

# D.O.L.P.H.I.N. Binders



Ms. Sanchez' Class

# D.O.L.P.H.I.N. Binders

Daily Organizational Learning Portfolio and Handbook of Intelligent Note-taking



## What is a DOLPHIN Binder?

In order to help our students with the responsibility and organization of all classroom handouts, notes, and assignments each student in our fourth grade class will keep a one and a half inch 3-ring binder called our DOLPHIN Binder. Students will use this binder everyday in class. The binder contains a binder zipper pouch, labeled folders, pockets, and sheet protectors. Since the binder may become bulky throughout the year, students will keep their DOLPHIN Binders in the classroom at all times. If any information from the binder needs to be taken home, students will simply pull out the pages needed for home learning and place those in their Home Learning Folder (which is separate from the DOLPHIN Binder). The pages will then be returned to the DOLPHIN Binder once students finish using them for home learning. The overall purpose of these binders is to help students find a home for every page and handout we use in class so that nothing is lost and everything is easy to find.

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## Why is it called a DOLPHIN Binder?

The word DOLPHIN is an acronym that stands for Daily Organizational Learning Portfolio and Handbook of Intelligent Note-taking. The reason I chose the dolphin as the name of our binder is because our school's mascot is the dolphin and I thought it would be a neat way of incorporating it into this neat resource.

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## How do you get a DOLPHIN Binder?

Students in Ms. Sanchez' class will obtain a DOLPHIN Binder by getting several items on their own and obtaining some of the items from Ms. Sanchez. Once students bring all necessary materials to class, Ms. Sanchez will provide instructions on how to put the binder together. Students should make sure they obtain all of the required school supplies from the list Ms. Sanchez provides at the beginning of the school year. The following is a list of supplies students need to bring to school in order to make their DOLPHIN Binder (please be mindful that this list is not the complete list of required school supplies for the year):

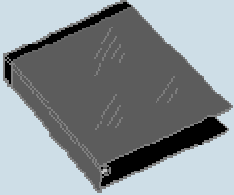
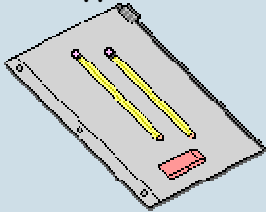
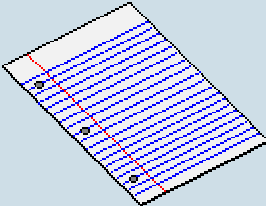
- ❖ Wide-ruled writing paper
- ❖ 2 sharpened pencils
- ❖ 1 yellow highlighter
- ❖ 1 white eraser
- ❖ 1 red pocket folder, 1 yellow pocket folder, 1 green pocket folder, and 1 blue pocket folder

The following supplies will be provided by Ms. Sanchez:

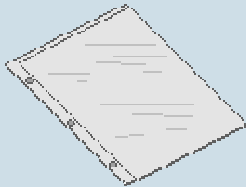
- ❖ One and a half inch black view binder
- ❖ Zipper Pouch
- ❖ 6 clear sheet protectors

**What will I find inside the DOLPHIN Binder?**

The DOLPHIN Binder will have several items and components that will help keep students organized. Here's what you will find in the binder:

<p><b>Inside Binder Pockets</b></p> 	<p style="text-align: center;"><b>FRONT POCKET</b></p> <p>We will temporarily keep any assignments we are currently working on. Once the assignments are completed, they will be placed in the correct section of the binder.</p> <p style="text-align: center;"><b>BACK POCKET</b></p> <p>We will keep any miscellaneous handouts and papers that do not really belong in any of the other sections of our binders.</p>
<p><b>Zipper Pouch</b></p> 	<p>As soon as you open up your DOLPHIN Binder, you will find a zipper pouch. This zipper pouch will be provided by Ms. Sanchez. The zipper pouch will be where you will keep two sharpened pencils, a yellow highlighter, and a white eraser at all times.</p>
<p><b>Writing Paper</b></p> 	<p>There will be a small supply of writing paper (about 25-30 sheets). This supply will be replenished throughout the year. It's great to keep extra writing paper here in case you need some for your assignments.</p>

