

Interactive Reading

Notebooks

for
Literary Texts
Grade 3-5

Tech with Jen



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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 graphic organizers 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 graphic organizers during independent reading time. The organizers 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.

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.

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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 notebooks 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.

Interactive Notebook

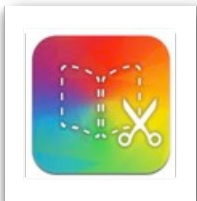
First things first, students need to know how to use the apps. You can teach the apps along with the content but be prepared to RETEACH the content! Students will not care about the content when they are first introduced to a new shiny app. View apps as manipulatives! Let students explore the app first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

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

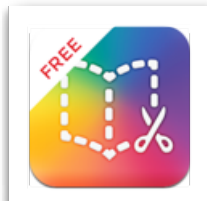
Once students feel comfortable navigating through the Book Creator app; add another app. The apps that can be saved to the camera roll will work best for the reading notebook. Also, remember that it is a good idea for students to still use paper and pencil. If a student writes out their work then a picture 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.

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 you have no money for apps then students could use KidBlog as the place to house their work, but it will not work exactly the same. For the purpose of this document, the KidBlog app will be used to house students' BEST work and to reflect on their learning. The Aurasma app will be used periodically throughout units to showcase student work around the classroom and school. If you would like more information about how this works click [here](#) and [here](#). On the following pages, a step-by-step guide has been provided of how to begin the journey of using interactive reading notebooks with examples.



Book Creator
\$4.99



Book Creator
FREE
Can create 1
free book.



KidBlog
FREE



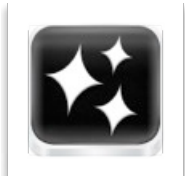
Aurasma
FREE

Helpful Apps

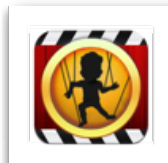
Most any app will work for an interactive reading notebook if when shared the finished piece can be placed in the camera roll or saved on the web. Most apps that share via email will be too hard for the teacher to manage, so I wouldn't recommend those apps. Some of my favorite apps to use for the interactive reading notebooks 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.



Tellagami
FREE



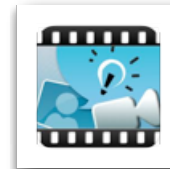
Videolicious
FREE



Puppet Pals 2
FREE
Director's Pass has options.



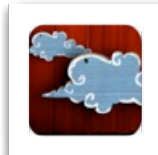
Popplet
Free



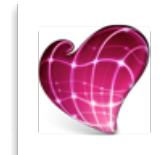
Explain Everything
\$2.99



ChatterPix Kids
FREE



Puppet Pals
FREE
Director's Pass has more options.



Sketch
FREE

I can...
Use Apps

To Teach

Common Core State Standards

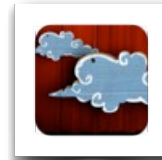
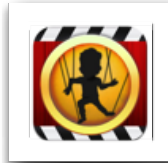
Key Ideas & Details
The "Comprehension" Standards

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.



Students can use a variety of apps to teach the following anchor standards by using the story telling apps such as Puppet Pals, Puppet Pals 2, and even Toontastic would work great with recounting key details (RI.2). (If students use Toontastic students would have to link to the web to access their work.)



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

I can...
Use Apps

To Teach

Common Core State Standards

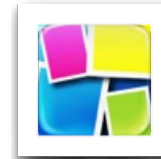
Craft & Structure The "Read Like Writers" Standards

Anchor Standard

RL.4 - 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.6 - Assess how point of view or purpose shapes the content and style of a text.



Ttagami 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 net for pictures. Students could create a pic collage to show their understanding of vocabulary.

RL.4 - What the writer is doing, e.g., specific vocabulary, craft, etc.

RL.5 - Design structure: How author puts text together

RL.6 - Author's intention

I can...
Use Apps

To Teach

Common Core State Standards

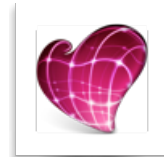
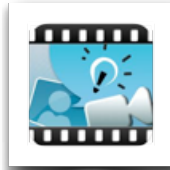
Integration of Knowledge and Ideas
The "What do you think?" Standards

Anchor Standard

RL.7 - 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.



Explain Everything is the best of the screencasting apps because it allow students to save their video to the camera roll. Students can even import a pdf straight into the app and explain their thinking on many different parts of the book.

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.

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

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.



Felt Board

\$2.99



Comics Head Lite

FREE

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.

Comics Head Lite is a great free app to allow students to create comics.

RL.10 - Understanding the hard stuff

I **c** **a** **n** ... Ask

Questions
as I read

Provide

Evidence
to Answer

Title

Name

I c a n

Refer & Infer

Details & Examples
as I read

Provide
Evidence

to Explain

Title

Name

I can...

Quote from a text

EXPLAIN Text Explicitly

Title

Name

I can...

Quote accurately

to draw Inferences from a text

Title

Name

I c a n . . .

Recount Stories

to determine

Central Message

Key details...

1.

What is the

Central Message?

2.

3.

4.

Title

Name

I c a n . . .

Recount Stories

to determine

Lesson OR Moral

Key details...

1.

What is the

Lesson Or Moral

2.

3.

4.

Title

Name

T **c** **a** **n** ...

Summarize Stories

to determine

theme

Key details...

1.

