

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 3 InterActivity Writer's Notebook

Cluster 4: Extended Constructed Response: Craft

Cluster 4**11 Hands-On Pages****Framework: MICE and GET SET**

Passages: *Benjamin Franklin and Electricity* and *The Founding Fathers*

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, 3.11B(i), 3.11B(ii), 3.11C, 3.11D(i), 3.11D(ix), 3.12B

Says or Infers Sort

Grade 3 • Cluster 4
Extended Constructed Response: Craft

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *Benjamin Franklin and Electricity* and *The Founding Fathers* 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 cards are stated in the text, and which are bigger ideas you can infer?

✂ 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.

The Text SAYS	I Can INFER (a bigger idea)
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 separate what a text states from inferences it supports, which is the thinking behind a significant inferencing (MICE) sentence.

TEKS 3.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Says or Infers Sort

Grade 3 • Cluster 4
Extended Constructed Response: Craft

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 Franklin invented the lightning rod.

2 Franklin cared about keeping people safe.

3 Lightning strikes often caused serious damage to buildings.

4 Curious people can solve real problems.

5 Some of the Founding Fathers wrote the Constitution.

6 The Founding Fathers wanted the new nation to last.

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *The Founding Fathers*.
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 did the Founding Fathers want the colonies to be free?

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 4
Extended Constructed Response: Craft

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 laws and taxes.	VAULT 2 Find the sentence about what they believed.
glue tab · fold on solid line	
VAULT 3 Find the sentence about rights.	

Lightning Rod Cause and Effect River

Grade 3 • Cluster 4
Extended Constructed Response: Craft

Name: _____

Date: _____

Accordion River: Student Directions

1. **FIND IT:** Reread *Benjamin Franklin and Electricity*.
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.

Part 1	Part 2	Part 3
glue card here	glue card here	glue card here
SO →	SO →	SO →

Part 4	Part 5	
glue card here	glue card here	
SO →	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: Lightning Rod Cause and Effect River

Grade 3 • Cluster 4
Extended Constructed
Response: Craft

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 Franklin learns that metal can conduct electricity.	B Lightning strikes start fires that destroy buildings.	C Lightning hits the rod and travels safely down the wire into the ground.
D Franklin invents the lightning rod.	E Homes, barns, and churches are protected from fires.	

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *Benjamin Franklin and Electricity* and *The Founding Fathers*. 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.

conduct

My meaning:

My sentence using the word:

Sketch

independence

My meaning:

My sentence using the word:

Sketch

constitution

My meaning:

My sentence using the word:

Sketch

determination

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 4
Extended Constructed Response: Craft

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 conduct "Through experiments, he learned that metal could conduct electricity." lift the flap glue tab	glue tab independence "In 1776, some of these leaders helped write an important document called the Declaration of Independence." lift the flap glue tab
constitution "Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work." lift the flap	determination "The Founding Fathers showed leadership, courage, and determination as they helped form a new nation." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *Benjamin Franklin and Electricity* and *The Founding Fathers*.
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 problem did the lightning rod solve?
2. How did Franklin find the answer?
3. Why did colonists think British rule was unfair?
4. What did the Declaration of Independence explain?
5. How did Franklin help in both passages?
6. What bigger idea do both passages teach?

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:

