

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 3 InterActivity Writer's Notebook

Prepare: Getting Ready to Write

Prepare**11 Hands-On Pages****Framework: TRAILS**

Passages: *The Mystery of the Traveling Shell*

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

Clue or Not a Clue?

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Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *The Mystery of the Traveling Shell* 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.

How did the shell travel so far? Sort the clues from the story.

✂ 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 Clue About How the Shell Traveled

fold up on the solid line · glue the sides

Not a Clue

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: Clue or Not a Clue?

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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 "It came from a coastal area, but Poverty Point was inland."

2 "Emsy knelt beside the display case at the museum."

3 "The map showed large rivers, including the Mississippi and Ohio Rivers."

4 "Emsy smiled and wrote her final claim:"

5 "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away."

6 "Emsy looked at the shell again."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *The Mystery of the Traveling Shell*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: How did the seashell most likely reach Poverty Point?

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

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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 how people moved from place to place.	VAULT 2 Find the sentence that shows the shell was not the only faraway object.
glue tab · fold on solid line	
VAULT 3 Find the sentence that tells why people traded.	

Clue Trail Accordion

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Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *The Mystery of the Traveling Shell*.
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.

Clue 1	Clue 2	Clue 3	Clue 4
glue card here	glue card here	glue card here	glue card here
then →	then →	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: Clue Trail Accordion

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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 A map shows the coast is much too far for a shell to roll to Poverty Point.

B The shell came from a coastal area, but Poverty Point was inland.

C Archaeologists found copper from far away at Poverty Point, too.

D People traveled along big rivers like the Mississippi and Ohio Rivers.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *The Mystery of the Traveling Shell*. 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.

scarcity

My meaning:

My sentence using the word:

Sketch

inland

My meaning:

My sentence using the word:

Sketch

archaeologists

My meaning:

My sentence using the word:

Sketch

trade

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

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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 scarcity "The answer was scarcity." lift the flap glue tab	glue tab inland "It came from a coastal area, but Poverty Point was inland." lift the flap glue tab
archaeologists "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away." lift the flap	trade "They could trade what they had for valuable goods from other places." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *The Mystery of the Traveling Shell*.
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. How did Emsy feel when she first saw the shell? How do you know?
2. Which clue helped Emsy most? Why?
3. Why does one object seem like an accident but several make a pattern?
4. What does scarcity mean in this story?
5. Why is the shell "more than an object"?
6. What would you ask if you found a mystery object?

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:

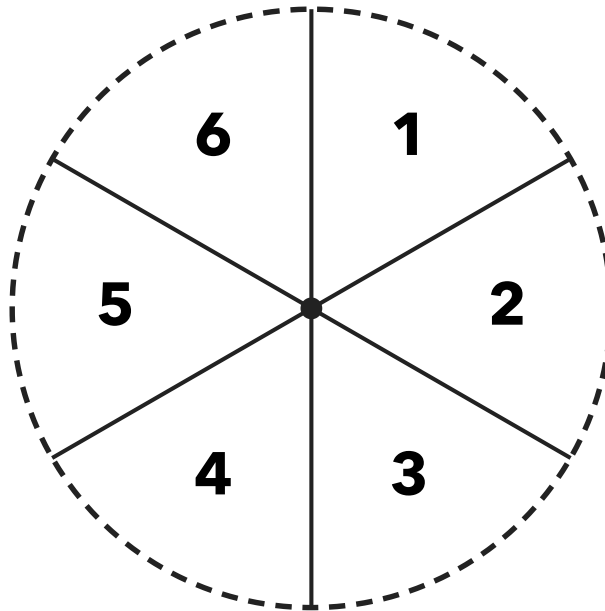
Cut-Out Pieces: Talk It Out Spinner

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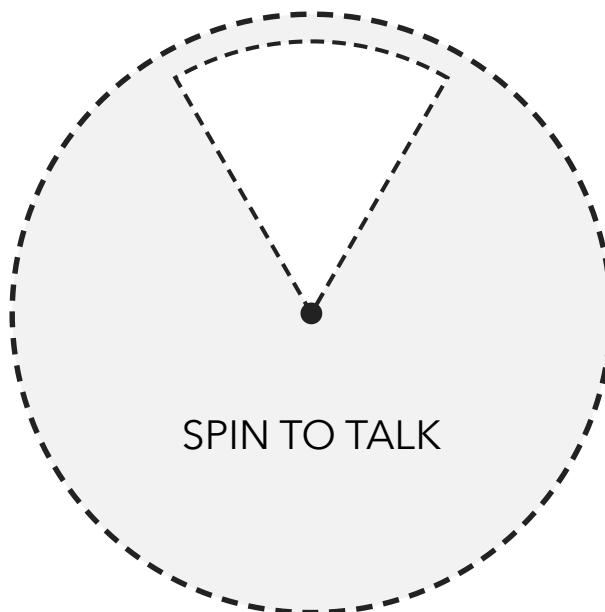
These pieces go with page 12. Cut on the dashed lines only.