They tuff

What is the

Theme

2.

3.

4.

Title

Name

I c a n . . .

Summarize Stories

to determine

theme

Key details...

1.

What is the

Theme

Theme

2.

3.

Include how the character responded to challenges

4.

Title

Name

I c a n . . .

Summarize Poems

to determine

theme

Key details...

1.

What is the

Theme

Theme

2.

3.

Include how the speaker
reflects on a topic

4.

Title

Name

I can...

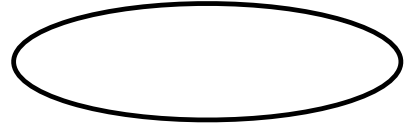
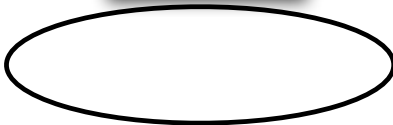
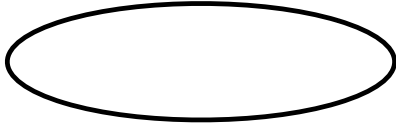
Analyze

Character Traits

across time

Character's Name

Traits



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Title

Name

I c a n ...

ANALYZE

Character Traits

1. How does the character look?

2. What does the character say and do?

Trait

Chicks

I am very mad because I am stuck in this egg. Do I like this? No, I do not. I am (ouch) crunched! And the bad news is I have to stay in here for 21 days. And it is hot, cramped and dark. I hate it in here! As soon as I am done with this egg, I am going to throw it far, far away!!!! Yes that's what I will do. And I will laugh at it to. Yes that's what I will do. The egg is going to land in China! Can I throw it that far? That would be very, very far. I am going to try to get out of this egg. Peck, peck, peck hold on its cracking!!! Peck peck peck I have to take a break. Now for the final peck. Peckkkkkkkkk. Kaboomm! I am out! Finally! Now I have a life.

By Costa Dalis

3. How does the character think and feel?

4. What do the other characters think about the character?

Title

Name

I

c

a

n

...

describe

Setting

drawing on details

1. How does the setting look?

Setting

2. How does the make you feel?

3. Draw a picture of your mental image of the setting.

Title

Name

I

c

a

n...

describe

Plot

drawing on details

Title

Plot

Name

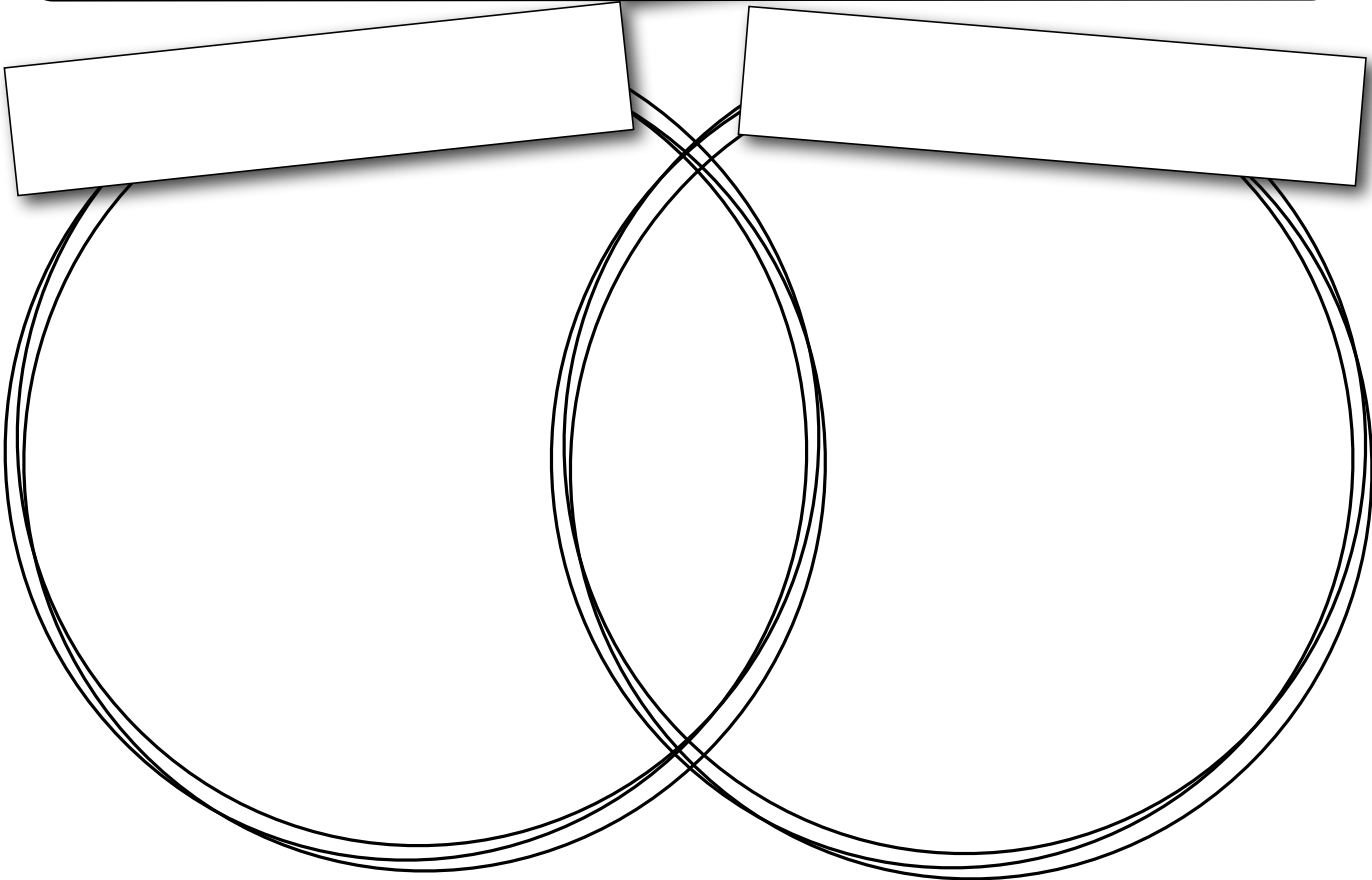
I c a n . . .

