

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 3 InterActivity Writer's Notebook

Cluster 8: Research

Cluster 8

13 Hands-On Pages

Framework: PLACE and Q / P / E1 / E2

Passages: *A Place to Grow: How Geography Helps Build a Community***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.

Table of Contents

Grade 3 • Cluster 8
Research

Activity	TEKS	Page
Q / P / E1 / E2 Evidence Vault Flip-Flap Vault	3.7C, 3.11B(ii)	4-5
Challenge and Solution Accordion Accordion Fold	3.7D, 3.7E	6-7
Word Flaps Flip Flaps	3.7F, 3.7E	8-9
Talk It Out Spinner Spinner Wheel	3.7G, 3.7C	10-11
Revision Pull Tab Pull-Tab Slider	3.11C	12
My Research Paragraph Pocket and Compose	3.12B, 3.7C, 3.13E	13
My Research Plan Fold-Out Fold-Out Organizer	3.13B	14
Source Cards Pocket and Cards	3.13C, 3.13E	15
Primary or Secondary Source Sort Pocket Sort	3.13D	16-17
Paraphrase or Plagiarism Sort Pocket Sort	3.13F	18-19
Bibliography Pocket Pocket and Cards	3.13G	20
Share It Spinner Spinner Wheel	3.13H	21-22
Thinking Quilt Square Quilt Square	3.7C, 3.7E, 3.7F	23
Answer Key	All pages	24

TEKS in this book: 3.7C, 3.7D, 3.7E, 3.7F, 3.7G, 3.11B(ii), 3.11C, 3.12B, 3.13B, 3.13C, 3.13D, 3.13E, 3.13F, 3.13G, 3.13H

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use each clue to find a sentence in the research article.
2. **CHOOSE IT:** Copy it exactly as a Q, then write it in your own words as a P.
3. **EXPLAIN IT:** Write an E2: what it means and how it answers the question.

Question: How does geography affect where communities grow?

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 Q: copy it exactly. P: say it in your own words.

E2: what it means and how it answers the question.

Vault 2 Q: copy it exactly. P: say it in your own words.

E2: what it means and how it answers the question.

Vault 3 Q: copy it exactly. P: say it in your own words.

E2: what it means and how it answers the question.

TEKS Connection: 3.7C, 3.11B(ii) **Why It Matters:** Students gather exact quotations (Q), write paraphrases (P), and explain evidence (E2), so research evidence is relevant, credited, and explained.

Cut-Out Pieces: Q / P / E1 / E2 Evidence Vault

Grade 3 • Cluster 8
Research

These pieces go with page 4. 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 WATER: Find the sentence about rivers, lakes, springs, and coastlines.	VAULT 2 EGYPT: Find the sentence about why Egyptians settled near the Nile.
glue tab · fold on solid line	
VAULT 3 PLYMOUTH: Find the sentence about what the location offered.	

Challenge and Solution Accordion

Grade 3 • Cluster 8
Research

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *A Place to Grow: How Geography Helps Build a Community*.
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
SO →	SO →	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: Challenge and Solution Accordion

Grade 3 · Cluster
8
Research

These pieces go with page 6. Cut on the dashed lines only.

✂ Cut out the cards. Glue them on the strip in the order they happen.

A Frontier families stored food and fuel for winter.	B A river may flood, and a plain may have drought.	C Farmers dig irrigation channels to carry water to crops.	D People develop tools, shelters, and farming methods to solve problems.
---	---	---	---

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *A Place to Grow: How Geography Helps Build a Community*. 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.

geography

My meaning:

My sentence using the word:

Sketch

fertile

My meaning:

My sentence using the word:

Sketch

adapt

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

Grade 3 • Cluster 8
Research

These pieces go with page 8. Cut on the dashed lines only.

