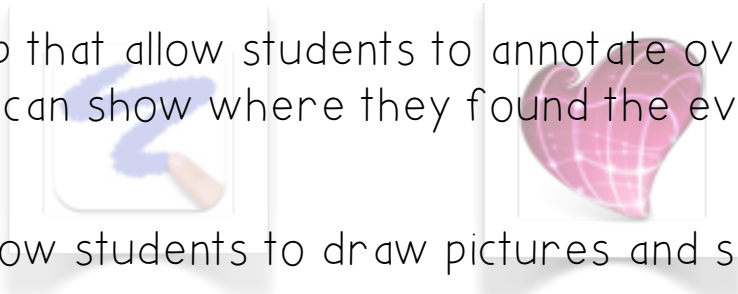
Doodle Buddy will allow students to draw pictures and save to camera roll.

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

I can... Use Apps to Teach Common Core State Standards
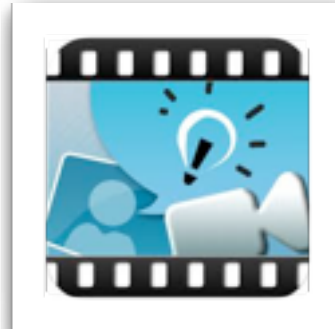
Other great apps to help teach literary standards are:

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
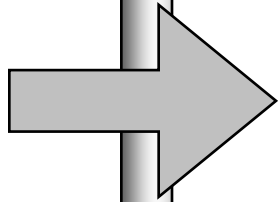
Question I Have

Key Detail

Question I Have
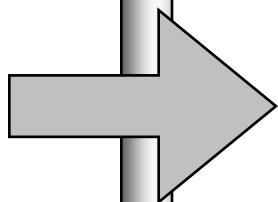
Name

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
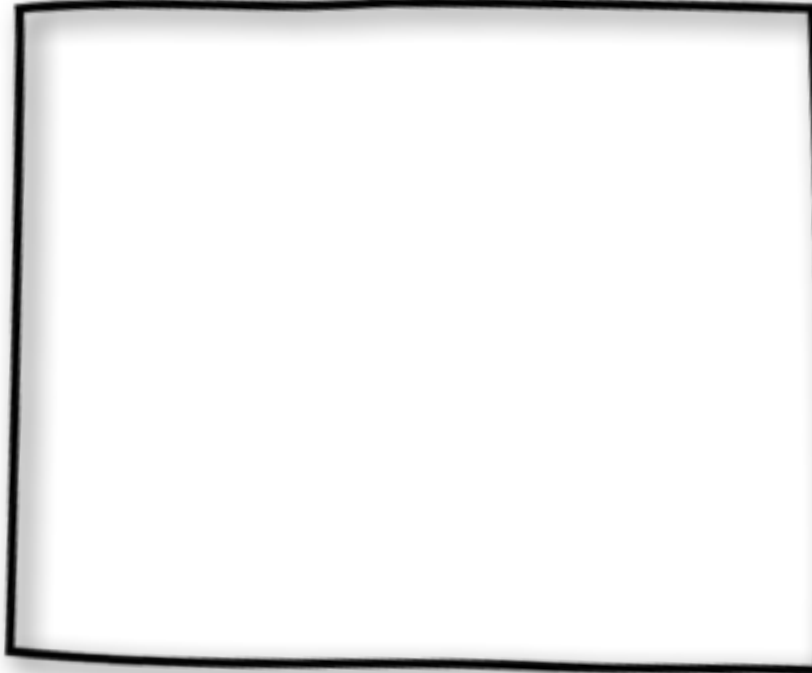
I can... Make Predictions
about the text

I predict...

because...

Ask & Answer

questions about key details

Who?

?

What?

?

When?

?

Where?

?

Why?

?

How?

?
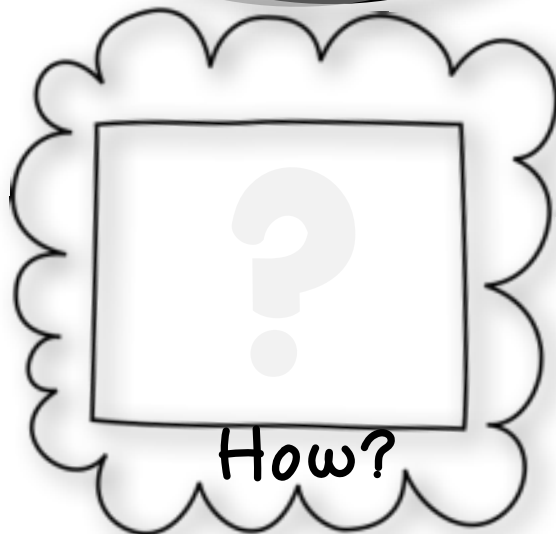
Name

Title

I can... Retell Stories
including key details

1.

2.

3.

4.

Name

Title

I can... Retell Stories
including key details
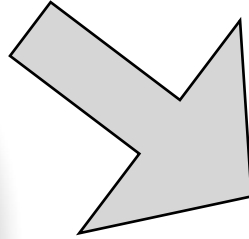
Beginning

Middle

End
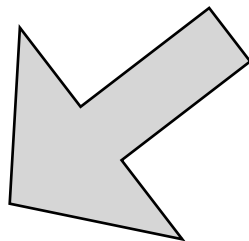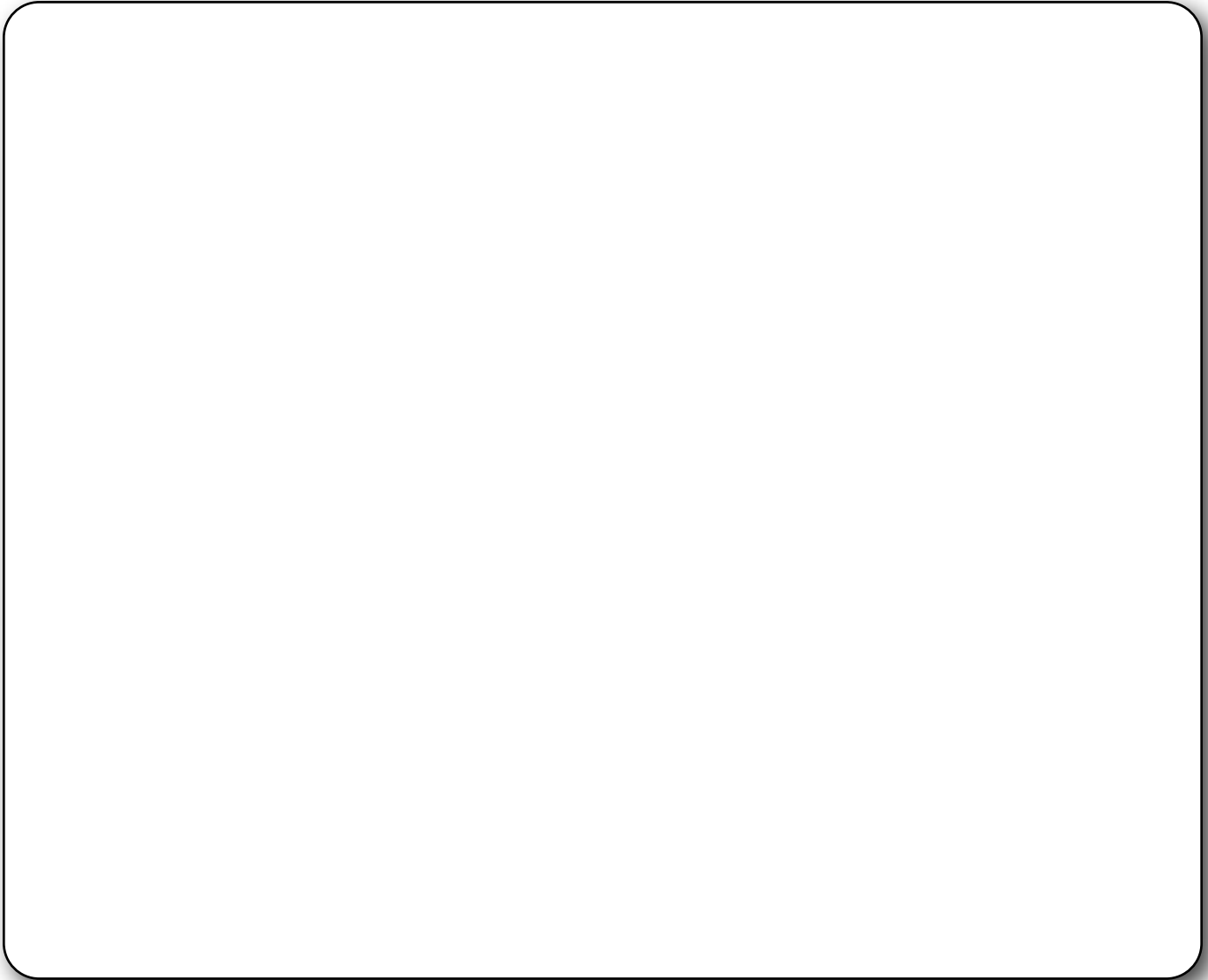
Name

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
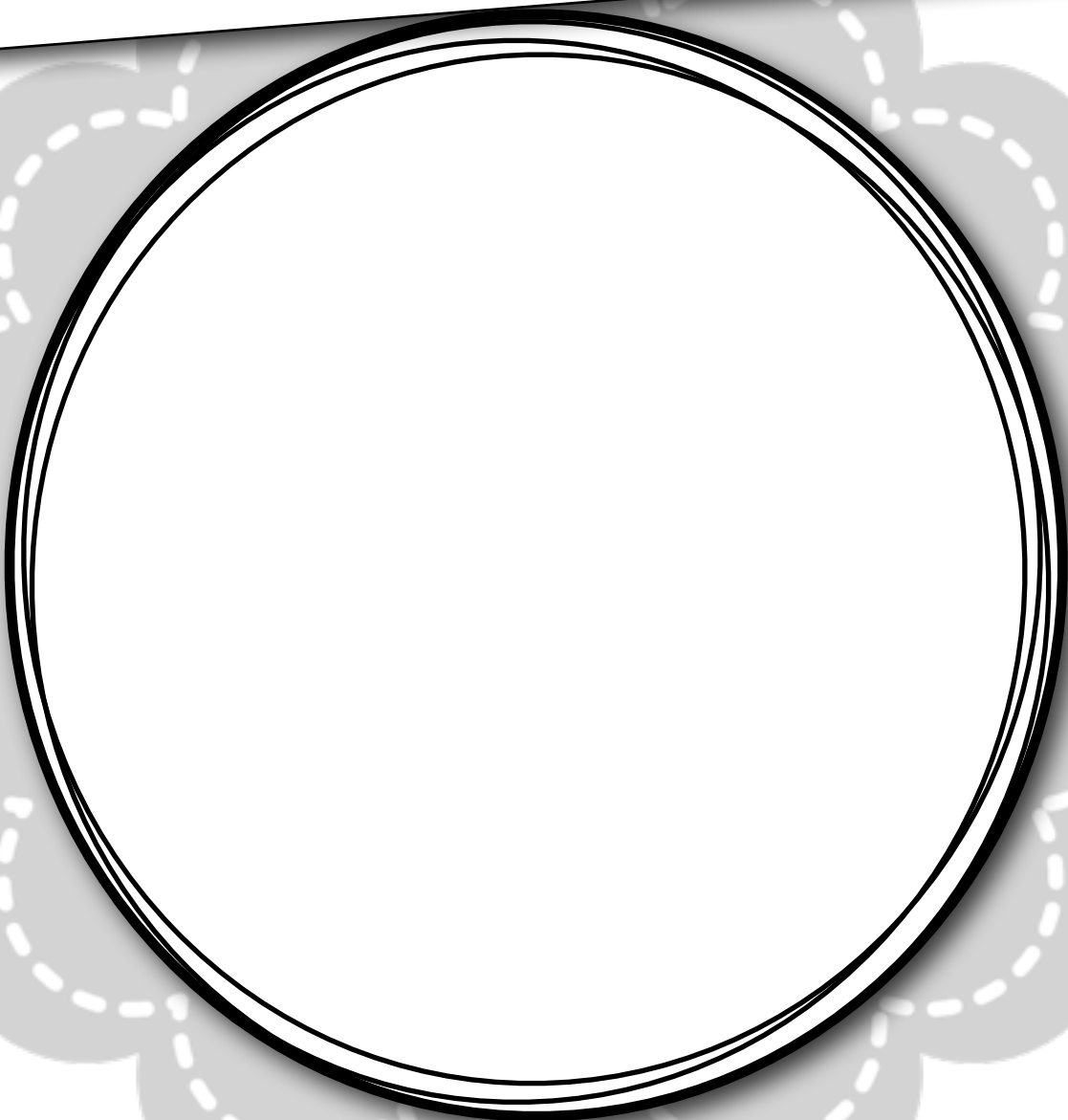
I can...
Identify
Characters
in the story

Name

Title

I can...