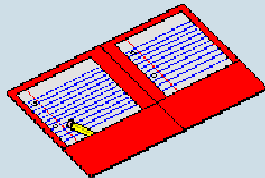
### Sheet Protectors



Six clear sheet protectors will be used in our binder. Here's what we will keep in these sheet protectors:

1. Dolphin Binder Rules
2. Monthly Calendar
3. Daily Class Schedule
4. Cursive Handwriting Chart (2 sheets)
5. Author's Purpose Sheet
6. Writing Rubric
7. FCAT Reading Question Task Cards (2 sheets)
8. Math Reference Sheet
9. Science Reference Sheet
10. Social Studies Reference Sheet

### Red Pocket Folder

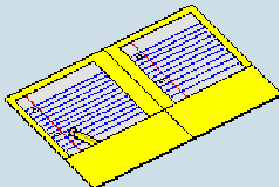


### READING

We will use a regular red pocket folder (with NO PRONGS) which we will hole-punch to place inside our DOLPHIN Binders.

Our Red Pocket Folder will be used to keep all of our Reading notes, handouts, and assignments.

### Yellow Pocket Folder



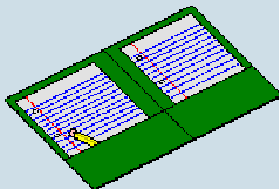
### LANGUAGE ARTS

We will use a regular orange pocket folder (with NO PRONGS) which we will hole-punch to place inside our DOLPHIN Binders. Ms. Sanchez will supply the class with these orange folders.

Our Orange Pocket Folder will be used to keep all of our Language Arts notes, handouts, and assignments.

Writing pieces and writing resources will be kept inside of our Writing Handbooks which is a separate binder that we will keep in the classroom.

### Green Pocket Folder

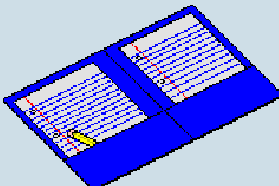


### MATHEMATICS

We will use a regular yellow pocket folder (with NO PRONGS) which we will hole-punch to place inside our DOLPHIN Binders.

Our Yellow Pocket Folder will be used to keep all of our Math notes, handouts, and assignments.

### Blue Pocket Folder



### SCIENCE and SOCIAL STUDIES

We will use a regular blue pocket folder (with NO PRONGS) which we will hole-punch to place inside our DOLPHIN Binders.

Our Blue Pocket Folder will be used to keep all of our Social Studies notes, handouts, and assignments.



## DOLPHIN Binder Rules

Responsibility and care are essential towards maintaining your DOLPHIN Binders. It is very important to keep it safe, organized, and up-to-date. Here are some rules to keep in mind:

- ❖ DO NOT draw or doodle in your DOLPHIN Binder.
- ❖ Keep your binder CLEAN and NEAT. Remember you will be keeping it for the entire year!
- ❖ DO NOT let any of your friends borrow, use, or have anything from your DOLPHIN Binder.
- ❖ DO NOT place any other supplies or heavy items inside of your zipper pouch.
- ❖ Be sure to USE your DOLPHIN Binder! It is a great resource and a useful organizational tool.
- ❖ Be sure to listen carefully to where various papers go in order to keep your binders neat and organized. Remember, every paper has a home!
- ❖ Keep your binder CLEAN! Try not to eat or drink near your binder.
- ❖ Keep your binder safely stored near your desks. Remember that since our binders might become bulky and heavy, we are to keep the binders in the classroom at all times.
- ❖ Any pages that are removed from your binder to use for Home Learning MUST be returned to the proper section in your DOLPHIN Binder when you are done with them.



## Create Your Own DOLPHIN Binder

If you would like to create your own DOLPHIN Binder make sure you have the following materials ready for use:

- ❖ A one and a half inch view binder
- ❖ A cover for your binder to place inside the view pocket on the front cover of the binder. I use a school theme stationary and write the title of the binder along with the current year and a line to write the student's name.
- ❖ A binder zipper pouch
- ❖ Spare wide-ruled writing paper
- ❖ Sheet protectors

- ❖ Pocket folders (NO PRONGS) for each subject. These folders will need to be hole-punched in order to place them inside the binder
- ❖ Address labels to label each folder and section
- ❖ Anything else you would like to add to enhance your binder!

