

Interactive Language Therapy Notebooks

Interactive Notebooks are a very flexible activity. Each Therapist will adapt them and use in different ways according to the needs of her students. However the following pages give the suggested assembly and use for your template pages.

I have also provided examples of ways you might adapt the pages in different ways to differentiate for the needs of students at a variety of levels within one session.

I have included tips for easy assembly of each notebook page.

The completed notebook page provides a valuable record of work as well as an easy reference to use for recap. Much of the learning though takes place whilst completing the page so don't be afraid to take your time!

Many of the examples include the instruction to "write" a small amount of text. In all cases it is acceptable for the SLP to do the writing from the student's verbal response.

Cut around the outer edge of the rectangle. Fold in the 2 strips of pictures to meet in the middle. Glue just the middle section and stick into the notebook. Finally, snip along the dotted lines.

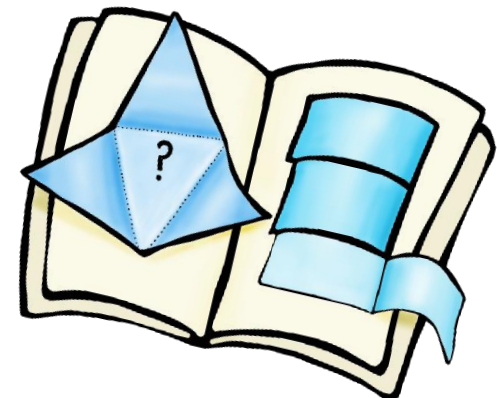
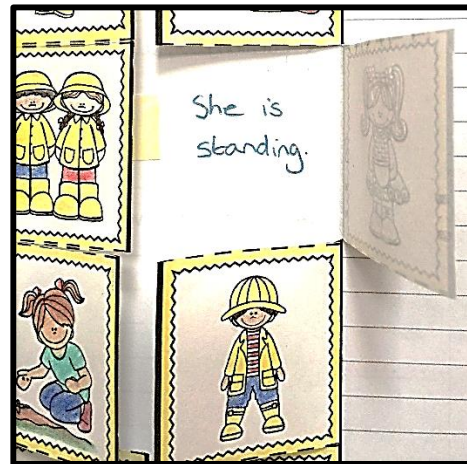
Pronouns

I can use pronouns.



Cut out the words provided, select the correct pronoun and paste it under the flap.

Make a simple sentence to describe the picture (using an appropriate pronoun.)



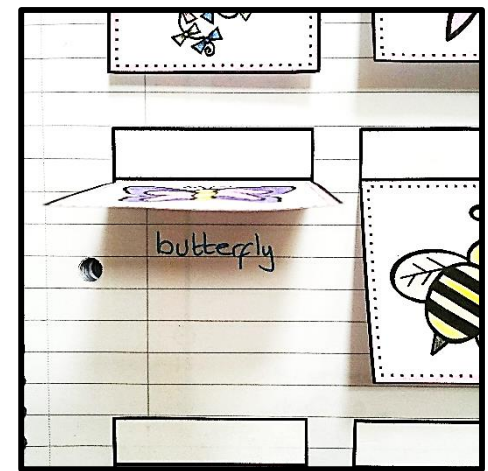
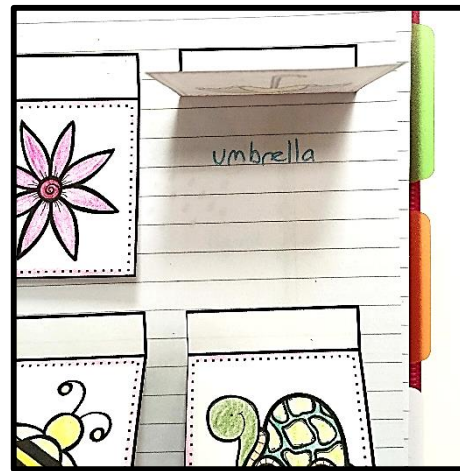
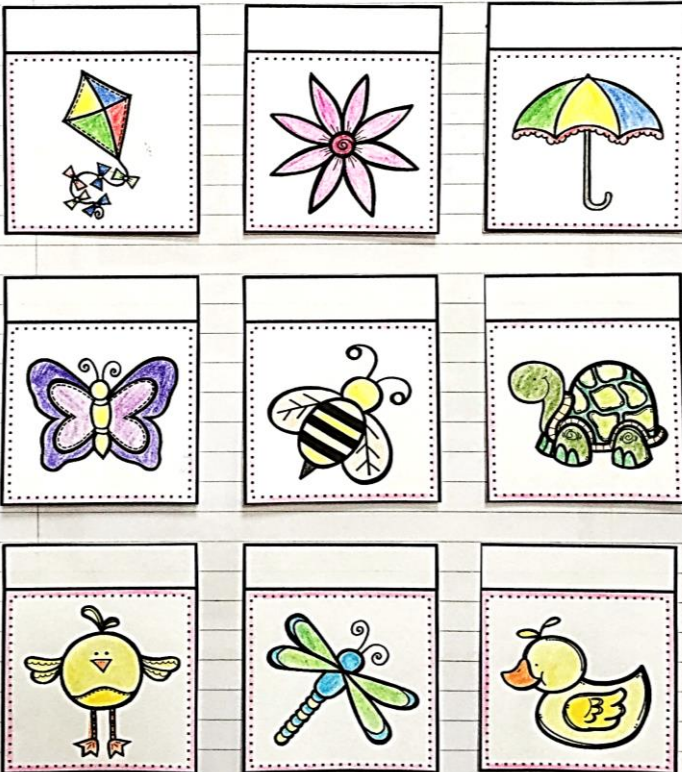
Expand your sentence and describe the picture in more detail.