Identify

Characters

in the story

RL.3

Name

Title

I can... Identify Setting in the story

RL.3
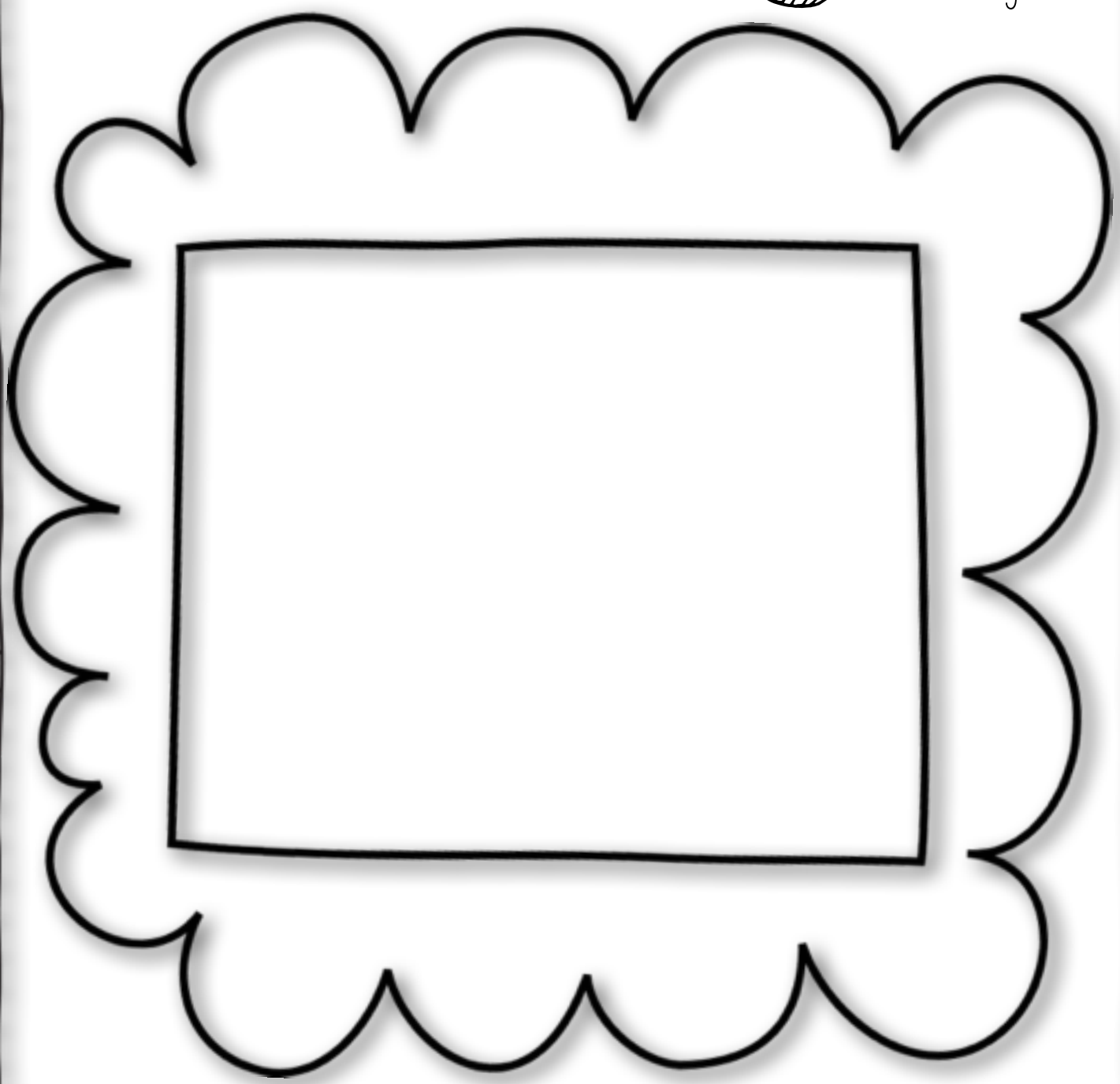
Name

Title

I can... Identify Setting in the story
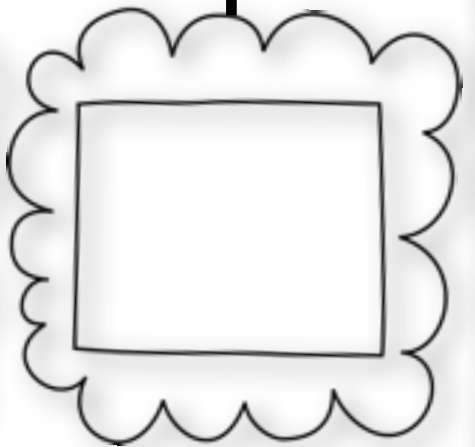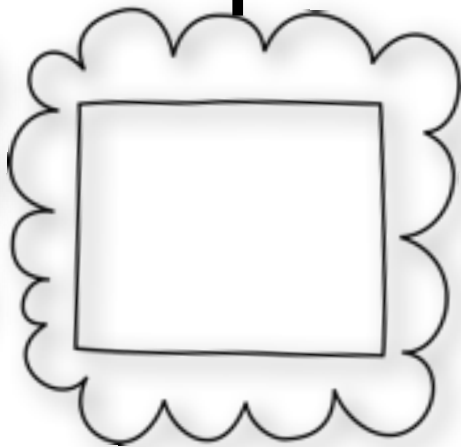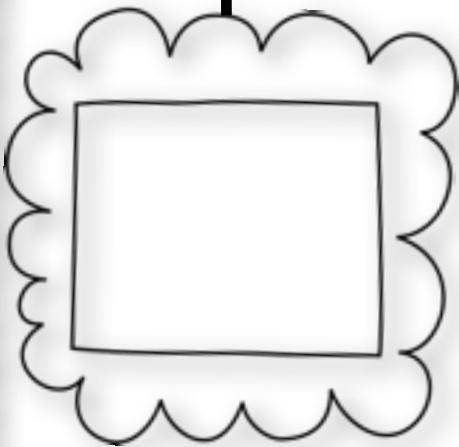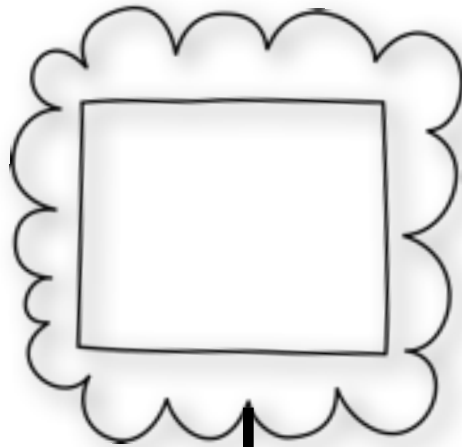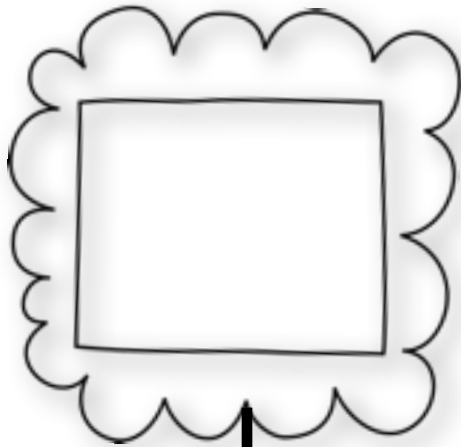
Name

Title

I can... Identify a Major Event in the story
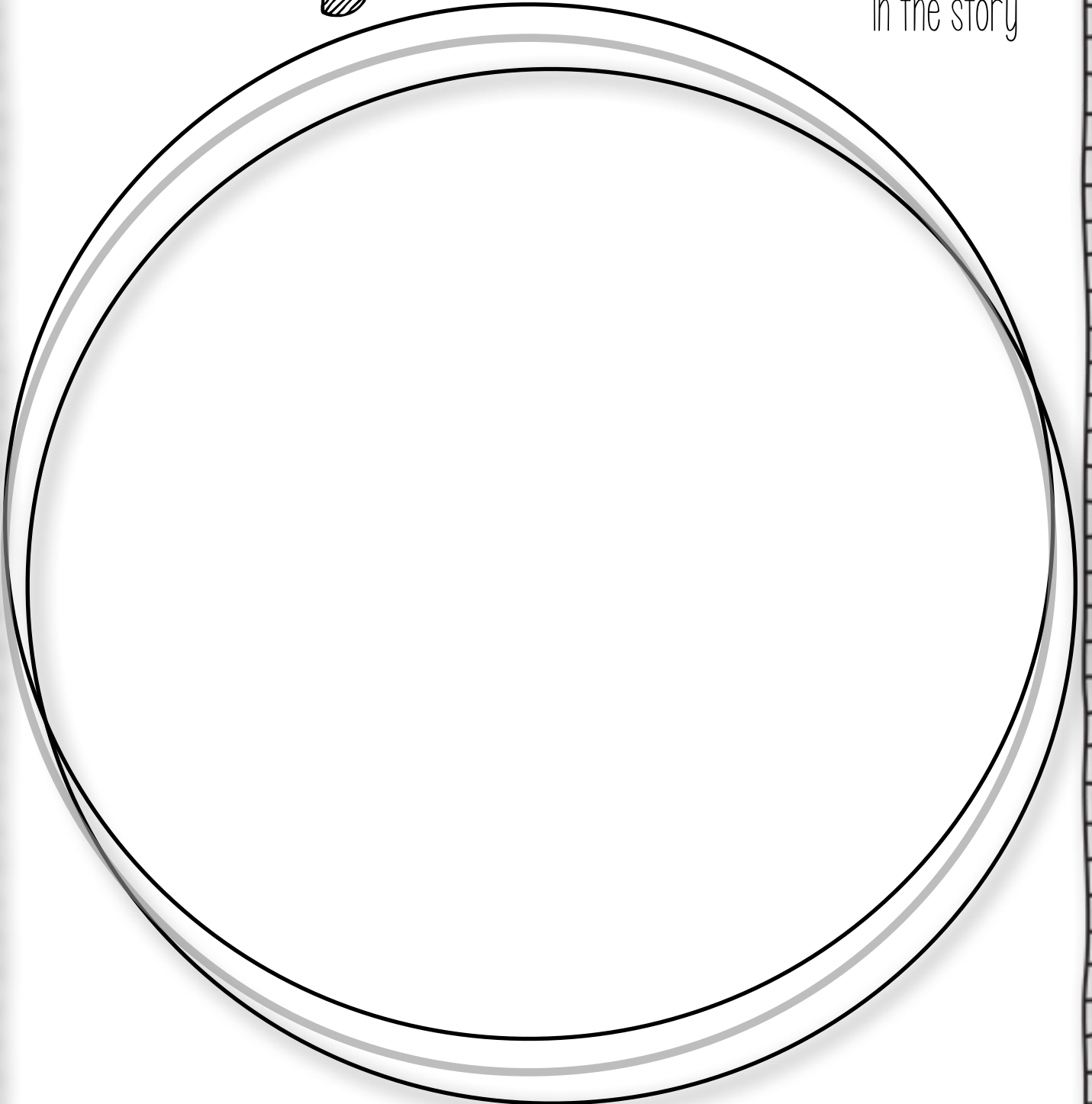
Name

Title

I can... Identify

Major Events

in the story

RL.3
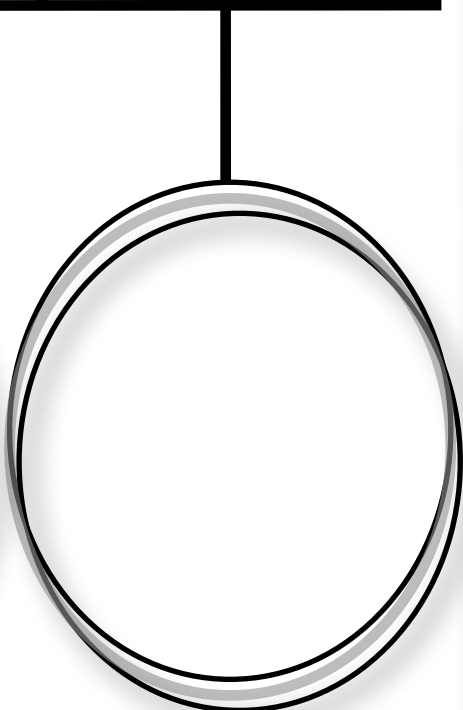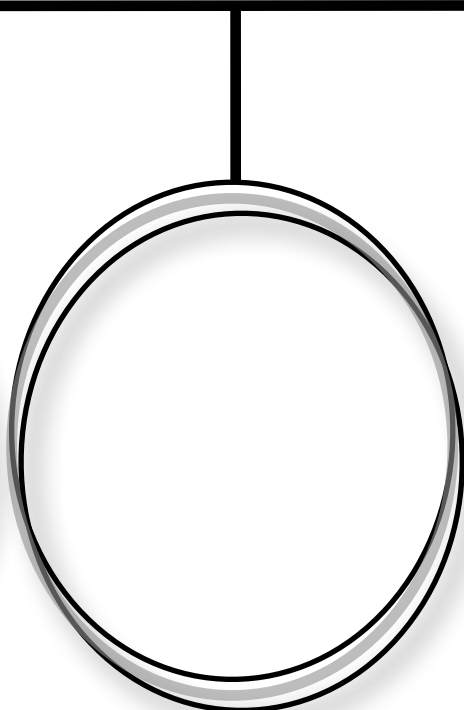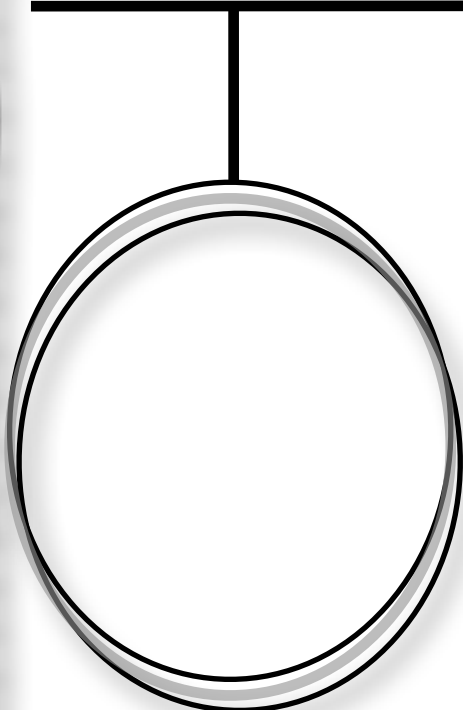
Name

