

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 3 InterActivity Writer's Notebook

Cluster 3: Extended Constructed Response: Informational

Cluster 3**12 Hands-On Pages****Framework: TREES**

Passages: *Why We Need Laws (poem)* and *The Lunchroom Discoveries (drama)*

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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Extended Constructed Response: Informational

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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(x), 3.12B

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *The Lunchroom Discoveries* 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: How does Louis Pasteur's discovery still help people today?

✂ 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 3

Extended Constructed Response: Informational

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 "ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs."

2 "(Alex opens a milk carton and looks at the label.)"

3 "JORDAN: So the milk we're drinking is safer because of his discovery."

4 "JORDAN: Really? What kind of problem?"

5 "ALEX: A long time ago, people got sick because germs in milk and food weren't destroyed."

6 "Scene 1: Lunchroom"

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *Why We Need Laws*.
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 do communities need laws?

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 3
Extended Constructed Response: Informational

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 line about what happened without rules.	VAULT 2 Find the line about food and sharing.
glue tab · fold on solid line	
VAULT 3 Find the line about what laws do.	

Why We Need Laws Problem to Solution Path

Grade 3 · Cluster 3
Extended Constructed Response:
Informational

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *Why We Need Laws*.
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.

Stanza idea 1	Stanza idea 2	Stanza idea 3	Stanza idea 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.

Cut-Out Pieces: Why We Need Laws

Problem to Solution Path

Grade 3 • Cluster 3
Extended Constructed
Response: Informational

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 People gathered to write fair rules that everyone would obey.	B Long ago, people argued over land and things.	C With laws to guide them, communities grew more safe.	D Without clear rules, small problems grew bigger.
--	--	---	---

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *Why We Need Laws* and *The Lunchroom Discoveries*. 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.

fairness

My meaning:

My sentence using the word:

Sketch

obey

My meaning:

My sentence using the word:

Sketch

communities

My meaning:

My sentence using the word:

Sketch

pasteurized

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 3
Extended Constructed Response: Informational

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 fairness "And fairness often seemed to tumble down." lift the flap glue tab	glue tab obey "To write fair rules that everyone would obey." lift the flap glue tab
communities "Communities could grow more safe and true." lift the flap	pasteurized "JORDAN: Oh! That's why milk is pasteurized now, right?" lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *Why We Need Laws* and *The Lunchroom Discoveries*.
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 problem does the poem describe?
2. How did people solve the problem?
3. What did Pasteur discover?
4. Why is the milk we drink safer today?
5. How are laws and Pasteur's discovery both ways to keep people safe?
6. Which line of the poem matters most? Why?

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:

TEKS Connection: 3.7G, 3.7C **Why It Matters:** Students discuss specific ideas that are important to the meaning of the text and point to the words that prove their thinking.

