

NOTEBOOK

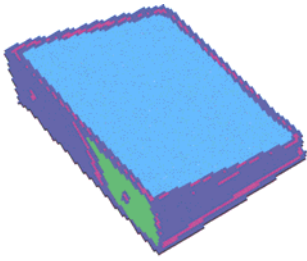
PRINTING INSTRUCTIONS PER PARTICIPANT:

1 single sided plain paper copy of each page.

Implementing the



Stevenson Notebook



STEVENSON NOTEBOOK

Use for managing papers during lessons and for individual assignments.

- ❖ Begin with three sections or less.
- ❖ Dividers may be color coded/numbered or labeled.
- ❖ Add sections as students progress.
- ❖ Additional sections may be added for individual classrooms.

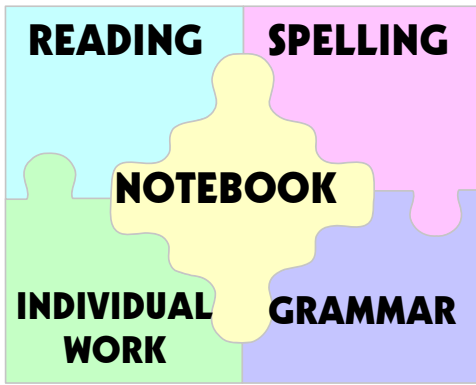
Divider Labels	Type of Page	Purpose
EXERCISE	<ul style="list-style-type: none"> ❖ Blank Stevenson Lined Paper ❖ Workbook Pages Some teachers prefer to place Stevenson workbook pages in the Exercise Section. 	<p>Use for immediate writing of any activity. Keep workbook pages in an easy location for younger students.</p>
SPELLING	<ul style="list-style-type: none"> ❖ Spelling strip pages, App. C of the Green Spelling Manual ❖ Blank Stevenson Lined Paper 	<p>Used only with teacher directives from manual. Blank paper is used for copying activities.</p>
ILLUSTRATING	<ul style="list-style-type: none"> ❖ Blank art Paper ❖ Small square illustration page from handout ❖ 4 square illustration page from handout or PAL-GIP ❖ PAL-GIP illustration pages which coordinate to illustration activities in Workbooks A & B of the Beginning Level 	<p>Used for any type illustrations. Used to illustrate individual words. Used to illustrate individual words, phrases, or short sentences. Used as directed in the Workbooks.</p>
SORTING	<ul style="list-style-type: none"> ❖ PBJ sandwiches page. ❖ PBJ/L-C App. E of the Green Spelling Manual. 	<p>Used to sort between oa, ai, ee and ea vowel patterns. Used to sort between PBJ and L-C vowel patterns.</p>
CATEGORIZING	<ul style="list-style-type: none"> ❖ Barrel Pages App. G of the Green Spelling Manual ❖ Barrel Pages App. C of the Basic Blue Spelling Manual 	<p>Used to categorize naming, action and painting words. Used to categorize naming, action, painting and position words.</p>
DEFINITIONS	<ul style="list-style-type: none"> ❖ Blank Stevenson Lined Paper 	<p>Used for copying of definition chants when students are able.</p>
BUILDING PHRASES	<ul style="list-style-type: none"> ❖ Blank Stevenson Lined Paper 	<p>Used for copying phrases, creating new phrases, and marking phrases in the Grammar Program.</p>

**AS STUDENTS PROGRESS,
THESE SECTIONS MAY BE ADDED TO THE NOTEBOOKS**

BUILDING SENTENCES	<ul style="list-style-type: none"> ❖ Blank Stevenson Lined Paper 	<p>Used for copying of class generated sentences.</p> <p>Used to complete the formal answering of questions as directed in the Basic Blue Teacher's Manual.</p>
WORD POWER	<ul style="list-style-type: none"> ❖ Blank Stevenson Lined Paper ❖ Strong Verb Collection Page from Basic Level workshop conducted by Nancy Ziehme ❖ Synonymn Snowball Page from Basic Level workshop conducted by Nancy Ziehme 	<p>Used for recording interesting vocabulary from novels or other sources.</p> <p>Used to keep an ongoing list of stronger verbs to use during composition work.</p> <p>Used to begin creating a mini thesarus to assist in composition work.</p>
FROSTINGS DOILIES DECORATIONS	<ul style="list-style-type: none"> ❖ Blank Stevenson Lined Paper ❖ Five column frosting page provided in the workshop. ❖ Any workbook page which requires affix work. Duplicate and use with various words. 	<p>Used for adding affixes and pattern marking the new words.</p> <p>Used for testing various frostings on assigned words.</p> <p>Used to reinforce the use of affixes.</p>
SPELLING STORIES	<ul style="list-style-type: none"> ❖ App. D & E from Basic Blue Spelling Manual. ❖ Blank Stevenson Lined Paper ❖ Clown Story Workbook Page ❖ Blank Art Paper 	<p>Used to collect assigned "ee" vowel patterns.</p> <p>Use to update Spelling Stories as the class adds new word.</p> <p>Use to keep up with "ow" vocabulary.</p> <p>Use to create illustrations of Spelling Stories.</p>
GRAMMAR	<ul style="list-style-type: none"> ❖ Blank Notebook Paper ❖ Conjugation Pages 	<p>Follow directives in the Stevenson Grammar Manual.</p>
NOVELS	<ul style="list-style-type: none"> ❖ Blank Notebook Paper ❖ Blank Art Paper 	<p>Used for collecting information regarding a novel which the teacher might read to the class. Main character illustrations, New Vocabulary, Sentence or Paragraph Illustrations might be kept here.</p>

