

FREEBIE!

Getting Started

**A How-To
Guide for
Interactive
Notebooks**

Bound-Book
Foldables[®]

used with permission



Why use notebooks?

The point of a notebook is
to jump-start the mind.

John Gregory Dunne



8 Page
Bound Book +
Foldables[®]



Hello Fellow Mathematicians. . .

If you have never explored Interactive Student Notebooks (ISN) and Foldables™ you are in for a real treat. Foldables are graphic organizers that help students organize information and represent abstract ideas in a concrete manner. Dinah Zike created Foldables™ over 40 years ago.

I truly believe that paper and pencil resources are still necessary for quality math instruction. In 2012, our school district eliminated textbooks for all Algebra 2 courses. Teachers in our school were concerned that students would be disadvantaged without some reference materials. So began my journey to create 8-page Bound-Book-Style Foldables™ each night for the next day's lesson. That was a hectic school year, but looking back now, I realize this was a valuable gift to the seventeen Algebra 2 teachers in our 3,000-plus student population. Many of our staff began to explore interactive student notebooks and discovered that students became active participants in their learning.

ISN's help students organize their learning. Their journals become an individual portfolio of their experience. Students find ownership in the process. It can benefit your students, as well.



Let's get started

What should I do first?

Students should purchase a paper backed 100-page composition book. I have found it is worth taking an entire class period to personalize student notebooks.

You just need a small amount of pre-planning.

- ✓ Scrapbooking paper
- ✓ Notebook Labels
- ✓ Glue
- ✓ Scissors
- ✓ Clear wide-packing tape



NOTE: Students who purchase a composition book with a plastic cover will need some permanent markers to personalize their ISN journal because glue will not hold.

... Read the research here ...

Scan the code or click on the image at the right. The link will take you to the download PDF document titled *Research to Support Foldables® in the Classroom*.



How to personalize an ISN

1. Have students select a half-sheet of scrapbooking paper.
2. Glue this to the front of the composition book.
3. Complete the Notebook Label and glue it on top of the decorative paper.
4. Cover the entire front of the composition book with strips of clear packing tape in order to “water-proof” the front of the book. On the next page, see the detail of overlap in the picture at top right. Trim closely to finish the cover.

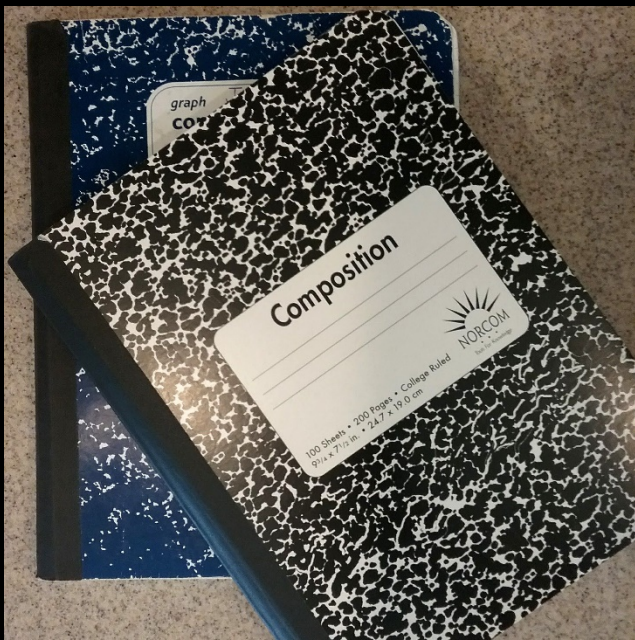
TABLE OF CONTENTS

OPTION 1 : Use the first 4 pages for a table of contents. One page for each quarter.


OPTION 2 : Print a foldable page for each quarter to be added to the ISN at the beginning of each new unit of study.