COMPARE & CONTRAST

2 Characters
drawing on details

Title

Name



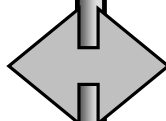
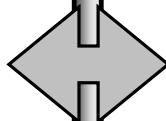
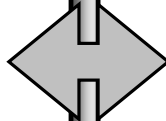
I c a n . . .

COMPARE & CONTRAST

2 Characters

drawing on details

Title



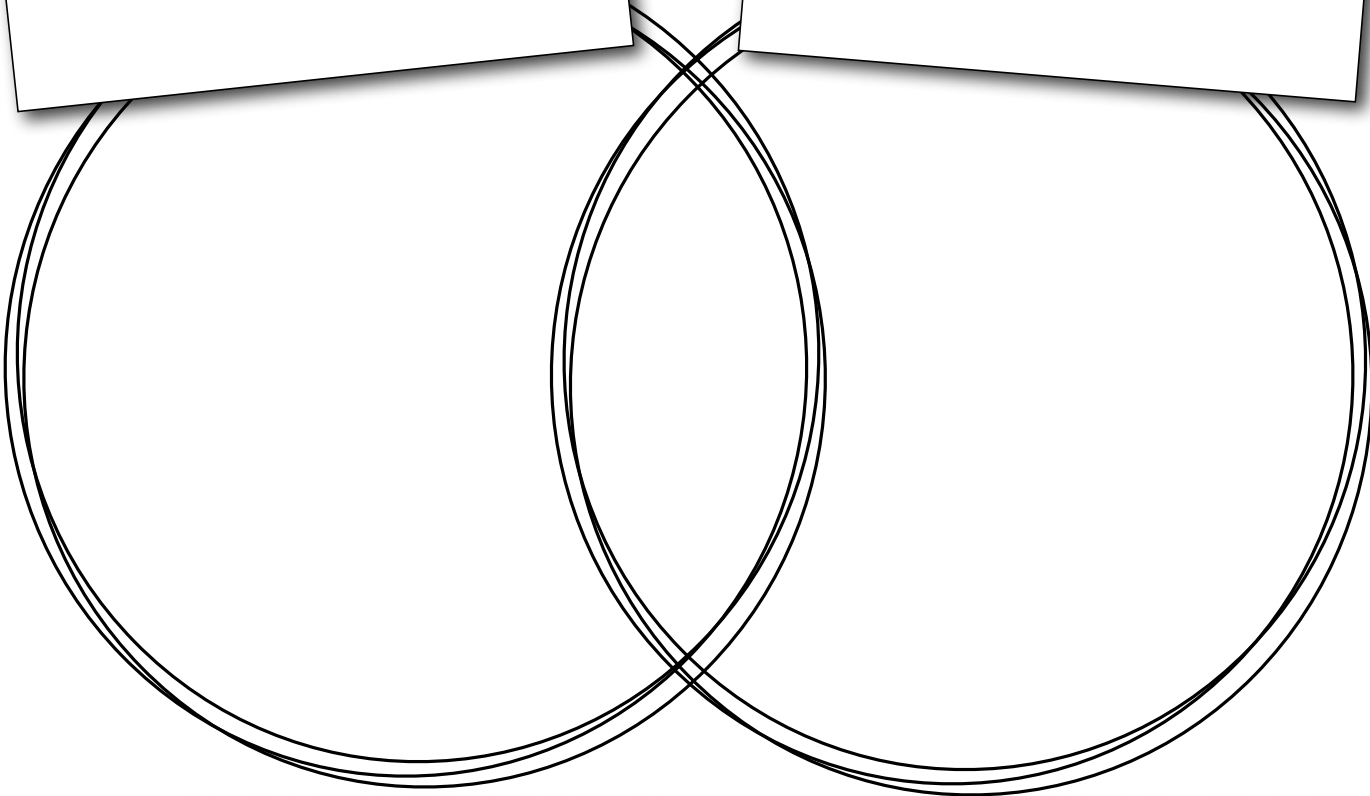
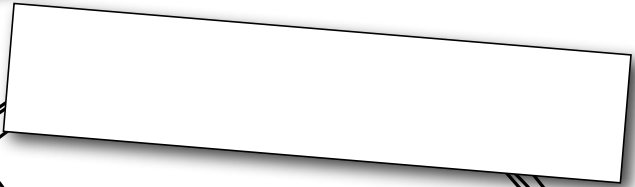
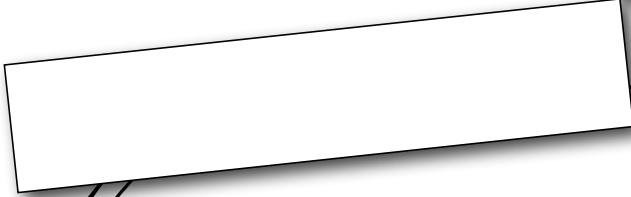
Name

I c a n ...