Additional Suggestions from Nancy Stevenson

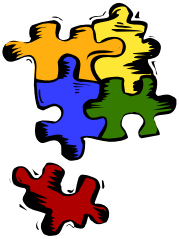
Imaging	<ul style="list-style-type: none"> ❖ Blank paper 	Use for the auditory exercises in the imaging kit
Capitalization Punctuation	<ul style="list-style-type: none"> ❖ Notebook paper ❖ Stevenson lined paper 	Use for exercises specific to capitalization/punctuation either from the workbooks or from teacher generated activities
Synonym, Homonym Antonym	<ul style="list-style-type: none"> ❖ Blank paper ❖ Paper with four columns 	Use for student collections of synonyms, homonyms and antonyms for their assigned vocabulary words
Conjugation	<ul style="list-style-type: none"> ❖ Appendix Basic Blue Manual ❖ Conjugation page from workshop 	Use for practice in verb conjugation with vocabulary words
Contractions	<ul style="list-style-type: none"> ❖ Blank paper ❖ Worksheets from Stevenson Contraction Manual 	Use for reinforcement of contraction activities
Composition	<ul style="list-style-type: none"> ❖ Blank paper ❖ Story Starter suggestions 	Use for student generated compositions. Place after building phrases and building sentences sections.
Verb Function	<ul style="list-style-type: none"> ❖ Blank paper ❖ Column paper designating verb function 	Use for reinforcement of verb functions.
Vocabulary	<ul style="list-style-type: none"> ❖ Blank paper ❖ Stevenson lined paper 	List the words selected for vocabulary development. May pattern mark these and then use in other various sections of the notebook. Could place directly after the spelling section and before the illustration section.



PUT LESSON PIECES TOGETHER EASILY IN THE STEVENSON NOTEBOOK

Example from
Beginning Teacher's Manual Lesson 11
Beginning Spelling Manual Lesson 8

Teacher	Student
Begins by reviewing the letter sounds.	Answers orally.
Directs students to workbook p.46 which they started yesterday. Assist students. Allow a few minutes, direct students to make "+" or wb. 46 in the EXERCISE box of their assignment page.	Works in Workbook A p.46. ☞ Makes "+" in EXERCISE box on assignment page or writes wb.46 in box if needs more time.
Directs students to the <u>EXERCISE SECTION</u> of their notebooks. Review "oa" pattern and introduce "ai" pattern. Sp. Manual page 32.	☞ Writes "oa" and "ai" on Stevenson lined paper when prompted by the teacher.
Distributes palm cards and complete palm card activity from Spelling Manual page 33.	Shows either "oa" or "ai" card depending on the vowel pattern heard.
Does visual discrimination activity from Spelling Manual page 33.	Orally answers "yes" if sees the friends or "no" if the word does not contain the friends.
Directs students to the <u>SPELLING SECTION</u> in notebooks. Select appropriate number of words from Dictation List Sp. Manual p.33.	☞ Uses Spelling House page, beginning on outside strip so that it will fold over easily when necessary.
Mental Images, Demonstrates, Categorizes, & Tests the word "pair". Do other voc. if time.	Participates in class discussion of the word "pair" and any additional vocabulary discussed.
Directs students to the <u>ILLUSTRATION SECTION</u> in notebooks to complete 4 pairs listed in Spelling Manual page 35.	☞ Illustrates pairs of: shoes, mittens, pants and gloves. Makes "+" in Illustration assignment to add more pairs during independent work time.
Print palm card list from Sp. Manual p.33 on board. Direct students to the <u>SORTING OR CATEGORIZING SECTION</u> of notebook.	☞ Copies words under the "oa" or "ai" sandwiches. (Students should be aware of neatness in handwriting on any copying activity)
Determine which of the words listed on the board are "naming" words. Erase other words. Write the position words "on, in and by" on the board. Direct students to the <u>BUILDING PHRASES SECTION</u> . Build prepositional phrases as a class.	☞ Writes each phrase on Stevenson lined paper. Marks "+" in Building Phrases if needs more time to copy the phrases. (Hint: use in the future for building more phrases/sentences independently or as part of a class discussion)
Read with individual students or small groups.	Comes to desk to read or works in notebook.

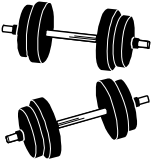
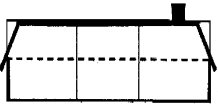
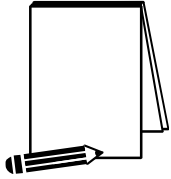
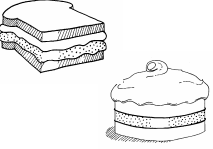
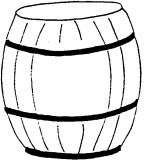



PUZZLED BY INDIVIDUALIZING STUDENT WORK, USE THE STEVENSON NOTEBOOK

Beginning Teacher's Manual Lesson 49 & Beginning Spelling Manual Lessons 32 & 33.