***ALLOW A FULL CLASS
PERIOD TO PERSONALIZE
YOUR ISN!***

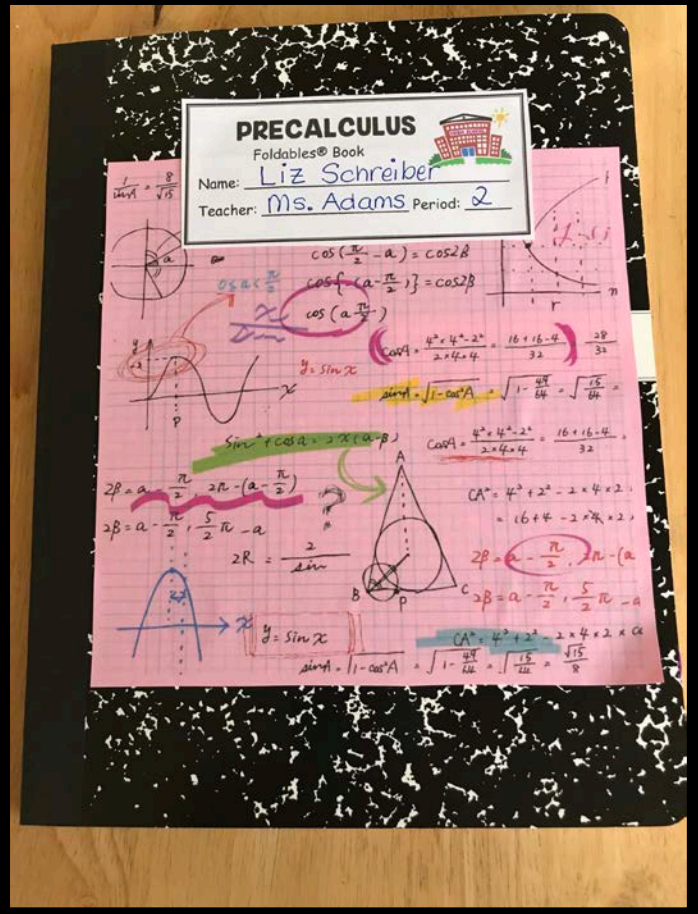
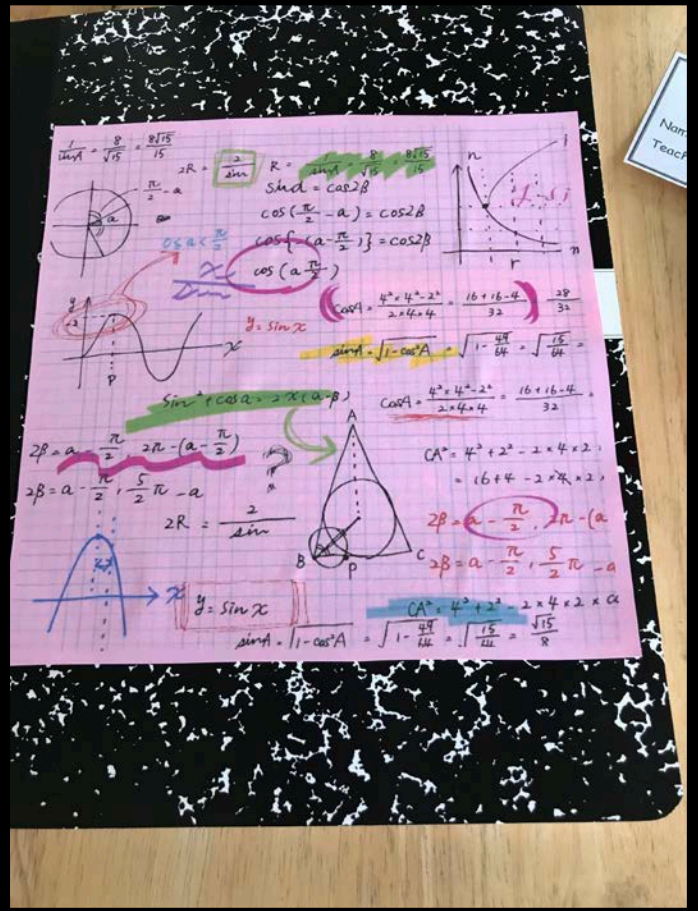
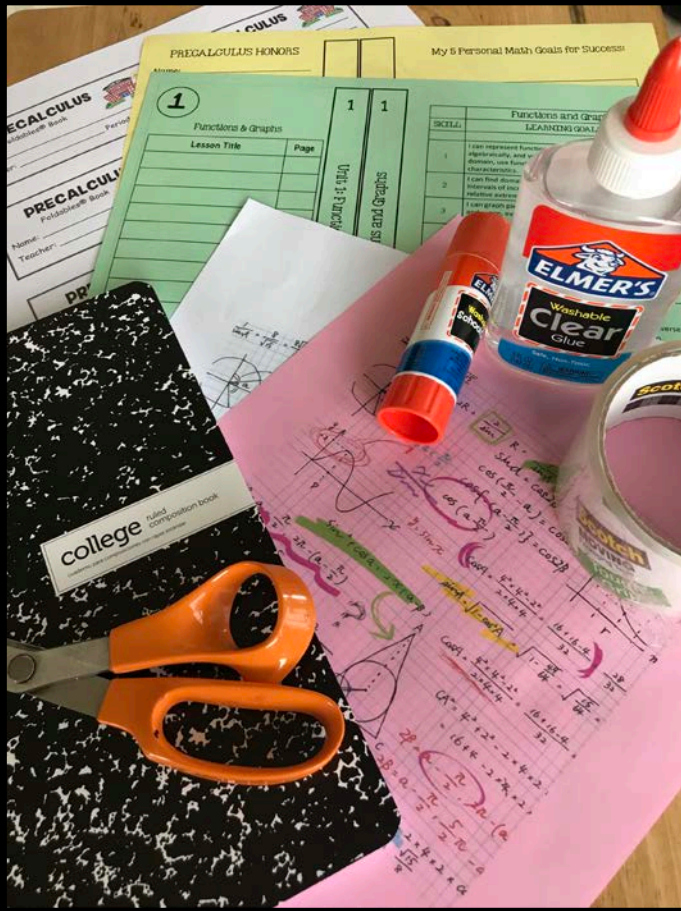


