

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 3 InterActivity Writer's Notebook

Cluster 2: Extended Constructed Response: Informational

Cluster 2**12 Hands-On Pages****Framework: TREES**

Passages: *Laura Ingalls Wilder* and *Carmen Lomas Garza*

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(ix), 3.12B

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *Laura Ingalls Wilder* and *Carmen Lomas Garza* 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.

Who does each card describe? Use both passages.

✂ 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.

Laura Ingalls Wilder	Carmen Lomas Garza	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.

Cut-Out Pieces: Storyteller Sort

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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 wrote books about life on the prairie	2 paints families making tamales	3 shares stories about family life
4 was born in Kingsville, Texas	5 helps people learn about the past	6 wrote the Little House books

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *Carmen Lomas Garza*.
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 does Carmen Lomas Garza's art tell stories?

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 colors and details.	VAULT 2 Find the sentence about what people imagine.
glue tab · fold on solid line	
VAULT 3 Find the sentence that compares art to storytelling.	

Laura Ingalls Wilder Accordion Timeline

Grade 3 • Cluster 2
Extended Constructed Response:
Informational

Name: _____

Date: _____

Accordion Timeline: Student Directions

1. **FIND IT:** Reread *Laura Ingalls Wilder*.
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: 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: Laura Ingalls Wilder

Accordion Timeline

Grade 3 • 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 Laura becomes famous for writing the Little House books.	B Laura is born in 1867 in Wisconsin.	C Laura is remembered today as an important author.
D Her family moves many times and lives in small houses on the prairie.	E As Laura grows older, she begins to write about her experiences.	

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *Laura Ingalls Wilder* and *Carmen Lomas Garza*. 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.

prairie

My meaning:

My sentence using the word:

Sketch

inspiration

My meaning:

My sentence using the word:

Sketch

culture

My meaning:

My sentence using the word:

Sketch

preserve

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 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 prairie "They traveled by wagon and lived in small houses on the prairie." lift the flap glue tab	glue tab inspiration "Many of those memories later became the inspiration for her artwork." lift the flap glue tab
culture "These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated." lift the flap	preserve "Through her paintings and books, she has helped preserve important cultural stories and share them with new generations." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *Laura Ingalls Wilder* and *Carmen Lomas Garza*.
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 Laura help readers learn about history?
2. What everyday moments does Garza paint?
3. How are a book and a painting alike as ways to tell a story?
4. Why did Garza think ordinary moments are important?
5. Which storyteller would you like to meet? Why?
6. What does "preserve" mean in the Garza passage?

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.

