

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 4 InterActivity Writer's Notebook

Cluster 1: Short Constructed Response

Cluster 1

13 Hands-On Pages

Framework: CSI

Passages: *A Promise Written Long Ago* and *Morning in the Village***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 4 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. 4.12 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 4 • Cluster 1
Short Constructed Response

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TEKS in this book: 4.7C, 4.7D, 4.7E, 4.7F, 4.7G, 4.11A, 4.11B(i), 4.11B(ii), 4.11C, 4.11D(i), 4.11D(x), 4.12B

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *A Promise Written Long Ago* and *Morning in the Village* 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 was the Magna Carta important?

✂ 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.

It Tells Why

fold up on the solid line • glue the sides

True but Off Topic

fold up on the solid line • glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 4.7C **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 4.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Why It Mattered

Grade 4 • 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 "The Magna Carta was important because it limited the king's power."

2 "It said that the king had to follow the law, just like everyone else."

3 "It also protected certain rights of the people."

4 "At that time, King John ruled England."

5 "The barons wanted the king to follow rules."

6 "So, they forced King John to meet them at Runnymede."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *A Promise Written Long Ago* and *Morning in the Village*.
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 Magna Carta change the way leaders ruled?

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: 4.7C, 4.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (4.7C) to relevant details that develop an idea (4.11B(ii)).

Cut-Out Pieces: Evidence Vault

Grade 4 • 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 limiting the king's power.	VAULT 2 Find the sentence about the law applying to the king.
glue tab · fold on solid line	
VAULT 3 Find the sentence about later governments.	

The Road to Runnymede

Grade 4 • Cluster 1
Short Constructed Response

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *A Promise Written Long Ago* and *Morning in the Village*.
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.

Event 1	Event 2	Event 3
glue card here	glue card here	glue card here
then →	then →	then →
Event 4	Event 5	
glue card here	glue card here	
then →	end	

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

TEKS Connection: 4.7D, 4.7E **Why It Matters:** Students retell and summarize the source in logical order, keeping its meaning, and represent the sequence with a hands-on model.

TEKS 4.7D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Also: 4.7E

Cut-Out Pieces: The Road to Runnymede

Grade 4 • 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 Powerful landowners called barons wanted the king to follow rules too.

B The barons made King John meet them at Runnymede.

C In 1215, King John ruled England, and many people were unhappy with him.

D The Magna Carta was agreed to and sealed there.

E The document limited the king's power and protected people's rights.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *A Promise Written Long Ago* and *Morning in the Village*. 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.

barons

My meaning:

My sentence using the word:

Sketch

limited

My meaning:

My sentence using the word:

Sketch

justice

My meaning:

My sentence using the word:

Sketch

trade

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 4.7F, 4.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 4.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 4 • 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 barons "Many people, especially powerful landowners called barons, were unhappy with how he treated them." lift the flap glue tab	glue tab limited "The Magna Carta was important because it limited the king's power." lift the flap glue tab
justice "Because of this, the document shows that people long ago cared about fairness and justice." lift the flap	trade "They brought pottery and tools to trade." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *A Promise Written Long Ago* and *Morning in the Village*.
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. Why were the barons unhappy with King John?
2. How did the Magna Carta limit the king's power?
3. Why do you think people long ago cared about fairness and justice?
4. How did the Magna Carta influence the U.S. Constitution?
5. Why should rules apply to everyone, even leaders?
6. How does the Magna Carta still matter today?

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: 4.7G, 4.7C **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.

