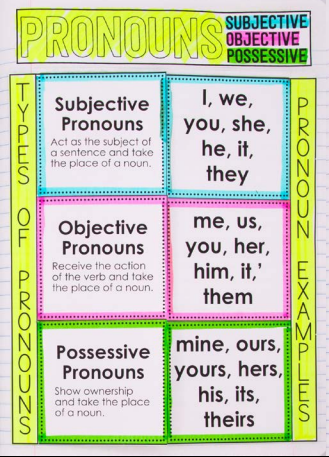
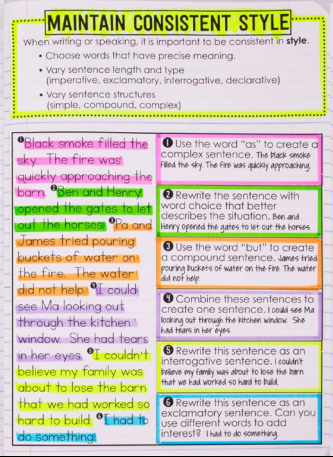
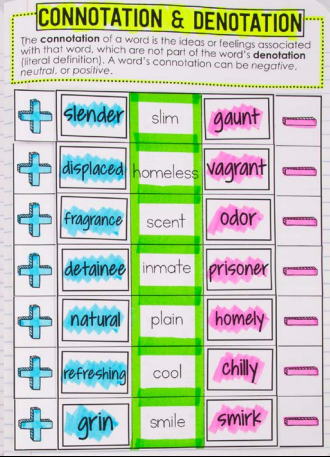
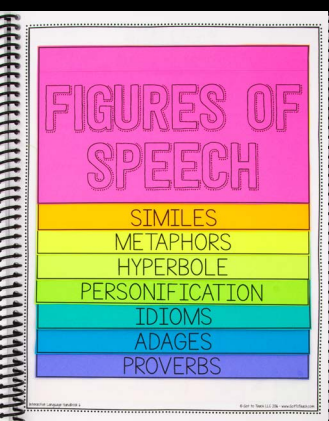


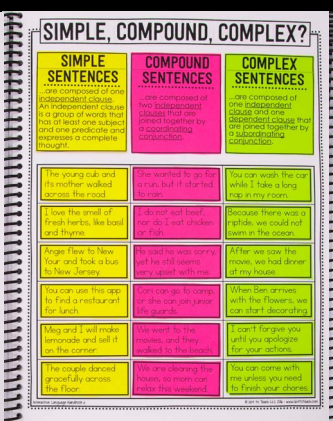


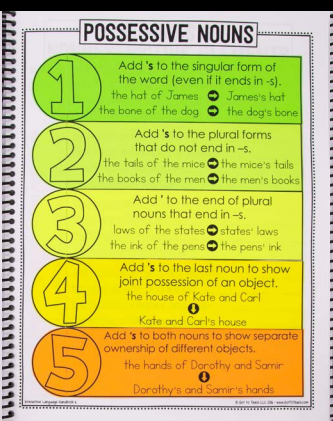


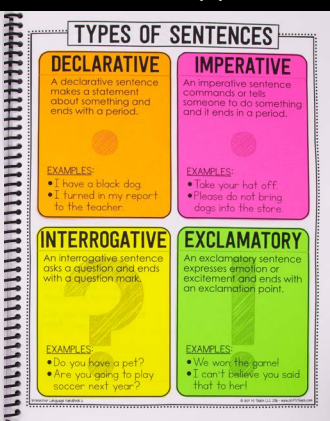
SIXTH GRADE LANGUAGE INTERACTIVE NOTEBOOK

by TEACHER thrive









MAINTAIN CONSISTENT STYLE

When writing or speaking, it is important to be consistent in **style**.