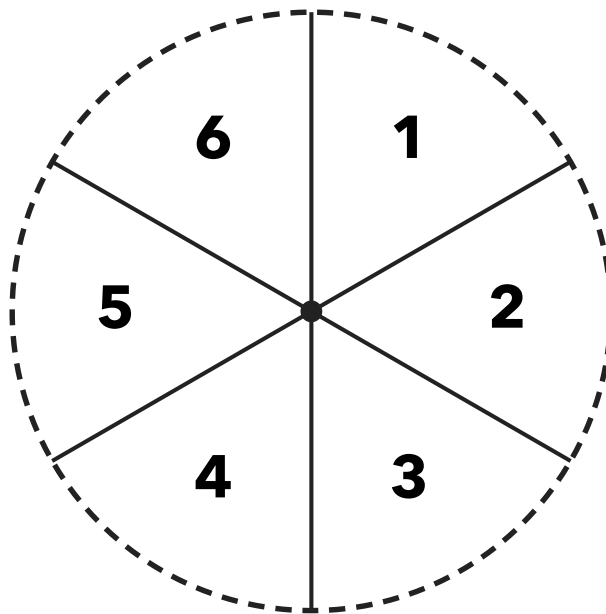
Cut-Out Pieces: Talk It Out Spinner

Grade 3 • Cluster 2
Extended Constructed Response:
Informational

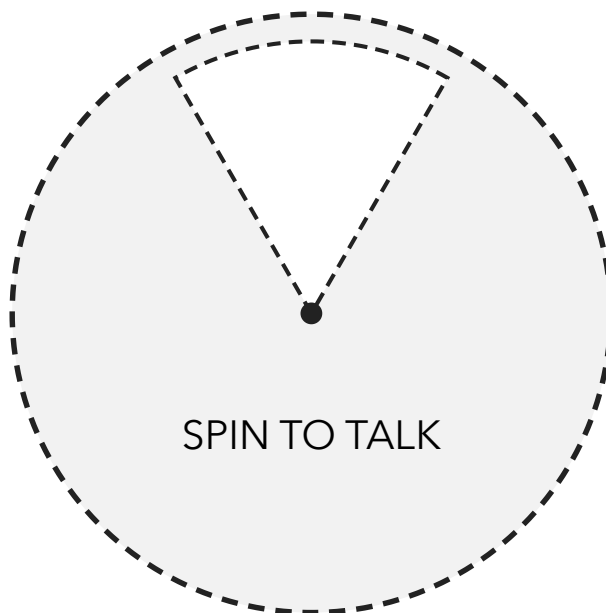
These pieces go with page 12. Cut on the dashed lines only.

✂ 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. How did Laura Ingalls Wilder help readers learn about the past?

Case 2. Why are Carmen Lomas Garza's paintings important?

Case 3. What did Laura write about in her stories?

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.

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 did Laura Ingalls Wilder keep history alive?

✂ 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 she did it.	E: Evidence Exact words from the passage.
E: Explanation How the evidence proves the reason.	S: Summary Wrap up your idea.	My Sketch Draw one scene from her stories.

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 so the response has an introduction, body, and conclusion.

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: _____

Cut and Arrange Puzzle: Student Directions

- FIND IT:** Cut out the strips and reread the passage.
- CHOOSE IT:** One strip is true but does not belong. Glue it in Distractor Jail and tell why.
- 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: How did Laura Ingalls Wilder keep history alive?

1 T: Thesis (central idea)

2 R: Reason

3 E: Evidence

4 E: Explanation

5 S: Summary

DISTRACTOR JAIL

Glue the strip that is true but does NOT belong.

Why doesn't it belong?

GLUE TAB • glue into notebook

TEKS Connection: 3.11B(i), 3.11B(ii), 3.7C **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 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: 3.11B(ii), 3.7C

Cut-Out Pieces: TREES Puzzle

Grade 3 • Cluster 2
Extended Constructed Response: Informational

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** Laura Ingalls Wilder kept history alive by writing true stories about frontier life.

✂ **STRIP B** These details help readers picture how families lived and worked long ago.

✂ **STRIP C** The text says, "She was born in 1867 in Wisconsin."

✂ **STRIP D** One way she did this was by describing everyday work and family life on the prairie.

✂ **STRIP E** The text says, "Her stories described building homes, growing food, going to school, and helping neighbors."

✂ **STRIP F** Laura's books let readers step into the past.

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: Garza made nice pictures. The pictures were of stuff. Families do stuff.

✂ 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. carmen lomas garza was born in kingsville texas.

sticker

Fix it:

2. Families cook celebrate and visit neighbors.

sticker

Fix it:

3. laura was born in wisconsin

sticker

Fix it:

4. Garza paints scenes from holidays like christmas.

sticker

Fix it:

TEKS Connection: 3.11D(ix), 3.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including capitalization of names, holidays, and geographical places and commas in a series.