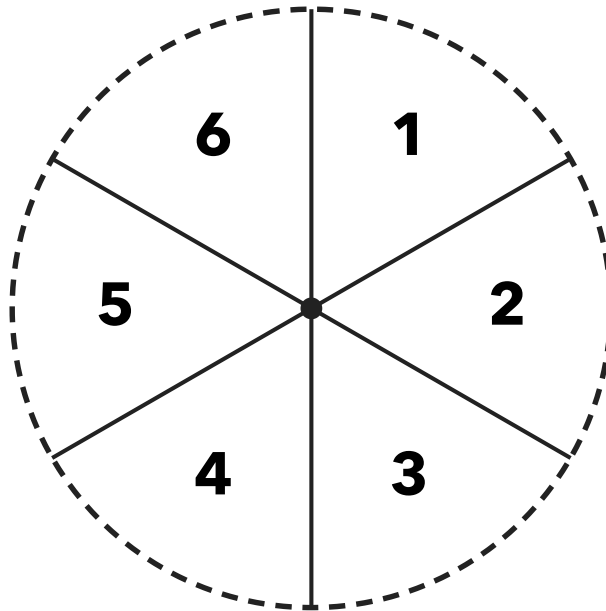
Cut-Out Pieces: Talk It Out Spinner

Grade 3 • Cluster 4
Extended Constructed Response: Craft

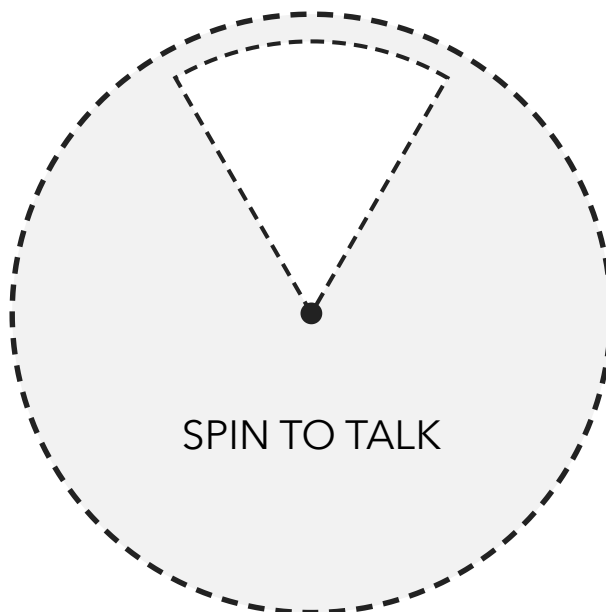
These pieces go with page 12. Cut on the dashed lines only.

✂ 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-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 Benjamin Franklin's lightning rod make communities safer?

✂ 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.

Statement of Purpose	Evidentiary Transition	Thesis (central idea)
Tell what this response will explain.	Point the reader to the text: "In the passage..."	Answer the prompt and preview your reasons.

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

TEKS Connection: 3.11B(i) **Why It Matters:** Students organize an introduction with purposeful structure, building a statement of purpose, a transition, and a thesis (central idea).

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.

Name: _____

Date: _____

Pull-Tab Slider: Student Directions

1. **FIND IT:** Read the evidence in the frame.
2. **EXPLAIN IT:** On each panel, write what the evidence shows, then the bigger idea.
3. **USE IT IN WRITING:** Write one significant inferencing sentence.

✂ 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: "This invention helped protect homes, barns, and churches from fires caused by lightning."

✂ Pull tab

EVIDENCE: what the text says in my own words

IT SHOWS: what this tells me about Franklin

BIGGER IDEA: what this means for people everywhere

PULL ↓

My significant inferencing sentence:

TEKS Connection: 3.11B(ii), 3.7C **Why It Matters:** Students develop an engaging idea with relevant details by moving from text evidence to what it shows and then to a bigger, significant idea.

TEKS 3.11B(ii): Develop drafts into a focused, structured and coherent piece of writing by developing an engaging idea with relevant details. Also: 3.7C

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: Franklin made a thing. The thing was good. It helped.

✂ 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. general george washington was a leader

sticker

Fix it:

2. The leaders wrote the declaration of independence.

sticker

Fix it:

3. Franklin was an inventor writer and leader.

sticker

Fix it:

4. We celebrate independence day in July.

sticker

Fix it:

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

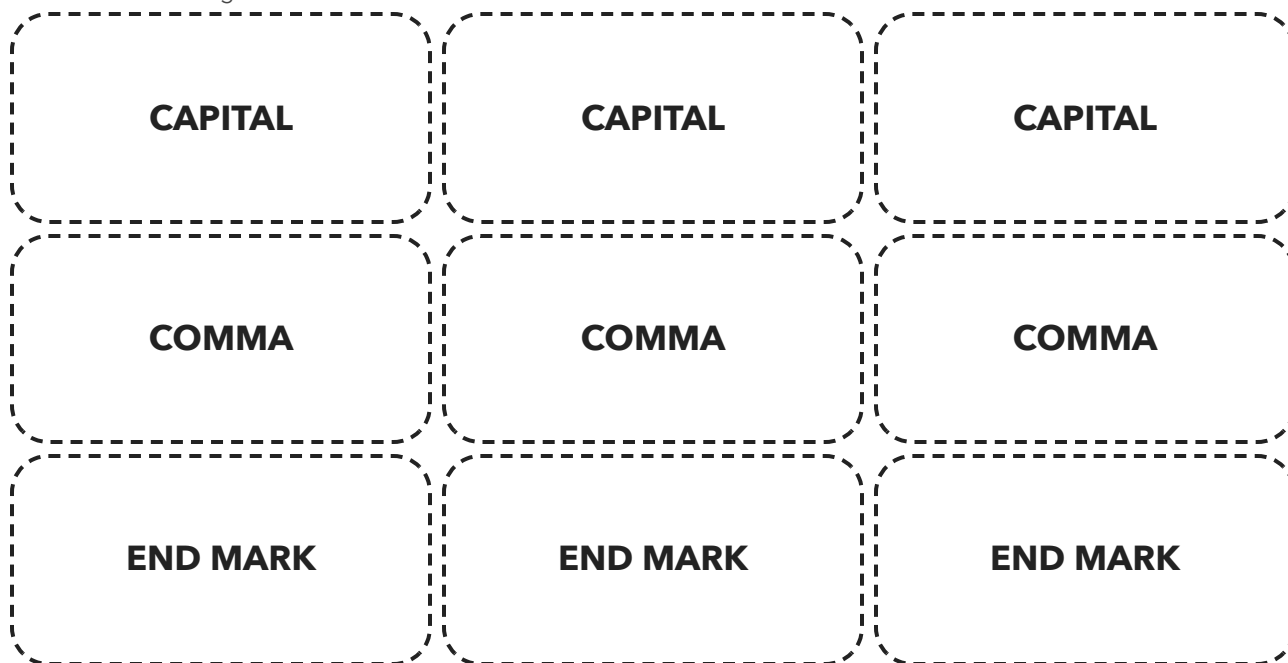
TEKS 3.11D(ix): Edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places. Also: 3.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 3 • Cluster 4
Extended Constructed Response: Craft