Section	Assignment Sheet	Teacher ensures success by	Student's Responsibilities
RB = Reading Book WB = Workbook + means there is work to do Word Lists in Spelling Section are always copying activities.		Reviewing briefly what lesson is currently being taken through the notebook. Snaky letters Page 155-157.	Has materials ready, opens notebook to assignment page and makes sure the correct page numbers are listed on the assignment page. Selects first task and if tired, flips to a different section and continues working.
EXERCISE	wb p. 79	Establishing a procedure for listing work which needs to be completed on assignment sheets.	Opens Workbook to correct page and works on the activity independently.
SPELLING	Word List 3 Pattern Marking RB p. 157	Using the copying activities from the Spelling Manual to keep lists of words visible for each group of students.	Copies the assigned words. Is aware that all copying activities require neat handwriting. This is the time for the student to focus carefully on directionality and placement.
ILLUSTRATE	+	Using the MC DDT IC vocabulary strategy and ensuring students have copied vocabulary onto illustration page.	Flips to this section and rereads the vocabulary words then illustrates each word. The words for this section were weave, heave, grease, and fleece.
SORTING	+ RB p. 157	Having students highlight 3 or 4 words containing the ce, ve, ze, se combinations.	Completes the highlighting activity indicated by the +. Sort the word list from p. 157 into PBJ/L-C columns.
CATEGORIZE	Word List RB p. 157	Making sure the student understands the grammar barrels and that the assigned vocabulary can be read independently.	Refers to Reading Book page 157 and categorizes the words into their correct Grammar Barrels.
DEFINITIONS	Heave	Listing definition on board prior to class beginning.	Copies the word followed by the definition written in a complete sentence.
BUILDING PHRASES	RB p. 155-156 in, on, at, from	Introducing the 4 th barrel when appropriate.	Locates the position phrases from the reading book page, lists the number and copies the phrase. Correctly marks the phrase.
SENTENCES	RB p. 156	Teaching the Stevenson steps to answer questions.	Copies the question. Marks appropriately and writes the answer in a complete sentence.
WORD POWER	+ heave, leave, freeze	Discussing opposites, providing examples.	Completes the page by drawing the vocabulary words beside their opposites.
FROSTINGS	RB p. 155 "ing"	Teaching the mnemonic regarding frostings and selecting the frosting.	Adds "ing" to all words possible from the list on page 155 in the reading book. Correctly pattern marks each word.

NOTEBOOK ASSIGNMENT SHEET

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
EXERCISE 					
SPELLING 					
ILLUSTRATE 					
SORTING 					
CATEGORIZE 					
BUILDING PHRASES 					

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SPELLING					
ILLUSTRATE					
SORTING					
CATEGORIZE					
BUILDING PHRASES					

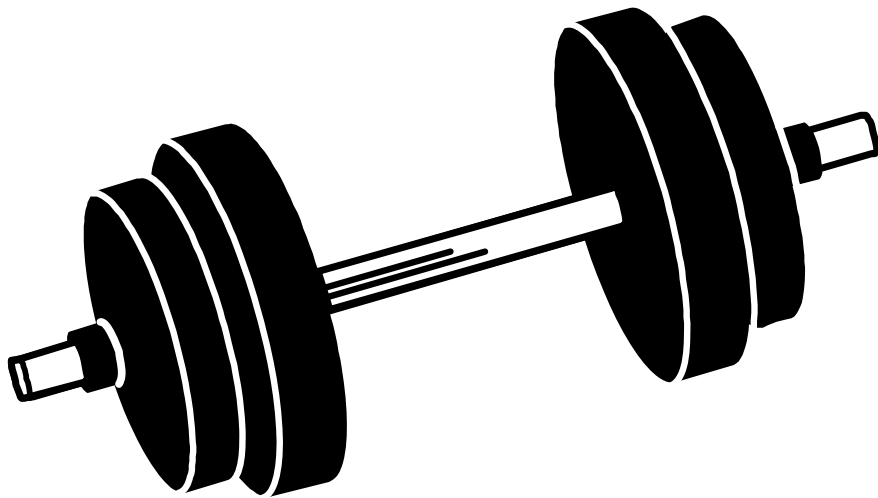
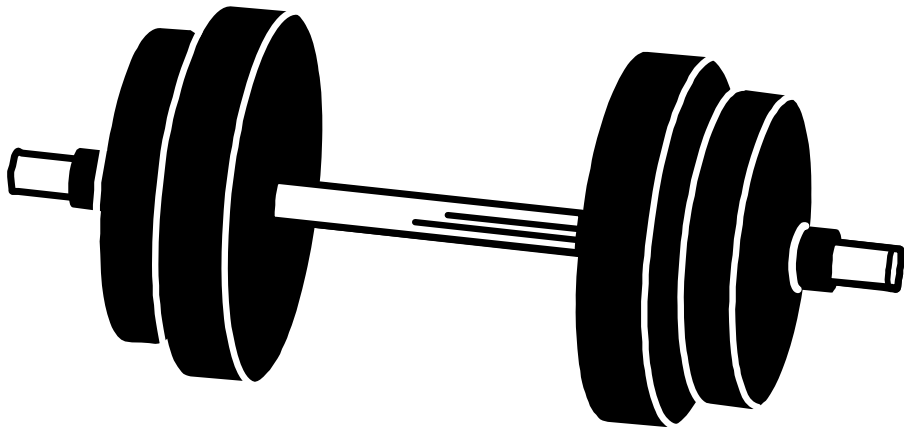
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<i>SPELLING</i>					
<i>ILLUSTRATE</i>					
<i>SORTING</i>					
<i>CATEGORIZING</i>					
<i>DEFINITIONS</i>					
<i>BUILDING PHRASES</i>					
<i>SENTENCES</i>					
<i>WORD POWER</i>					
<i>FROSTINGS DECORATIONS DOILIES</i>					