COMPARE & CONTRAST

2 Settings

drawing on details



Title

Name

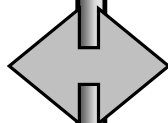
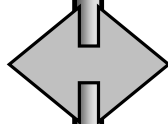
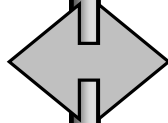
I c a n ...

COMPARE & CONTRAST

2 Settings

drawing on details

Title



Name

I c a n ...

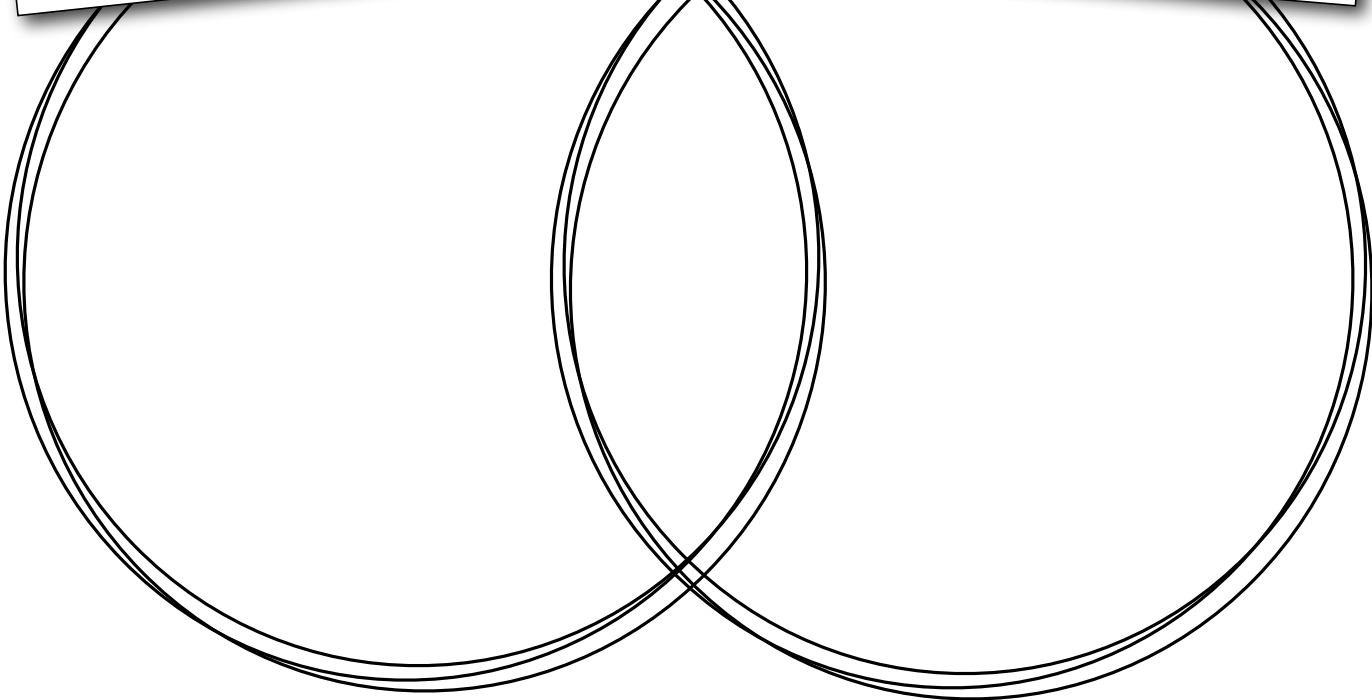
COMPARE & CONTRAST

2 Events

drawing on details

[Blank title box]

[Blank title box]



Title

Name

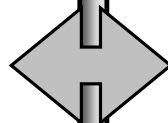
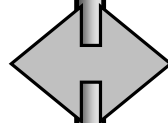
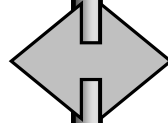
I c a n . . .

COMPARE & CONTRAST

2 Events

drawing on details

Title



Name

I c a n . . .

Analyze

Words or phrases

Literal Non-Literal

Literal Non-Literal

Literal Non-Literal

Literal Non-Literal

Literal Non-Literal

Choose 5 words or phrases from the text you find interesting or that you do not know the meaning. Write how it is used in the text and decide on a kid-friendly definition. Check whether you understood the word from literal or non-literal language from the text.

| How it is used in text. | Kid-friendly Definition |
|-------------------------|-------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Title

Name

I **c** **a** **n**

Analyze

Words or phrases

Literal Non-Literal

Literal Non-Literal

Literal Non-Literal

Literal Non-Literal

Literal Non-Literal

Find how the 5 words below are used in the text and decide on a kid-friendly definition. Check whether you understood the word from literal or non-literal language from the text.

| How it is used in text. | Kid-friendly Definition |
|-------------------------|-------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Title

Name

I c a n . . .

Analyze

Chapters

and how each build across time

Summarize each chapter and describe how each chapter builds on the earlier one.