Cut around each small rectangle. Fold over the flap and glue just the flap into the notebook.

For students who find cutting small items difficult, have them cut around the outer edge of the grid and glue as one large flap onto the page.

Nouns

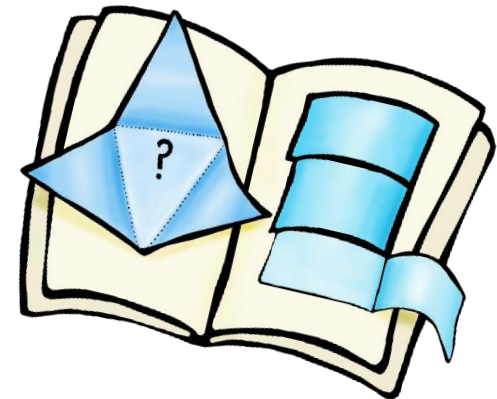
I can name common objects.



Label the items.



Relate the item to its function.



Assembly for this page is very straightforward. Simply have your students cut around the outer edge of the border and paste it into the notebook.

Adjectives

I can use describing words.



To extend the activity, have your students think of other things that are noisy, heavy etc.

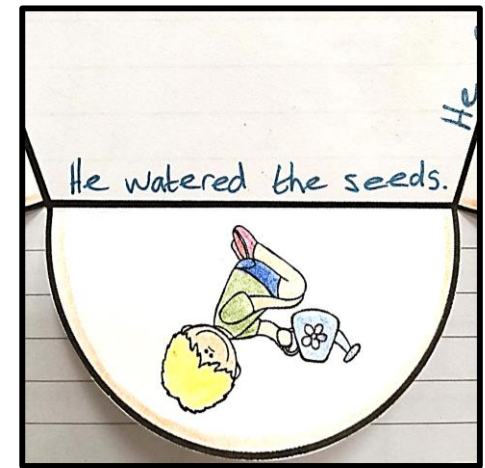
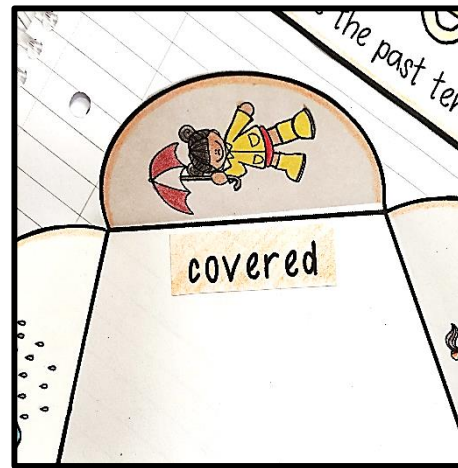
Write as many adjectives as your students can think of for each picture.