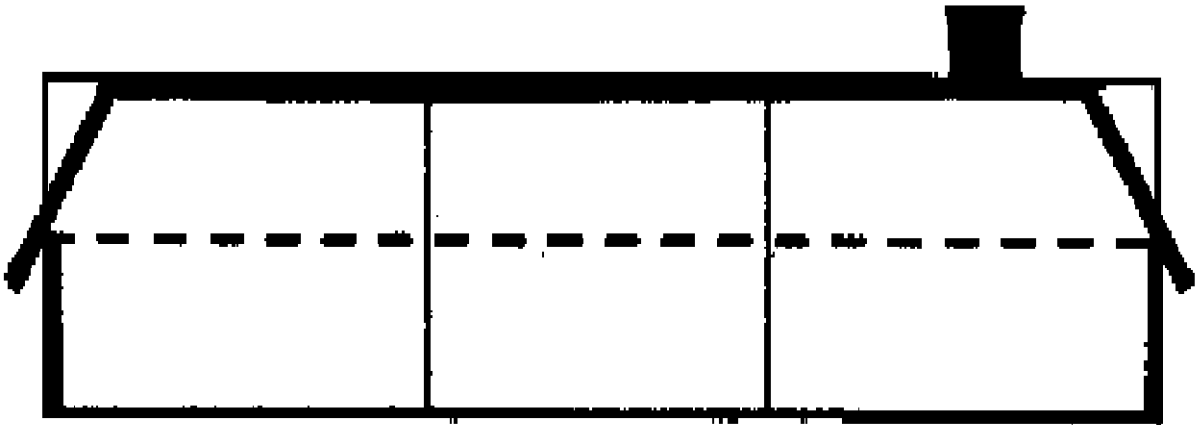
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EXERCISE					
SPELLING					
ILLUSTRATE					
SORTING					
CATEGORIZING					
DEFINITIONS					
BUILDING PHRASES					
SENTENCES					
WORD POWER					
FROSTINGS DECORATIONS DOILIES					
SPELLING STORIES					
GRAMMAR					
NOVELS					