If you would like to learn more about how other teachers use these types of binders, please visit the following sites:

- [Miss Campioni's WOLF Binders](#)
- [Mrs. Gold's Blue Bird Binders](#)
- [Mrs. Hick's Tiger Notebooks](#)
- [Mrs. Levin's Bear Books](#)
- [Ms. Lorrie's Bear Binders](#)
- [Mrs. McDowell's BEE Books](#)
- [Mrs. Meacham's BEE Books](#)
- [Ms. Powell's BEE Books](#)
- [Mrs. Smith's Moose Binders](#)
- [Mrs. Solley's Moose Books](#)
- [Mrs. Stamp's Eagle Notebooks](#)
- [Teaching Heart's Moose Notebooks](#)

To find various acronyms to use for these types of binders you can be creative and come up with your own or you can visit the following site to see if you find one you like:

[Lots of MOOSE Acronyms!](#)

# D.O.L.P.H.I.N. Binders



## Appendix of Resources

# D.O.L.P.H.I.N. Binder



Belongs to

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# D.O.L.P.H.I.N. Binder Rules



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- ❖ Keep your binder **CLEAN** and **NEAT**. Remember you will be keeping it for the entire year!
- ❖ **DO NOT** let any of your friends borrow, use, or have anything from your D.O.L.P.H.I.N. Binder.
- ❖ **DO NOT** place any other supplies or heavy items inside of your zipper pouch.
- ❖ Be sure to **USE** your D.O.L.P.H.I.N. Binder! It is a great resource and a useful organizational tool.
- ❖ Be sure to listen carefully to where various papers go in order to keep your binders neat and organized. Remember, every paper has a home!
- ❖ Keep your binder **CLEAN!** Try not to eat or drink near your binder.
- ❖ Keep your binder safely stored near your desks. Remember that since our binders might become bulky and heavy, we are to keep the binders in the classroom at all times.
- ❖ Any pages that are removed from your binder to use for Home Learning **MUST** be returned to the proper section in your D.O.L.P.H.I.N. Binder when you are done with them.





















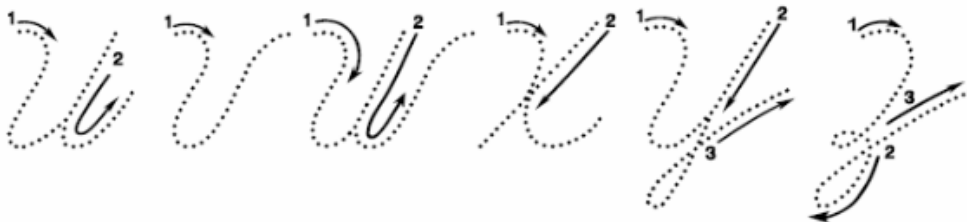
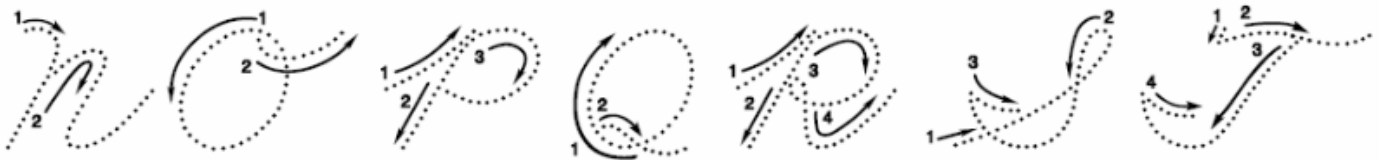
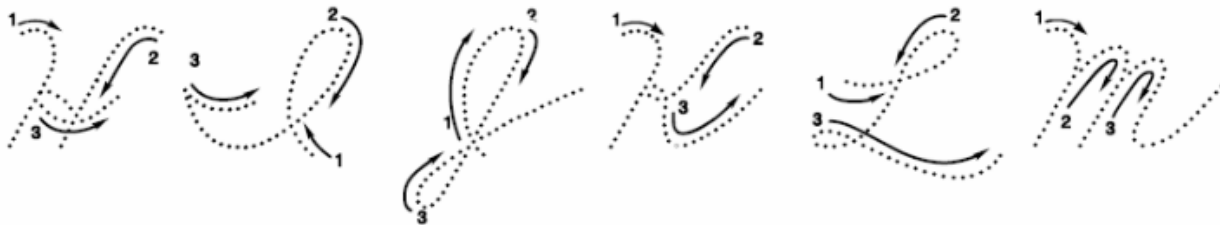