Title

I can... describe a Character

RL.3

using pictures & details
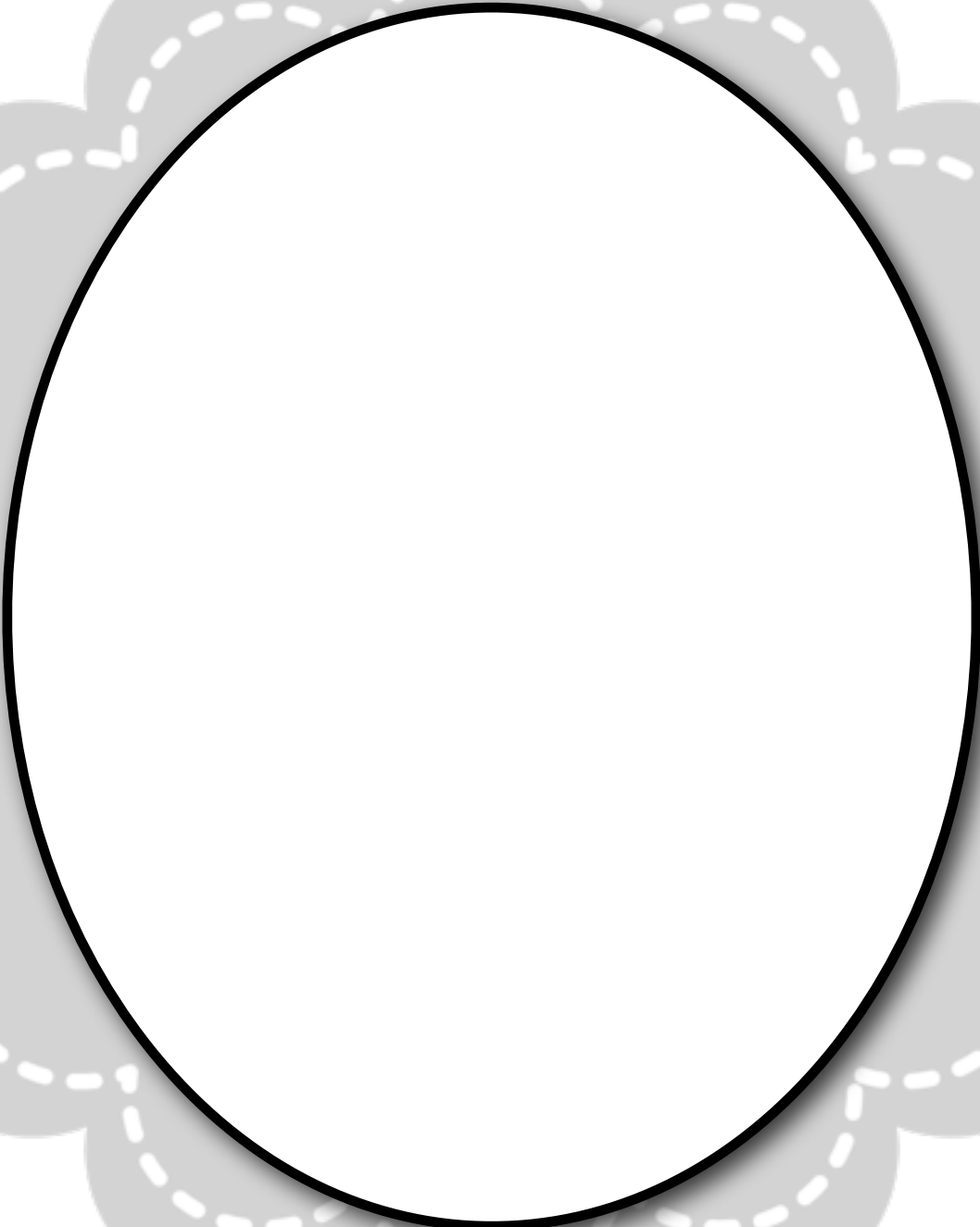
Name

Title

I can... describe Characters

using pictures & details
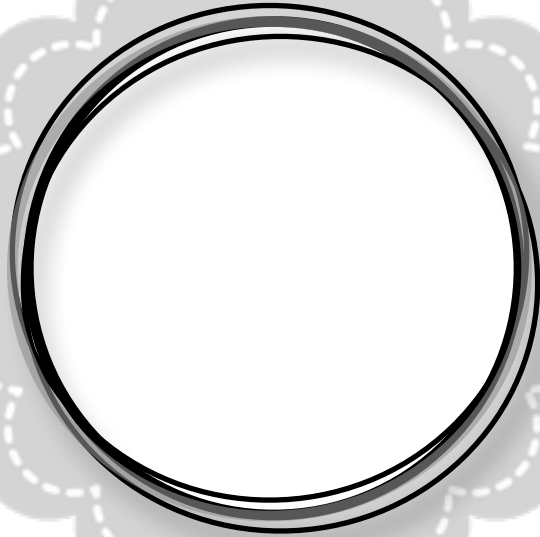
Name

Title

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

Name

Title

I can... describe Major Events

using pictures & details

Name _____   Title _____

I can... describe Major Events

in a story
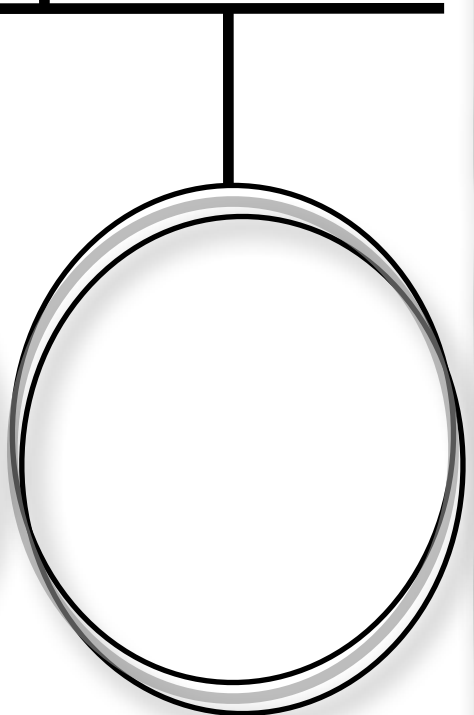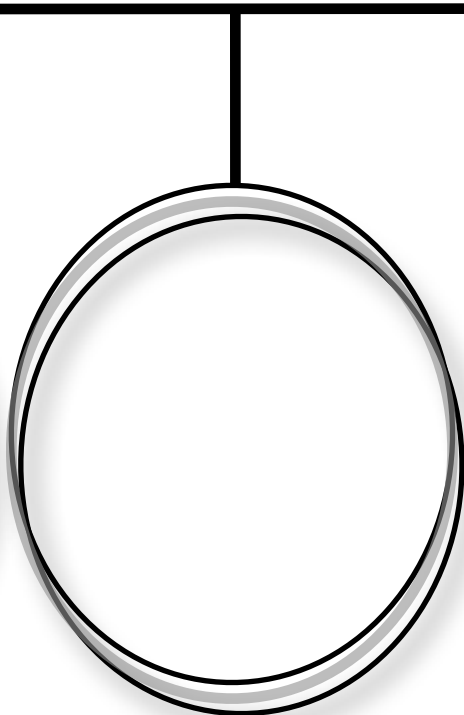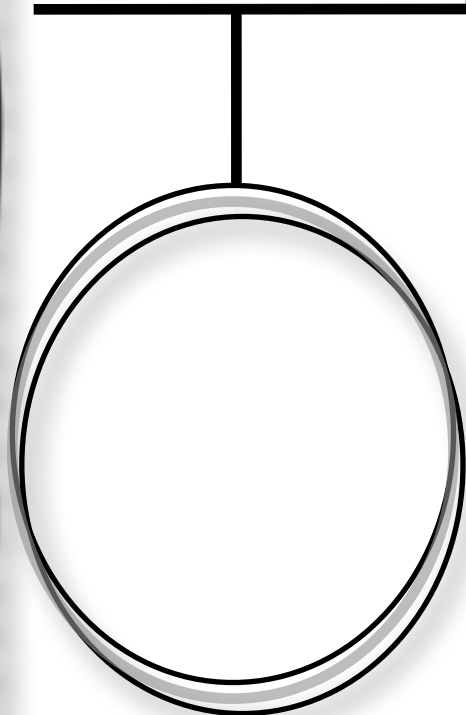
I can... Describe How Characters

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

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

Characters	Characters	Characters

Setting
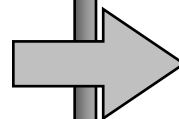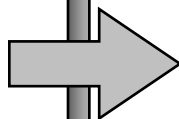
Beginning → Middle → End

Name

Title

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

Characters	Characters	Characters

Setting

Beginning	Middle	End
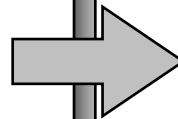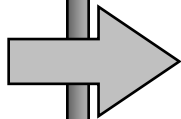
Name

Title

I can...

Ask & Answer

questions about
unknown words

Word	Picture	Question
		?
		?
		?