ALGEBRA II
Foldables® Book



Name: _____
Teacher: _____ Period: _____





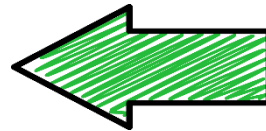
ISN Tabs and Pockets



Now that you have the first four pages set for a table of contents section, it's time to create a storage pocket for Unit 1.

Fold the next page from the top left corner to the center, as shown.

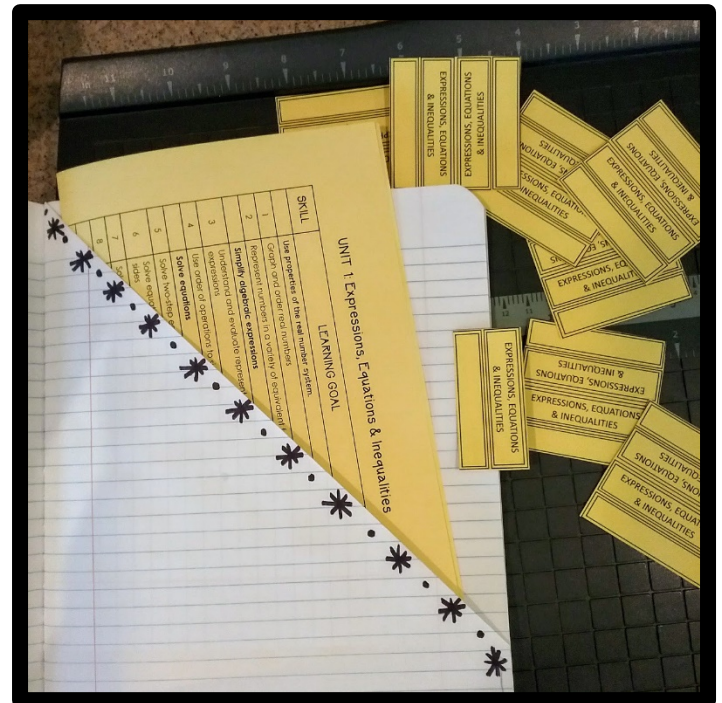
Then, run a single line of liquid glue around the bottom and up to the fold.