# Daily Class Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
9:00 - 9:15					
9:15 - 9:30					
9:30 - 9:45					
9:45 - 10:00					
10:00 - 10:15					
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2:30 - 2:45					
2:45 - 3:00					

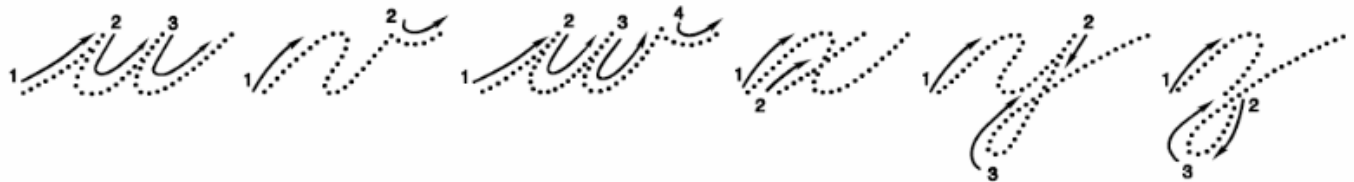
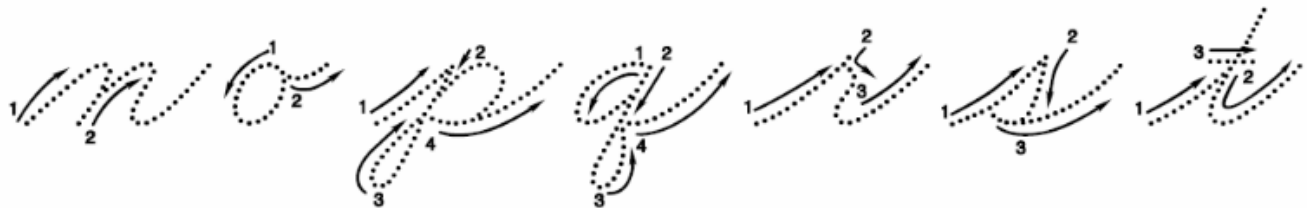
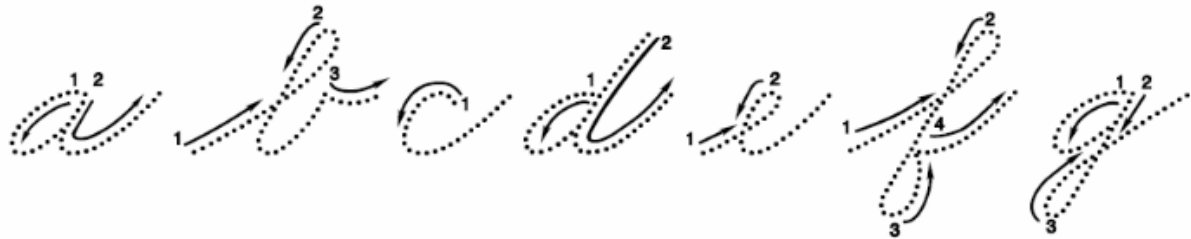
# Cursive Writing

## Capital Letters



# Cursive Writing

## Lowercase Letters



# Author's Intent

Hmm...I wonder why the author wrote this.



Story/Poem	Article
To tell	To teach
To entertain (with a scary story, humorous story)	To show (effects, similarities/differences)
To share	To inform
To teach (fable/moral)	To give facts
To show	To make it clear
	To persuade/convince
	To explain
	To demonstrate
	To give an account of (biographies)
	To develop (a setting, an idea, a character)
	To encourage



**Main Idea = Author's Purpose**

For example

**Question:** Why did the author write this article?

**Answer:** The author wrote this article to give facts about elephants living in central Africa.

# Writing Rubric

## Focus

1 may only minimally address topic	2 is slightly related to topic or may offer little relevant information	3 is generally focused on topic but may include extraneous or loosely related material	4 is generally focused on topic but may include extraneous or loosely related material	5 focuses on topic	6 is focused on the topic
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## Organization