Name

Title
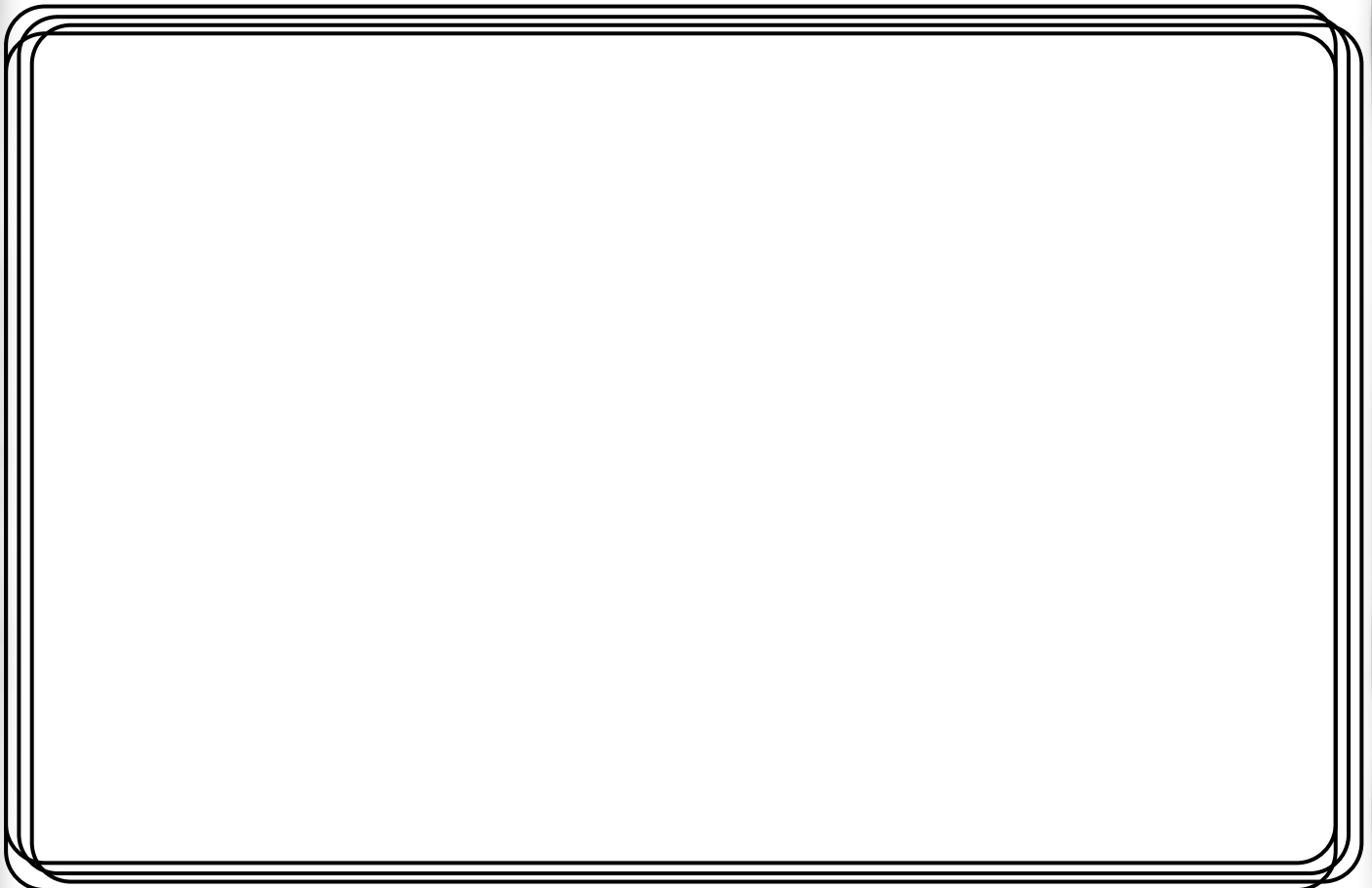
I can...
Identify Words

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
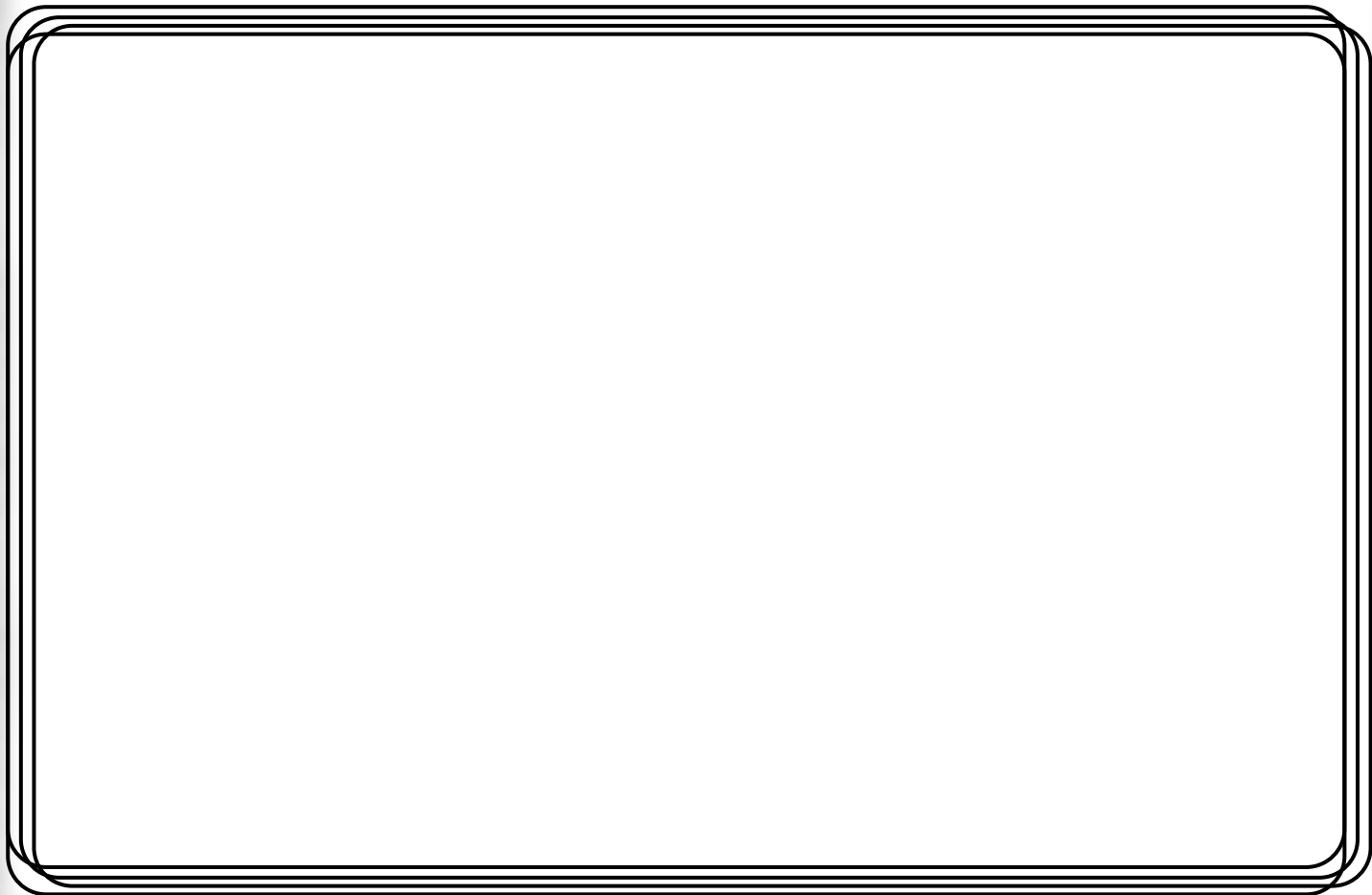
Name

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 can...

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

I can...
Learn New Vocabulary

Word or Phrase	Kid-Friendly Definition	Picture

Name

Title

RL.4
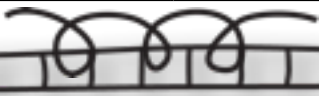
I can... Recognize

Common Types of Texts

My Book is...

○ Fiction   ○ Non-fiction   ○ Poetry

Evidence...

Name   Title

Explain Differences

Fiction

Non-Fiction

Name

Title

RL.5

I CAN...

Define the role of an

Author & Illustrator
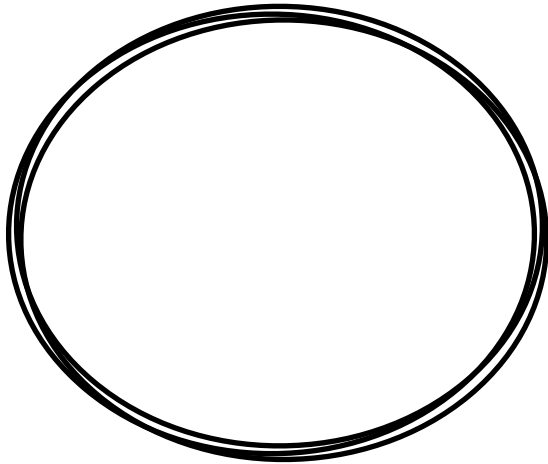
Author
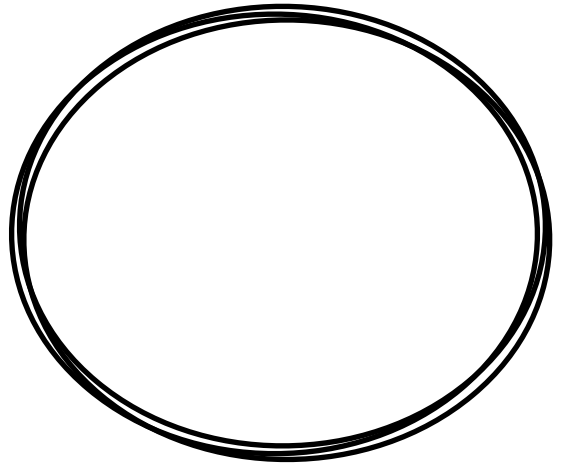
Illustrator

Author's Role...

Illustrator's Role...

Name

Title

I can... Identify

RL.6

Who is Telling the Story
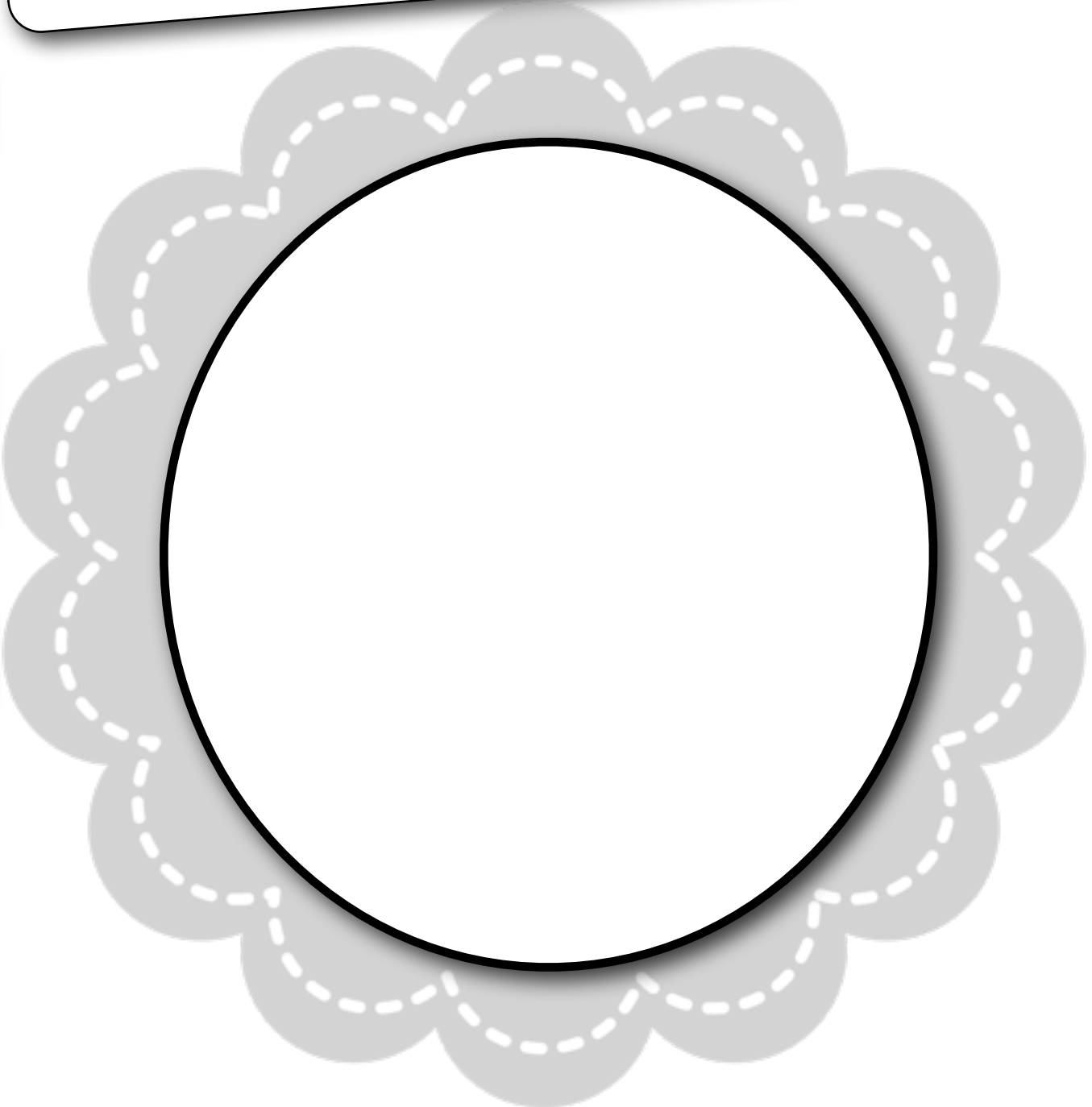
Name

Title

I can... Identify
Who is Telling the Story

at various points in the story
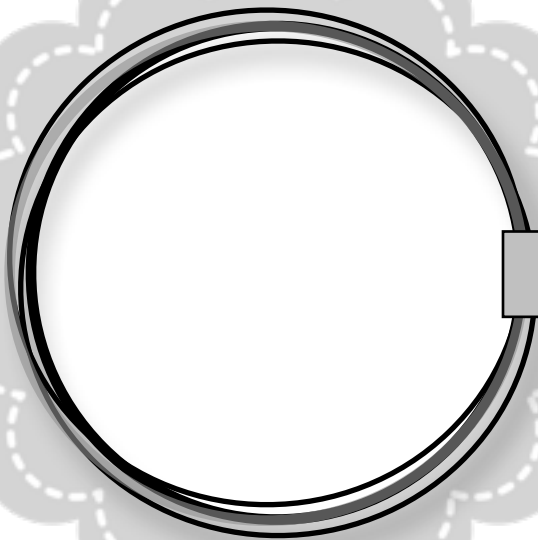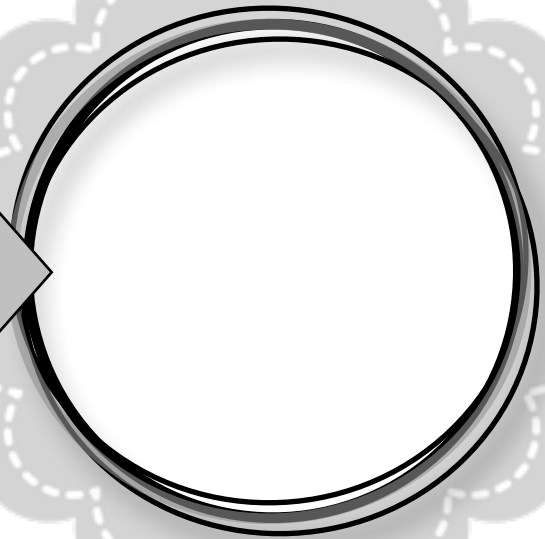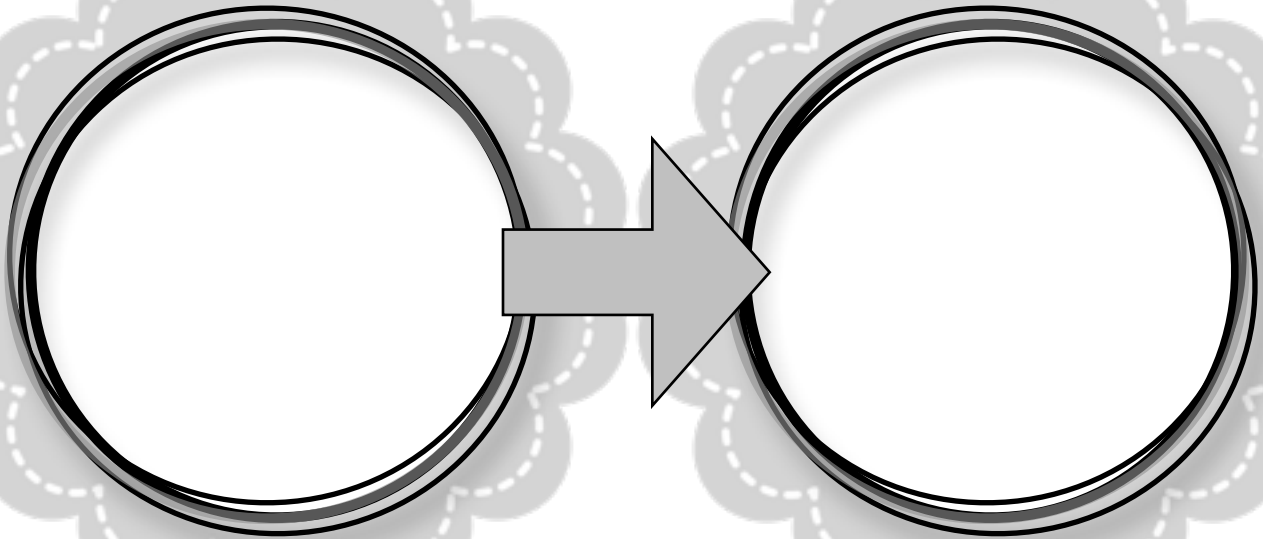
Name
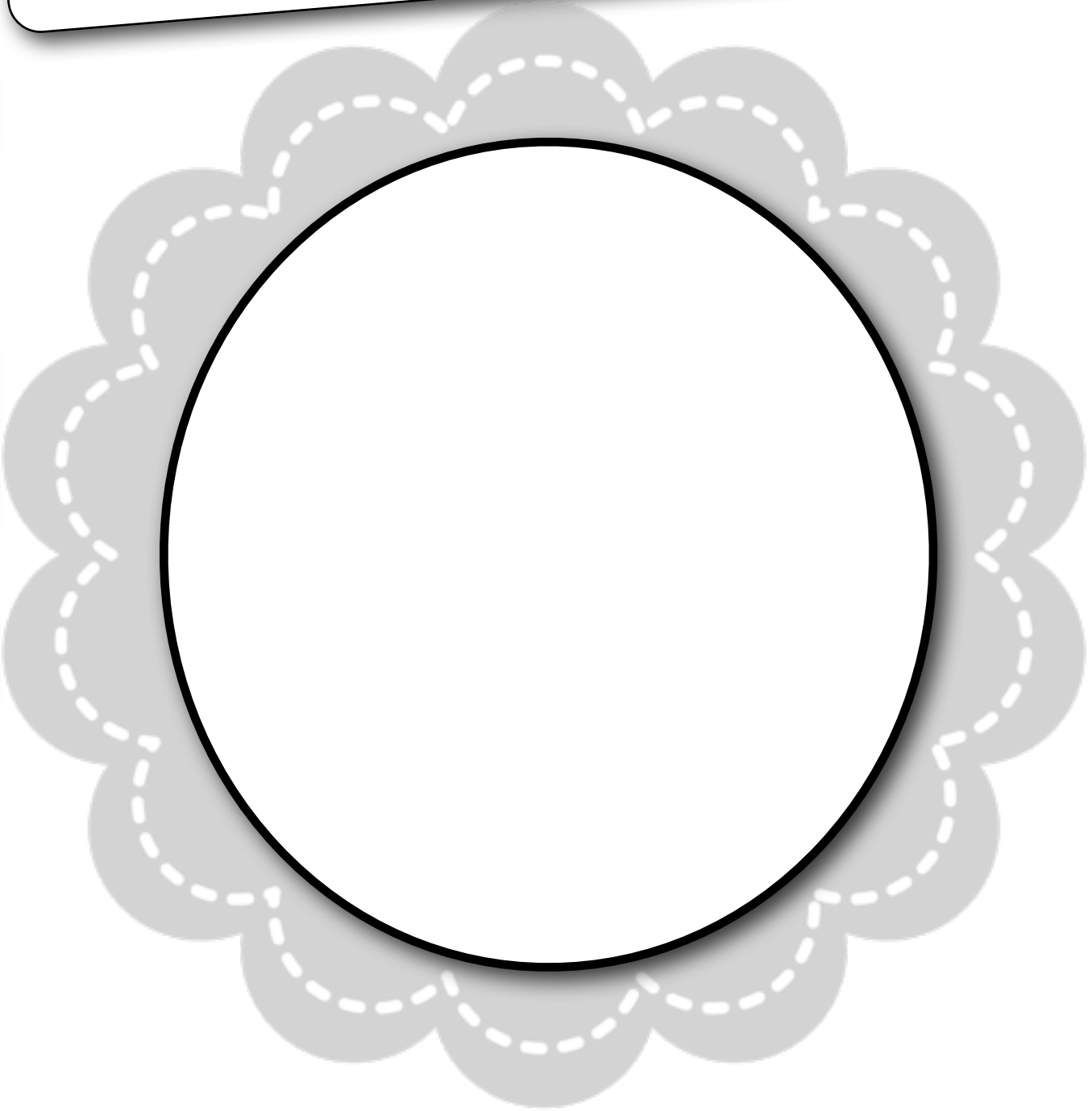
Title

