

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 3 InterActivity Writer's Notebook

Cluster 7: Poetry and Narrative

Cluster 7

12 Hands-On Pages

Framework: LEAVES

Passages: *A Dream Can Grow* and *What Will You Give?***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 7
Poetry and Narrative

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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), 3.12A

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *What Will You Give?*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: In "What Will You Give?", what can a person give to help others?

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 7
Poetry and Narrative

These pieces go with page 4. 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 HANDS: Find the line about sharing.	VAULT 2 FEET: Find the line about leading the way.
glue tab · fold on solid line	
VAULT 3 VOICE: Find the line about being kind.	

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *A Dream Can Grow* and *What Will You Give?* 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 poem does each idea come from?

✂ 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.

A Dream Can Grow	What Will You Give?	Both
fold up on the solid line · glue the sides	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: Poem Pair Sort

Grade 3 • Cluster 7
Poetry and Narrative

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

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

1 A dream travels from friend to friend.	2 Hands, feet, and voice can help.	3 Small actions can make a big difference.
4 The speaker asks what they can give.	5 Hope moves through homes and towns.	6 People can help others by being kind.

How a Dream Grows Accordion

Grade 3 • Cluster 7
Poetry and Narrative

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *A Dream Can Grow*.
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. This strip comes in two rows: tape the end of row 1 to the start of row 2.

Stanza idea 1	Stanza idea 2	Stanza idea 3
glue card here	glue card here	glue card here
then →	then →	then →

Stanza idea 4	Stanza idea 5	
glue card here	glue card here	
then →	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: How a Dream Grows Accordion

Grade 3 • Cluster 7
**Poetry and
Narrative**

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 The dream moves through classrooms, homes, and towns.	B A dream starts as a tiny hope inside your heart.	C Many hearts help the dream grow.
D One hopeful word travels to another person.	E The dream grows from friend to friend.	

Name: _____

Date: _____

Lift-the-Door Notes: Student Directions

1. **FIND IT:** Reread *What Will You Give*?
2. **SHOW IT:** Cut and fold the doors. Under each door, take notes or sketch.
3. **EXPLAIN IT:** Share your Significance note with a partner.

Read the poem "What Will You Give?" Open each door and note what you notice.

✂ 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.

L: Lines and Layout How is the poem arranged?	E: Emotion and Experience What feeling does it give you?	A: Artistic Language Copy a line with a strong image.
V: Voice Who is speaking? How do you know?	E: Echo and Sound Write two rhyming words.	S: Significance What is the big message?

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

TEKS Connection: 3.7E, 3.7C **Why It Matters:** Students interact with a poem through notetaking and illustrating under each LEAVES door, collecting text evidence about what the poem means.

TEKS 3.7E: Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Also: 3.7C

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *A Dream Can Grow* and *What Will You Give?*. 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.

journey My meaning: My sentence using the word: Sketch	hopeful My meaning: My sentence using the word: Sketch
thoughtful My meaning: My sentence using the word: Sketch	unwind 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 7
Poetry and Narrative

These pieces go with page 11. Cut on the dashed lines only.

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

glue tab	glue tab
journey "Its hopeful journey does not end."	hopeful "One hopeful word can travel through,"
lift the flap	lift the flap
glue tab	glue tab
thoughtful "A thoughtful thing for me and you."	unwind "And help a worried friend unwind."
lift the flap	lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *A Dream Can Grow* and *What Will You Give?*.
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 is the dream in "A Dream Can Grow"?
2. How does a dream grow from one person to many?
3. What three things does the speaker in "What Will You Give?" offer?
4. Which line has the strongest image? Why?
5. How are the two poems alike?
6. What could you give to someone this week?

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.