1 does not exhibit organizational pattern; few, if any transitional devices	2 little evidence of organizational Pattern; may lack sense of wholeness	3 organizational pattern attempted; although some transitional devices used, lapses may occur	4 organizational pattern evident, although some lapses may occur; demonstrates some sense of completeness	5 has an organizational pattern, although some lapses may occur; paper demonstrates a sense of completeness	6 organizational pattern provides a logical progression of ideas; sense of wholeness/ completeness
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## Support

1 supporting ideas sparse; limited or immature word choice	2 support is inadequate or illogical; limited or immature word choice	3 some support included; development lacks specific and details; limited, predictable, vague word choice	4 some supporting ideas may contain specifics and details although development is uneven; word choice is adequate	5 adequate development of supporting ideas; word choice is adequate, lacks precision	6 ample development of supporting ideas; mature command of language, precise word choice
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## Conventions

1 frequent errors in sentence structure and usage may impede communication; common words may be misspelled; simple sentence construction	2 little variation in sentence structure; frequent errors in basic punctuation and capitalization; common words may be misspelled	3 attempt to use variety in sentence structure; knowledge of conventions and usage is usually demonstrated; commonly used words are usually spelled correctly	4 attempt to use variety in sentence structure; conventions, usage, and spelling are generally correct	5 various sentence structures used; conventions, usage and spelling are generally correct; occasional errors do not impede communication	6 various sentence structures used; sentences are complete (except for purposeful fragments); subject/verb agreement and verb/noun forms are generally correct
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# FCAT Question Task Cards

## RELEVANT SUPPORTING DETAILS (LA.3-5.1.7.3)

Design a question for which students must identify relevant facts and details in order to form an answer. Encourage higher order thinking by asking questions which require students to infer.

How? What happened?

Why? What caused?

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- ❖ How does \_\_\_\_\_ support the idea that \_\_\_\_\_?
- ❖ Why does \_\_\_\_\_ offer to \_\_\_\_\_?

## MAIN IDEA (LA.3-5.1.7.3)

Design a question that requires students to find the main idea of the passage. Support answers with details and information from the story/article.

- ❖ What is the MAIN IDEA of this story/article?
- ❖ Write a summary of \_\_\_\_\_.
- ❖ Why do you think this story/article has the title "\_\_\_\_\_?"
- ❖ Retell a portion of the story.
- ❖ What would be another good title for this story?
- ❖ What is the essential message in the story/article?
- ❖ What is the primary topic of the article?

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- ❖ Which sentence gives the best summary?
- ❖ Which accomplishment/idea is the most valuable?
- ❖ Which statement best describes the lesson/moral of this story?

## CHRONOLOGICAL ORDER (LA.3-5.1.7.3)

Design a question for which students must use sequencing in order to form an answer.

- ❖ What happened just BEFORE/AFTER \_\_\_\_\_?
- ❖ What happened first, last, etc...?
- ❖ What happened between \_\_\_\_\_ and \_\_\_\_\_?
- ❖ What is the first step in \_\_\_\_\_?
- ❖ Retell the events leading up to/following \_\_\_\_\_?

## VOCABULARY (LA.3-5.1.6.2, 1.6.7, 1.6.8, 1.6.9)

Design a question that requires students to determine the meaning of a word in context, including the use of prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, homonyms, and word relationships.

- ❖ Read this sentence for the passage.  
*Copy sentence or phrase from the passage here.*

What does the word \_\_\_\_\_ mean?

What does the author mean when he says \_\_\_\_\_?

- ❖ Choose the word that means the SAME as \_\_\_\_\_.
- ❖ Choose the word that means the OPPOSITE of \_\_\_\_\_.
- ❖ What two words best describe the word \_\_\_\_\_.
- ❖ Which two words mean the same/opposite?
- ❖ Which sentence below uses the word \_\_\_\_\_ the same way as the story/article?
- ❖ Which word has the SAME root as \_\_\_\_\_?

## COMPARE AND CONTRAST (LA.3-5.1.7.7)

Design a question which requires students to recognize the use of comparison and contrast in text. Support your answer with facts and details from the story/article.