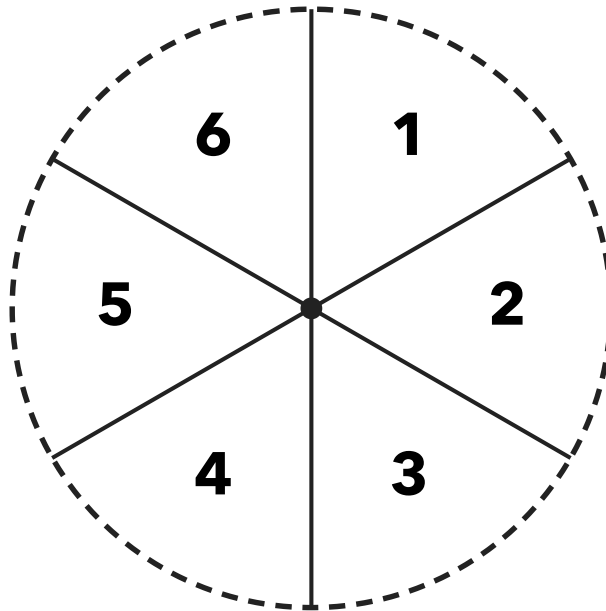
Cut-Out Pieces: Talk It Out Spinner

Grade 4 • Cluster 1
Short Constructed Response

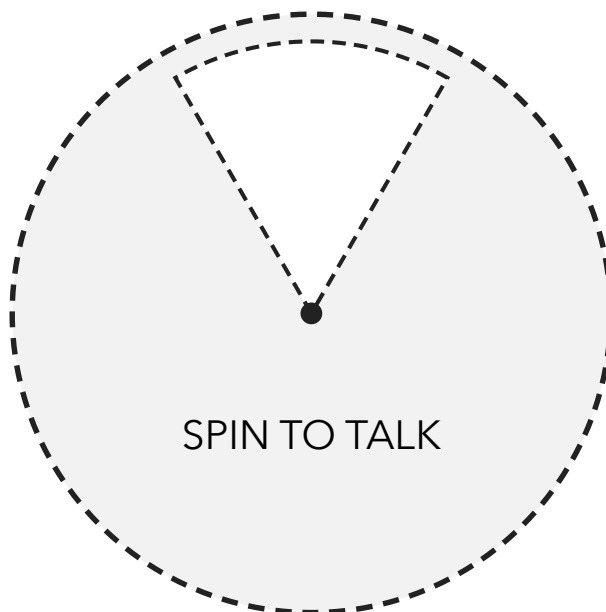
These pieces go with page 12. Cut on the dashed lines only.

✂ 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 4 • 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 barons want the king to follow rules?

Case 2. How did the Magna Carta limit the king's power?

Case 3. Which ideas from the Magna Carta did U.S. leaders use?

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: 4.11A **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 4.11A: 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 4 • 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	barons	wanted
How	Magna Carta	limited
Which	U.S. Constitution	protects
Should	fairness	followed

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: 4.11A **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 4.11A: 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.

Prompt: Plan a short response that explains why the Magna Carta was important. Check each detail with C, S, and I.

✂ 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.

C: Connects directly to the prompt	S: Strongly supports the idea	I: Infers what the detail means
Does this detail answer why the Magna Carta was important?	Does this detail prove my thesis (central idea)?	What does this detail help me understand?

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

TEKS Connection: 4.11A, 4.11B(i) **Why It Matters:** Students plan a first draft for a specific topic, purpose, and audience, mapping each part of the framework before they write.

TEKS 4.11A: 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. Also: 4.11B(i)

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: Write a brief response that explains why the Magna Carta was important.

1 Thesis (central idea)

2 Transition + Evidence

3 Transition + Evidence

4 Explanation

5 Conclusion

DISTRACTOR JAIL

Glue the strip that is true but does NOT belong.

Why doesn't it belong?

GLUE TAB • glue into notebook

TEKS Connection: 4.11B(i), 4.11B(ii), 4.7C **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 4.11B(i): Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. Also: 4.11B(ii), 4.7C

Cut-Out Pieces: Build the Response

Grade 4 • Cluster 1
Short Constructed Response

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** The king collected heavy taxes and made unfair decisions.

✂ **STRIP B** This shows that even a king had to obey the rules, which kept leaders fair.

✂ **STRIP C** For example, the text says, "The Magna Carta was important because it limited the king's power."

✂ **STRIP D** The Magna Carta was an important document because it limited the king's power and protected people's rights.

