

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 3 InterActivity Writer's Notebook

Cluster 1: Short Constructed Response

Cluster 1**12 Hands-On Pages****Framework: CSI**

Passages: *The Pilgrims Chose Plymouth* and *Life Along the Nile River*

PURPOSE OF THIS BOOK

Every page is a cut, fold, glue, sort, flip, or spin activity that sends students back to the passage. Students FIND IT, SHOW IT, CHOOSE IT, EXPLAIN IT, and USE IT IN WRITING. Every page names the Grade 3 TEKS it teaches and why it matters, and an answer key at the back is organized by page number.

Name: _____ Class: _____

Supplies

Scissors, glue stick, pencil, gray colored pencil, stapler, one brass fastener, and a composition notebook.

Read the Lines

----- **Dashed line:** cut here. ✂

————— **Solid line:** fold here.

 **Striped tab:** put glue here.

The Evidence Path

Each page moves students along the same path, so the thinking gets harder as the book goes on:

1. **FIND IT:** go back to the passage and locate the detail.
2. **SHOW IT:** represent it by sorting, sequencing, sketching, or labeling.
3. **CHOOSE IT:** decide which evidence is most connected, specific, and important.
4. **EXPLAIN IT:** tell why the evidence belongs.
5. **USE IT IN WRITING:** put the evidence to work in a written response.

Daily Routine (about 15 minutes)

1. Read or reread the passage aloud.
2. Cut and assemble the page, then glue it into the notebook.
3. Complete the thinking on or under the pieces.
4. Share with a partner, pointing to the words in the passage.

For the Teacher

Pages are ordered by TEKS. Each page carries a **TEKS Connection** and **Why It Matters** line and lists its TEKS in the footer. 3.12 is listed only on pages where students compose. Every quoted sentence appears word for word in the passage. The Answer Key at the back is organized by page number.

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Grade 3 • Cluster 1
Short Constructed Response

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TEKS in this book: 3.7C, 3.7D, 3.7E, 3.7F, 3.7G, 3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D(i), 3.11D(ix), 3.12B

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *The Pilgrims Chose Plymouth* and read each card.
2. **CHOOSE IT:** Sort each card into the pocket where it belongs.
3. **EXPLAIN IT:** Pick one card and tell a partner why you sorted it that way.

Question: Why did the Pilgrims choose Plymouth?

✂ Cut out each pocket. Fold up the bottom on the solid line and glue the sides to make a pocket. Glue the pockets into your notebook.

CSI Evidence: Connected, Specific, Important	Not CSI Evidence
fold up on the solid line · glue the sides	fold up on the solid line · glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 3.7C **Why It Matters:** Students return to the source and decide which details truly support an answer, so evidence is chosen on purpose and not just found.

TEKS 3.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: CSI Evidence Sort

Grade 3 • Cluster 1
Short Constructed Response

These pieces go with page 4. Cut on the dashed lines only.

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 "Nearby were forests filled with tall trees that could be used to build homes and ships."

2 "After many weeks at sea, they reached the coast of North America."

3 "There was also fresh water and land where crops could be planted."

4 "The Pilgrims explored the land and found an area called Plymouth."

5 "The harbor made it possible for their ship to anchor safely."

6 "Winter was coming, and the Pilgrims needed to begin building shelters quickly."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *Life Along the Nile River*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: Why did the Nile River become the center of daily life in ancient Egypt?

Inside the vault: glue this part into your notebook. Then glue the vault doors from the Cut-Out Pieces page on top so each door opens up.

Vault 1 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 2 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 3 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

TEKS Connection: 3.7C, 3.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (3.7C) to relevant details that develop an idea (3.11B(ii)).

Cut-Out Pieces: Evidence Vault

Grade 3 • Cluster 1
Short Constructed Response

These pieces go with page 6. Cut on the dashed lines only.

✂ Cut out the vault doors on the dashed lines. Fold each glue tab on the solid line.

glue tab · fold on solid line	glue tab · fold on solid line
VAULT 1 Find the sentence about what farmers planted.	VAULT 2 Find the sentence about food and water from the river.
glue tab · fold on solid line	
VAULT 3 Find the sentence about how people and goods moved.	