- ❖ How are \_\_\_\_\_ and \_\_\_\_\_ ALIKE?
- ❖ How is \_\_\_\_\_ DIFFERENT from \_\_\_\_\_?
- ❖ How is \_\_\_\_\_ both SIMILAR to and DIFFERENT from \_\_\_\_\_?
- ❖ What is one DIFFERENCE between \_\_\_\_\_ and \_\_\_\_\_?
- ❖ How is \_\_\_\_\_ dissimilar to \_\_\_\_\_?
- ❖ What are the DIFFERENCES between \_\_\_\_\_ and \_\_\_\_\_?
- ❖ What are the SIMILARITIES between \_\_\_\_\_ and \_\_\_\_\_?

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- ❖ Why does the author compare \_\_\_\_\_ and \_\_\_\_\_ in the passage?
- ❖ What do \_\_\_\_\_ and \_\_\_\_\_ have in common?
- ❖ What advantage does \_\_\_\_\_ have over \_\_\_\_\_?
- ❖ The author probably compares \_\_\_\_\_ to \_\_\_\_\_ because...(analyzing figurative language)

## COMPARE AND CONTRAST IN FICTION (LA.3-5.1.7.7)

Design a question which requires students to find similarities and differences in characters, settings, and events presented in various texts.

- ❖ How are \_\_\_\_\_ and \_\_\_\_\_ ALIKE?
- ❖ How is \_\_\_\_\_ DIFFERENT from \_\_\_\_\_?
- ❖ How is \_\_\_\_\_ both SIMILAR to and DIFFERENT from \_\_\_\_\_?
- ❖ What is one DIFFERENCE between \_\_\_\_\_ and \_\_\_\_\_?
- ❖ How is \_\_\_\_\_ dissimilar to \_\_\_\_\_?
- ❖ How did the character change from the beginning to the end of the story?
- ❖ What are the DIFFERENCES between \_\_\_\_\_ and \_\_\_\_\_?
- ❖ What are the SIMILARITIES between \_\_\_\_\_ and \_\_\_\_\_?

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- ❖ The author probably compares \_\_\_\_\_ to \_\_\_\_\_ because...(analyzing figurative language)

# FCAT Question Task Cards

## PLOT DEVELOPMENT/RESOLUTION (LA.3-5.2.1.2)

Design a question that requires students to identify plot development and/or problem resolution in the story?

- ❖ What word/words best describe the character?
- ❖ What problem did the character face?
- ❖ What happens that causes the character to change from the beginning to the end of the story.
- ❖ How is the problem solved in the story?
- ❖ What in the story indicates that the problem is solved?
- ❖ What events lead to the resolution of the problem in the story?
- ❖ Which sentence first lets the reader know the character feels \_\_\_\_\_ and \_\_\_\_\_?

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- ❖ What words or phrases create the tone of \_\_\_\_\_?
- ❖ What is the overall tone of the story?
- ❖ The author probably compares \_\_\_\_\_ to \_\_\_\_\_ because... (analyzing figurative language)

## AUTHOR'S PURPOSE (LA.3-5.1.7.2)

Design a question that requires students to identify the author's purpose and support it by returning to the text for details and information.

- ❖ What does the author mean when he/she writes \_\_\_\_\_?
- ❖ Why did the author write the article?
- ❖ Why is the author's purpose in writing this article?
- ❖ With which statement would the author most likely agree?
- ❖ Why did the author begin the article/story with \_\_\_\_\_?
- ❖ Why did the author include the description of \_\_\_\_\_ in the article/story?
- ❖ The author of \_\_\_\_\_ would most likely want to read which of the following article/story?
- ❖ Why did the author of \_\_\_\_\_ and \_\_\_\_\_ write these stories/articles?
- ❖ Which books would the author of \_\_\_\_\_ most likely read in order to write this article/story?

## CAUSE AND EFFECT (LA.3-5.1.7.4)

Design a question that requires students to describe the cause or effect of an action or event in fiction, nonfiction, poetry or drama.

- ❖ What caused \_\_\_\_\_ to \_\_\_\_\_?
- ❖ What effect did \_\_\_\_\_ have on \_\_\_\_\_?
- ❖ What are the events that caused \_\_\_\_\_?
- ❖ What might happen if \_\_\_\_\_?
- ❖ What is the effect of \_\_\_\_\_?
- ❖ Why does a character take a particular action \_\_\_\_\_?
- ❖ What were the results of an event or action?