Cut around the flower outline and fold the flaps into the center. Glue the center section into the notebook.

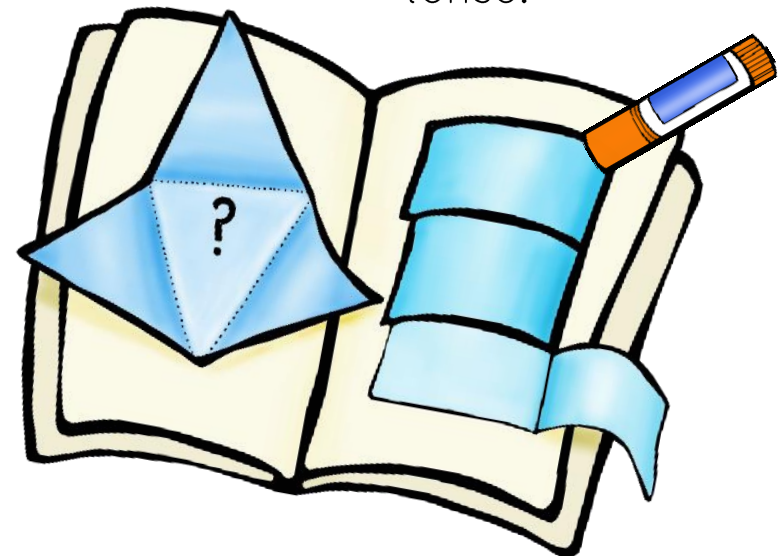
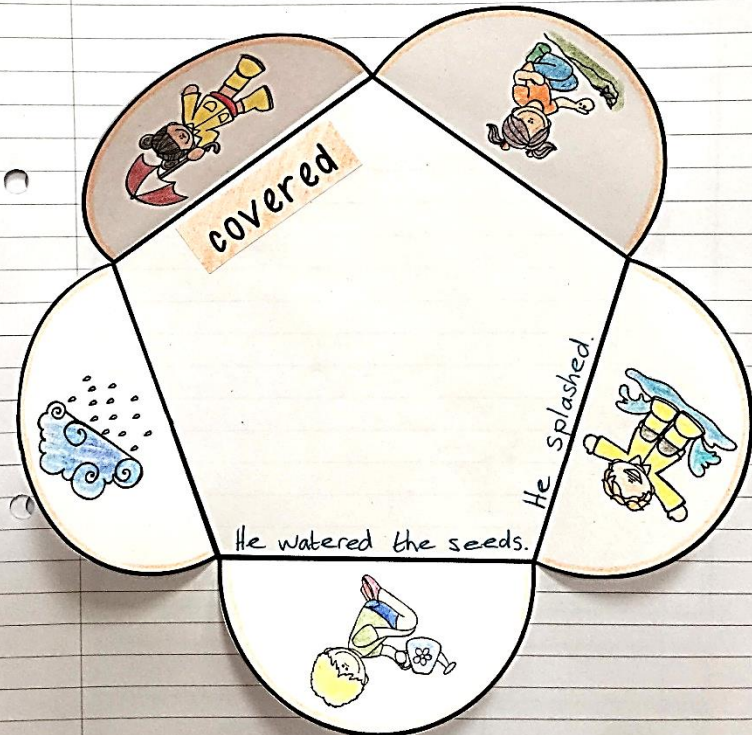
Verbs

I can use the past tense of regular verbs.



Cut out the correct past tense verb and paste it under the flap.

Write a simple sentence to describe the picture using an appropriate verb tense.



Cut around each small rectangle. Fold over the flap and glue just the flap into the notebook.

For students who find cutting small items difficult, have them cut around the outer edge of the grid and glue as one large flap onto the page.

Verbs
I can use the past tense of irregular verbs.

erbs
ense of irregular verbs.

read

ate

Cut out the correct verb and paste it under the flap.

I can use the past ten

The butterfly flew in the garden.