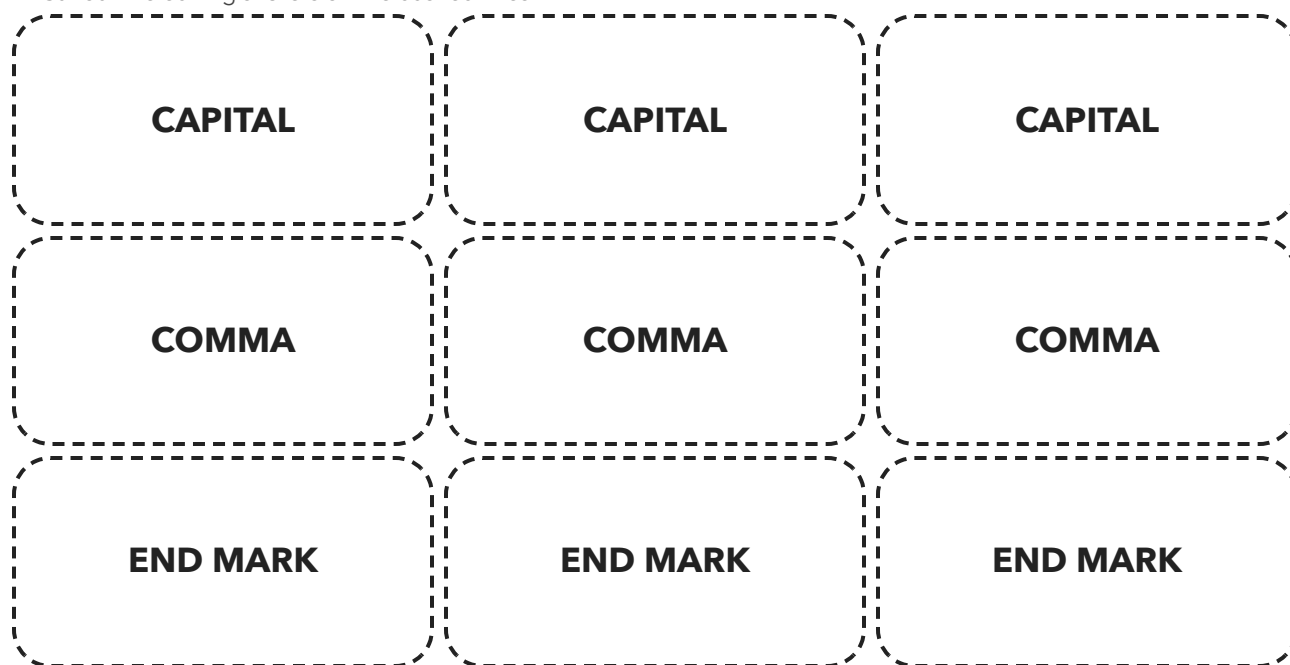
TEKS 3.11D(ix): Edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places. Also: 3.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 3 • Cluster 2
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.