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- ❖ What is the main reason/cause that \_\_\_\_\_ happens?
- ❖ Which factor forces/influences \_\_\_\_\_?

## REFERENCE AND RESEARCH

### (MULTIPLE REPRESENTATIONS OF INFORMATION) (LA.3-5.2.2.1, 1.7.5, 6.1.1, LA.4-5.6.2.2)

This Benchmark could actually include any of the other tested benchmarks such as Cause/Effect, Compare/Contrast, etc. It requires the student to gather the information from charts, graphics, photos, maps, and captions as well as the text.

Design a question using a stem from the matching benchmark task card and direct the reader to the appropriate graphic and the text to answer the question e.g. *Look at the picture next to step 5. Why is the box held up in the air?*

(MDCPS Language Arts/Reading, updated August 2007)

# Math Reference Sheet

## Multiplication

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

## Key Words

<b>Addition</b> +	sum, total, plus, altogether, in all
<b>Subtraction</b> -	remainder, fewer, difference, minus, than, how many more
<b>Multiplication</b> ×	product, times, twice, total, each, multiply by
<b>Division</b> ÷	quotient, goes into, split equally, each

## Place Value

Millions			Thousands			Ones			Decimals		
Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
7	8	9	1	2	3	4	5	6	.7	8	9







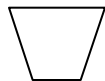
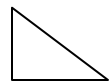
## Formulas

Perimeter of a Rectangle	$(2 \times L) + (2 \times W)$
Perimeter of a Square	$4 \times s$
Circumference	$D \times \pi$
Area of a Square or Rectangle	$L \times W$
Volume	$L \times W \times H$

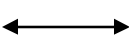
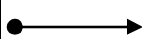
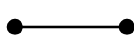
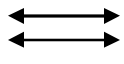
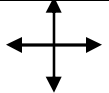

## Fractions

1							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$



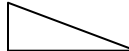
## Polygons

 Triangle	 Quadrilateral	 Pentagon	 Hexagon
 Octagon	 Rhombus	 Trapezoid	 Right Triangle

## Types of Lines

 Line	 Ray	 Line Segment	 Parallel Lines	 Perpendicular Lines	 Intersecting Lines
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## Types of Triangles

 Equilateral	 Isosceles	 Scalene
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# Science Reference Sheet

## The Scientific Process

<b>Choose a Problem</b>	State the problem as a question
<b>Research your Problem</b>	Read, get advice, and make observations
<b>Develop a Hypothesis</b>	Make a prediction about what will happen
<b>Design an Experiment</b>	Plan how you will test your hypothesis
<b>Test your Hypothesis</b>	Conduct the experiment and record the data
<b>Organize your Data</b>	Create a chart or graph of your data
<b>Draw Conclusions</b>	Analyze your data and summarize your findings

## Science Process Skills

<b>Observing</b>	Using the five senses to learn about an object or event, or to collect information about an object
<b>Classifying</b>	Placing objects or events into groups based on common characteristics
<b>Measuring</b>	Determining the length, area, volume, mass, or temperature to describe and quantify objects
<b>Communicating</b>	Describing an object or event to another person
<b>Inferring and Predicting</b>	Guessing or drawing a conclusion about an object or future event based on observations
<b>Controlling Variables</b>	Studying how attributes vary by manipulating variables
<b>Representing Data</b>	Organizing measurements to make your information easier to use and interpret
<b>Experimenting</b>	Putting all the process skills together in one activity