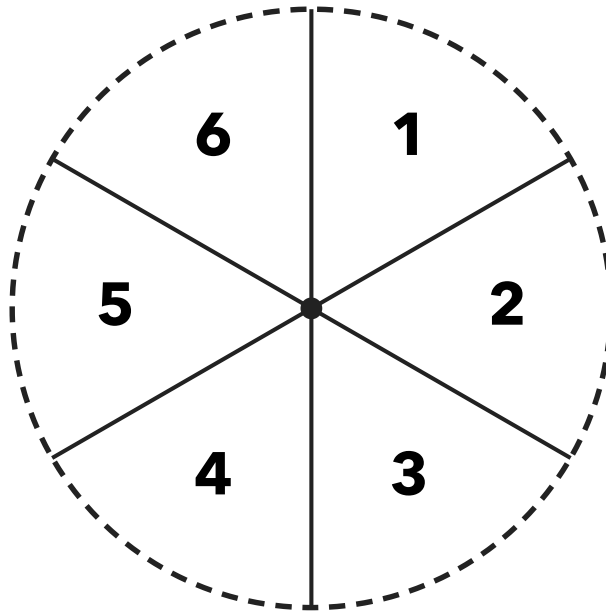
Cut-Out Pieces: Talk It Out Spinner

Grade 3 • Cluster 7
Poetry and Narrative

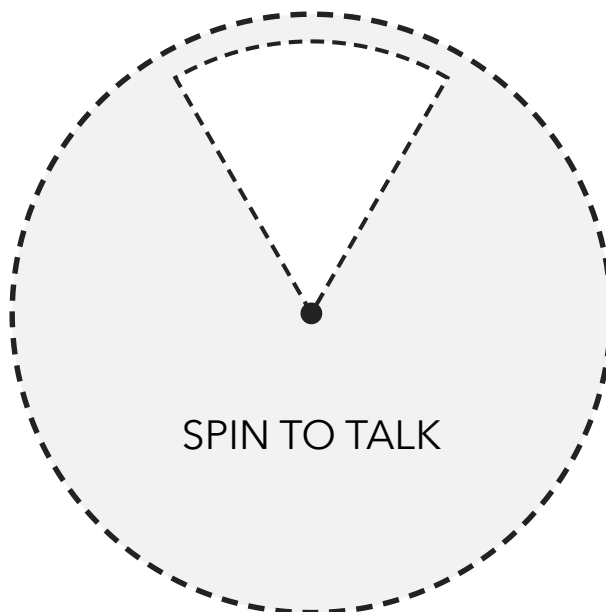
These pieces go with page 13. Cut on the dashed lines only.

✂ 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-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.

Plan your own poem: "What Will I Give?"

✂ 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.

Topic What will you give?	Feeling How will it feel?	Image words What will readers see?
Sound words Rhyming pairs you might use.	Line layout How many lines in each stanza?	Big message What should readers remember?

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

TEKS Connection: 3.11A **Why It Matters:** Students plan a first draft for a specific topic, purpose, and audience using a mapping strategy before they write.

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. **SHOW IT:** Cut out the strips.
2. **CHOOSE IT:** Arrange them so each stanza makes sense and the rhyming lines are paired.
3. **EXPLAIN IT:** Glue them in order on the mat and read the poem aloud to a partner.

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

Question: Put the lines of this model poem in order to make two stanzas that make sense and rhyme.

1 Stanza 1, line 1

2 Stanza 1, line 2

3 Stanza 1, line 3

4 Stanza 1, line 4

5 Stanza 2, line 1

6 Stanza 2, line 2

7 Stanza 2, line 3

8 Stanza 2, line 4

GLUE TAB • glue into notebook

TEKS Connection: 3.11B(i) **Why It Matters:** Students organize lines into stanzas with purposeful structure, noticing how order, rhyme, and line breaks build meaning.

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: Stanza Puzzle

Grade 3 • Cluster 7
Poetry and Narrative

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

✂ Cut out each strip on the dashed lines.

✂ STRIP A When someone sits alone at lunch,	✂ STRIP B To listen to a lonely friend.
✂ STRIP C I save a seat and share my crunch.	✂ STRIP D I have a smile that I can share,
✂ STRIP E A little help with kindly deeds.	✂ STRIP F I have two ears that I can lend,
✂ STRIP G To show a friend that I still care.	✂ STRIP H I have two eyes to see who needs,

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: I help people. It is nice. I am good.

✂ 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. I can lift carry and help.

sticker

Fix it:

2. My friends smile made me happy.

sticker

Fix it:

3. I dont need a microphone.

sticker

Fix it:

4. A dreem can grow.

sticker

Fix it:

TEKS Connection: 3.11D(x), 3.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including commas in a series, apostrophes, and correct spelling.