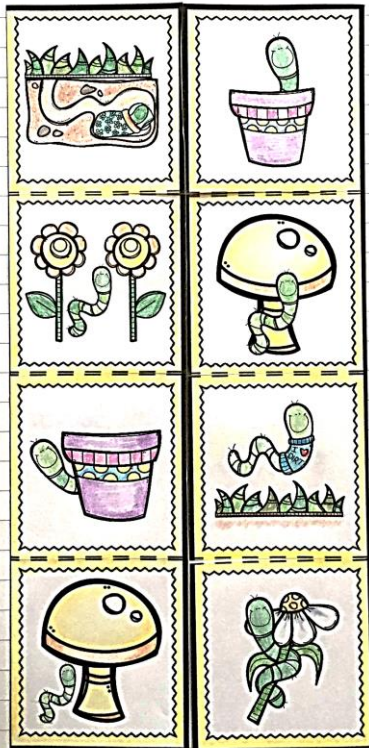


Write or say a sentence about the picture.

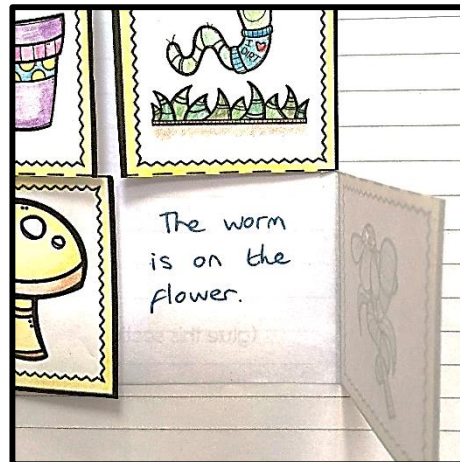
Cut around the outer edge of the rectangle. Fold in the 2 strips of pictures to meet in the middle. Glue just the middle section and stick into the notebook. Finally, snip along the dotted lines.

Prepositions

I can use prepositions.



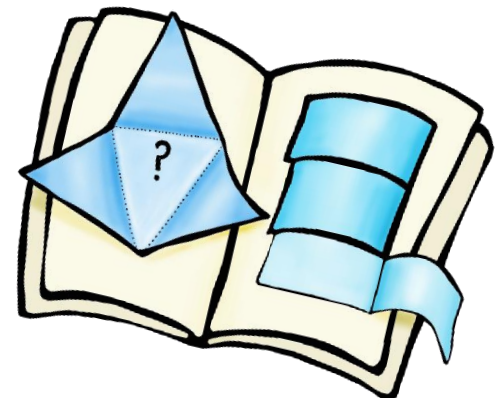
Cut out the correct preposition and paste it under the flap.



Use a full sentence.



Write a phrase to describe the picture using an appropriate preposition.

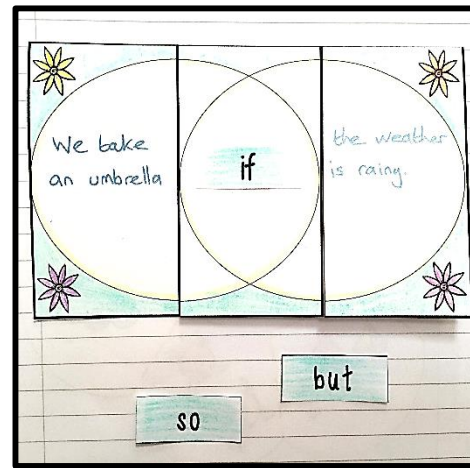
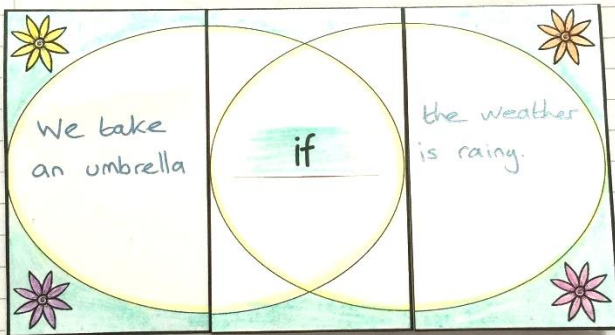


Cut around the outer rectangle. Fold in half and glue the plain flap into the notebook.