Title

Name

Chapter

Chapter

I can...

ANALYZE

Chapters

and how each build across time

Summarize each chapter and describe how each chapter builds on the earlier one.

Title

Chapter

Chapter

Chapter

Chapter

Name

I c a n . . .

Analyze

Scene

and how each build across time

Summarize each scene and describe how each scene builds on the earlier one.

Title

Name

Scene

Scene

I can...

Analyze

scene

and how each build across time

Summarize each scene and describe how each scene builds on the earlier one.

Title

Scene

Scene

Scene

Scene

Name

I c a n . . .

Analyze

Stanza

and how each build across time

Summarize each stanza and describe how each stanza builds on the earlier one.

Stanza

Stanza

Title

Name

I can...

Analyze

Stanza

and how each build across time

Summarize each stanza and describe how each stanza builds on the earlier one.

Title

Stanza

Stanza

Stanza

Stanza

Name

I c a n ...

Refer

Structural Elements

Poems

Title

Name

Verse

Rhythm

Meter

I can...

Refer

Structural Elements

Drama

Characters

Settings

Drama

Descriptions

Dialogue

Title

Name

I c a n . . .

EXPLAIN

how
Chapters

Fit together to provide
structure

Title

Chapter

Chapter

Chapter

Chapter

Name

I c a n . . .

EXPLAIN

how
SCENES

Fit together to provide
structure

Title

Scene

Scene

Scene

Scene

Name

I c a n . . .

EXPLAIN

how
Stanzas

Fit together to provide
structure

Title

stanza

stanza

stanza

stanza

Name

I c a n . . .

ANALYZE

Point of View

| Who is Telling the Story? | What is the Narrator or Character's Point of View? | What is Your Point of View? |
|---------------------------|--|-----------------------------|
| | | |
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Title

Name

I can...

COMPARE & CONTRAST

Point of View

Title

Blank rectangular box for writing a title.

Blank rectangular box for writing a title.

Large empty oval shape for writing notes.

Large empty oval shape for writing notes.

Large empty oval shape for writing notes.

Name

What is the difference between first and third person narrations?

I c a n . . .
describe

Point of View

Title

Name

| Description of Event | Describe how a narrator's or speaker's point of view influenced how events are described. |
|----------------------|---|
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I **c** **a** **n** ...

EXPLAIN

Directions: Choose a scene from the story. Draw the illustration and words that help you understand the picture.

Illustrations

Words

What is your scene? How does the illustrations and words deepen your understanding of the story?

Title

Name

I c a n . . .

ANALYZE

Visual Literacy

Visual or Multimedia

Meaning, Tone, or
Beauty

Title

Name

How does the visual elements of the text contribute to the meaning, tone, or beauty of a text?

I c a n . . .

Name _____

Analyze Themes, Settings & Plots

Directions: Compare and contrast the themes, settings, and plots of two books by the same author. Provide specific evidence.

| Books | Character | Setting | Plot | Theme |
|-------|-----------|---------|------|-------|
| | | | | |
| | | | | |

I c a n . . .

Name _____

Analyze Themes, Settings & Plots

Directions: Compare and contrast the themes, settings, and plots of two books by the same author. Provide specific evidence.

I c a n . . .

Name

Compare & Contrast Similar Themes

Directions: Compare and contrast the themes in stories. Provide specific evidence.

I c a n . . .

Name _____

Compare & Contrast Similar Topics

Directions: Compare and contrast the topics in stories. Provide specific evidence.

I c a n . . .

Name

Compare & Contrast Similar Events

Directions: Compare and contrast the patterns in stories. Provide specific evidence.

I c a n . . .

COMPARE & CONTRAST

Same Genre

Title

Blank rectangular box for writing the title of the first story.

Blank rectangular box for writing the title of the second story.

Large empty oval shape for drawing or writing notes related to the first story.

Large empty oval shape for drawing or writing notes related to the second story.

Large empty oval shape for drawing or writing notes related to the second story.

Name

What is the approach of the two stories on their approach to the theme and/or topic?

T **c** **a** **n** ...

Read Closely

to deepen my understanding of the text

What does the Author Say?

My thinking

| | |
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Title

Name

Example

I can Recount stories to determine

Name _____

Central Message RL2

Key details...

1.

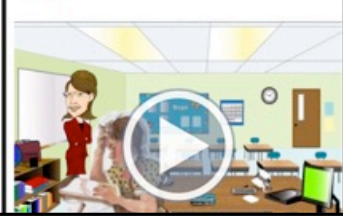


Students can use the Puppet Pals apps to recount the story and provide key details from the text.

What is the Central Message?

Overcoming Obstacles
Being Unique
Mentorship
Dyslexia
Bullying
Joy of Reading

2.



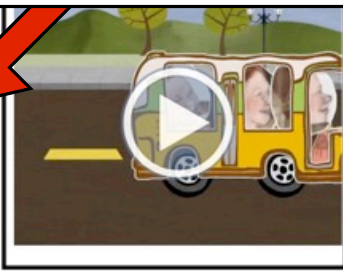
Students can explain how the key details in the story helped them better understand the story.