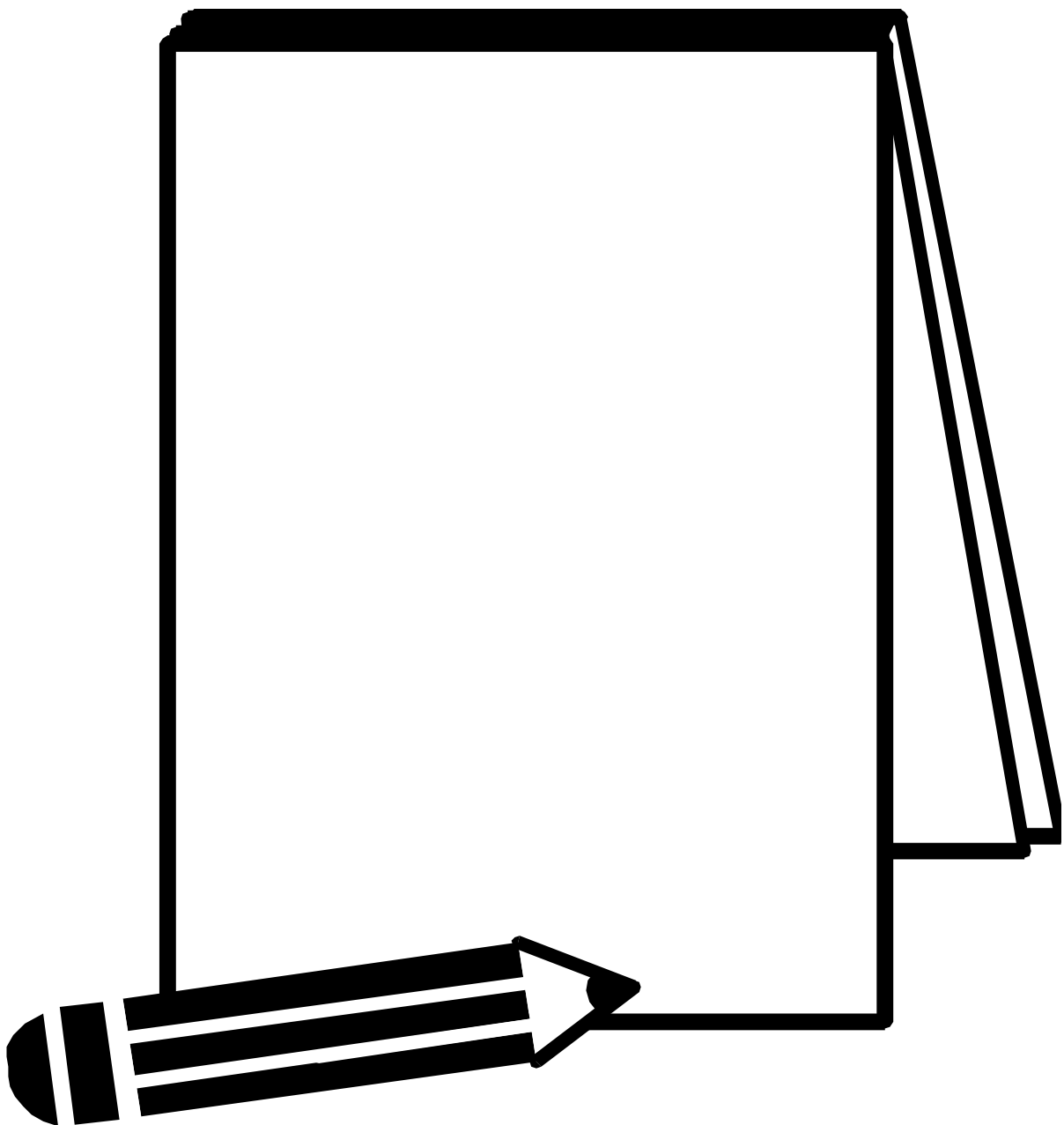
Exercise



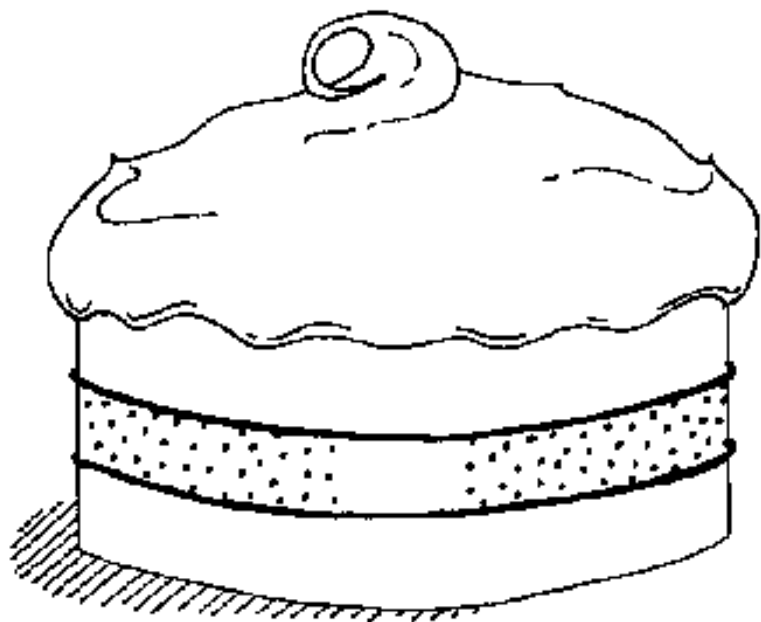
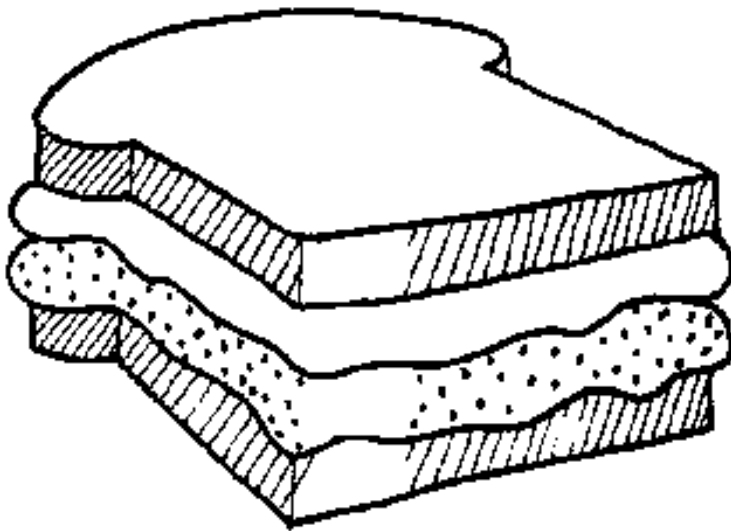
Spelling