✂ **STRIP E** In the end, the Magna Carta still reminds us that rules should apply to everyone.

✂ **STRIP F** The text also says, "It said that the king had to follow the law, just like everyone else."

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 Magna Carta is important. It is a really old paper from England. It did something with the king and people like it.

✂ Pull tab

ADD: add a detail from the passage

DELETE: take out words that repeat or do not help

COMBINE: join two short sentences with a transition or conjunction

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

TEKS Connection: 4.11C **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 4.11C: 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 kings power was limited by the Magna Carta.

sticker

Fix it:

2. The barons were tired of unfair treatment and they wanted change.

sticker

Fix it:

3. The author wrote, Even today, the Magna Carta reminds us that rules should apply to everyone.

sticker

Fix it:

4. King Johns unfair decisions made the barons angry.

sticker

Fix it:

TEKS Connection: 4.11D(x), 4.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

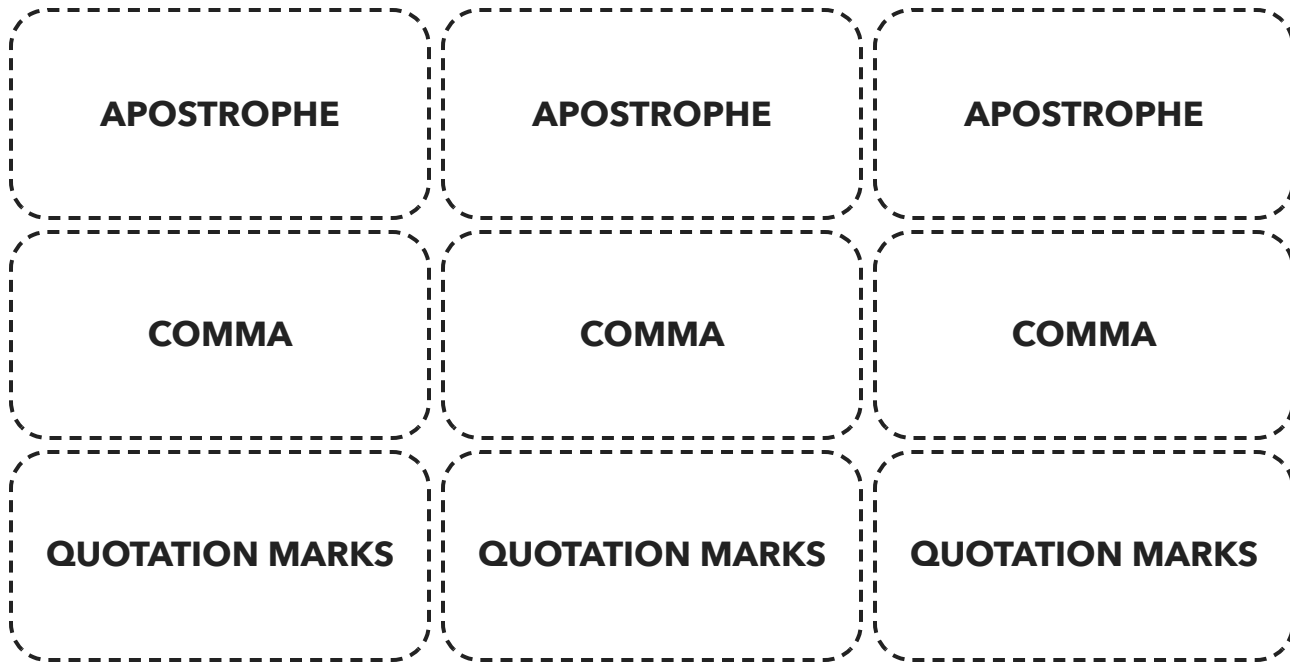
TEKS 4.11D(x): Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue. Also: 4.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 4 • Cluster 1
Short Constructed Response

These pieces go with page 20. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



Grade 4 · Cluster 1
Short Constructed Response

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]

- My response has a thesis (central idea) that answers the prompt.
- I used transitions like for example and also.
- My details come straight from the passage.
- I ended with a conclusion that wraps up my idea.