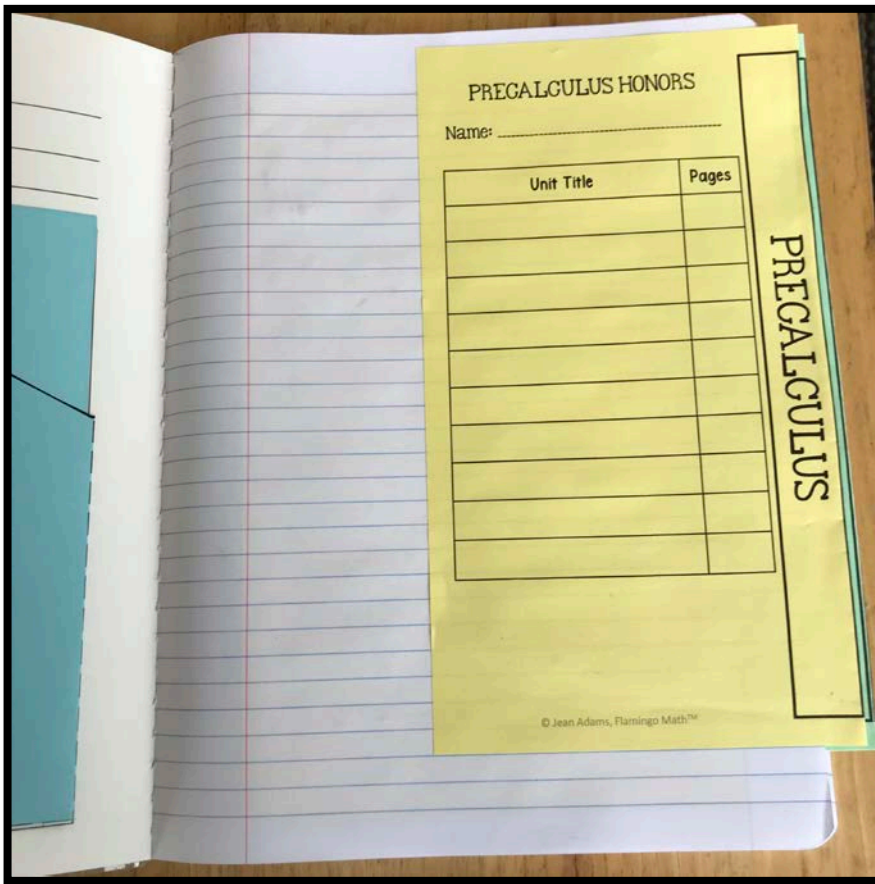
Now just close the page to the right to create a pocket. Here students can store their **Learning Goal and Scales** pages, along with Foldables that are not yet complete. See photo at right.