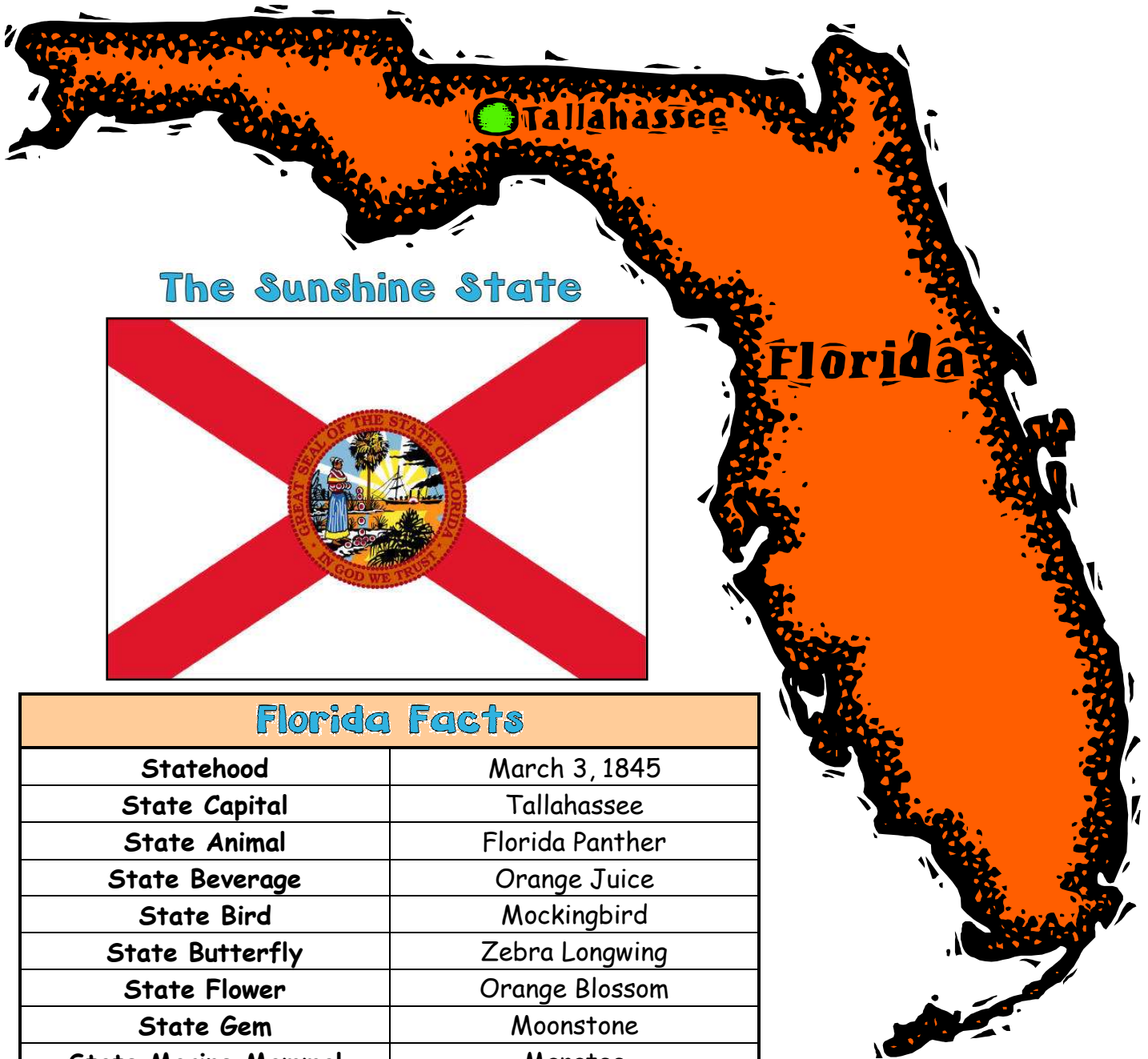
# Periodic Table of the Elements

Atomic masses in parentheses are those of the most stable or common isotope.

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Note: The subgroup numbers 1-10 were adopted in 1984 by the International Union of Pure and Applied Chemistry. The names of elements 112-116 are the Latin equivalents of those numbers.

# Social Studies Reference Sheet



## The Sunshine State



### Florida Facts

Statehood	March 3, 1845
State Capital	Tallahassee
State Animal	Florida Panther
State Beverage	Orange Juice
State Bird	Mockingbird
State Butterfly	Zebra Longwing
State Flower	Orange Blossom
State Gem	Moonstone
State Marine Mammal	Manatee
State Motto	"In God We Trust"
State Reptile	Alligator
State Saltwater Mammal	Dolphin
State Saltwater Fish	Sailfish
State Song	The Swanee River
State Stone	Agatized Coral
State Tree	Sabal Palm