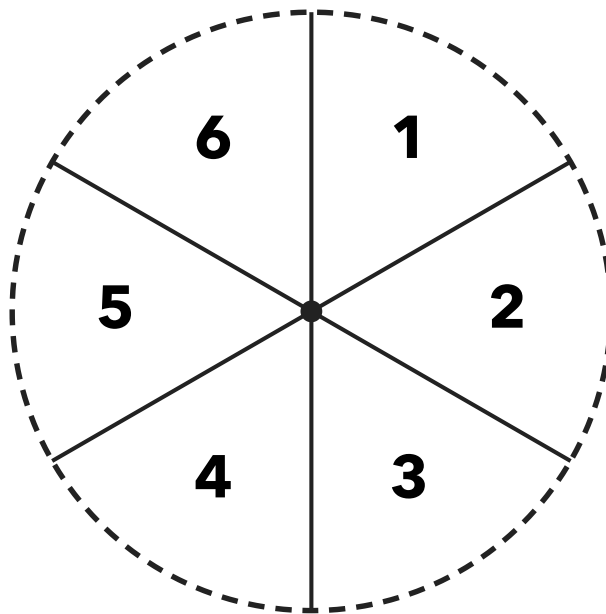
Cut-Out Pieces: Talk It Out Spinner

Grade 3 • Cluster 3
Extended Constructed Response:
Informational

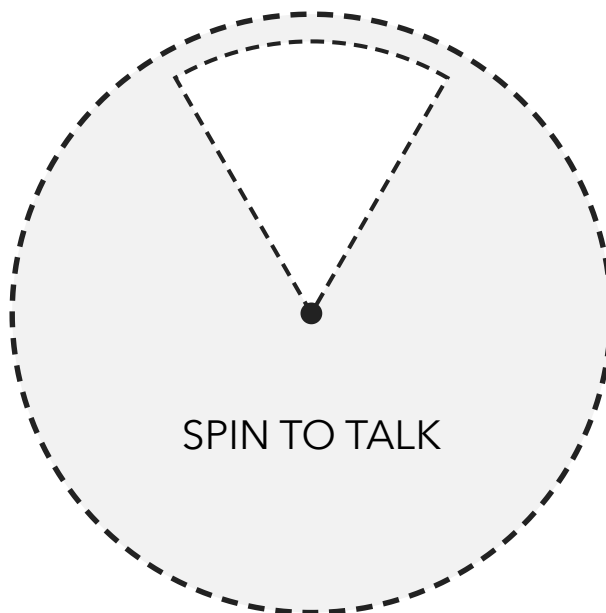
These pieces go with page 12. Cut on the dashed lines only.

✂ 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



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 do communities need laws?

Case 2. How does Louis Pasteur's discovery protect people?

Case 3. What problem did people have before laws?

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.

Thesis Tune-Up Sort

Grade 3 • Cluster 3
Extended Constructed Response: Informational

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *the prompts* 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.

Which sentences are strong thesis (central idea) statements? A strong one answers the prompt and gives a reason.

✂ 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.

Strong Thesis (Central Idea)	Needs Work
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: 3.11B(i) **Why It Matters:** Students judge which introductions state a clear thesis (central idea), the first step of organizing a draft with purposeful structure.

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.

Cut-Out Pieces: Thesis Tune-Up Sort

Grade 3 • Cluster 3
Extended Constructed Response:
Informational

These pieces go with page 15. Cut on the dashed lines only.

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

1 Communities need laws so that people are treated fairly and stay safe.	2 This poem is about laws.
3 Pasteur's discovery still protects people because heating milk kills harmful germs.	4 Laws are rules.
5 People needed laws because without rules, small problems grew into big ones.	6 I like milk.

Name: _____

Date: _____

Fold-Out Organizer: Student Directions

1. **SHOW IT:** Cut out the fold-out and fold each door on its solid line.
2. **CHOOSE IT:** Under each door, plan that part of your response.
3. **EXPLAIN IT:** Read your plan to a partner from top to bottom.

Prompt: How does Louis Pasteur's discovery still help people today?

✂ Cut out the fold-out on the outside dashed line. Cut the dashed lines between doors. Fold each door open on its solid line and plan underneath.

T: Thesis (central idea) Answer the prompt in one sentence.	R: Reason / Way One way it helps.	E: Evidence Exact words from the drama.
E: Explanation How the evidence proves the reason.	S: Summary Wrap up your idea.	My Sketch Draw the lunchroom scene.

Under each door: write your plan for that part in words or a quick sketch.

TEKS Connection: 3.11B(i), 3.11A **Why It Matters:** Students organize a draft with purposeful structure, planning each TREES part before writing.

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: 3.11A

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: People had no rules. People fought. It was bad. Then they made laws.

✂ Pull tab

ADD: add a detail from the passage

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. Pasteurs discovery made milk safer.

sticker

Fix it:

2. Jordan didnt know about germs.

sticker

Fix it:

3. louis pasteur heated liquids

sticker

Fix it:

4. The towns rules kept people safe.

sticker

Fix it:

TEKS Connection: 3.11D(x), 3.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including apostrophes in contractions and possessives.