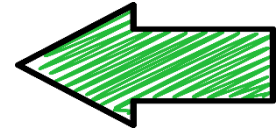
Finally, add the **TAB** for the unit to the back side of the pocket



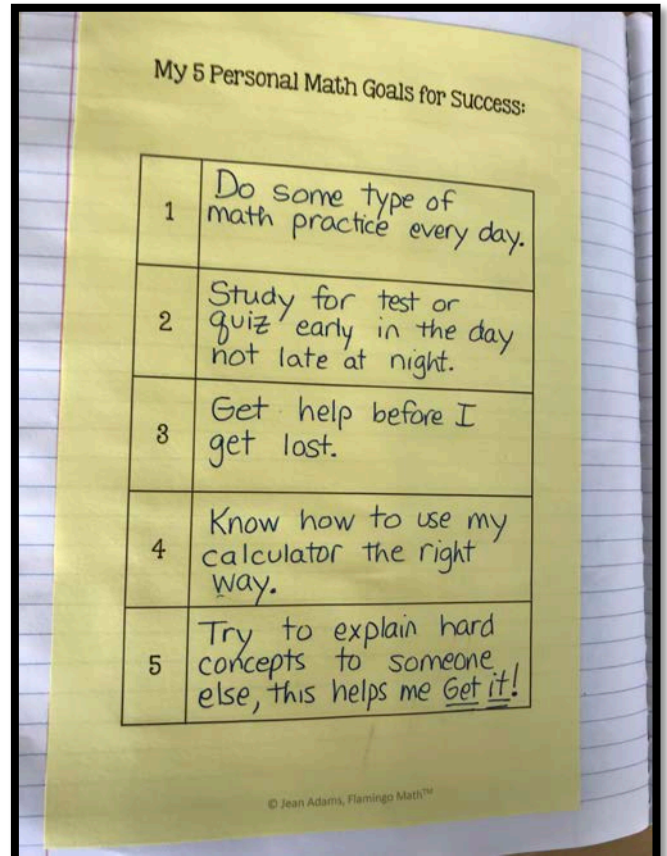
NOTE: It is helpful to color-code each unit if you have access to pastel paper!



Course Unit & Content Tabs



Personal Goals for Success

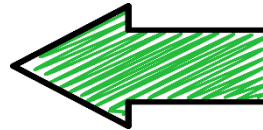


Unit 1: Functions and Graphs

| 1 | | Functions and Graphs |
|-------|--|----------------------|
| SKILL | LEARNING GOALS | |
| 1 | I can represent functions graphically, numerically, algebraically, and verbally. I can determine implied domain, use function notation, and analyze function characteristics. | |
| 2 | I can find domain and range of a function, determine intervals of increase, decrease, or constant. I can find relative extrema and identify even and odd functions. | |
| 3 | I can graph piecewise defined functions, state the domain and range, evaluate, and write equations of piecewise functions. | |
| 4 | I can recognize graphs of the twelve basic functions, determine key characteristics of the parent functions, graph, and evaluate. | |
| 5 | I can algebraically and graphically represent translations, reflections, stretches, and shrinks of functions. | |
| 6 | I can combine functions by performing algebraic operations and compositions of functions. | |
| 7 | I can find inverses of functions informally and algebraically. I can use the Horizontal Line Test to determine whether the graph of a function has an inverse that is also a function. I can use function notation to describe real-world scenarios of inverses. | |
| 8 | I can identify basic functions that model real-world problems and can model data, formulas, graphs, and verbal descriptions to solve applications. | |

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Unit Tab with Learning Goals



Unit Tab Contents and Storage Pocket

Unit 1: Functions and Graphs

| 1 | | 1 |
|--------------------|------|---|
| Functions & Graphs | | |
| Lesson Title | Page | |
| Functions | 11 | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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GRAPHS OF FUNCTIONS

VOCABULARY:

visual test for functions. is the graph of y as if no vertical line has more than one point on an interval

interval

My Math Pocket

Unit 1: Functions and Graphs

3

One More Thing!

It might seem like you are just wasting time with an arts and crafts project, but trust me, this is time well spent! You have demonstrated to your learners that you are serious about taking high-quality, effective and useful notes. You are setting the standards high regarding the importance of their recording and representing knowledge in your class. You will see ownership in their attitude about this journal.

a few helpful hints for you . . .