Ride the Nile Cause and Effect River

Grade 3 • Cluster 1
Short Constructed Response

Name: _____

Date: _____

Accordion River: Student Directions

1. **FIND IT:** Reread *Life Along the Nile River*.
2. **SHOW IT:** Cut out the cards and put them in order on the accordion strip.
3. **EXPLAIN IT:** Tell a partner how each card leads to the next one.

✂ Cut out the accordion strip on the dashed line. Fold on each solid line, back and forth like a fan.

Part 1	Part 2	Part 3	Part 4
glue card here	glue card here	glue card here	glue card here
SO →	SO →	SO →	end

EXPLAIN IT: Tell how the first card leads to the last card.

TEKS Connection: 3.7D, 3.7E **Why It Matters:** Students retell the source in logical order and represent the sequence with a hands-on model, keeping the meaning of the text.

TEKS 3.7D: Retell and paraphrase texts in ways that maintain meaning and logical order. Also: 3.7E

Cut-Out Pieces: Ride the Nile Cause and Effect River

Grade 3 • Cluster 1
**Short Constructed
Response**

These pieces go with page 8. Cut on the dashed lines only.

✂ Cut out the cards. Glue them on the strip in the order they happen.

A Farmers plant wheat and barley in the rich soil.	B Each year the Nile rises and spills over its banks.	C Towns and cities grow along the riverbanks.	D The water goes back down and leaves dark, rich soil.
---	--	--	---

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *The Pilgrims Chose Plymouth* and *Life Along the Nile River*. The sentence on the flap shows where it is.
2. **SHOW IT:** Under each flap, write what the word means and sketch it.
3. **USE IT IN WRITING:** Write your own sentence using the word.

Under the flaps: glue this page part into your notebook first. Then glue each flap from the Cut-Out Pieces page on top of its matching box.

harbor

My meaning:

My sentence using the word:

Sketch

shelters

My meaning:

My sentence using the word:

Sketch

colony

My meaning:

My sentence using the word:

Sketch

soil

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 3.7F, 3.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 3.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 3 • Cluster 1
Short Constructed Response

These pieces go with page 10. Cut on the dashed lines only.

✂ Cut on the dashed lines. Fold each glue tab on the solid line.

glue tab harbor "The harbor made it possible for their ship to anchor safely." lift the flap glue tab	glue tab shelters "Winter was coming, and the Pilgrims needed to begin building shelters quickly." lift the flap glue tab
colony "Soon, Plymouth became the place where they settled and built their new colony." lift the flap	soil "When the water went back down, it left behind dark, rich soil that was good for growing plants." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *The Pilgrims Chose Plymouth* and *Life Along the Nile River*.
2. **SHOW IT:** Build the spinner, spin, and talk about the question in the window.
3. **EXPLAIN IT:** Point to the words in the passage that prove your answer.

Talk questions:

1. What did the Pilgrims need before winter?
2. Which resource at Plymouth mattered most? Why?
3. How are Plymouth and the Nile alike?
4. Why did towns grow along the Nile?
5. What does "harbor" mean, and why did it matter?
6. Which sentence best answers WHY the Pilgrims chose Plymouth?

Spin, then talk with a partner. Point to the words in the passage that prove your answer. Record one idea you said and one idea your partner said.

I said:

My partner said:

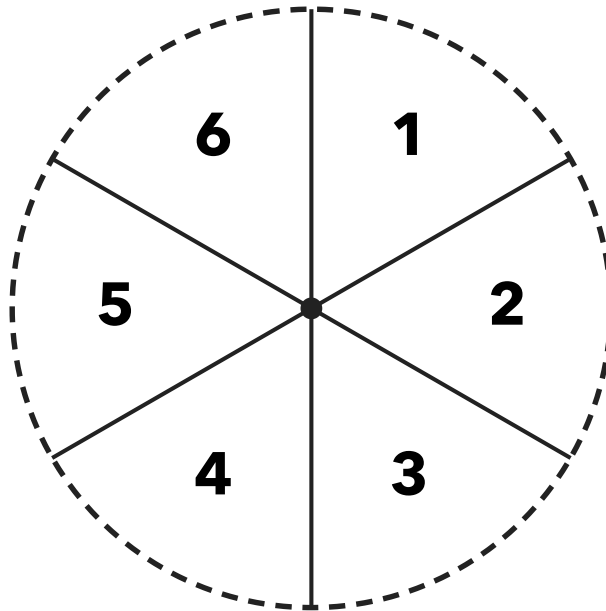
Cut-Out Pieces: Talk It Out Spinner

Grade 3 • Cluster 1
Short Constructed Response

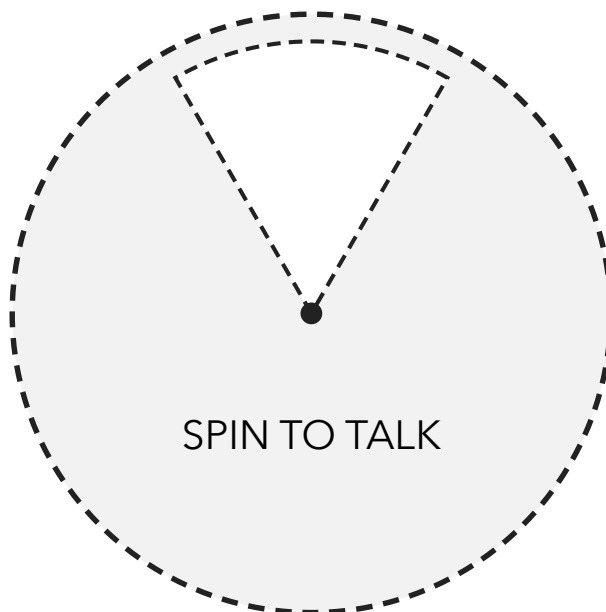
These pieces go with page 12. Cut on the dashed lines only.

✂ Cut out both circles on the dashed lines. Cut out the window on the top circle. Push a brass fastener through both centers, top circle on top.

BOTTOM CIRCLE



TOP CIRCLE



Question Detective Case File

Grade 3 • Cluster 1
Short Constructed Response

Name: _____

Date: _____

Fold-Open Case File: Student Directions

1. **FIND IT:** Read each prompt in the case file.
2. **SHOW IT:** Circle the topic, box the action, and triangle the clue word.
3. **CHOOSE IT:** Name the writing job: WHAT, WHY, or HOW.

✂ Cut on the dashed line. Fold the case file closed on the solid line. Glue the back into your notebook.

CASE FILE: The Prompts

Case 1. Why did the Pilgrims choose Plymouth?

Case 2. How did the Nile River help farmers grow crops?

Case 3. What resources did the Pilgrims find near Plymouth?

On each prompt: ○ circle the topic (noun), □ box the action (verb), △ triangle the clue word.

DETECTIVE NOTES

#	○ Topic	□ Action	△ Clue word	The writing job (circle one)
1				WHAT WHY HOW
2				WHAT WHY HOW
3				WHAT WHY HOW

Pick one case. What must your answer do?

TEKS Connection: 3.11A **Why It Matters:** Students unpack exactly what a prompt asks (topic, action, and the WHAT, WHY, or HOW job) before planning a first draft for that purpose.

TEKS 3.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Mystery Prompt Generator

Grade 3 • Cluster 1
Short Constructed Response

Name: _____

Date: _____

Flip-Strip Generator: Student Directions

1. **SHOW IT:** Cut, stack, and staple the card piles so they flip.
2. **CHOOSE IT:** Flip to build prompts and write three of them.
3. **EXPLAIN IT:** Star the one you can answer best with evidence.

✂ Cut out each card. Stack each set in its own pile. Staple each pile across the top onto your notebook page so the cards flip.

Clue Word (staple here)	Topic (staple here)	Action (staple here)
Why	did the Pilgrims	choose Plymouth?
How	did the Nile River	help people?
What	did farmers in Egypt	build homes?
	did the harbor	grow crops?

Flip and build. Flip one card in each pile to make a prompt. Write three prompts you built.

CHOOSE IT: Star the prompt you could answer best with evidence from the passage. Circle its topic, box its action, and triangle its clue word.