- Choose words that have precise meaning.
- Vary sentence length and type (imperative, exclamatory, interrogative, declarative)
- Vary sentence structures (simple, compound, complex)

❶Black smoke filled the sky. The fire was quickly approaching the barn. ❷Ben and Henry opened the gates to let out the horses. ❸Pa and James tried pouring buckets of water on the fire. The water did not help. ❹I could see Ma looking out through the kitchen window. She had tears in her eyes. ❺I couldn't believe my family was about to lose the barn that we had worked so hard to build. ❻I had to do something.

❶ Use the word "as" to create a complex sentence. The black smoke filled the sky. The fire was quickly approaching.

❷ Rewrite the sentence with word choice that better describes the situation. Ben and Henry opened the gates to let out the horses.

❸ Use the word "but" to create a compound sentence. James tried pouring buckets of water on the fire. The water did not help.

❹ Combine these sentences to create one sentence. I could see Ma looking out through the kitchen window. She had tears in her eyes.

❺ Rewrite this sentence as an interrogative sentence. I couldn't believe my family was about to lose the barn that we had worked so hard to build.

❻ Rewrite this sentence as an exclamatory sentence. Can you use different words to add interest? I had to do something.

POSSESSIVE NOUNS

1 Add **'s** to the singular form of the word (even if it ends in -s).

the hat of James ➔ James's hat

the bone of the dog ➔ the dog's bone

2 Add **'s** to the plural forms that do not end in –s.

the tails of the mice ➔ the mice's tails

the books of the men ➔ the men's books

3 Add **'** to the end of plural nouns that end in –s.

laws of the states ➔ states' laws

the ink of the pens ➔ the pens' ink

4 Add **'s** to the last noun to show joint possession of an object.

the house of Kate and Carl

⬇

Kate and Carl's house

5 Add **'s** to both nouns to show separate ownership of different objects.

the hands of Dorothy and Samir

⬇

Dorothy's and Samir's hands

ROOTS & AFFIXES

WORD: resentment			WORD: prepared		
PREFIX	ROOT	SUFFIX	PREFIX	ROOT	SUFFIX
RELATED WORDS			RELATED WORDS		
LITERAL DEFINITION		DICTIONARY DEFINITION	LITERAL DEFINITION		DICTIONARY DEFINITION

WORD: inaccurate			WORD: complacent		
PREFIX	ROOT	SUFFIX	PREFIX	ROOT	SUFFIX
RELATED WORDS			RELATED WORDS		
LITERAL DEFINITION		DICTIONARY DEFINITION	LITERAL DEFINITION		DICTIONARY DEFINITION

WORD: absurdity			WORD: conspiracy		
PREFIX	ROOT	SUFFIX	PREFIX	ROOT	SUFFIX
RELATED WORDS			RELATED WORDS		
LITERAL DEFINITION		DICTIONARY DEFINITION	LITERAL DEFINITION		DICTIONARY DEFINITION

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ANALOGIES: WORD RELATIONSHIPS

FUNCTION	3	2	1
DEGREE	3	2	1
LACK	3	2	1
CHARACTERISTIC	3	2	1
TYPE/KIND/ CATEGORY	3	2	1
PART-TO-WHOLE	3	2	1
DEFINITION (Synonym/Antonym)	3	2	1

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RESOURCE OVERVIEW

Looking for a language or grammar Interactive Notebook that doesn't claim to be appropriate for several grade levels? Now you have a resource that is specifically designed for the students you teach and the standards you need to cover. This Language Interactive Notebook provides you with an effective way to teach important concepts, all while engaging students and increasing retention. Interactive Notebooks are not just a "fun" or "cute" activity for your students; they are powerful learning tools that teach students study skills and note-taking.