✂ 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



Mystery Prompt Generator

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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.

Writing Job (staple here)	Topic (staple here)	Audience (staple here)
Tell a story about	a mystery object	for a classmate.
Explain	a museum visit	for your family.
Give your opinion about	a clue you found	for a museum visitor.
Describe	a trip on a river	for a younger student.

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: _____

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 a true or imagined story about a mystery object you found.

✂ 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: Topic / Experience What happened?	R: Relationships Who was there with you?	A: Actions, Thoughts, Dialogue What did people do, think, and say?
I: Important Moment What was the biggest moment?	L: Lesson / Lasting Effect What did you learn?	S: Setting Where and when did it happen?

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: _____

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: Emsy saw a shell. It was old. She looked at it a lot.

✂ 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. emsy found a shell at poverty point

sticker

Fix it:

2. The rivers included the mississippi and ohio Rivers.

sticker

Fix it:

3. Emsy packed a notebook a pencil and a map.

sticker

Fix it:

4. Was the shell from the coast

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.

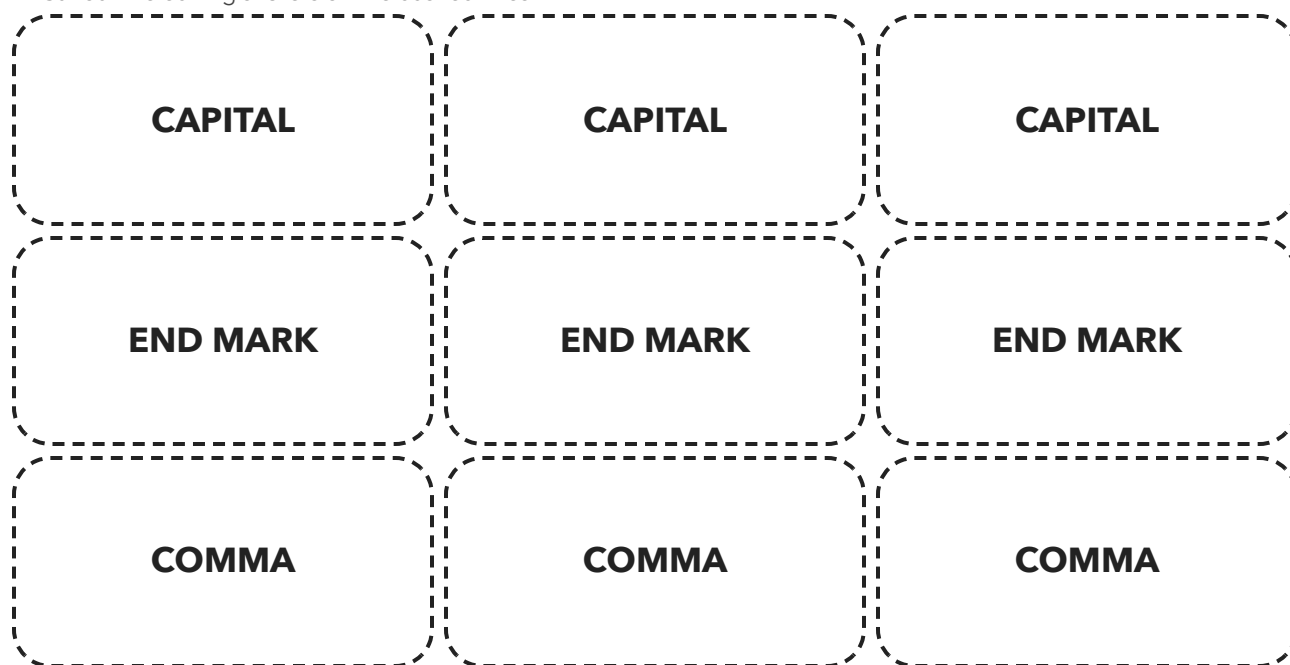
TEKS 3.11D(ix): Edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places. Also: 3.11D(i)

Cut-Out Pieces: Editing Stickers

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These pieces go with page 17. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



Grade 3 · Prepare
Getting Ready to Write

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]

- I told one experience with a beginning, middle, and end.
- I used actions, thoughts, and dialogue.
- I showed the important moment.
- I ended with a lesson or lasting effect.