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

✂ Cut out the editing stickers on the dashed lines.



My Introduction and Body Paragraph

Grade 3 • Cluster 4
Extended Constructed Response: Craft

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

How did Benjamin Franklin's lightning rod make communities safer? Write a GET SET introduction and one body paragraph that ends with a significant inferencing sentence.

Check my writing:

- My introduction has a statement of purpose, a transition, and a thesis (central idea).
- My body paragraph has exact evidence in quotation marks.
- I explained the evidence.
- I ended with a significant inferencing sentence.

TEKS Connection: 3.12B, 3.7C, 3.11B(i) **Why It Matters:** Students compose an informational text with a clear central idea, genre characteristics, and craft, including a significant inferencing sentence.

TEKS 3.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 3.7C, 3.11B(i)

Thinking Quilt Square

Grade 3 • Cluster 4
Extended Constructed Response: Craft

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *Benjamin Franklin and Electricity* 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 did the lightning rod make communities safer?	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: Says or Infers Sort

The Text SAYS: 1, 3, 5

I Can INFER (a bigger idea): 2, 4, 6

Inferences must still be supported by text evidence; ask students to point to the sentence behind each inference card.

Page 6: Evidence Vault

Vault 1: "Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions." *Why:* It gives the main reason the colonists were upset.

Vault 2: "They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights." *Why:* It states their goal directly.

Vault 3: "It also said that people have certain rights, such as life, liberty, and the pursuit of happiness." *Why:* It names the rights they wanted to protect.

Page 8: Lightning Rod Cause and Effect River

Correct order: B (lightning causes fires), A (metal conducts), D (the lightning rod), C (electricity travels safely), E (buildings protected)

Page 10: Word Flaps

conduct: to let something such as electricity pass through

independence: being free from the control of another country

constitution: a written plan for how a government works

determination: not giving up when something is hard

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: Franklin was an inventor and one of the leaders who helped form the new nation.

Page 14: GET SET Introduction Fold-Out

Model: Statement of Purpose: Benjamin Franklin solved a dangerous problem for early communities. Transition: In *Benjamin Franklin and Electricity*, readers learn how he did it. Thesis: His lightning rod made communities safer by guiding lightning into the ground and protecting buildings from fires.

Page 15: MICE Significance Pull Tab

Model: *This shows that one curious person can use science to keep a whole community safe.*

Page 16: Revision Pull Tab

Model: *Franklin invented the lightning rod, which guided lightning safely into the ground.* Accept revisions that name the invention, combine sentences, and replace "thing" and "good."

Page 17: Editing Stickers

1. [CAPITAL, END MARK] General George Washington was a leader.
2. [CAPITAL] The leaders wrote the Declaration of Independence.
3. [COMMA] Franklin was an inventor, writer, and leader.
4. [CAPITAL] We celebrate Independence Day in July.

Page 19: My Introduction and Body Paragraph

Look for a GET SET introduction, evidence such as "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building." and a MICE sentence with a bigger idea.

Page 20: Thinking Quilt Square

Center: The lightning rod made communities safer by guiding lightning away from buildings.

Patch 1: "During Franklin's time, lightning strikes often caused serious damage to buildings."

Patch 2: "Through experiments, he learned that metal could conduct electricity."

Patch 3: "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."

Patch 4: "This invention helped protect homes, barns, and churches from fires caused by lightning."

Border: conduct. Sentence: Metal can conduct electricity. Sketch: a rod on a roof with a wire to the ground

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