This Sixth Grade Language Interactive Notebook includes 30 activities that cover the following skills and/or concepts:

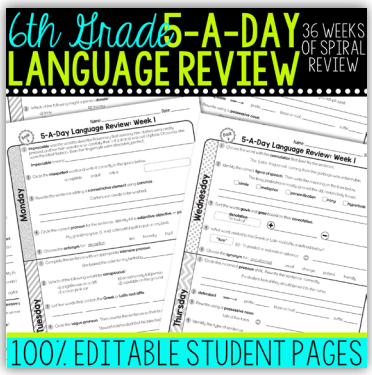
- Subjective Pronouns
- Objective Pronouns
- Possessive Pronouns & Adjectives
- Intensive Pronouns
- Pronoun Number & Person
- Pronoun Shifts
- Vague Pronouns
- Types of Sentences
- Simple Sentences
- Compound Sentences
- Complex Sentences
- Fragments & Run-ons
- Possessive Nouns
- Commas (Nonrestrictive Elements)
- Parentheses (Nonrestrictive Elements)
- Dashes (Nonrestrictive Elements)
- Spelling
- Vary Sentence Patterns
- Maintain Consistent Style
- Maintain Consistent Tone
- Context Clues
- Roots & Affixes
- Consult Reference Materials
- Determine & Verify Word Meaning
- Figures of Speech
- Analogies (Word Relationships)
- Denotation & Connotation

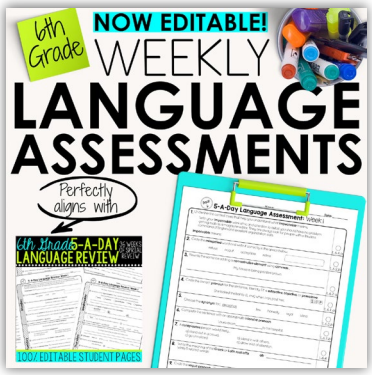
Questions or comments? Please email me at info@teacherthrive.com

Thank you for your purchase,

Melissa Tallman

You might also like...





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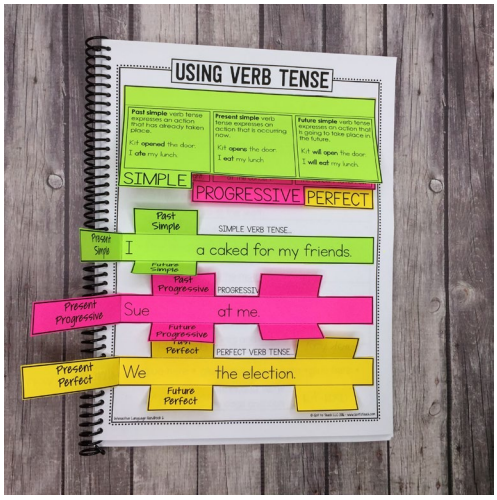
TWO DIFFERENT FORMAT OPTIONS

Each activity in this resources has been created in two different formats!

Option 1: Handbook Format

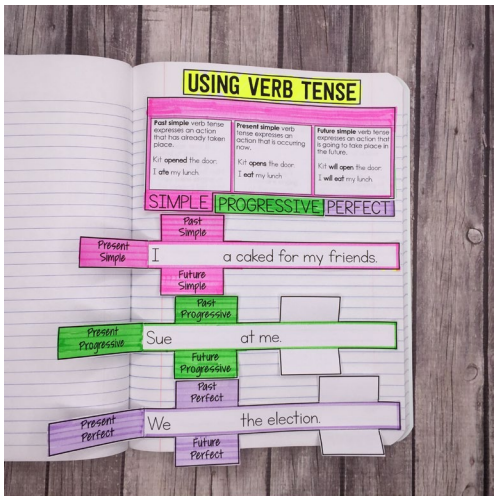
This format consists of a "base page" and "foldable elements." The "foldable elements" are glued directly on to the "base page." In the pictures below, the "base page" is white and the "foldable elements" are colored. In the assembled examples provided, all of the "base pages" are spiral bound with a 1/2 inch (13 mm) coil.

However, you do not need to bind these pages. You can simply copy the base pages for your students and have them complete them separately. They can store them in a folder or three-ringer binder for future reference.



Option 2: Notebook Format

This option is the more traditional Interactive Notebook format that uses a spiral-bound or composition notebook (composition notebook is more durable and is recommended). For this format, the students will write directly on the notebook pages.



The bottom of each page is labeled.