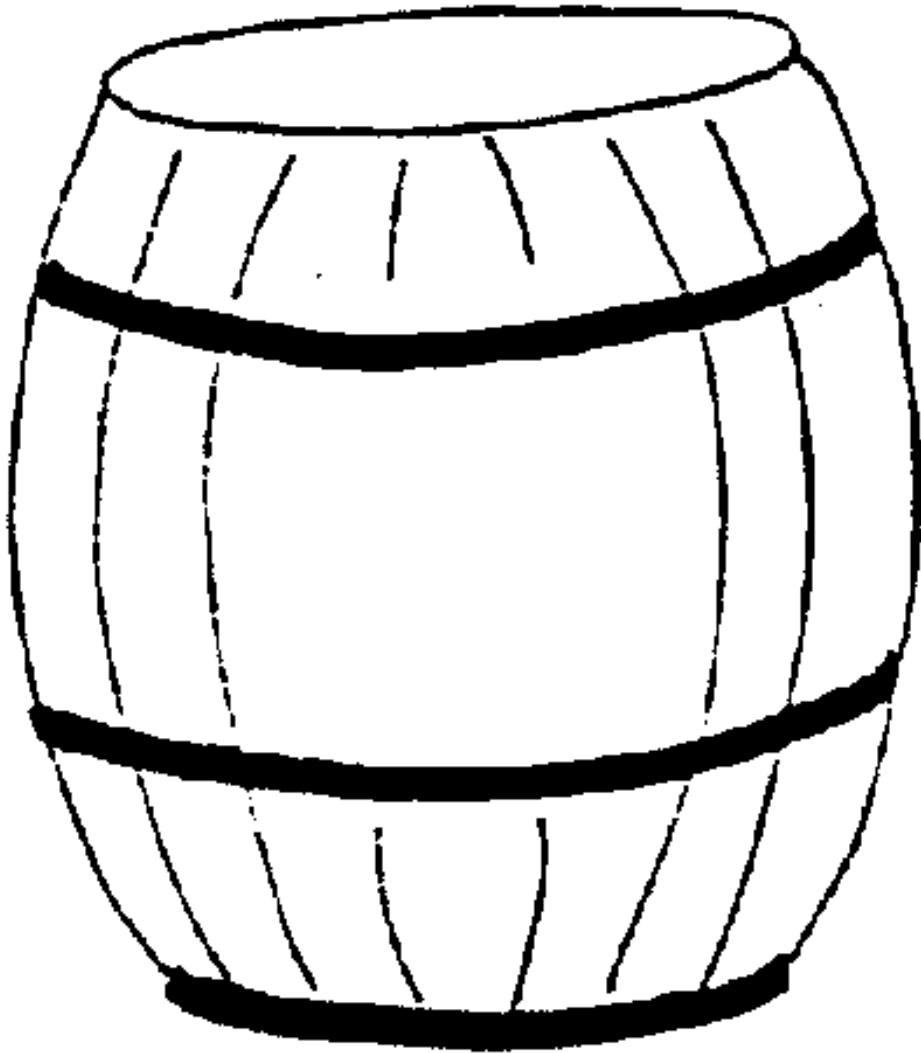
Illustrating



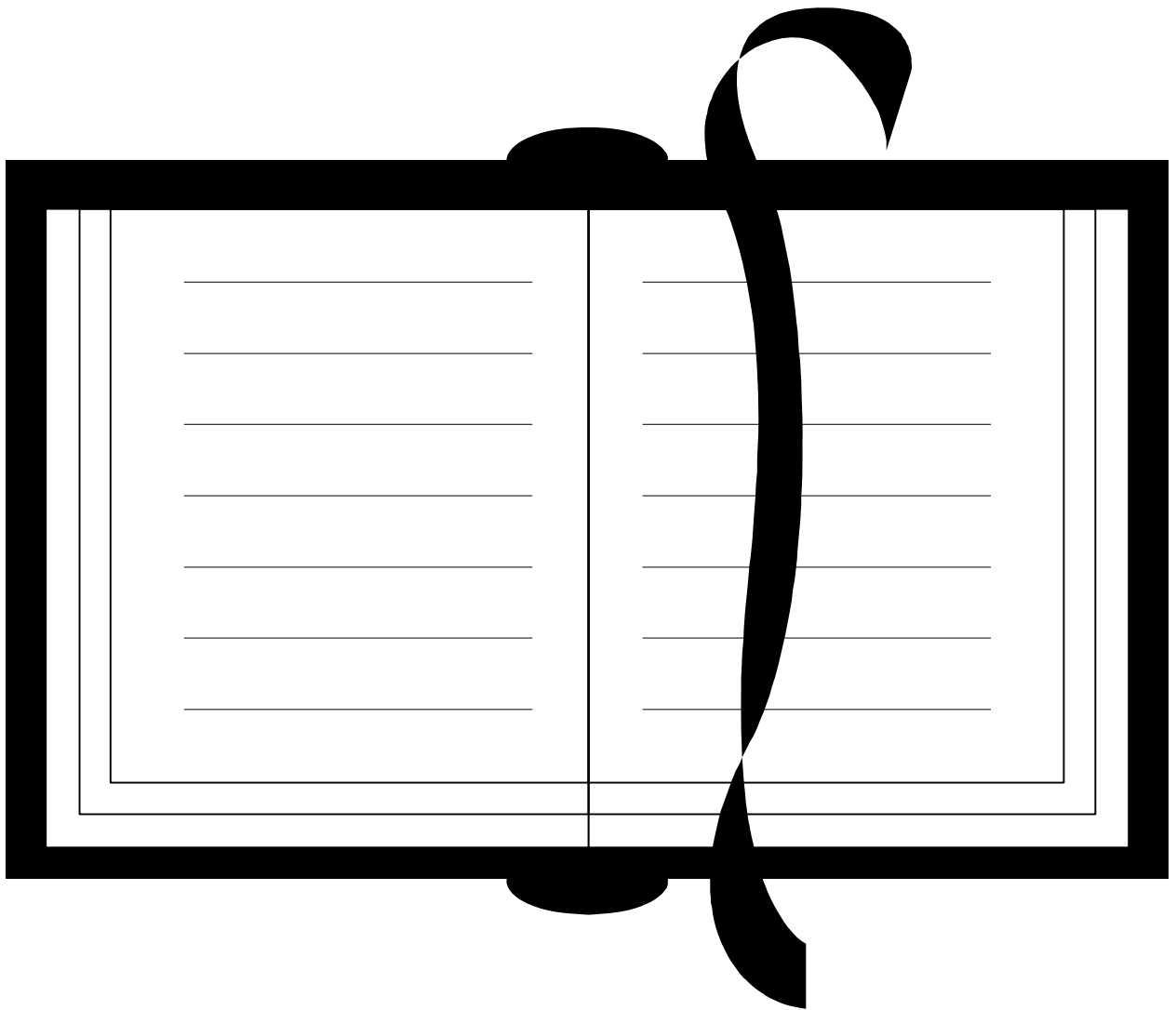
Sorting



Categorize



Definitions



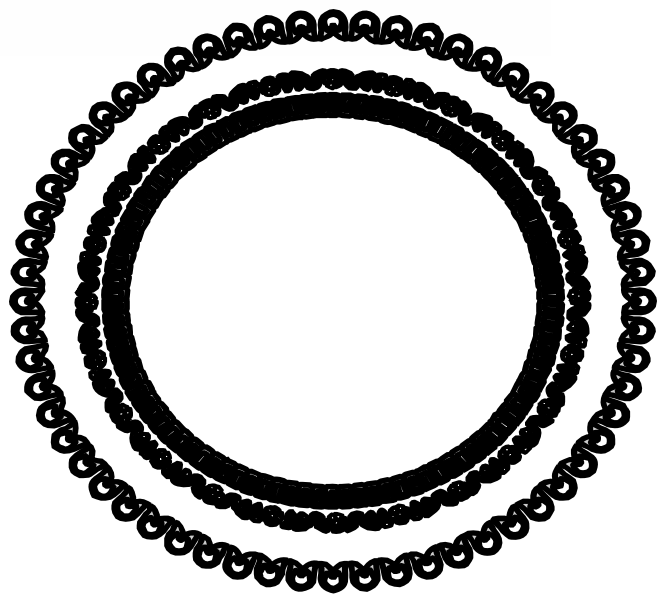
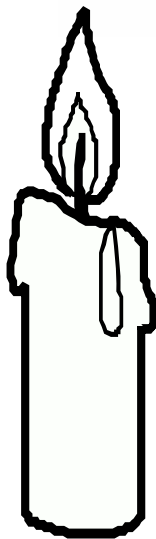
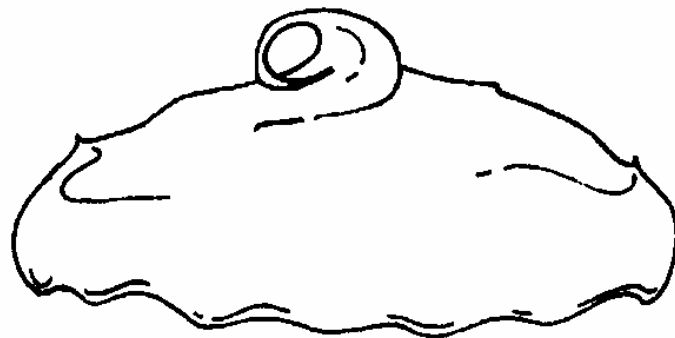
Building Phrases



