

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 4 InterActivity Writer's Notebook

Cluster 2: Extended Constructed Response: Informational

Cluster 2**13 Hands-On Pages****Framework: TREES**

Passages: *The Energy We Use Everyday* and *Columbus's Arrival*

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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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(viii), 4.12B

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *The Energy We Use Everyday* and *Columbus's Arrival* 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: Which sentences tell a good point about renewable resources?

✂ 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.

Shows a Good Point	True but Off Topic
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: 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: Good Points Sort

Grade 4 • Cluster 2

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 "Renewable resources can be replaced over time and used again."

2 "They do not run out easily, and they often cause less damage to the environment."

3 "The sun provides energy each day, and wind can be used to generate electricity."

4 "Other resources are known as nonrenewable."

5 "These include coal, oil, and natural gas, which form deep underground over millions of years."

6 "However, their use can lead to pollution and environmental damage."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *The Energy We Use Everyday* and *Columbus's Arrival*.
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 people need to plan carefully when using renewable energy?

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

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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 sentence about not always having it	VAULT 2 Find the sentence about sun and wind needs
glue tab · fold on solid line	
VAULT 3 Find the sentence about poor planning	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *The Energy We Use Everyday* and *Columbus's Arrival*.
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.

Step 1	Step 2	Step 3	Step 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: 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: Energy in Order

Grade 4 • Cluster 2
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 Coal, oil, and gas form slowly underground	B Sun, wind, water, plants, and animals can be renewed	C Smart choices help care for energy and Earth	D People use energy for lights, devices, and cars
---	---	---	--

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *The Energy We Use Everyday* and *Columbus's Arrival*. 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.

renewable

My meaning:

My sentence using the word:

Sketch

advantages

My meaning:

My sentence using the word:

Sketch

limitations

My meaning:

My sentence using the word:

Sketch

nonrenewable

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 2
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 renewable "Renewable resources can be replaced over time and used again." lift the flap glue tab	glue tab advantages "Renewable resources have several advantages." lift the flap glue tab
limitations "However, they also have limitations." lift the flap	nonrenewable "Other resources are known as nonrenewable." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *The Energy We Use Everyday* and *Columbus's Arrival*.
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 main difference between renewable and nonrenewable resources?
2. How do sun and wind help make electricity?
3. Why can renewable energy be hard to use at times?
4. How do coal, oil, and gas form?
5. Why are nonrenewable resources still useful?
6. How can a student show care when using energy?

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:

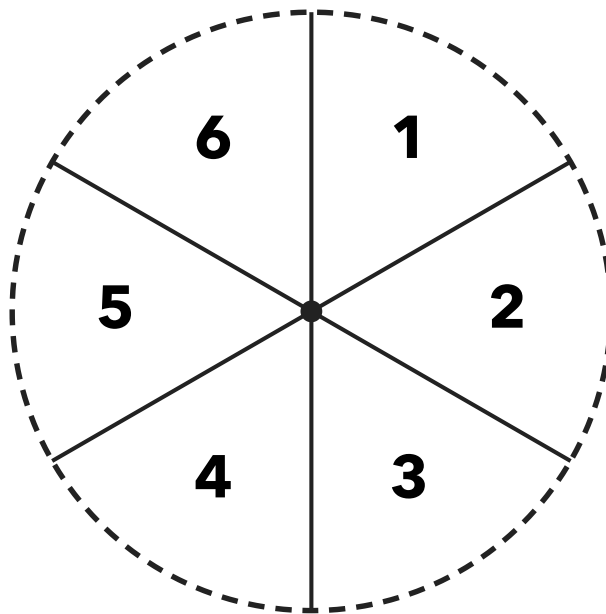
Cut-Out Pieces: Talk It Out Spinner

Grade 4 • Cluster 2
Extended Constructed Response:
Informational

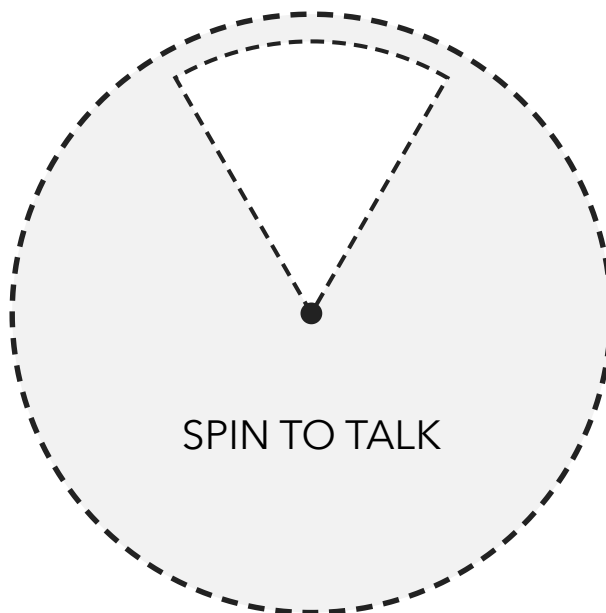
These pieces go with page 12. Cut on the dashed lines only.