Title:



Thank you, Mr. Falker



Example

Title Thank you, Mr. Falker

I can... Analyze

Character Traits across time

RL.3

Character's name

Tricia

Traits

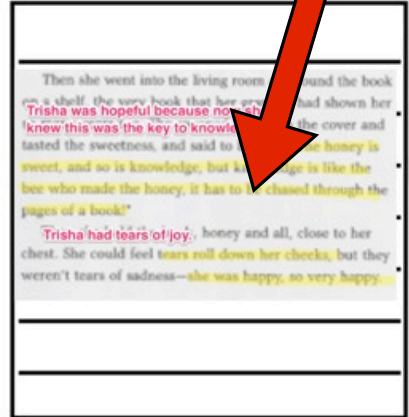
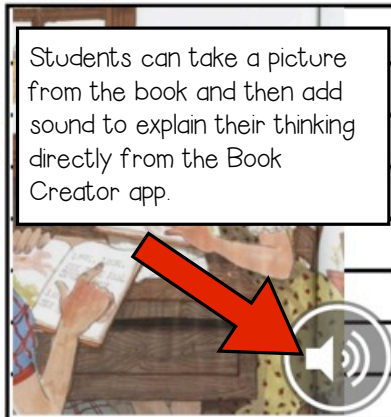
Students can use the Explain Everything app to explain their thinking across the text or of a single scene.

Students can use the Skitch app to highlight the text and explain their thinking in more detail. These two apps can be saved to the camera roll for easy access.

talented
hopeful

anxious
Loses self-confidence

hopeful
joyful



Students can take a picture from the book and then add sound to explain their thinking directly from the Book Creator app.

Name

Example

Title Thank you, Mr. Falker

I can... Analyze

RL.4

Choose 5 words or phrases from the text you find interesting or that you do not know the meaning. Write how it is used in the text and decide on a kid-friendly definition. Check whether you understood the word from literal or non-literal language from the text.

Words or phrases

watch her do her magic

Literal Non-Literal

twilight

Literal Non-Literal




let go of the grass

Literal Non-Literal

stumbled

Literal Non-Literal

Name

| How it is used in text. | Kid-friendly Definition |
|--|---|
| The other kids would crowd around her and watch her do her magic with her crayons. | Trisha could draw well. |
| It was twilight. The air was sweet and warm. The fireflies were just coming up from the grass. | The sun was setting.  |
|  | Grandma died and went to heaven |
| Reading was just plain torture. | Hard or Unbearable |
| When she tried to read, she stumbled over her words; "the cah...cah...cat | to speak or read hesitantly  |

Students can explain their thinking in greater detail by adding video or sound. This is great for differentiation.

You can provide feedback to students during one-to-one conferencing by recording and placing in the book.

Example

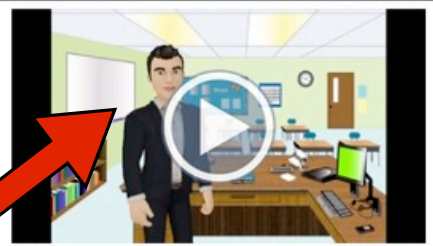
Title Thank you, Mr. Falker

I can... Analyze

Scenes and how each build across time

RL.5

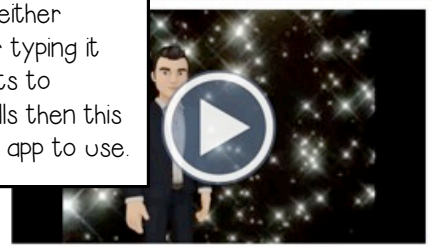
Summarize each scene and describe how each scene builds on the earlier one.



Scene #1



Scene #2



Scene #3



Scene #4

I love the Tellagami app because students can summarize and explain their thinking by either recording themselves or typing it out. If you want students to practice their writing skills then this would be the best video app to use.

Name

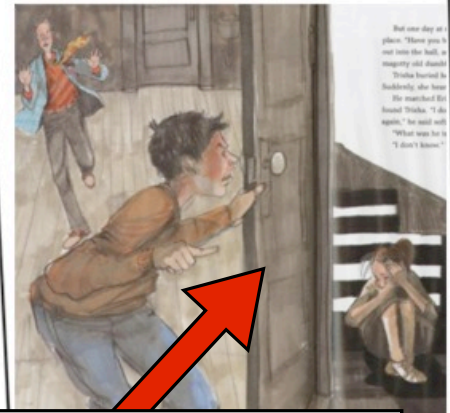
Example

Title Thank you, Mr. Falker

I can... Explain

Directions: Choose a scene from the story. Draw the illustration and words that help you understand the picture. RL.7

Illustrations



Words

But one day at recess, Eric followed her to her secret hiding place. "Have you become a mole?" he laughed. And he pulled her out of the place. **The author describes what Trisha was doing in the picture. She was very upset by Eric's unkind words.** **Trisha buried her head in her arms and curled up in a ball.** Suddenly, she heard footsteps. It was Mr. Falker.

He marched Eric down to the office. When he came back, he found Trisha. "I don't think you'll have to worry about that boy again," he said softly.

"What was he teasing you about, little one?"

"I don't know." Trisha shrugged.

Students can show the exact illustration and words by taking a picture of the text. Can add to the Sketch app for even more evidence and can explain their ideas in greater detail in writing.

Illustrations and words deepen your understanding of the story?



Name

Example

I can...

Name

Analyze Themes, Settings & Plots

RL.9

Directions: Compare and contrast the themes, settings, and plots of two books by the same author. Provide specific evidence.