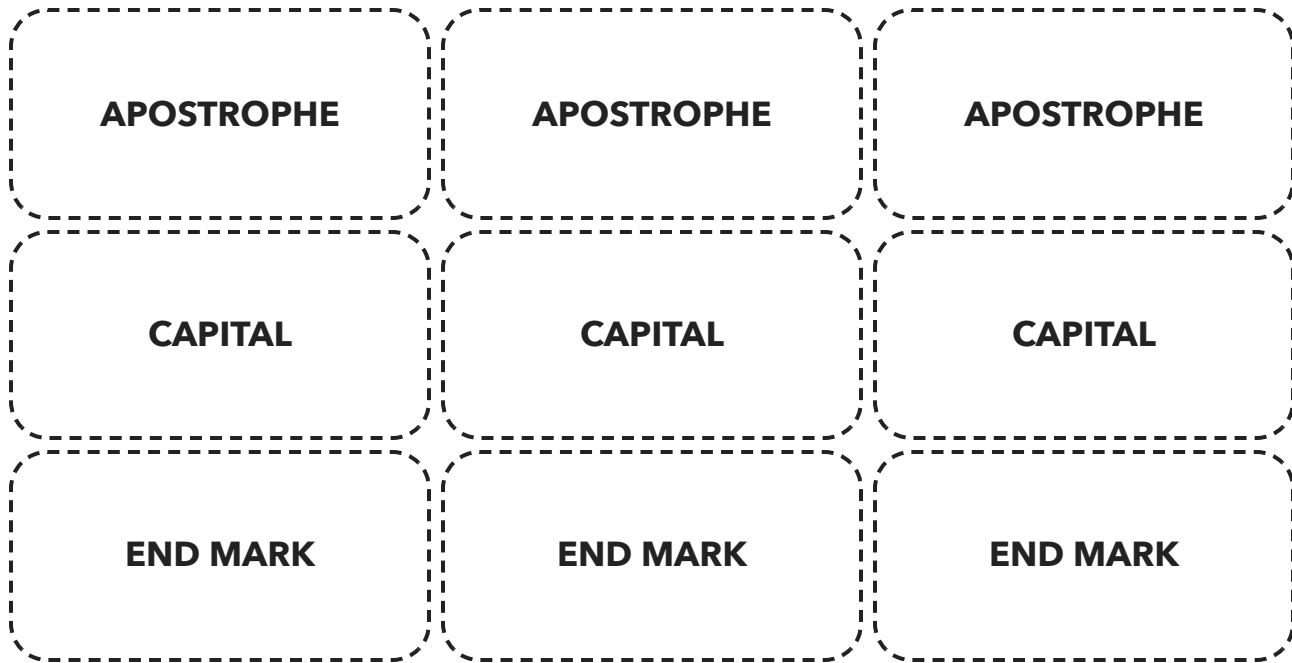
TEKS 3.11D(x): Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series. Also: 3.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 3 • Cluster 3
Extended Constructed Response: Informational

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

✂ Cut out the editing stickers on the dashed lines.



Date: _____

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.

fold up on the solid line · glue the sides

[illegible]

- T: my thesis (central idea) answers WHY.
- R and E: my reason has an exact line from the poem.
- E: I explained how the line proves my reason.
- S: I wrapped up my idea.