✂ 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. What tells about renewable resources in the passage?

Case 2. Why does renewable energy need careful planning?

Case 3. How are nonrenewable resources different from renewable ones?

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 2
Extended Constructed Response: Informational

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)
What	renewable resources	list good points
Why	nonrenewable resources	tell limits
How	solar energy	give facts
Which	wind energy	share a choice

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 paper that tells about energy use with a clear thesis (central idea).

✂ 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) Say the main idea about energy use	R Reasons/Ways List two ways the resources differ	E Evidence Pick facts from the passage
E Explanation Tell what the facts mean	S Summary Wrap up with a closing thought	

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)

Build the Energy Paragraph

Grade 4 • Cluster 2
Extended Constructed Response: Informational

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: Put the strips in order to build a clear paragraph.

1 Thesis (central idea)

2 Transition + Evidence

3 Explanation

4 Conclusion

GLUE TAB • glue into notebook

DISTRACTOR JAIL

Glue the strip that is true but does NOT belong.

Why doesn't it belong?

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 Energy Paragraph

Grade 4 • Cluster 2
Extended Constructed Response:
Informational

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** So learning both good points and limits helps us choose well.

✂ **STRIP B** However, sun and wind are not always there, so planning matters. The text says, "Renewable energy sources are not always available."

✂ **STRIP C** Energy people use comes from renewable and nonrenewable resources.

✂ **STRIP D** Columbus sailed to find a new route and reached new lands. The text says, "In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia."

✂ **STRIP E** In addition, renewable resources can be replaced and do less harm. The text says, "They do not run out easily, and they often cause less damage to the environment."

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: Energy is stuff. It comes from places. We use 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. Sun gives light and wind makes power.

sticker

Fix it:

2. Coal forms slowly but it gives much energy.

sticker

Fix it:

3. Plants grow again and animals grow again.

sticker

Fix it:

4. Solar needs sun but wind needs weather.

sticker

Fix it:

TEKS Connection: 4.11D(viii), 4.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

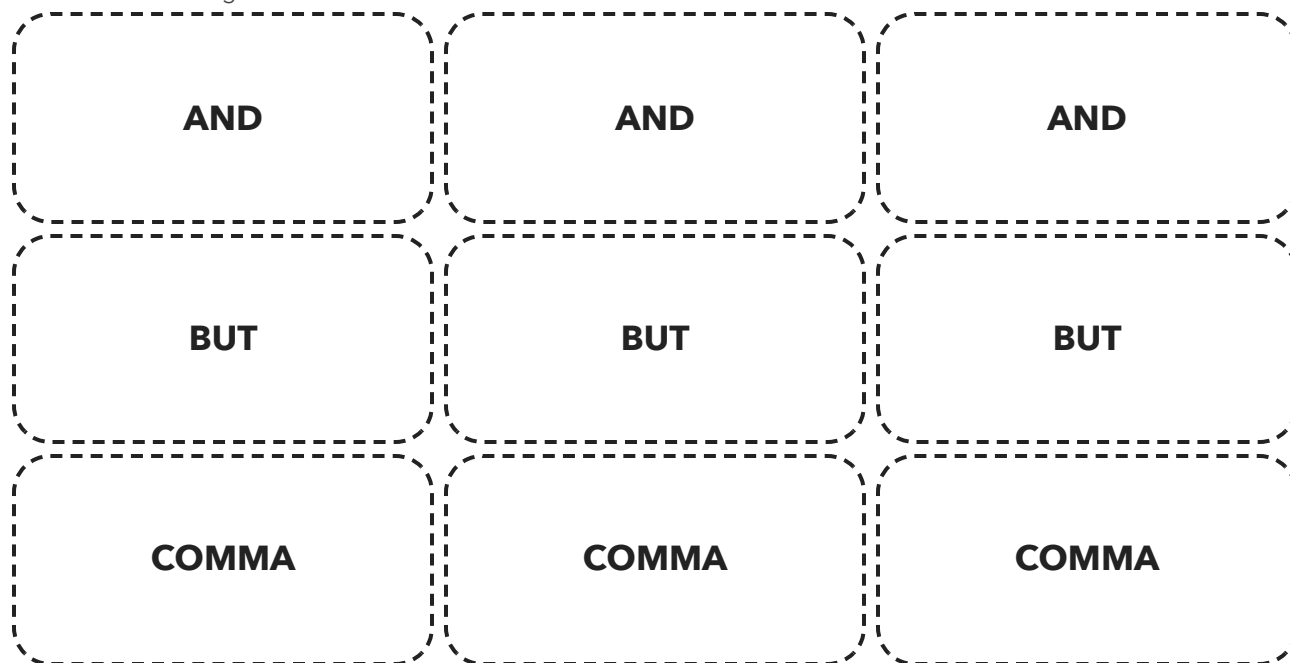
TEKS 4.11D(viii): Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. Also: 4.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 4 • Cluster 2
Extended Constructed Response: Informational

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

✂ Cut out the editing stickers on the dashed lines.