Grade 3 · Cluster 2

Extended Constructed Response: Informational

Date: _____

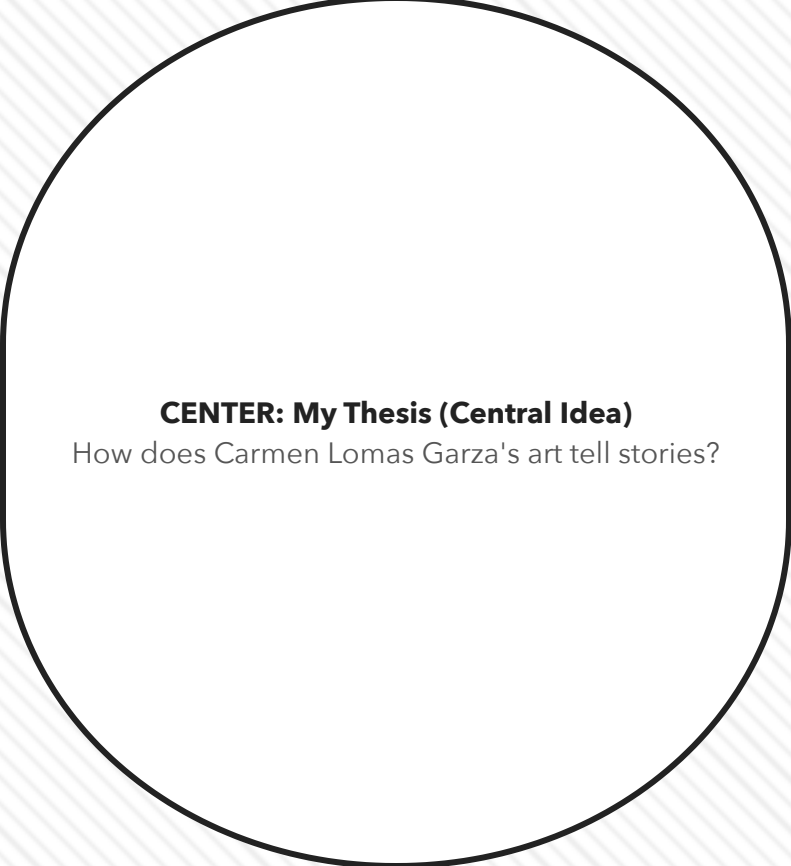
Page 21 © The Writing Academy, LLC

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *Carmen Lomas Garza* 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 does Carmen Lomas Garza's art tell stories?	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: Storyteller Sort

Laura Ingalls Wilder: 1, 6

Carmen Lomas Garza: 2, 4

Both: 3, 5

Both storytellers share family life and help people remember the past; each uses a different form (books or paintings).

Page 6: Evidence Vault

Vault 1: "Her artwork uses bright colors and clear details to tell stories." *Why:* It names exactly how her art tells stories.

Vault 2: "When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel." *Why:* It shows the paintings work like a story in the viewer's mind.

Vault 3: "In this way, Garza's art works almost like storytelling through pictures." *Why:* It states the idea directly.

Page 8: Laura Ingalls Wilder Accordion Timeline

Correct order: B (born in 1867), D (moves and prairie life), E (begins to write), A (Little House books), C (remembered today)

Page 10: Word Flaps

prairie: wide, flat land covered with grass

inspiration: something that gives you an idea to create

culture: the ways of life, traditions, and celebrations of a group of people

preserve: to keep something safe so it lasts

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: both women help people remember family life from the past.

Page 14: Question Detective Case File

1	Laura Ingalls Wilder, readers, past	help, learn	How	HOW: explain the way
2	paintings, Carmen Lomas Garza	are (important)	Why	WHY: give reasons
3	Laura, stories	write	What	WHAT: name and describe

Page 15: TREES Fold-Out

Model plan: T: Laura kept history alive by writing true stories about frontier life. R: She described everyday work. E: "Her stories described building homes, growing food, going to school, and helping neighbors." E: These details let readers picture life long ago. S: Her books let readers step into the past.

Page 16: TREES Puzzle

T	Strip A: Laura Ingalls Wilder kept history alive by writing true stories about frontier life.
R	Strip D: One way she did this was by describing everyday work and family life on the prairie.
E	Strip E: The text says, "Her stories described building homes, growing food, going to school, and helping neighbors."
E	Strip B: These details help readers picture how families lived and worked long ago.
S	Strip F: Laura's books let readers step into the past.

Distractor Jail, Strip C: It is a true fact from the passage, but her birth year does not show how she kept history alive.

Page 18: Revision Pull Tab

Model: *Garza painted bright, detailed scenes of families making tamales and celebrating holidays.* Accept revisions that replace "nice" and "stuff" with precise words from the passage and combine the sentences.

Page 19: Editing Stickers

1. [CAPITAL, COMMA] Carmen Lomas Garza was born in Kingsville, Texas.
2. [COMMA] Families cook, celebrate, and visit neighbors.
3. [CAPITAL, END MARK] Laura was born in Wisconsin.
4. [CAPITAL] Garza paints scenes from holidays like Christmas.

Page 21: My TREES Paragraph

Look for all five TREES parts. Strong evidence choices: "Her stories described building homes, growing food, going to school, and helping neighbors." and "Through her paintings and books, she has helped preserve important cultural stories and share them with new generations."

Page 22: Thinking Quilt Square

Center: Carmen Lomas Garza's paintings tell stories about Mexican-American family life.

Patch 1: "Her artwork uses bright colors and clear details to tell stories."

Patch 2: "One common scene she paints is families making tamales during the holidays."

Patch 3: "When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel."

Patch 4: "In this way, Garza's art works almost like storytelling through pictures."

Border: culture. Sentence: Tamales at the holidays are part of her culture. Sketch: a family cooking together at a table
Accept any evidence copied word for word that supports the student's thesis (central idea).