Snip along the vertical lines to make 3 flaps.

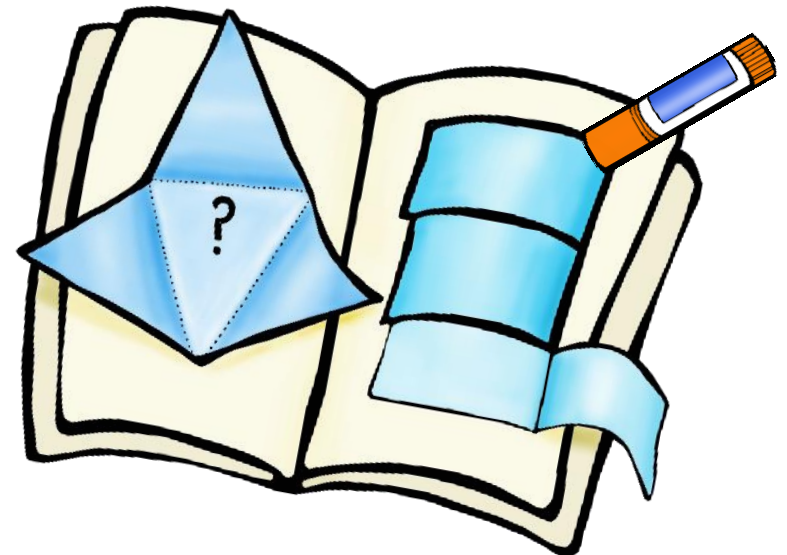
Conjunctions

I can use conjunctions.



The students can illustrate the sentence on the front of the foldable or underneath the flaps.

Write two sentence fragments and have your students choose the correct conjunction.



Cut around the flower outline and fold the flaps into the center. Glue the center section into the notebook.

Plurals

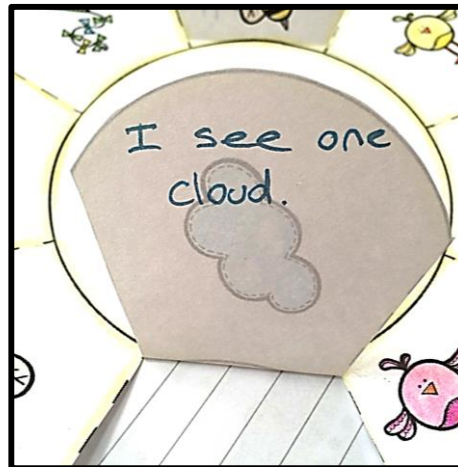
I can use regular plurals.



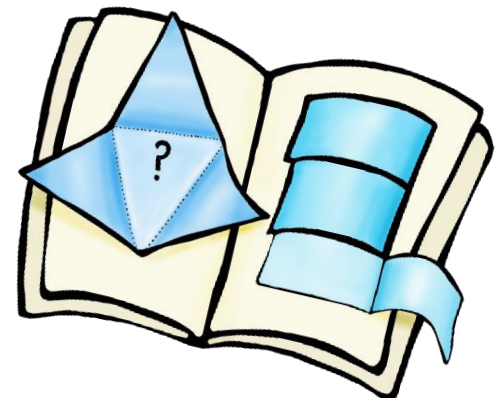
Write the singular form on the word on each flap. Your students count and add s/es as appropriate.



Your students can independently label each picture.



Use the correct plural or singular form of each in a sentence.

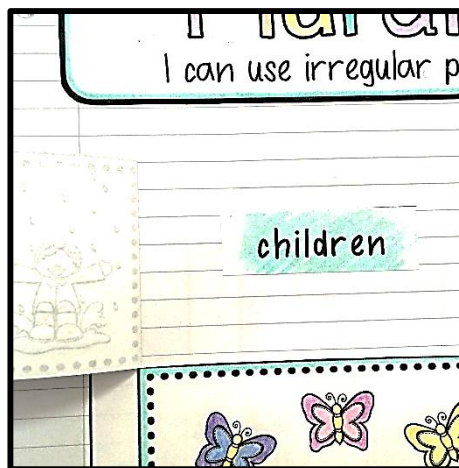
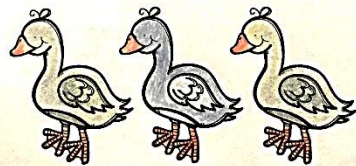


Cut around the outer rectangle. Fold the flap on the left and glue this small flap into the notebook.