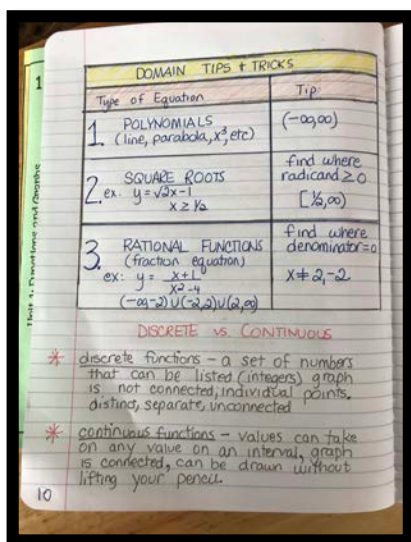
It will take patience on your part for about a week, as students learn to create each mini-booklet. Some can master the folds and cuts with ease, while others will need assistance daily. Delegate some of your fast learners to be Foldable Masters! If they are taking too long, give them a time limit, or challenge them to a race!

Two minutes should be ample time !

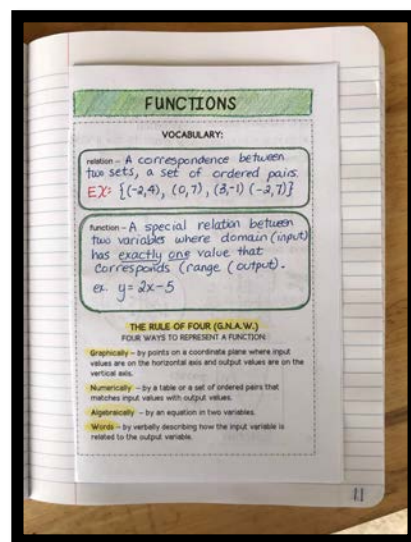
The Rest of the Year

When you purchase a unit of instruction or a full-year product from my store, you will find ample ancillary materials to teach at the level your district or state demands. There is a sample pacing guide for each unit that is designed for regular 45-50 minute classes. With 16 years of experience using Foldables in both Honors and regular classes, I can verify their effectiveness.

There will be some lessons that require more than one class period, unless you teach in a block-schedule setting.



I recommend that my students use the right-side of the ISN to glue their completed Foldable and the left-side can be used for questions, bell-work, other discoveries or concepts that they should consider in order to succeed for the specific lesson.



As a final thought, I have never assigned a grade to these journals. In fact, I don't even require my students to create them. I want notetaking to be personally beneficial to each of my students without a value judgment being attached to the activity.

All of my Foldables[®] were inspired by the work of Dinah Zike, and the bound book Foldable is used by permission – see more of her ideas at www.Dinah.com

 Jean



ALGEBRA II

Foldables® Book



Name: _____

Teacher: _____

Period: _____

ALGEBRA II

Foldables® Book



Name: _____

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ALGEBRA II

Foldables® Book



Name: _____

Teacher: _____

Period: _____

ALGEBRA II

Foldables® Book



Name: _____

Teacher: _____

Period: _____

ALGEBRA II

Foldables® Book



Name: _____

Teacher: _____

Period: _____

ALGEBRA II

Foldables® Book



Name: _____

Teacher: _____

Period: _____



ALGEBRA II-HONORS

Foldables® Book

Name: _____

Teacher: _____ Period: _____



ALGEBRA II-HONORS

Foldables® Book

Name: _____

Teacher: _____ Period: _____



ALGEBRA II-HONORS

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ALGEBRA II-HONORS

Foldables® Book

Name: _____

Teacher: _____ Period: _____



PRECALCULUS

Foldables® Book

Name: _____

Teacher: _____ Period: _____



PRECALCULUS

Foldables® Book

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FLAMINGO MATH

Let's Connect . . .



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[Algebra 2](#), [Pre-Calculus](#), and [Calculus](#).



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