Thank you, Mr. Falker

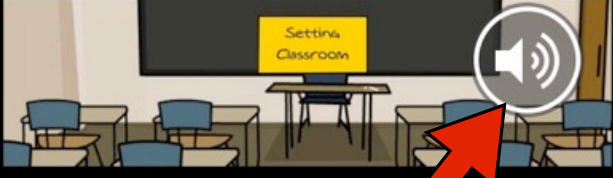
Junkyard Wonders



Trisha is the character.




School is the setting.



Setting Classroom.



Trisha is a bully.



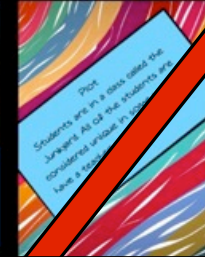
Theme
Overcoming obstacles
Being a mentor
Bullying



Why am I so dumb!



Character Trisha.



Plot
Students are in a class called the Junkyard All of the students are considered outcasts.



Theme
Uniqueness
Mentor
Overcoming Obstacles
Bullying
Death

Students can use Comics Head Lite to show the characters, themes, settings, and plots of two books being sure to provide specific words and pictures from the text.

Students can record themselves comparing and contrasting the two texts.

KidBlog Example

Students can take their best work and add it to Kidblog. Students can reflect on their learning and write about the project.



The screenshot shows a digital portfolio page for 'Gracie's Digital Portfolio'. The header features a colorful quilt pattern and the title 'Gracie's Digital Portfolio' in a teal, cursive font. Below the header is a navigation bar with three buttons: 'All Blogs', 'My Blog', and 'New Post'. The main content area displays a blog post titled 'Thank you, Mr. Falker' in a teal, cursive font. Below the title is a meta-information line: 'Tags: reading log writing portfolio Categories: Blog July 12, 2013 @ 12:52 AM 0 Comments' and an 'EDIT THIS POST' button. The post text reads: 'This video is one of my favorite projects from our reading of Thank you, Mr. Falker. I had to summarize the different scenes from the story and explain how they build on one another. I used the app Tellagami to explain the scene.' Below the text is a video player showing a 3D avatar of a man in a suit standing in a classroom. To the right of the main content are three sidebar widgets: 'My Tags' with the tag 'reading log writing portfolio', 'My Categories' with 'No categories', and 'Recent Posts' listing 'Thank you, Mr. Falker' (July 12, 2013) and 'Routine Writing' (June 28, 2013).

KidBlog Examples

I also enjoyed comparing and contrasting the two stories using Comic Heads Lite



This is my final draft of my routine writing piece.

Thank you, Mr. Falker



Name one person who helped Trisha learn to read.
Provide three examples of how that person helped her using details from the text to support your answer.

Mr. Falker helped Trisha learn how to read. One example of how he helped her was by asking her to stay after school to help wash the blackboards. He must have asked her to stay because he suspected she could not read. Next he promised her she was going to read and he asked Miss Plessy, the reading teacher, to meet with them after. He and Miss Plessy worked everyday to help her using different activities until she learned to read.

Routine

Date: _____

Name: _____

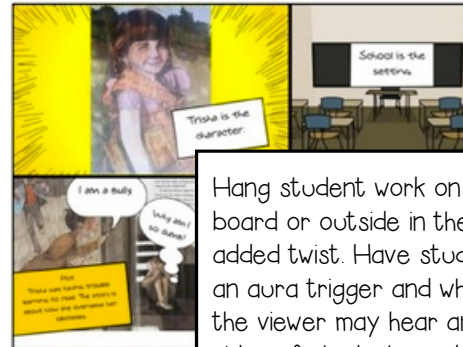
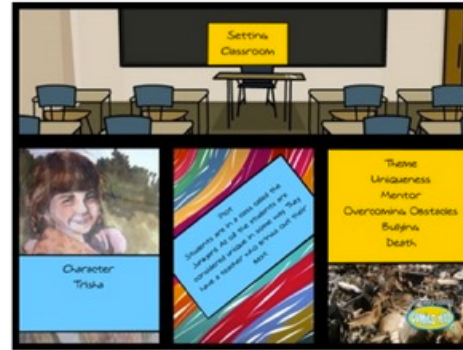
This entry was tagged [reading log](#), [writing portfolio](#).

Display Examples



Create a display you will never have to change all year. Create a QR Code that will direct visitors to the student blog. Every time a student updates their blog the work will change when scanned.

I also enjoyed comparing and contrasting the two stories using Comic Heads Lite



Hang student work on a bulletin board or outside in the hall with an added twist. Have students create an aura trigger and when scanned the viewer may hear an audio or video of students explaining their work. Click [here](#) and [here](#) for more information.