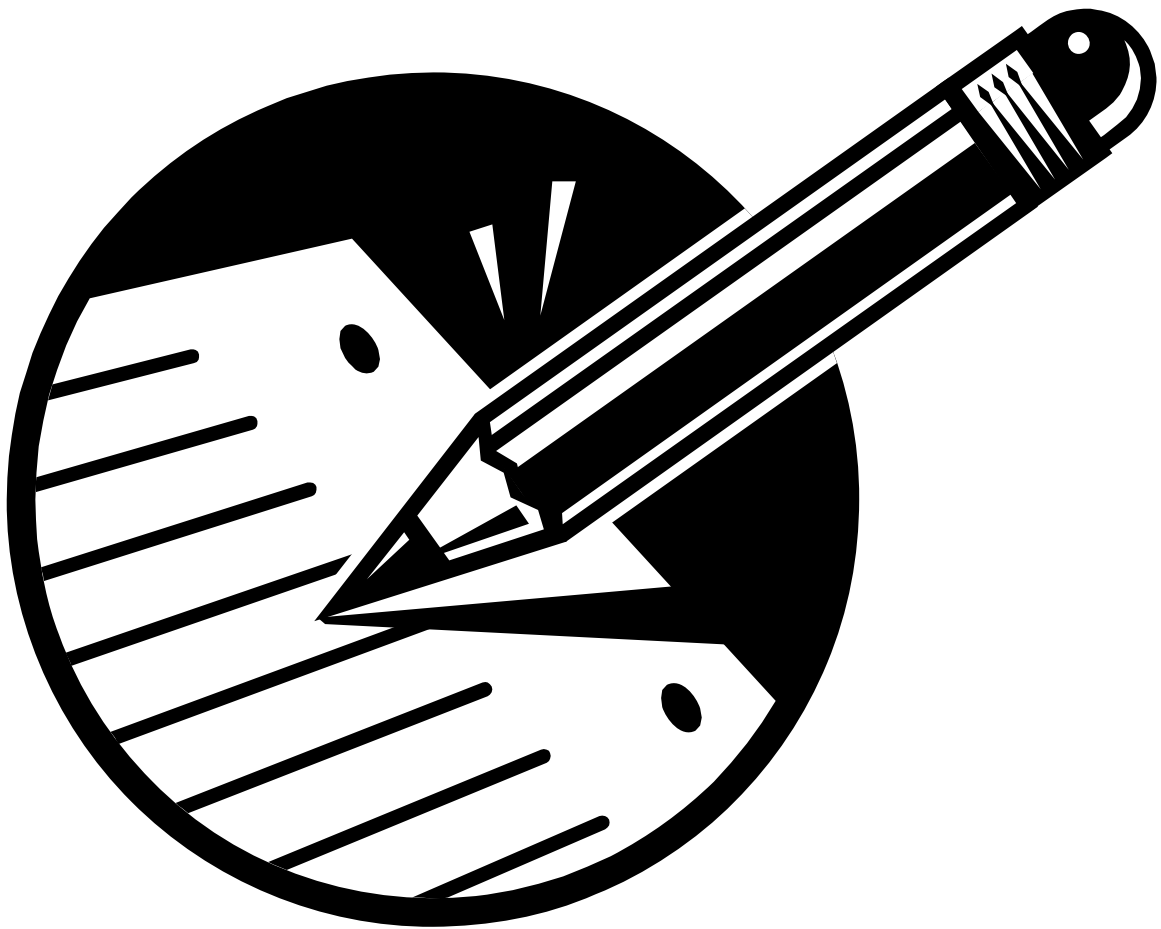
Sentences



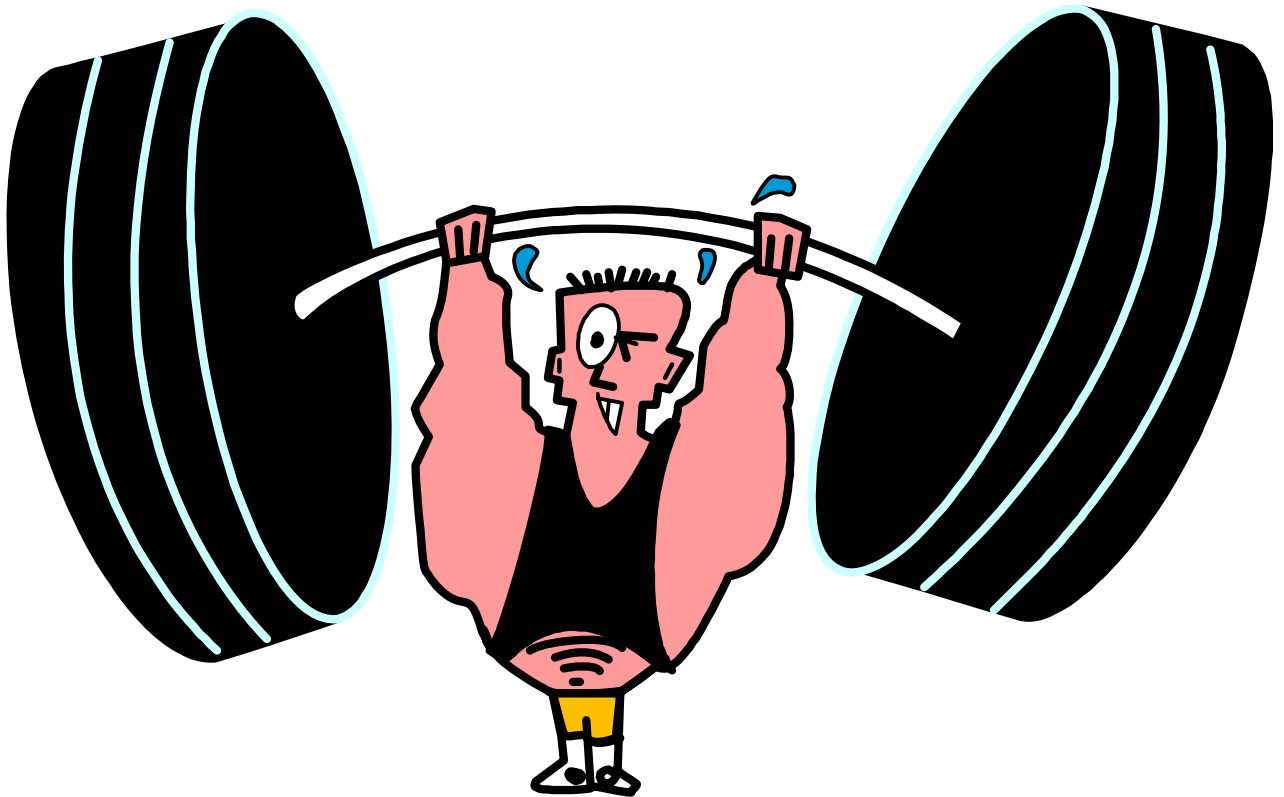
Frostings Decorations Doilies



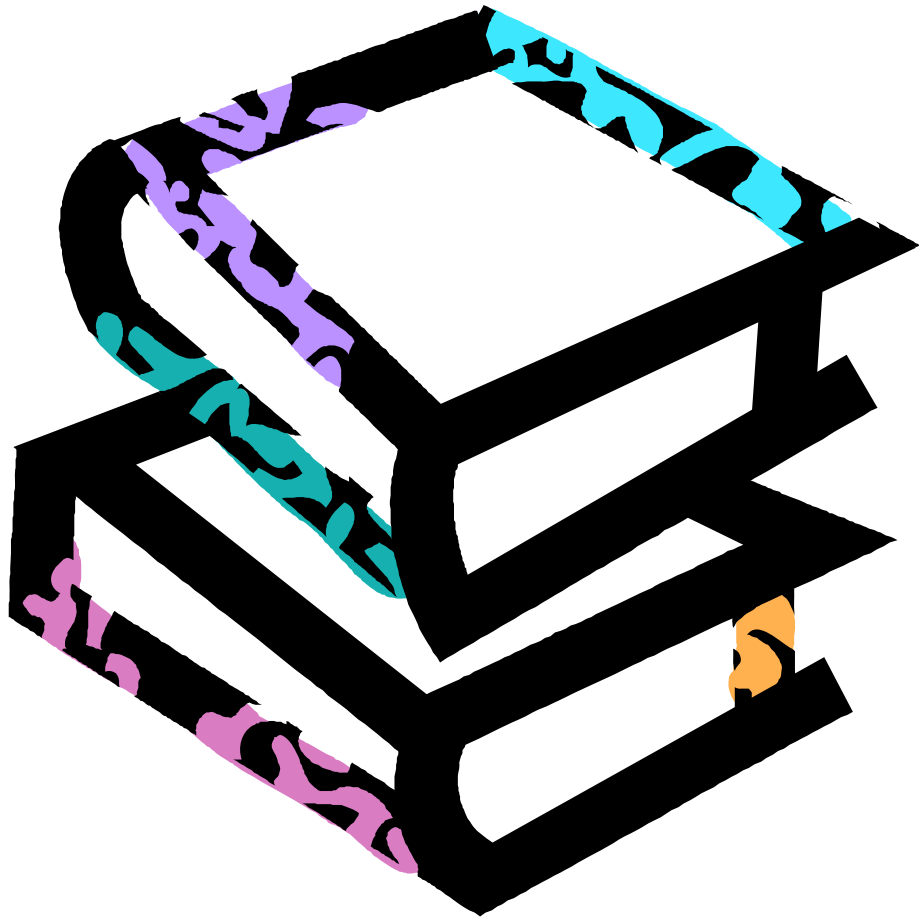
Grammar



Word Power



Novels



Spelling Stories



Stevenson Vocabulary Development

To the Teacher: Students will underline the "Friends", print the "Friends", print the word and draw its meaning.

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