TEKS Connection: 3.11A **Why It Matters:** Students build prompts from topics, actions, and clue words, which prepares them to plan a first draft for a clear topic, purpose, and audience.

TEKS 3.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Name: _____

Date: _____

Cut and Arrange Puzzle: Student Directions

1. **FIND IT:** Cut out the strips and reread the passage.
2. **CHOOSE IT:** One strip is true but does not belong. Glue it in Distractor Jail and tell why.
3. **EXPLAIN IT:** Glue the other strips in order on the response mat. Glue the tab into your notebook.

✂ Response mat: cut on the dashed lines • fold the glue tab on the solid line

Question: Why did the Pilgrims choose Plymouth?

1 Thesis (central idea): glue here

2 Evidence: glue here

3 Evidence: glue here

4 Explanation: glue here

DISTRACTOR JAIL

Glue the strip that is true but does NOT belong.

Why doesn't it belong?

GLUE TAB • glue into notebook

TEKS Connection: 3.11B(i), 3.11B(ii), 3.7C **Why It Matters:** Students organize a thesis (central idea), evidence, and explanation with purposeful structure and reject a detail that does not answer the question.

TEKS 3.11B(i): Develop drafts into a focused, structured and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion. Also: 3.11B(ii), 3.7C

Cut-Out Pieces: SCR Puzzle

Grade 3 • Cluster 1
Short Constructed Response

These pieces go with page 16. Cut on the dashed lines only.

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** The text says, "Nearby were forests filled with tall trees that could be used to build homes and ships."

✂ **STRIP B** This shows that Plymouth gave the Pilgrims wood for shelter and a way to grow food, so it was a good place to settle before winter.

✂ **STRIP C** The text also says, "There was also fresh water and land where crops could be planted."

✂ **STRIP D** The Pilgrims chose Plymouth because the land had what they needed to build a new home.

✂ **STRIP E** The text says, "After many weeks at sea, they reached the coast of North America."

Name: _____

Date: _____

Pull-Tab Slider: Student Directions

1. **SHOW IT:** Build the pull tab frame.
2. **CHOOSE IT:** For each panel, rewrite the start sentence using that revision move.
3. **USE IT IN WRITING:** Write your best revised sentence at the bottom.

✂ Cut the two slits in the frame on the dashed lines. Cut out the pull tab and thread it through the slits so one panel shows at a time.

Start here: The Nile was good. People liked it. It had stuff.

✂ Pull tab

ADD: add a detail that tells more

DELETE: take out words that repeat or do not help

COMBINE: join two short sentences

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

TEKS Connection: 3.11C **Why It Matters:** Students revise a draft by adding, deleting, combining, and rearranging ideas and by choosing precise words, so the writing is clearer and more coherent.

TEKS 3.11C: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Name: _____

Date: _____

Sticker Edit: Student Directions

1. **FIND IT:** Read each sentence and find the mistake.
2. **SHOW IT:** Glue on the sticker that names the fix.
3. **USE IT IN WRITING:** Rewrite the sentence correctly.

Glue the right sticker in the box next to each sentence. Some sentences need two stickers.

1. the pilgrims sailed across the atlantic ocean.

sticker

Fix it:

2. Farmers grew wheat barley and other crops.

sticker

Fix it:

3. the nile river flowed from south to north

sticker

Fix it:

4. The Pilgrims found forests fresh water and a harbor.

sticker

Fix it:

TEKS Connection: 3.11D(ix), 3.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including capitalization of geographical names and places and commas in a series.