I can... Identify

Point of View

RL.6

Name

Title

I can... Identify

Point of View

RL.6

Name

Title

I can...

Describe the relationship between

Words
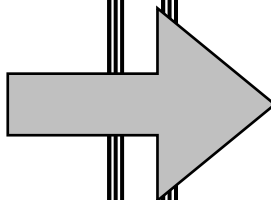
Illustrations

This is the part of the story when...

Name

Title

I can...

Describe the relationship between

Words

Illustrations

Name

Title

I can...
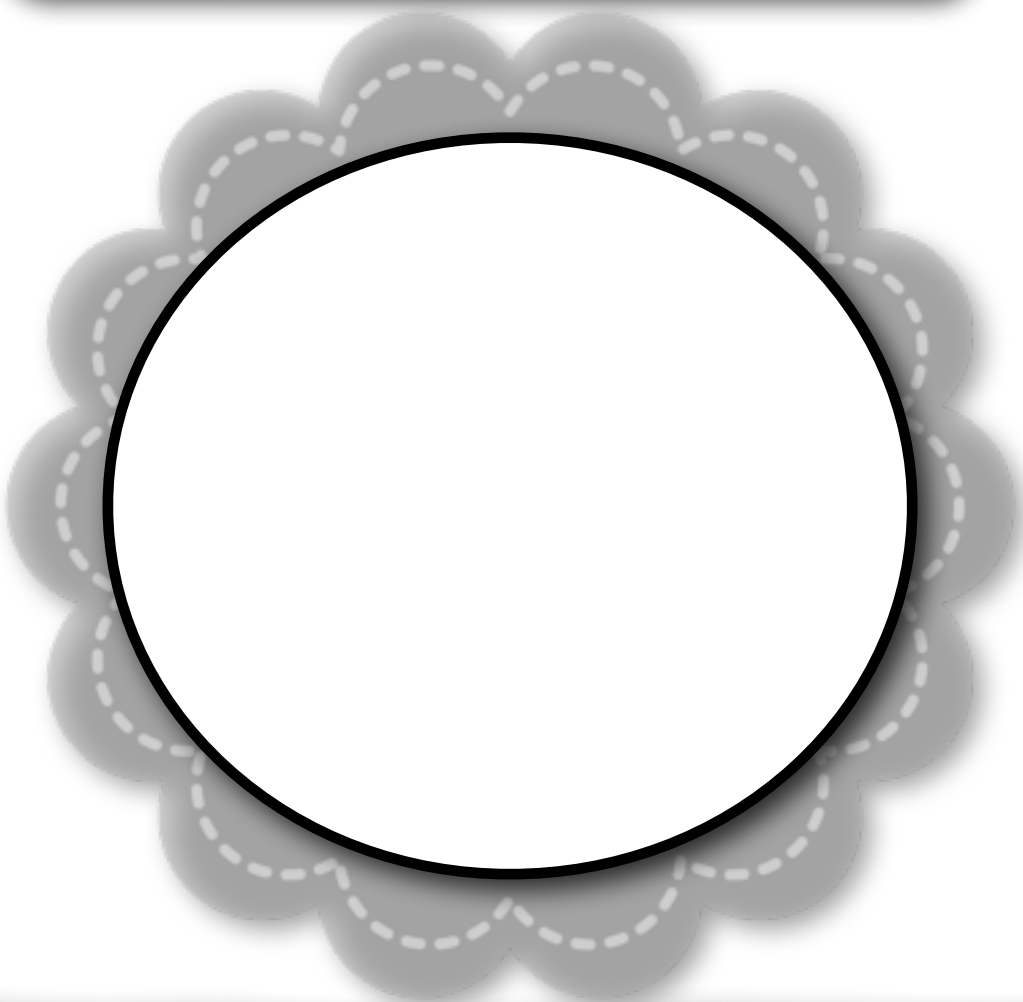
Use Illustrations & Key Details
to describe the characters

RL.7

Name

Title

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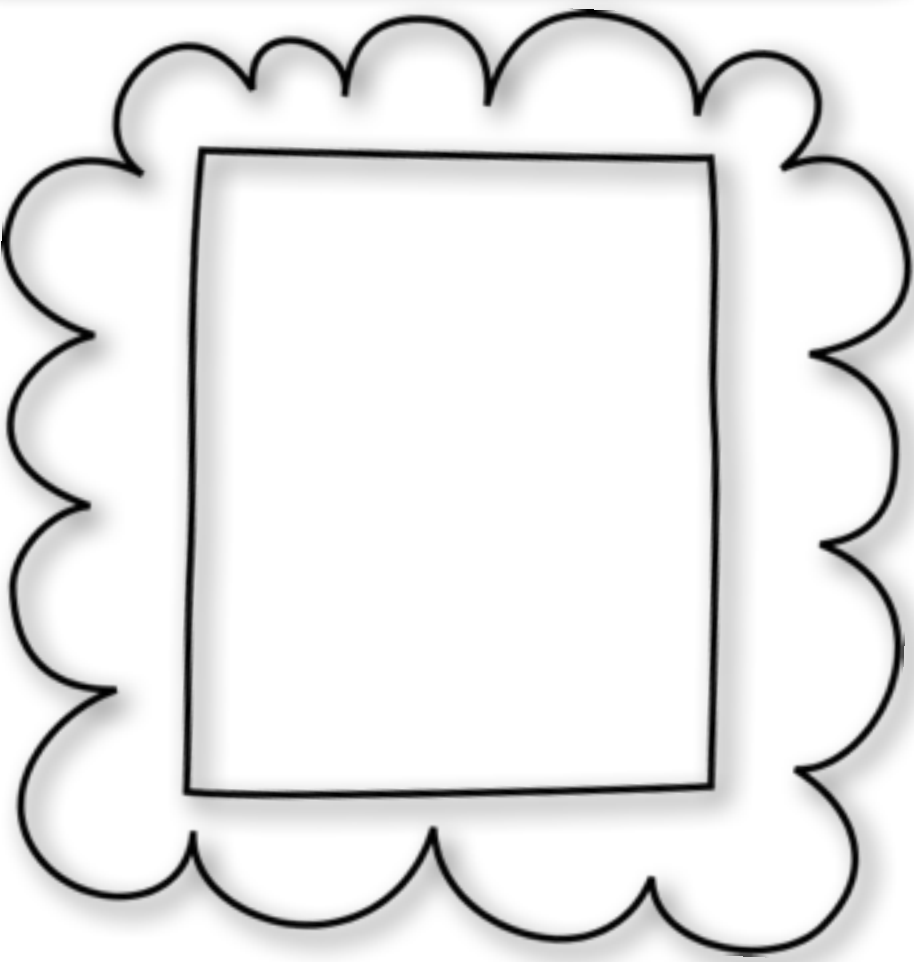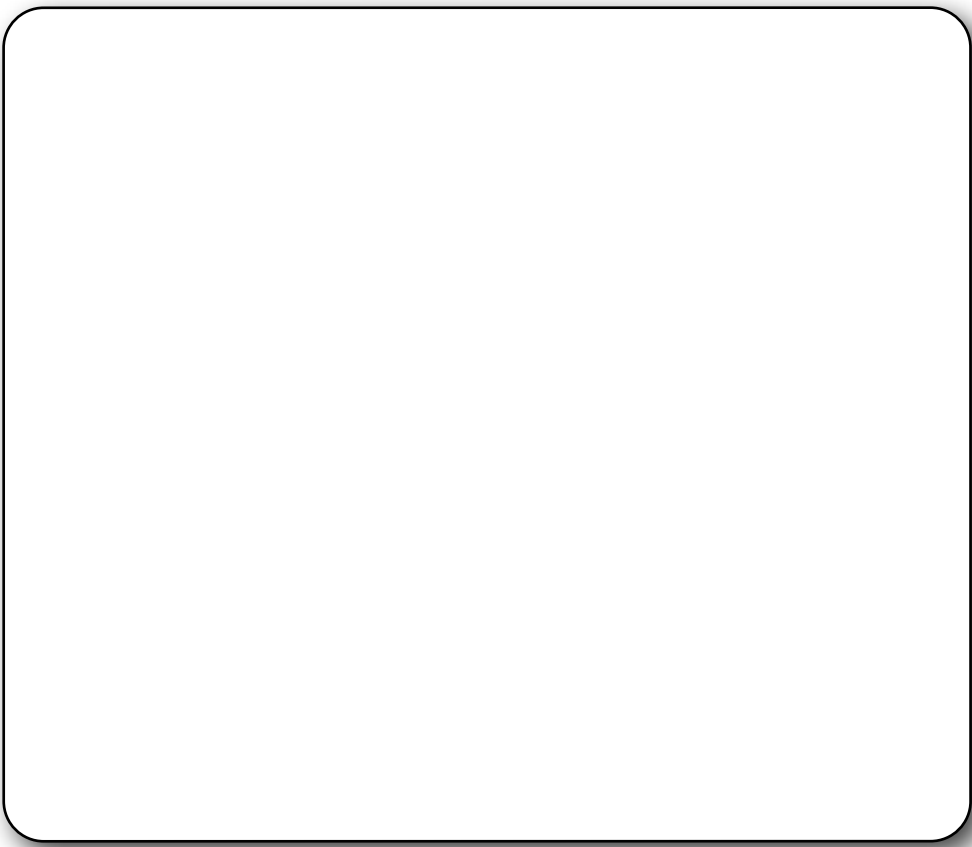
Use Illustrations & Key Details
to describe the setting