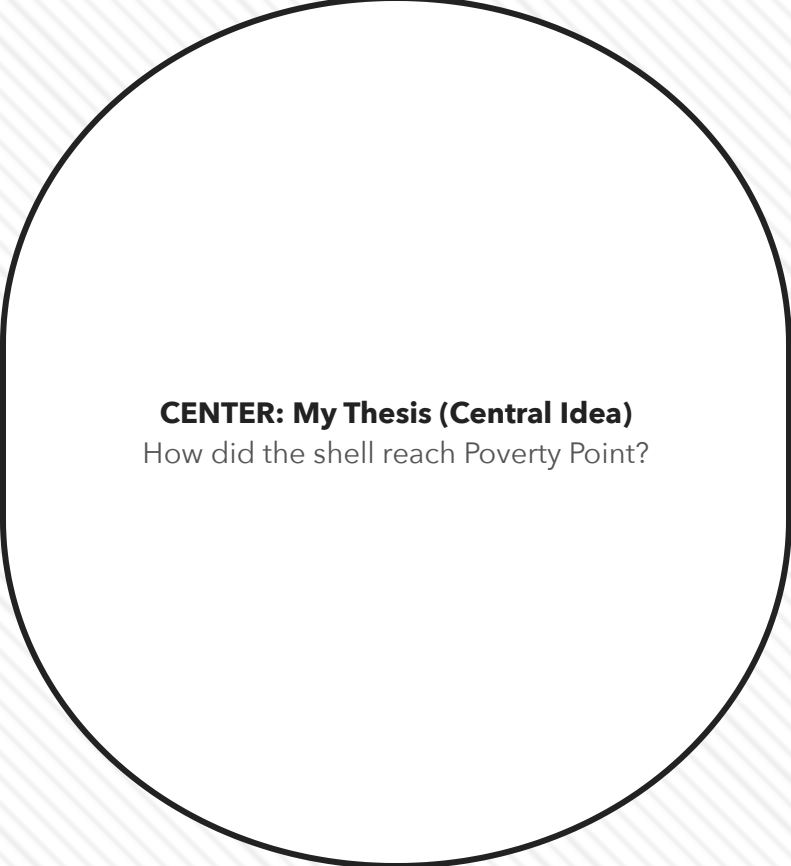
TEKS 3.12A: Compose literary texts, including personal narratives and poetry, using genre characteristics and craft. Also: 3.11A

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *The Mystery of the Traveling Shell* 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		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: Clue or Not a Clue?

A Clue About How the Shell Traveled: 1, 3, 5

Not a Clue: 2, 4, 6

The clue cards give facts about distance, rivers, and other faraway materials. The other cards tell what Emsy did but do not explain how the shell traveled.

Page 6: Evidence Vault

Vault 1: "People at Poverty Point traveled along rivers, which could have helped them move from place to place." *Why:* Rivers give a way the shell could travel so far.

Vault 2: "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away." *Why:* Several faraway objects make a pattern of trade.

Vault 3: "They could trade what they had for valuable goods from other places." *Why:* It names trade as the way people got faraway goods.

Page 8: Clue Trail Accordion

Correct order: B (first clue: the shell itself), A (second clue: the map), D (third clue: the rivers), C (fourth clue: other materials)

Page 10: Word Flaps

scarcity: not having enough of something people want or need

inland: away from the ocean, in the middle of the land

archaeologists: scientists who study objects left by people long ago

trade: to give something you have to get something you need

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 students who point to the passage, for example: the shell is "a clue from the past" because it shows that people traded over long distances.

Page 14: Mystery Prompt Generator

Prompts will vary. A strong built prompt names one job, one topic, and one audience, for example: "Tell a story about a mystery object for a classmate." Stories fit the TRAILS narrative plan; "Explain" prompts fit an informational response.

Page 15: TRAILS Story Map

Plans will vary. Each door should hold a short note or sketch for its TRAILS part. Look for one experience developed across all six parts rather than a list of events.

Page 16: Revision Pull Tab

Model: *Emsy leaned close to the glass and studied the smooth white seashell.* Accept any revision that adds a detail, deletes repeated words, combines the short sentences, and uses a precise verb.

Page 17: Editing Stickers

1. [CAPITAL, END MARK] Emsy found a shell at Poverty Point.
2. [CAPITAL] The rivers included the Mississippi and Ohio Rivers.
3. [COMMA] Emsy packed a notebook, a pencil, and a map.
4. [END MARK] Was the shell from the coast?

Page 19: My Mystery Story

Stories will vary. Look for TRAILS parts: a clear setting, actions, thoughts, and dialogue, an important moment, and a lesson or lasting effect.

Page 20: Thinking Quilt Square

Center: The shell most likely reached Poverty Point through trade along rivers.

Patch 1: "It came from a coastal area, but Poverty Point was inland."

Patch 2: "People at Poverty Point traveled along rivers, which could have helped them move from place to place."

Patch 3: "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away."

Patch 4: "They could trade what they had for valuable goods from other places."

Border: scarcity. Sentence: Scarcity made people trade for things they did not have. Sketch: a basket with only one item in it

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