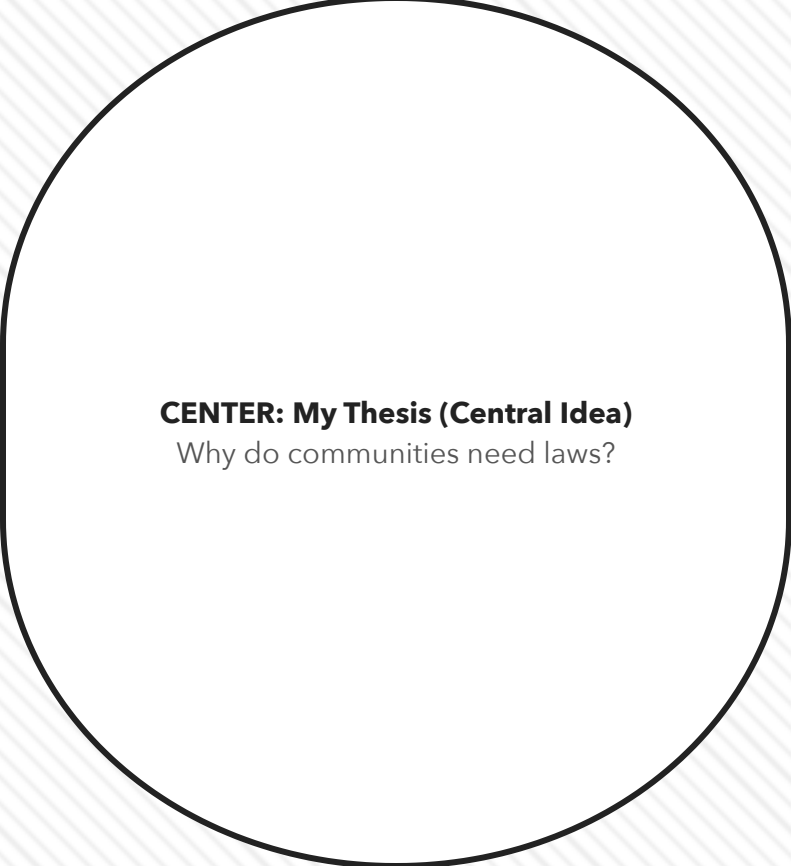
TEKS 3.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 3.7C, 3.11B(i)

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *Why We Need Laws* 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 do communities need laws?	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 set the scene or ask a question, but they do not explain how the discovery helps people.

Page 6: Evidence Vault

Vault 1: "Without clear rules to guide what should be done," *Why:* It shows the problem laws solve.

Vault 2: "Some took more food while others had too little," *Why:* It gives a specific example of unfairness.

Vault 3: "With laws to guide what people say and do," *Why:* It tells how laws help people act fairly.

Accept "Many small problems quickly grew to one." or "Communities could grow more safe and true." when the student explains the connection.

Page 8: Why We Need Laws Problem to Solution Path

Correct order: B (people argued), D (problems grew), A (people wrote fair rules), C (communities grew safe)

Page 10: Word Flaps

fairness: treating everyone in a way that is right and equal

obey: to follow a rule or direction

communities: groups of people who live in the same place

pasteurized: heated to kill harmful germs

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: laws and pasteurized milk both protect people every day.

Page 14: Question Detective Case File

1	communities, laws	need	Why	WHY: give reasons
2	Louis Pasteur, discovery, people	protect	How	HOW: explain the way
3	problem, people, laws	have	What	WHAT: name and describe

Page 15: Thesis Tune-Up Sort

Strong Thesis (Central Idea): 1, 3, 5

Needs Work: 2, 4, 6

A strong thesis (central idea) answers the whole prompt and hints at a reason. Weak ones only name the topic or share an opinion.

Page 17: TREES Fold-Out

Model plan: T: Pasteur's discovery keeps people safe from germs today. R: It makes milk safer. E: "JORDAN: So the milk we're drinking is safer because of his discovery." E: Heating milk kills germs, so people do not get sick. S: A discovery from long ago still protects us.

Page 18: Revision Pull Tab

Model: *Long ago, people argued over land because they had no clear rules, so they wrote fair laws to keep communities safe.* Accept revisions that combine sentences with because or so, add a detail, and replace "bad."

Page 19: Editing Stickers

1. [APOSTROPHE] Pasteur's discovery made milk safer.
2. [APOSTROPHE] Jordan didn't know about germs.
3. [CAPITAL, END MARK] Louis Pasteur heated liquids.
4. [APOSTROPHE] The town's rules kept people safe.

Page 21: My TREES Response

Look for all five TREES parts with an exact line, for example "Without clear rules to guide what should be done," explained as the reason problems grew.

Page 22: Thinking Quilt Square

Center: Communities need laws so that people are treated fairly and stay safe.

Patch 1: "Without clear rules to guide what should be done,"

Patch 2: "Some took more food while others had too little,"

Patch 3: "With laws to guide what people say and do,"

Patch 4: "Communities could grow more safe and true."

Border: obey. Sentence: Everyone in our class will obey the rules. Sketch: a student stopping at a crosswalk sign
Accept any evidence copied word for word that supports the student's thesis (central idea).