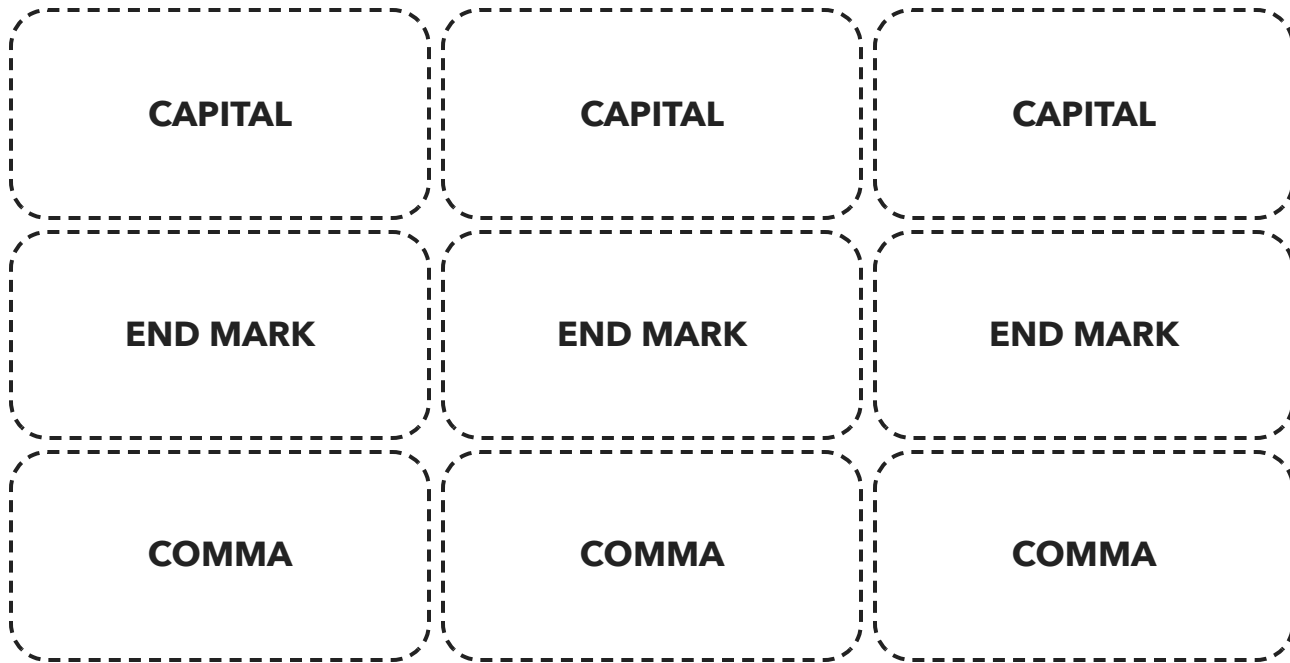
TEKS 3.11D(ix): Edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places. Also: 3.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 3 • Cluster 1
Short Constructed Response

These pieces go with page 19. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



My Short Constructed Response

Grade 3 • Cluster 1
Short Constructed Response

Name: _____

Date: _____

Pocket and Compose: Student Directions

1. **FIND IT:** Take out your cards and notes from the earlier pages.
2. **CHOOSE IT:** Pick the strongest evidence for this prompt.
3. **USE IT IN WRITING:** Write your response on the lines. Then check your writing.

Evidence Pocket: keep your cut cards and vault notes here while you write.

fold up on the solid line · glue the sides

How did the Nile River help the people of ancient Egypt? Write a short constructed response: a thesis (central idea), one piece of evidence with quotation marks, and an explanation.

Check my writing:

- My thesis (central idea) answers HOW.
- My evidence is copied exactly with quotation marks.
- My explanation tells how the evidence proves my thesis (central idea).

TEKS Connection: 3.12B, 3.7C, 3.11B(ii) **Why It Matters:** Students compose a brief informational text with a clear central idea, selecting relevant text evidence and explaining it.

TEKS 3.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 3.7C, 3.11B(ii)

Thinking Quilt Square

Grade 3 • Cluster 1
Short Constructed Response

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *The Pilgrims Chose Plymouth* that support it, one in each patch.
3. **SHOW IT:** In the border, illustrate a new vocabulary word and use it in a sentence. Cut on the outer edge.

BORDER: Vocabulary word	EVIDENCE PATCH 1: Copy the words exactly.	BORDER: Illustrate the word
EVIDENCE PATCH 2	CENTER: My Thesis (Central Idea) Why did the Pilgrims choose Plymouth?	EVIDENCE PATCH 3
BORDER: Use the word in a sentence	EVIDENCE PATCH 4	Quilt square for this cluster • Quilt maker:

Growing the Quilt: Punch a hole in each corner. Tie this square to classmates' squares with yarn for the class quilt, or keep it in your folder: your personal quilt grows by one square every cluster.