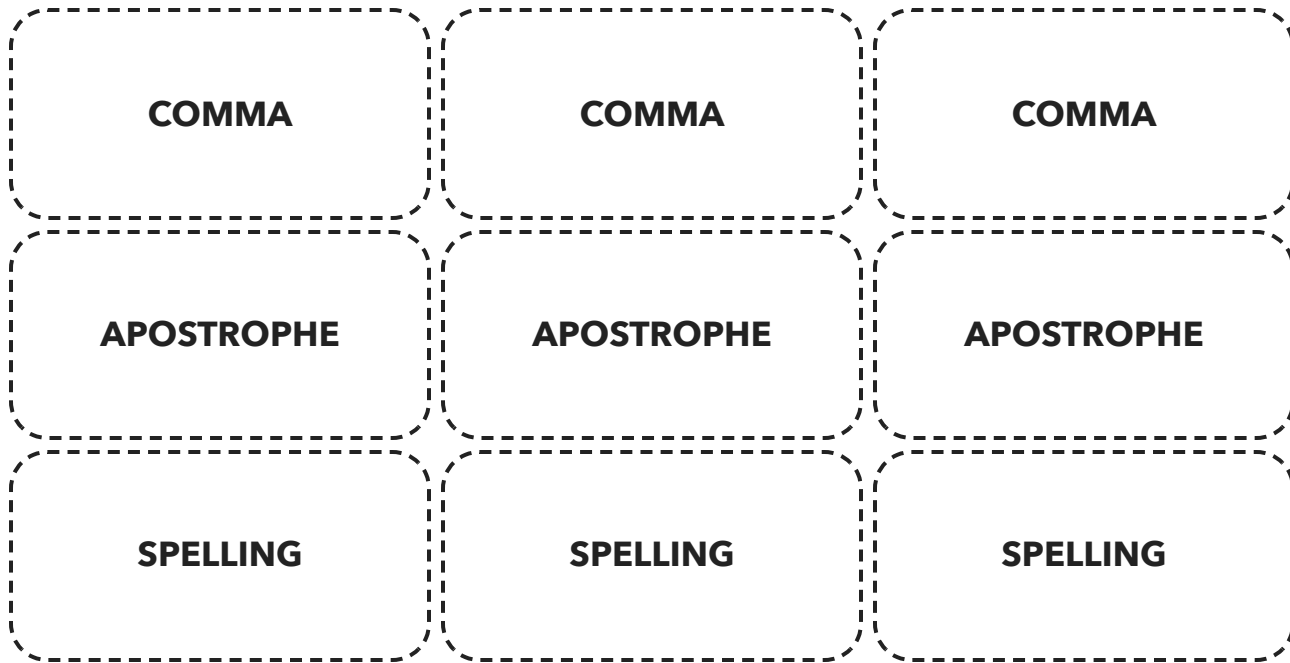
TEKS 3.11D(x): Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series. Also: 3.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 3 • Cluster 7
Poetry and Narrative

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

✂ Cut out the editing stickers on the dashed lines.



Grade 3 · Cluster 7
Poetry and Narrative

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

- My poem has stanzas and line breaks.
- I used an image readers can picture.
- I used rhyme or repeated sounds.
- My poem shares a big message.