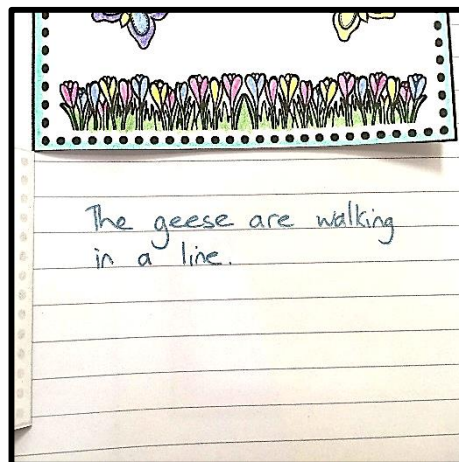
Snip along the horizontal lines to make 3 flaps.

Plurals

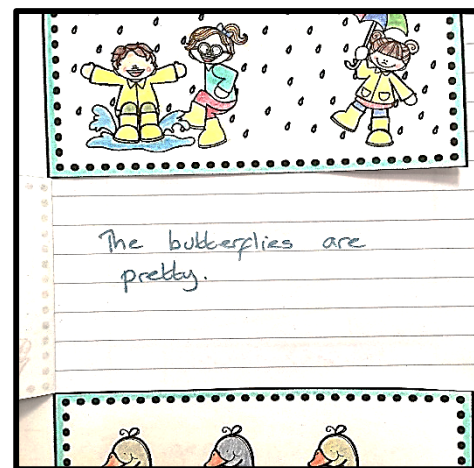
I can use irregular plurals.



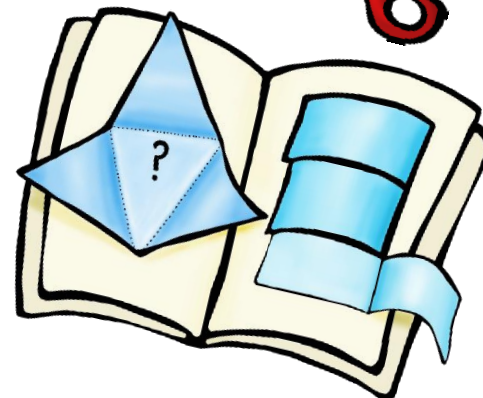
Cut out the correct plural and paste it under the flap.



Say or write a more complex sentence.



Write a simple sentence to describe the picture using an appropriate plural form.

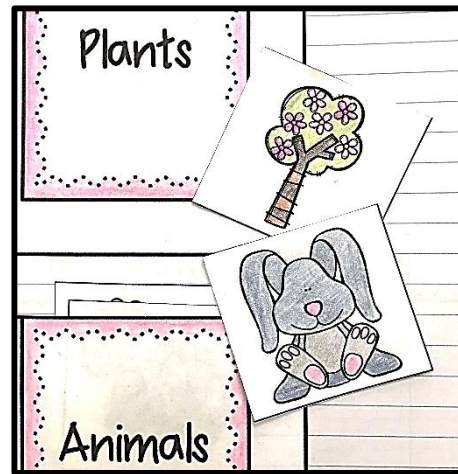
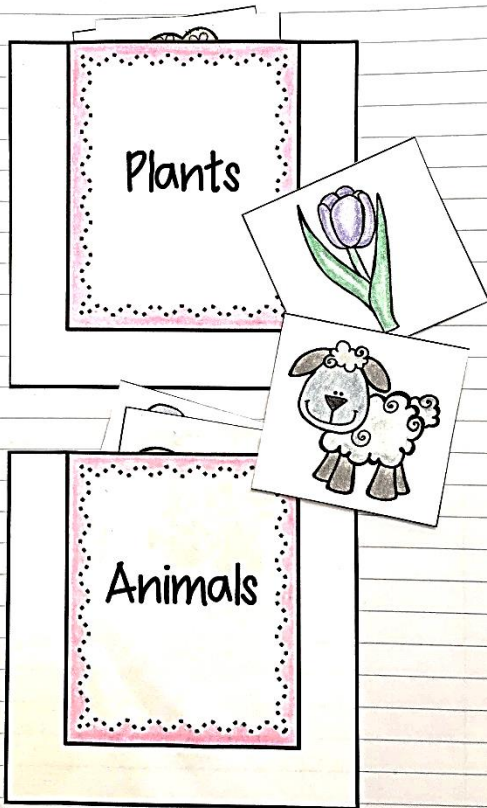