Option 1: Using Verb Tense foldable "page elements." To be used with 8.5 x 11 "base page."

Option 2: Using Verb Tense Interactive Notebook Format (composition/spiral-bound notebook.)

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TIPS AND SUGGESTIONS

- If your students are new to Interactive Notebooks (INB), it is important that they know to only use small dots of glue. Students will tend to go overboard on this unless you explicitly show them. Also, I do not recommend the use of glue sticks; the bond will eventually break and the pages will fall apart. A little Elmer's School Glue will go a long way. Having at least one glue bottle for every 2-3 students is sufficient.

- You do not need a separate INB to use this resource. If you are already implementing a reading INB with your students, you can simply incorporate the activities from these pages.

- Save some time when coloring. Students do not have to color every minute detail of these activities. Some time-saving options include: tracing the edges with a highlighter or marker, coloring only a few elements on the page, or not coloring at all. What's most important is that students make the connection between the visual of the notebook page and the content it is covering.

- All "foldable elements" will include the "Printing Guide" below. The Printing Guide is a little graphic that tells you how many copies you need for each student. For example, if you see…

Print <u>one</u> copy for every <u>one</u> student.

Print <u>one</u> copy for every <u>two</u> students.

Print <u>two</u> copies for every <u>one</u> student.

- If you decide to use "Option 1: Handbook Format," you can spiral bind them using a 1/2 inch (13 mm) coil. This size is perfect for all 33 activities and the "foldable elements ," which will add bulk. However, you don't need to bind these. You can print and complete the "base pages" and the related "foldable elements" one at time for your students. This way you can be placed in a file folder or three-ring binder as the students complete each activity.

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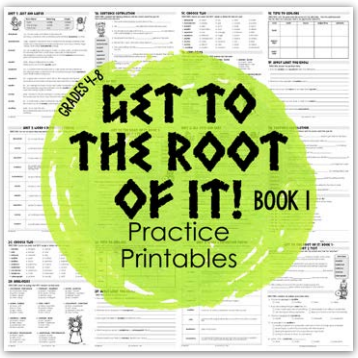
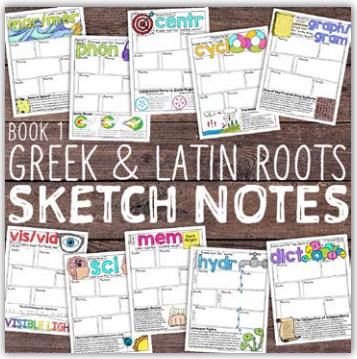
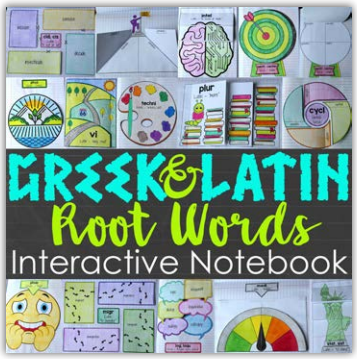
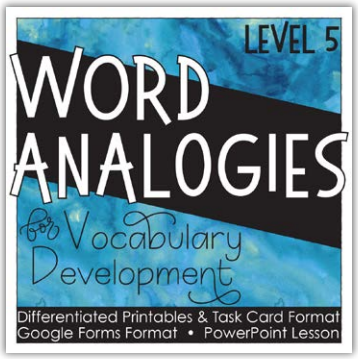
VOCABULARY RESOURCES