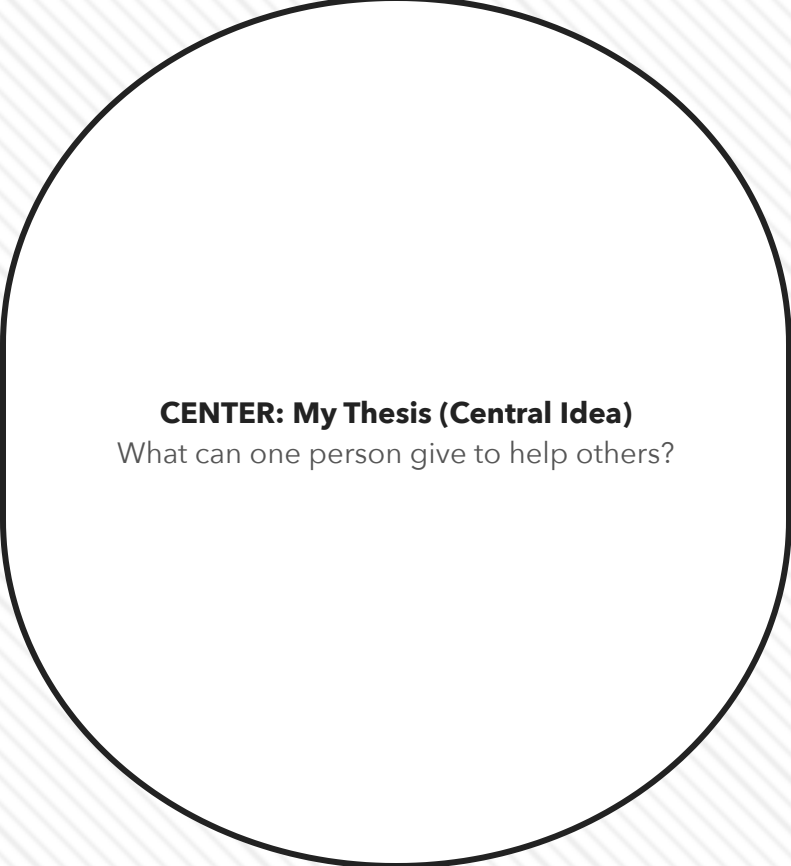
TEKS 3.12A: Compose literary texts, including personal narratives and poetry, using genre characteristics and craft. Also: 3.11A

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *What Will You Give?* 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) What can one person give to help others?	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: Evidence Vault

Vault 1: "I have two hands that I can share," *Why:* Hands can lift, carry, and help.

Vault 2: "My feet can help me lead the way." *Why:* Feet can take you to a friend who needs you.

Vault 3: "I have a voice that can be kind," *Why:* Kind words can calm a worried friend.

Page 6: Poem Pair Sort

A Dream Can Grow: 1, 5

What Will You Give?: 2, 4

Both: 3, 6

Page 8: How a Dream Grows Accordion

Correct order: B (starts in the heart), D (one hopeful word travels), E (friend to friend), A (classrooms, homes, towns), C (many hearts help it grow)

Page 10: LEAVES Poem Doors

Sample notes: L: four-line stanzas. E: caring, kind. A: "I have two hands that I can share," V: a young speaker using "I." E: share/care, do/you, kind/unwind. S: anyone can give help, even in small ways.

Page 11: Word Flaps

journey: a trip from one place to another

hopeful: feeling that something good will happen

thoughtful: showing care for others

unwind: to relax and feel calm

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

Page 13: Talk It Out Spinner

Answers will vary. Look for lines from the poems, for example: "Together we can help it grow,"

Page 15: My Poem Plan

Plans will vary. Look for a clear gift, sensory image words, at least two rhyming pairs, and a stated message.

Page 16: Stanza Puzzle

1	Strip D: I have a smile that I can share,
2	Strip G: To show a friend that I still care.
3	Strip H: I have two eyes to see who needs,
4	Strip E: A little help with kindly deeds.
5	Strip F: I have two ears that I can lend,
6	Strip B: To listen to a lonely friend.
7	Strip A: When someone sits alone at lunch,
8	Strip C: I save a seat and share my crunch.

Page 18: Revision Pull Tab

Model: *I carry groceries for my neighbor and hold the door with a smile.* Accept revisions that add a specific image, delete "I am good," and trade broad words for precise, vivid words.

Page 19: Editing Stickers

1. [COMMA] I can lift, carry, and help.
2. [APOSTROPHE] My friend's smile made me happy.
3. [APOSTROPHE] I don't need a microphone.
4. [SPELLING] A dream can grow.

Page 21: My Poem: What Will I Give?

Poems will vary. Look for stanzas, a clear image, sound devices such as rhyme, and a message about giving.

Page 22: Thinking Quilt Square

Center: One person can help others by using hands, feet, and voice with kindness.

Patch 1: "I have two hands that I can share,"

Patch 2: "My feet can help me lead the way."

Patch 3: "I have a voice that can be kind,"

Patch 4: "When I begin with, "What can I give?""

Border: thoughtful. Sentence: Sharing my pencil was a thoughtful thing to do. Sketch: two hands passing a pencil
Accept any evidence copied word for word that supports the student's thesis (central idea).