RL.7

Name

Title

I can...
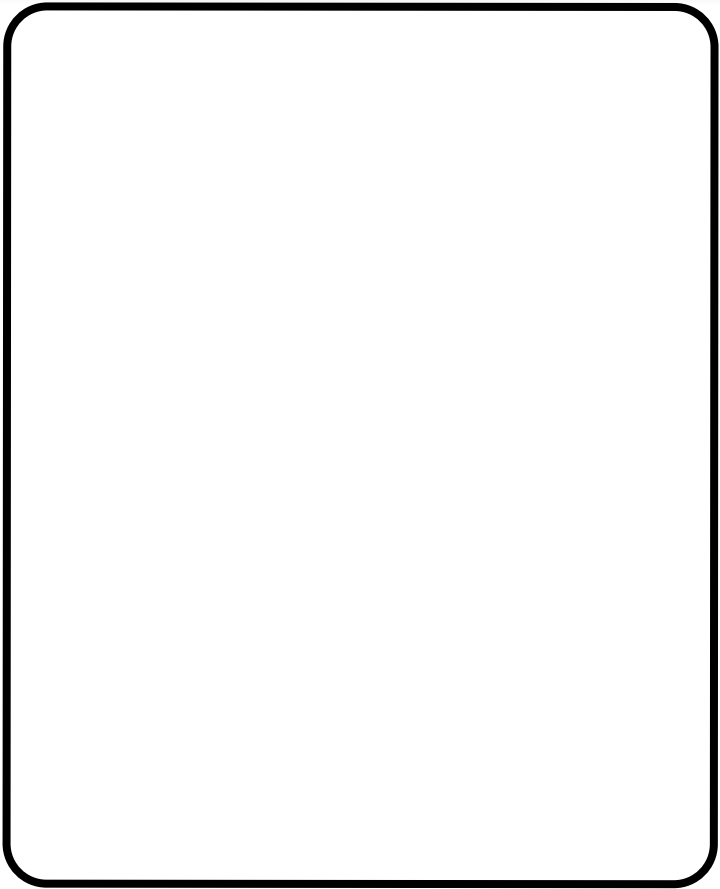
Use Illustrations & Key Details

to describe the events
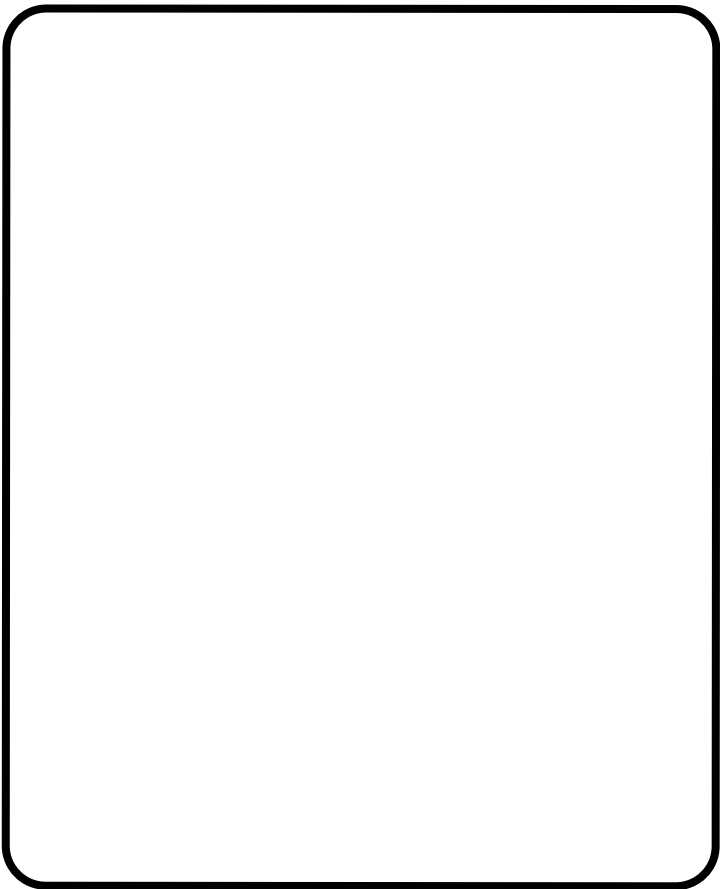
RL.7

Event

Event

Name

Title

compare & contrast
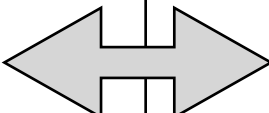
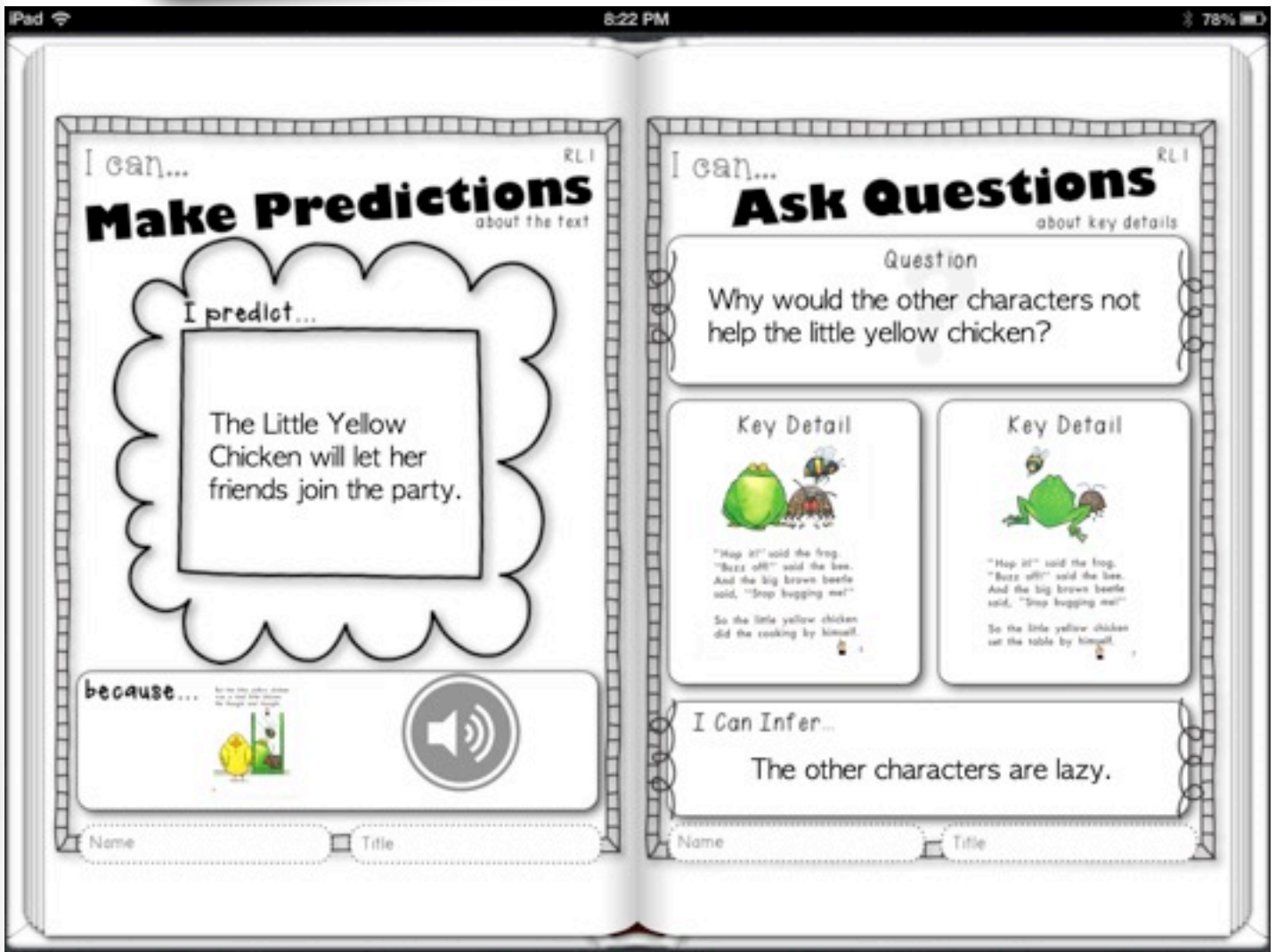the adventures and experiences of characters in stories

RL.9

Name

Title

compare & contrast

the adventures and experiences of characters in stories

RL.9
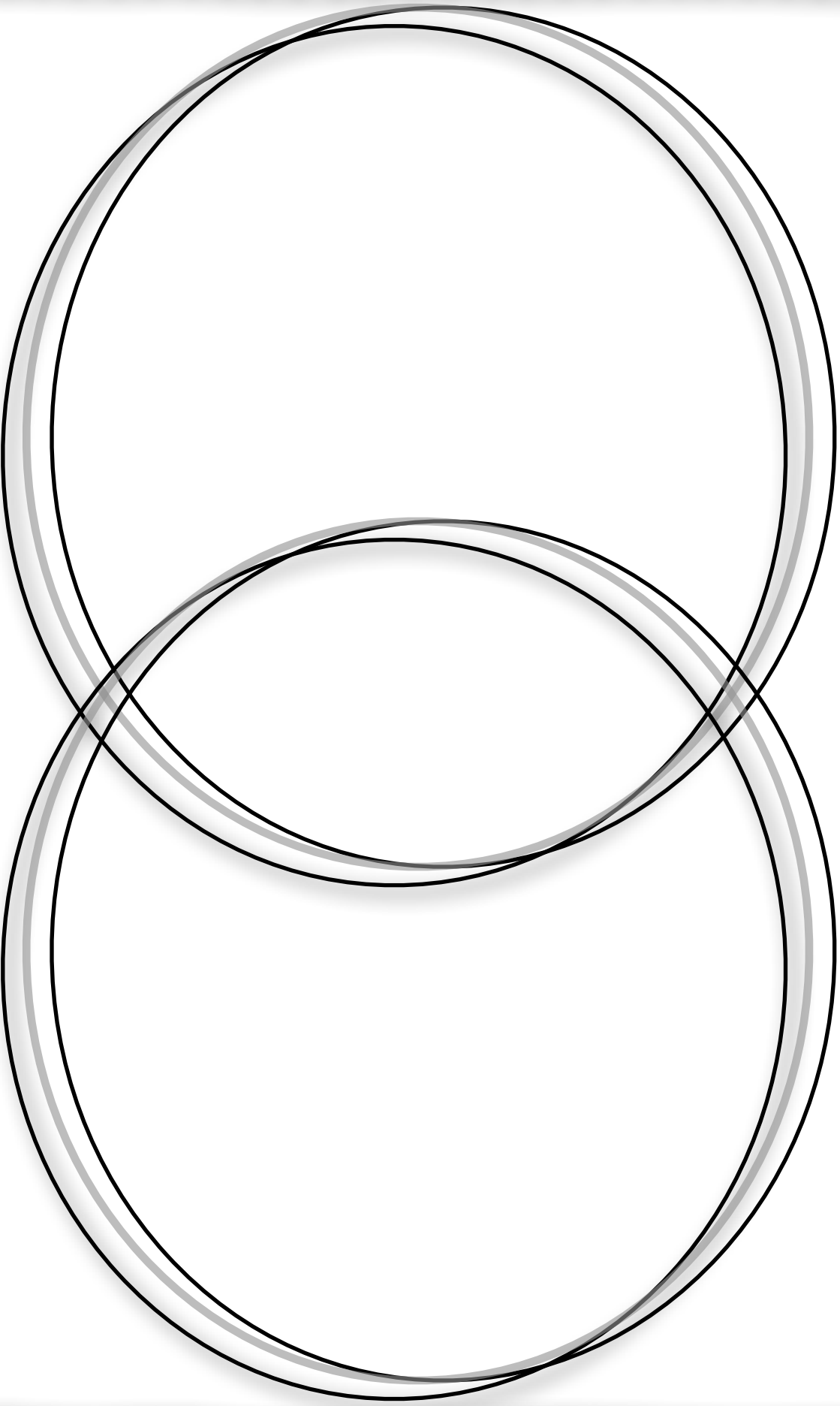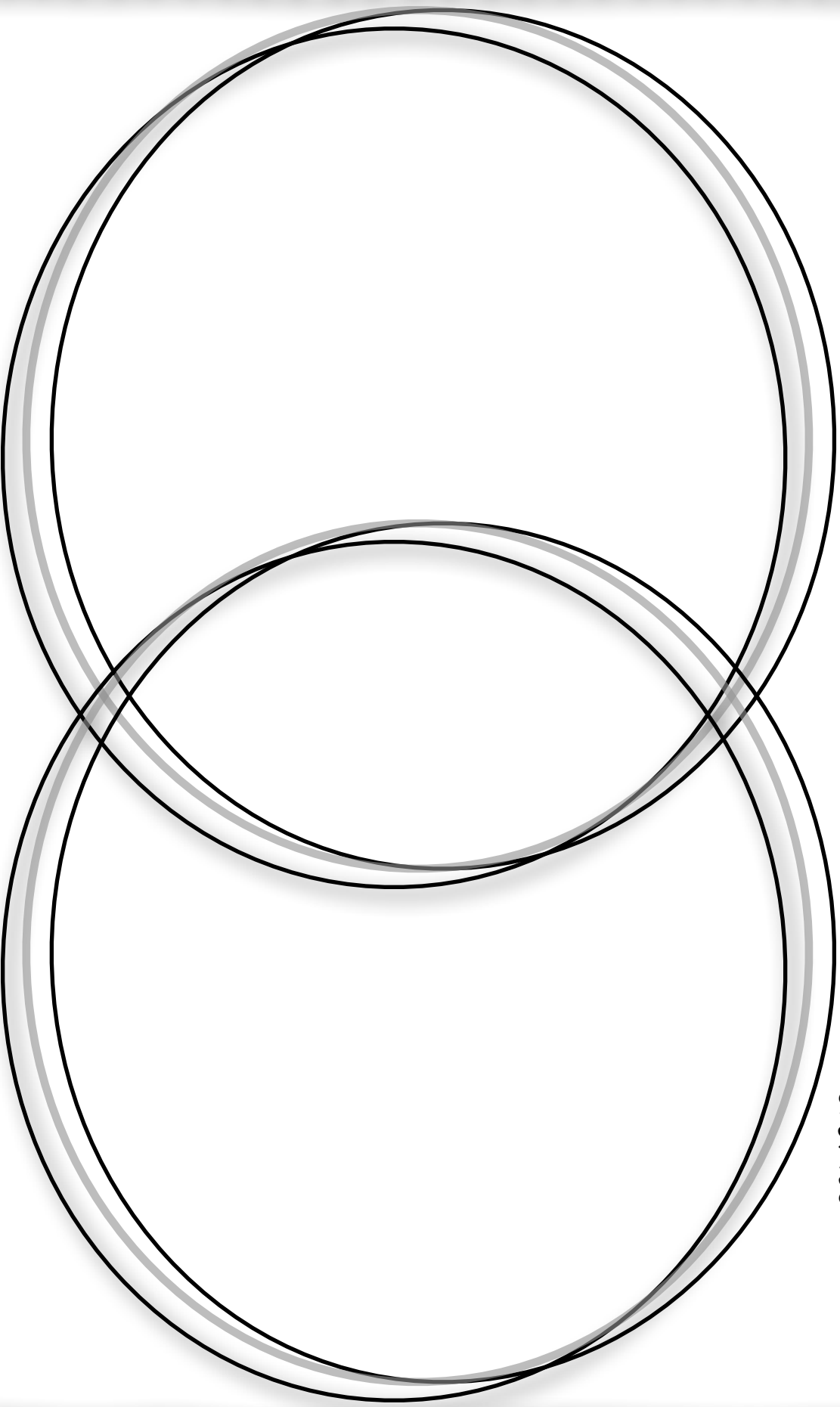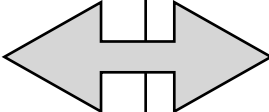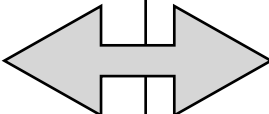
Name