Cut around each pocket. Glue around the outer edge only (leave the top open) and stick into the notebook.

Cut out the pictures for sorting.

Categories

I can sort words by categories.



Sort the pictures into the correct category and store them in the pockets.

As an extension activity, your students can write or draw more items from the category on blank squares or write directly into the notebook.



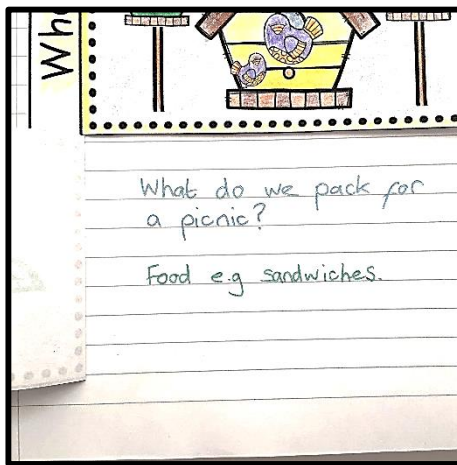
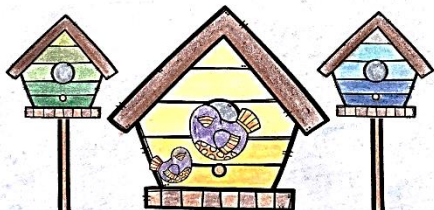
Cut around the outer rectangle. Fold the flap on the left and glue this small flap into the notebook.

Snip along the horizontal lines to make 3 flaps.

Questions

I can ask questions.

What?



Ask a question about each picture and write it under the flap.

There are different scenes for each wh question type plus a blank template (in the templates file) for your students to draw their own scenes.



Cut around the outer rectangle. Fold the flap on the left and glue this small flap into the notebook.

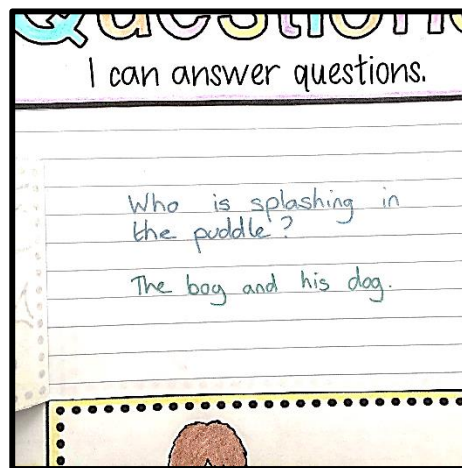
Snip along the horizontal lines to make 3 flaps.

Questions

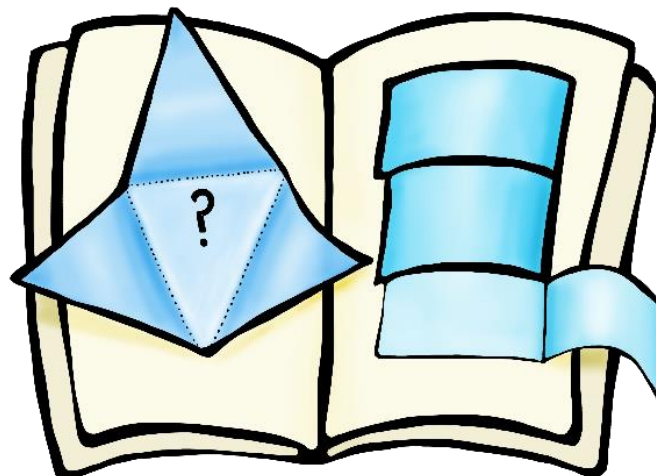
I can answer questions.