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

Write a short paper with an introduction, transitions, and a conclusion that tells about renewable and nonrenewable energy using a clear thesis (central idea).

Check my writing:

- I state my thesis (central idea) in the start
- I use transitions to link ideas
- I add facts from the passage
- I close with a strong conclusion

TEKS Connection: 4.12B, 4.7C, 4.11B(i) **Why It Matters:** Students compose an informational text with a clear central idea, genre characteristics, and craft, supported by text evidence.

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 *The Energy We Use Everyday* and *Columbus's Arrival* 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) How are renewable and nonrenewable resources alike and different?	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: Good Points Sort

Shows a Good Point: 1, 2, 3

True but Off Topic: 4, 5, 6

The first three tell good points about renewable energy, and the other three tell true facts about nonrenewable energy.

Page 6: Evidence Vault

Vault 1: "Renewable energy sources are not always available." *Why:* It is connected because it names the problem, it is specific about supply, and it is important for planning.

Vault 2: "For example, solar energy depends on sunlight, and wind energy depends on weather conditions." *Why:* It is connected because it gives clear cases, it is specific about sun and wind, and it is important for daily use.

Vault 3: "This can cause mismanagement of energy resources if people do not plan carefully." *Why:* It is connected because it shows the result, it is specific about planning, and it is important for responsibility.

Page 8: Energy in Order

Correct order: D (Energy Use), B (Renewable Sources), A (Nonrenewable Sources), C (Smart Choices)

Model summary: People use energy each day from renewable resources that can be replaced and nonrenewable resources that cannot, so careful choices matter.

Page 10: Word Flaps

renewable: able to be made again and used more

advantages: good points that help a lot

limitations: weak points or limits to use

nonrenewable: cannot be replaced quickly once used

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 replacement over time, sun and wind uses, weather limits, slow forming underground, steady supply but pollution, and planning with care.

Page 14: Question Detective Case File

1	renewable resources	list	What	WHAT: tell facts
2	renewable energy	give reasons	Why	WHY: give reasons
3	resource differences	compare	How	HOW: tell how

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why do renewable resources need careful use? Tell limits with facts from the passage. Students circle the topic, box the action, and triangle the clue word.

Page 16: TREES Energy Planner

My thesis (central idea) is that energy comes from renewable and nonrenewable sources. I will list replacement and supply as reasons, add facts, tell what they mean, and close with care.

Page 17: Build the Energy Paragraph

1	Strip C: Energy people use comes from renewable and nonrenewable resources.
2	Strip E: In addition, renewable resources can be replaced and do less harm. The text says, "They do not run out easily, and they often cause less damage to the environment."
3	Strip B: However, sun and wind are not always there, so planning matters. The text says, "Renewable energy sources are not always available."
4	Strip A: So learning both good points and limits helps us choose well.

Distractor Jail, Strip D: It tells about Columbus, not about energy, so it breaks the thesis (central idea).

Page 19: Revision Pull Tab

Model: *People use energy each day for lights, devices, and cars. Renewable resources can be replaced, but they are not always available. Nonrenewable resources give steady supply, but they can pollute. Careful planning shows responsibility.*
Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [COMMA and AND] Sun gives light, and wind makes power.
2. [COMMA and BUT] Coal forms slowly, but it gives much energy.
3. [AND] Plants and animals grow again.
4. [COMMA and BUT] Solar needs sun, but wind needs weather.

Page 22: Energy Choices

A strong response states a clear thesis (central idea), gives reasons with facts, tells what they mean, and ends well. Model opening: Energy people use each day comes from renewable and nonrenewable resources.

Page 23: Thinking Quilt Square

Center: Renewable and nonrenewable resources give energy but differ in supply and effects.

Patch 1: "Renewable resources can be replaced over time and used again."

Patch 2: "They do not run out easily, and they often cause less damage to the environment."

Patch 3: "Nonrenewable resources provide a large and steady supply of energy, which makes them useful."

Patch 4: "However, their use can lead to pollution and environmental damage."

Border: renewable. Sentence: Wind is renewable because it can be used again and again. Sketch: Sun over panels next to wind fans and a coal mine

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