Title

I can... Compare and Contrast

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.
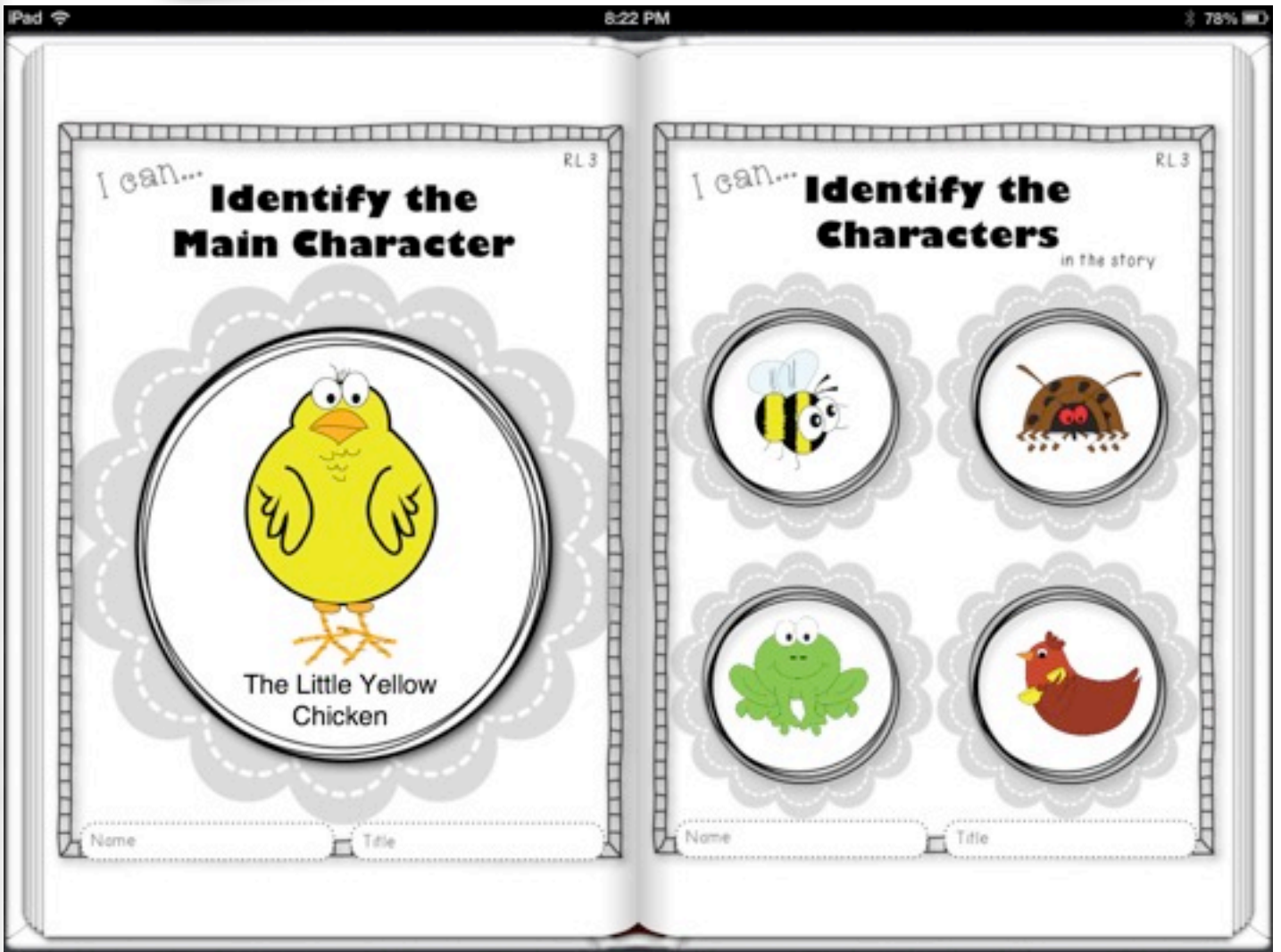
Examples

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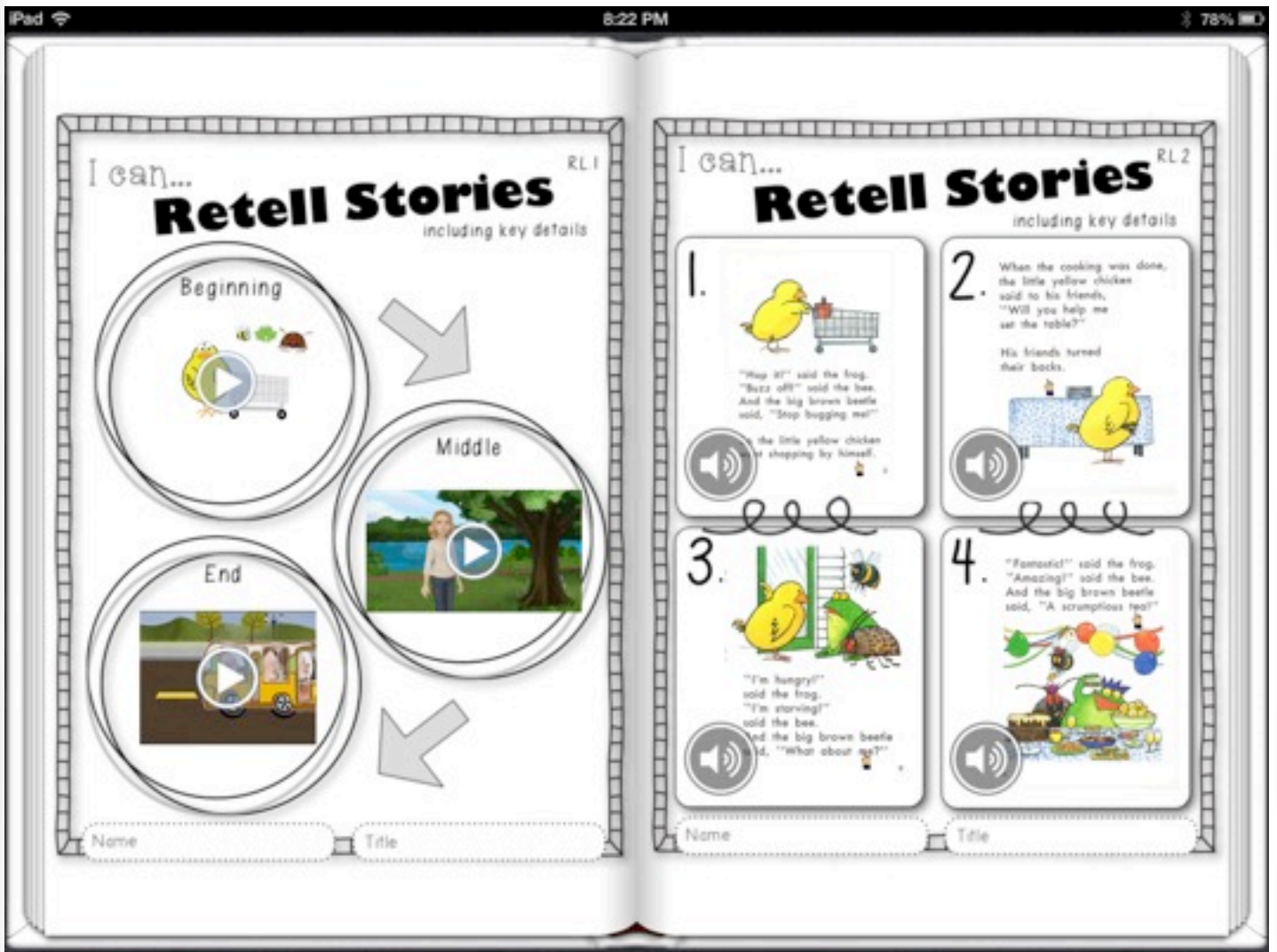
Students can use a variety of videos apps to retell stories. In this example, the apps Explain Everything, Tellagami, and Puppet Pals 2 were placed in the book to show the beginning, middle, and end. Students were also able to use pictures from the story to retell the story and record themselves using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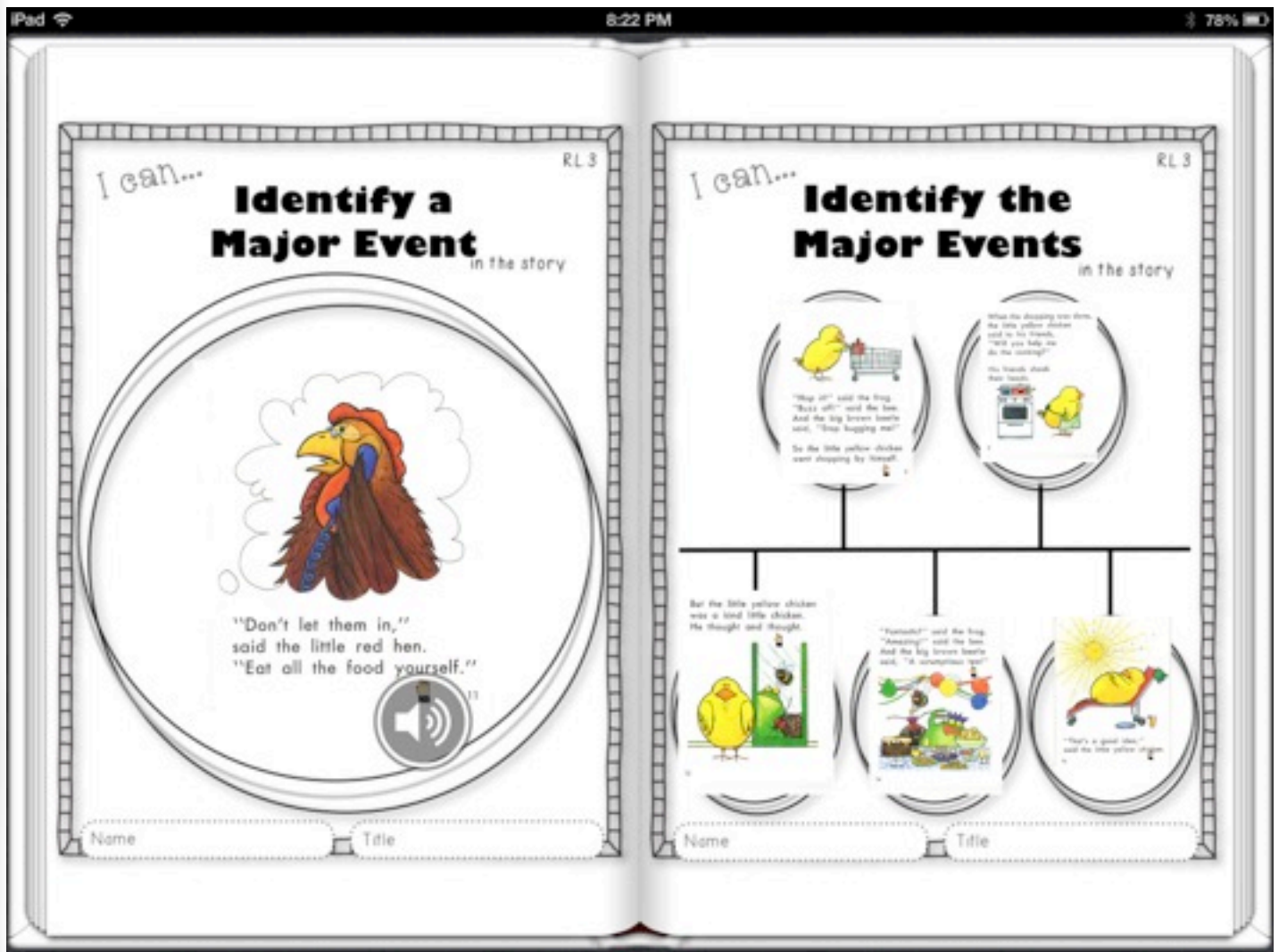
Examples