TEKS 4.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 4.7C, 4.11B(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 *A Promise Written Long Ago* and *Morning in the Village* 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: 4.7C, 4.7E, 4.7F **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: Why It Mattered

It Tells Why: 1, 2, 3

True but Off Topic: 4, 5, 6

The three pocket 0 sentences tell why the Magna Carta mattered, while the other three tell about the setting and events but not why it was important.

Page 6: Evidence Vault

Vault 1: "The Magna Carta was important because it limited the king's power." *Why:* This clue shows the document took away some of the king's power, which was a big change for leaders.

Vault 2: "It said that the king had to follow the law, just like everyone else." *Why:* This clue proves the king was no longer above the law, which kept leaders fair.

Vault 3: "Hundreds of years later, the ideas from the Magna Carta influenced other governments." *Why:* This clue shows the Magna Carta's ideas spread and shaped how other countries rule today.

Page 8: The Road to Runnymede

Correct order: C (Unhappy People), A (Barons Want Rules), B (Meet at Runnymede), D (Document Signed), E (Power Limited)

Model summary: Long ago in England, unhappy barons made King John agree to the Magna Carta, which limited his power and protected people's rights.

Page 10: Word Flaps

barons: powerful landowners in England who wanted the king to treat them fairly.

limited: held something in check or kept it from being too strong.

justice: fair treatment for everyone.

trade: to swap goods with other people.

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

Strong answers point to text details, such as the king having to follow the law, rights being protected, and these ideas passing on to the U.S. Constitution.

Page 14: Question Detective Case File

1	barons, king, rules	wanted	Why	WHY: give reasons
2	Magna Carta, king's power	limited	How	HOW: explain the way it happened
3	ideas, Magna Carta, U.S. leaders	use	Which	WHICH: choose ideas from the text

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why did the barons want the king to follow rules? Students circle the topic, box the action, and triangle the clue word.

Page 16: CSI Evidence Check Planner

C: The Magna Carta limited the king's power. S: It says the king had to follow the law. I: This means leaders must be fair, so the document still matters today.

Page 17: Build the Response

1	Strip D: The Magna Carta was an important document because it limited the king's power and protected people's rights.
2	Strip C: For example, the text says, "The Magna Carta was important because it limited the king's power."
3	Strip F: The text also says, "It said that the king had to follow the law, just like everyone else."
4	Strip B: This shows that even a king had to obey the rules, which kept leaders fair.
5	Strip E: In the end, the Magna Carta still reminds us that rules should apply to everyone.

Distractor Jail, Strip A: This sentence tells what made people unhappy, but it does not explain why the Magna Carta was important.

Page 19: Revision Pull Tab

Model: *The Magna Carta was an important document sealed in 1215. It limited the king's power and protected people's rights, and it still shapes governments today.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [APOSTROPHE] The king's power was limited by the Magna Carta.
2. [COMMA] The barons were tired of unfair treatment, and they wanted change.
3. [QUOTATION MARKS] The author wrote, "Even today, the Magna Carta reminds us that rules should apply to everyone."
4. [APOSTROPHE] King John's unfair decisions made the barons angry.

Page 22: Write About the Magna Carta

A strong response includes a clear thesis (central idea), text evidence with transitions, and a conclusion. Model opening: "The Magna Carta was an important document because it limited the king's power and protected people's rights."

Page 23: Thinking Quilt Square

Center: The Magna Carta still matters today because its ideas about fairness and limited power shaped modern governments.

Patch 1: "Hundreds of years later, the ideas from the Magna Carta influenced other governments."

Patch 2: "Like the Magna Carta, the Constitution limits government power and protects the rights of citizens."

Patch 3: "Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly."

Patch 4: "Leaders in the United States used similar ideas when creating the U.S. Constitution."

Border: justice. Sentence: People long ago cared about fairness and justice. Sketch: Draw a scroll labeled Magna Carta with a crown beside it, and show the crown bowing under a big rule book.

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