TEKS Connection: 3.7C, 3.7E, 3.7F **Why It Matters:** Students return to the source for evidence that supports their thesis (central idea), illustrate a key word, and use newly acquired vocabulary, and the square joins a quilt that shows growth across the year.

Page 4: CSI Evidence Sort

CSI Evidence: Connected, Specific, Important: 1, 3, 5

Not CSI Evidence: 2, 4, 6

Cards 2, 4, and 6 are true but do not tell what made Plymouth a good choice. Accept card 6 as partly connected if the student explains that winter made a quick choice necessary.

Page 6: Evidence Vault

Vault 1: "Farmers planted crops such as wheat and barley in the soil left by the floodwaters." *Why:* It shows the river made farming possible.

Vault 2: "The river also provided fish to eat and water for drinking and farming." *Why:* It names things people needed every day.

Vault 3: "Boats traveled up and down the Nile carrying people and goods." *Why:* It shows the river was a road for travel and trade.

Page 8: Ride the Nile Cause and Effect River

Correct order: B (the river floods), D (rich soil is left), A (farmers plant crops), C (towns and cities grow)

Each card causes the next: flooding leaves soil, soil lets farmers grow food, and food and water let towns grow. This is the thinking students need for HOW responses.

Page 10: Word Flaps

harbor: a safe place near the shore where ships can stay

shelters: places that protect people from weather

colony: a new settlement built by people from another land

soil: the top layer of the ground where plants grow

Sentences and sketches will vary. Look for the word used correctly and a sketch that matches its meaning in the passage.

Page 12: Talk It Out Spinner

Answers will vary. Look for passage support, for example: both places had fresh water and land for crops.

Page 14: Question Detective Case File

1	Pilgrims, Plymouth	choose	Why	WHY: give reasons
2	Nile River, farmers, crops	help, grow	How	HOW: explain the process
3	resources, Pilgrims, Plymouth	find	What	WHAT: name and describe

Page 15: Mystery Prompt Generator

Prompts will vary. Accept prompts that make sense and can be answered from a passage, for example: "How did the Nile River help people?" Students should circle the topic, box the action, and triangle the clue word.

Page 16: SCR Puzzle

Thesis (central idea)	Strip D: The Pilgrims chose Plymouth because the land had what they needed to build a new home.
Evidence	Strip A: The text says, "Nearby were forests filled with tall trees that could be used to build homes and ships."
Evidence	Strip C: The text also says, "There was also fresh water and land where crops could be planted."
Explanation	Strip B: This shows that Plymouth gave the Pilgrims wood for shelter and a way to grow food, so it was a good place to settle before winter.

Distractor Jail, Strip E: It is in the passage, but it tells when the Pilgrims arrived, not why they chose Plymouth.

Page 18: Revision Pull Tab

Model: *The Nile River was important because it gave people rich soil, fresh water, and fish.* Accept revisions that add a passage detail, delete "It had stuff," combine ideas, and replace "good" and "stuff" with precise words.

Page 19: Editing Stickers

1. [CAPITAL] The Pilgrims sailed across the Atlantic Ocean.
2. [COMMA] Farmers grew wheat, barley, and other crops.
3. [CAPITAL, END MARK] The Nile River flowed from south to north.
4. [COMMA] The Pilgrims found forests, fresh water, and a harbor.

Page 21: My Short Constructed Response

Model: *The Nile River helped the people of ancient Egypt by giving them what they needed to live. The text says, "The river also provided fish to eat and water for drinking and farming." This shows that the Nile gave people food and water in a dry desert.*

Page 22: Thinking Quilt Square

Center: The Pilgrims chose Plymouth because it had everything they needed to build a new home.

Patch 1: "Nearby were forests filled with tall trees that could be used to build homes and ships."

Patch 2: "There was also fresh water and land where crops could be planted."

Patch 3: "The harbor made it possible for their ship to anchor safely."

Patch 4: "Winter was coming, and the Pilgrims needed to begin building shelters quickly."

Border: harbor. Sentence: The Pilgrims' ship could stay safe in the harbor. Sketch: a ship resting in a curved bay

Accept any evidence copied word for word that supports the student's thesis (central idea).