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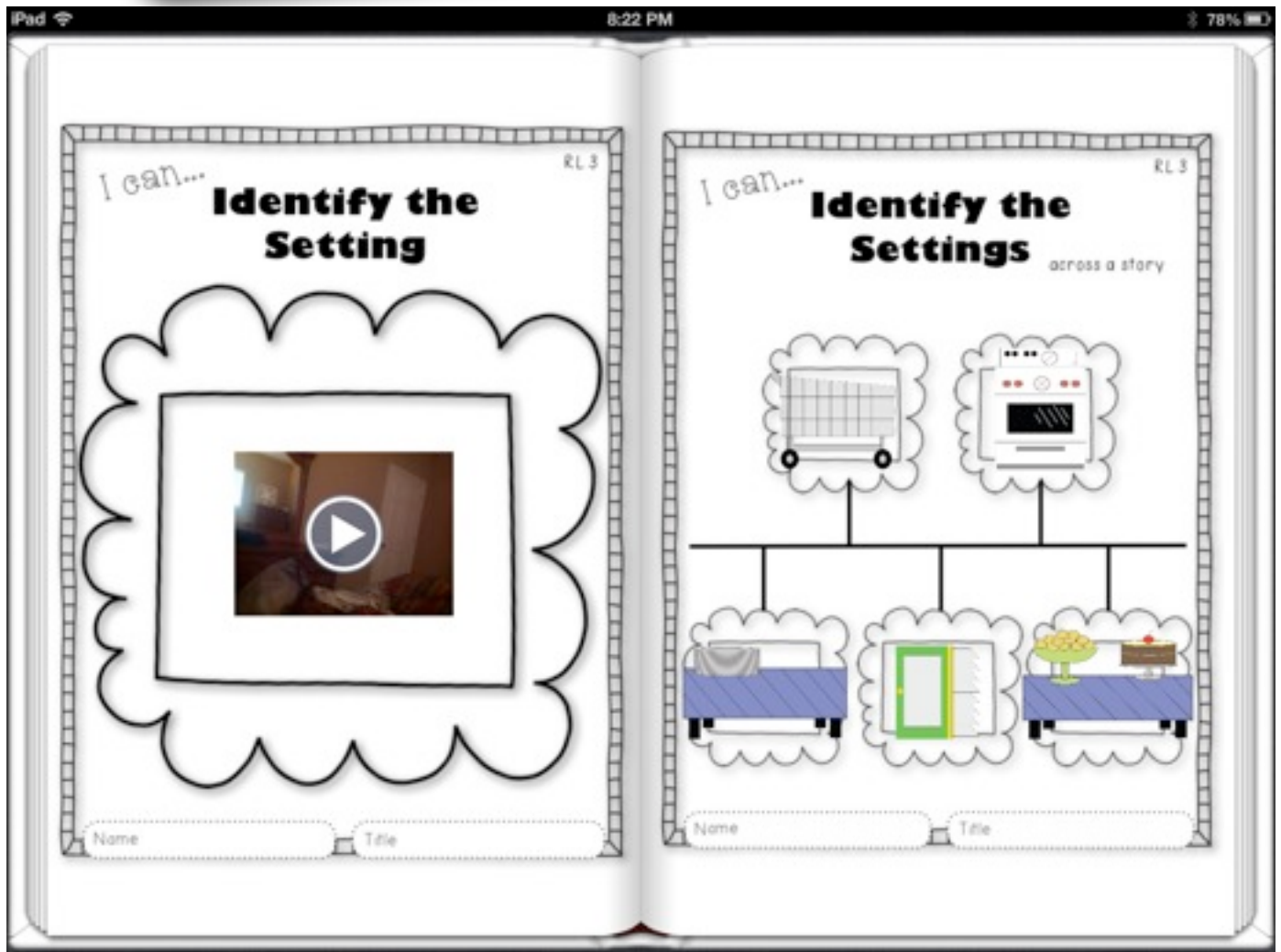
Adding video is such a great option available with Book Creator. When conferencing with students, consider videotaping or recording the conference and place in the notebook. Students can return to the conference often to refresh their memory if needed.

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

Ask & Answer — questions about unknown words (RL.4)

Word	Picture	Question
delicious		
		?
		?

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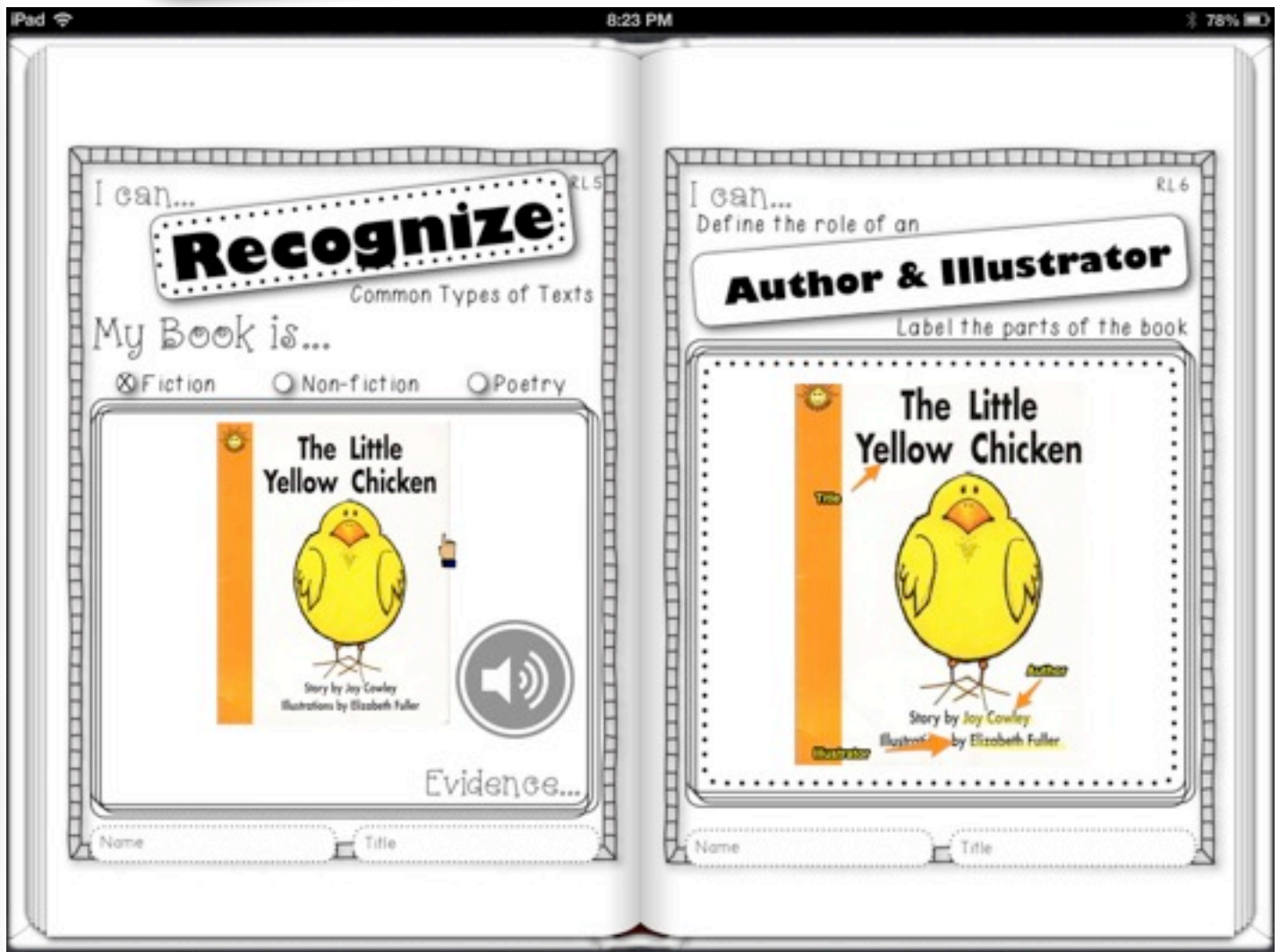
Students can use the Skitch app to label. The Skitch app is the best app for highlighting print in stories and then saving to the camera roll. Of course, Kinders may not do a lot of finding evidence in text but they could highlight words or letters.

examples

I can...
Define the role of an

RL 6

Author & Illustrator

Author

Illustrator

Author's Role...

Writes the books

Illustrator's Role...

Draws the pictures

Name

Title

I can...
Describe the relationship between

RL 7

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 → **Illustrations**

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.

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

New   Undo   Redo

2. Next choose from a variety of annotation tools:

Icons

The Paytuxets 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

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.)

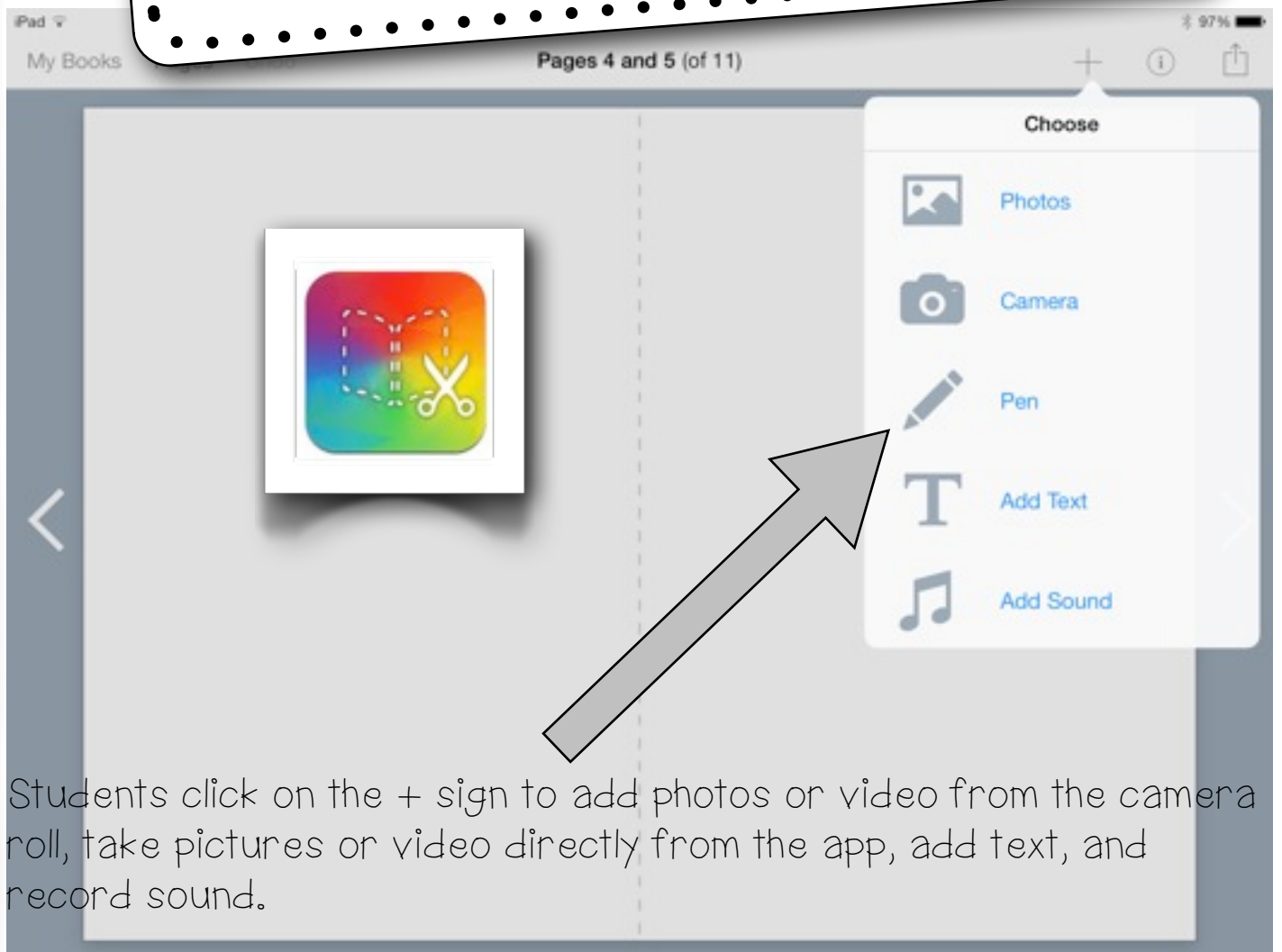Double tap on the picture to edit or set as background

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.
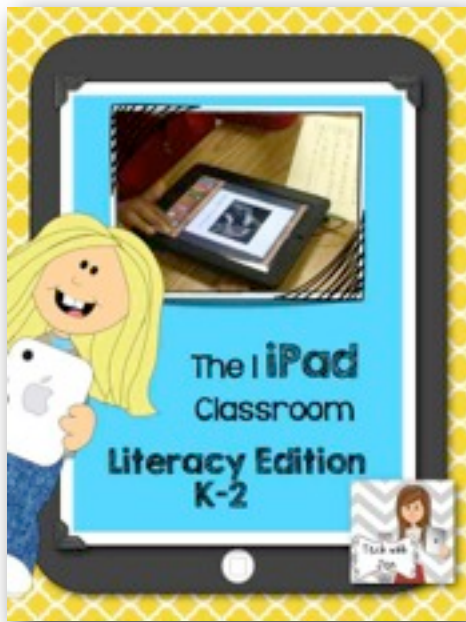
You can click on the share button to send to such apps as Google Drive, Nook, iBooks, Dropbox, etc.

*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
An APPINEX

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.