“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. Comics Head Lite
3. Skitch
4. [Puppet Pals 2](#)
5. [Puppet Pals 1](#)
6. [Book Creator](#)
7. [Felt Board](#)
8. [Kidblog](#)
9. Aurasma - ([here](#) and [here](#))
10. ChatterPix Kids (tutorial within the app)

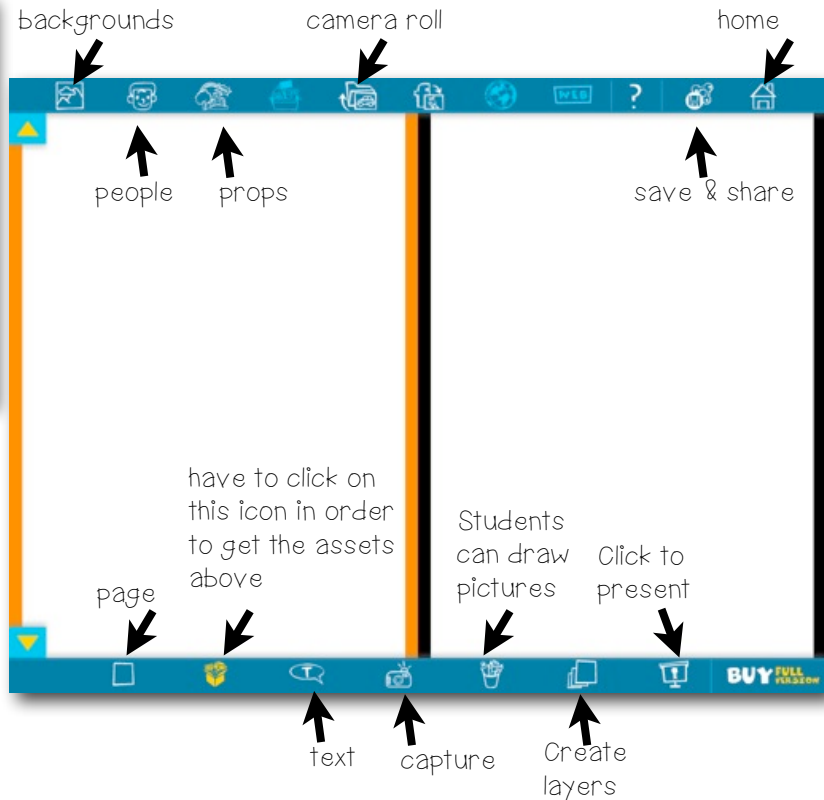
Comics Head Lite

*All the blue icons are available with the paid version



Home Page

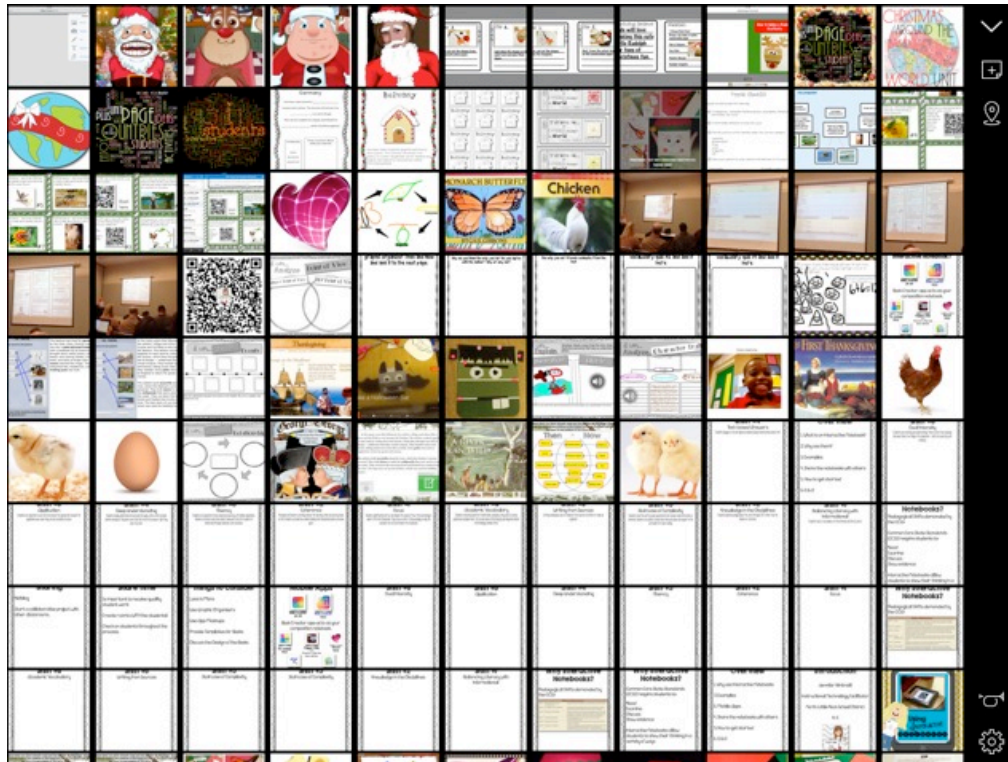
Create New Comic,
Choose Templates,
or Work on Last
Document



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 Powtuxets were taken to Spain to be sold into slavery. As in **PF** **X**, 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.

Shapes → 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 houses they called **wetus** were skeletons. The corn fields had grown to weeds. **?**

!

Highlight → 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.**

1. First choose color for annotation.

Skitch App 

skitch



2. Next choose from a variety of annotation icons

Icons

Message Mail Twitter Evernote Open in...

Save Image Assign to Contact Copy Print

As Squanto jubilantly strode toward the bushes and walked into his corn fields had grown to weeds. They called *wetus* were skeletons. The

! Highlight

1. First choose color for annotation.

Share by saving image to the camera roll.

Book Creator



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



Credits



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



Please feel free to email me at kimbrell1971@gmail.com if you have any questions or if there are any errors in this document.



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