Who?



Ask an appropriate question. Your student can answer the question and write their answer under the flap.

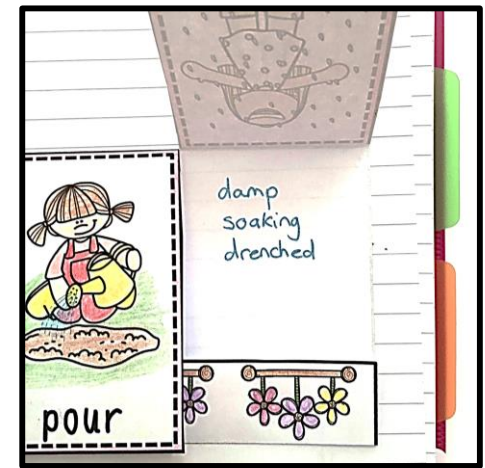
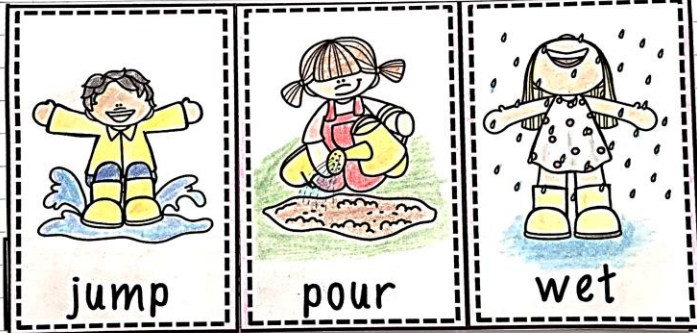


Cut around the large rectangle, fold along the solid line and tuck in the decorative edging.

Snip between the dotted lines to make three flaps.

Shades of Meaning

I can distinguish shades of meaning among verbs.



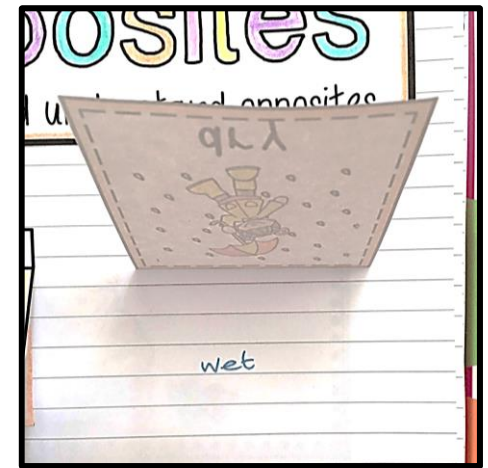
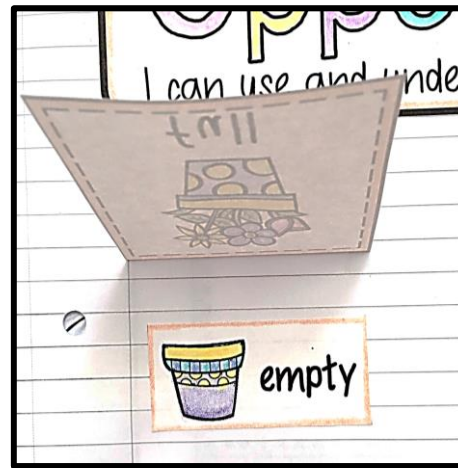
Write an alternative verb with the same meaning.

See how many verbs you can list with the same meaning.



Cut around each small rectangle. Fold over the flap and glue just the flap into the notebook.

For students who find cutting small items difficult, have them cut around the outer edge of the grid and glue as one large flap onto the page.



Cut out the correct antonym and paste it under the flap.

Opposites

I can use and understand opposites.



Cut around the outer rectangle. Fold the flap on the left and glue this small flap into the notebook.

Snip along the horizontal lines to make 3 flaps.

Sequencing

I can talk about events in the order they occurred.



I can talk about events in the order they occur

first

then

he waters the seedling.

Cut out the correct step in the sequence and paste it under the flap.

Write a simple sentence to describe each picture.