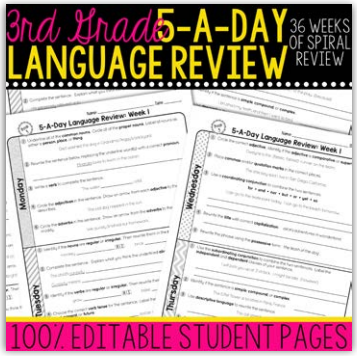


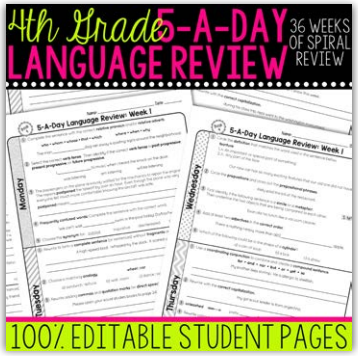


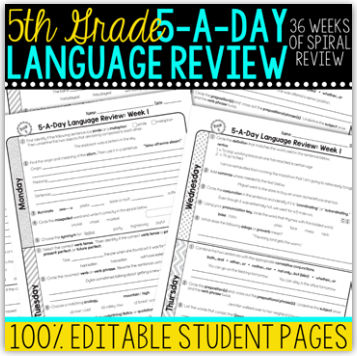


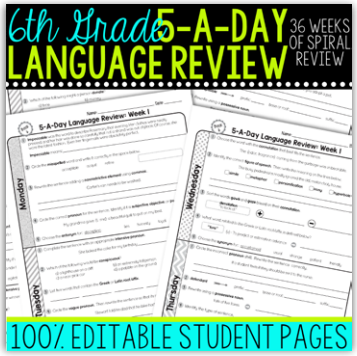


DAILY LANGUAGE REVIEWS (GRADES 3-8)









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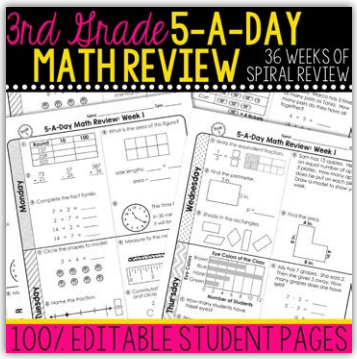

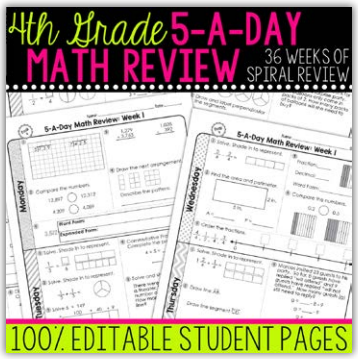

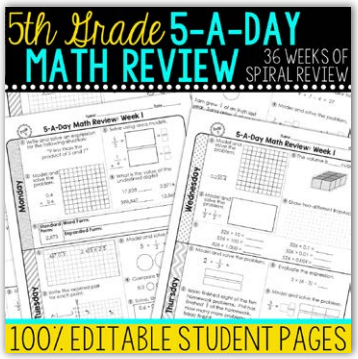

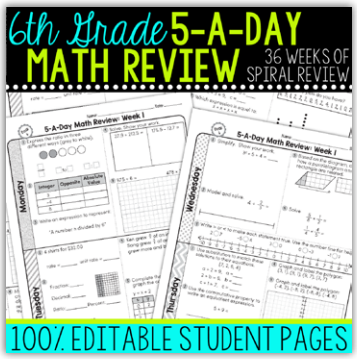
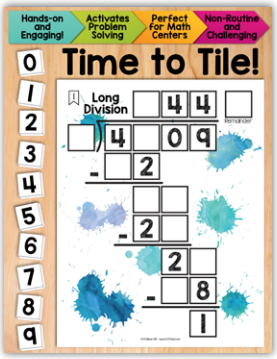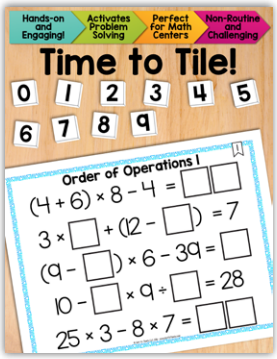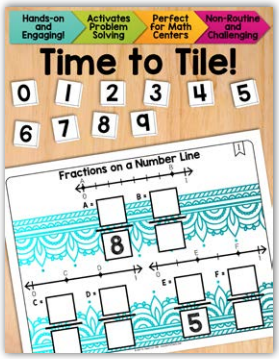
HANDS-ON MATH TILES