✂ Cut on the dashed lines. Fold each glue tab on the solid line.

glue tab geography "Wherever people live, the geography around them creates both opportunities and challenges." lift the flap glue tab	glue tab fertile "After the floodwaters went down, fertile soil remained." lift the flap glue tab
adapt "They adapt to it." lift the flap	trade "Trade allows people to exchange resources, goods, or services." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *A Place to Grow: How Geography Helps Build a Community*.
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 do communities often grow near water?
2. How did the Nile help ancient Egypt?
3. What did Plymouth offer the settlers?
4. What is the clue in the traveling shell?
5. How does transportation connect places?
6. What does "people decide how that place will grow" mean?

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.

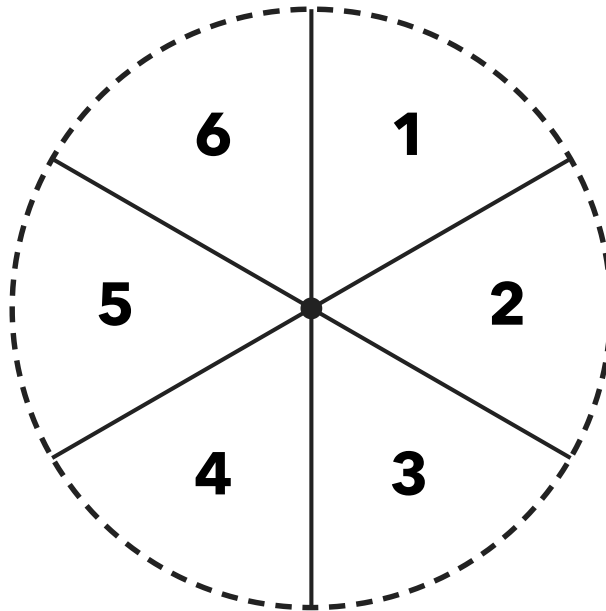
Cut-Out Pieces: Talk It Out Spinner

Grade 3 • Cluster 8
Research

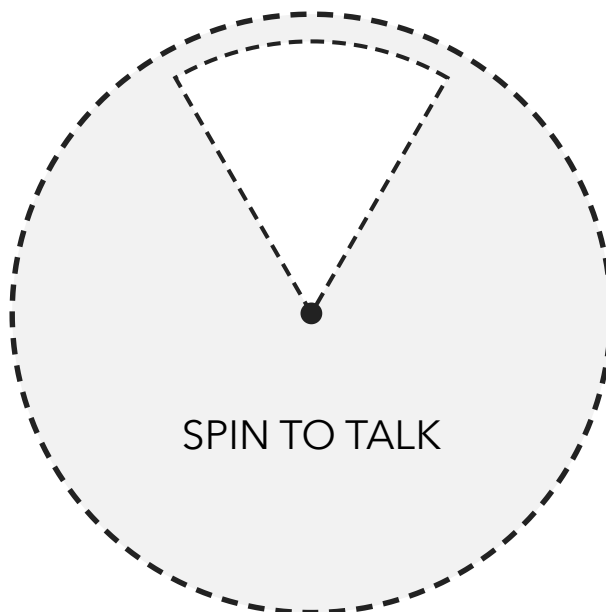
These pieces go with page 10. Cut on the dashed lines only.

✂ 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: _____

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: Water is good. People need it. Towns are by 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

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.

Grade 3 · Cluster 8
Research

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

The image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- My thesis (central idea) answers the research question.
- I used a Q with quotation marks and a P in my own words.
- I explained each piece of evidence (E2).
- I credited my sources.

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, 3.13E

My Research Plan Fold-Out

Grade 3 • Cluster 8
Research

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.

With your teacher, plan research on this question: How does geography help build a community?

✂ 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.

1. My research question Write it in your own words.	2. What I already know List two facts.	3. Where I will look Name two sources.
4. What I will record Q, P, E1, E2 cards	5. My timeline Day 1, Day 2, Day 3	6. How I will share Written, oral, or multimodal

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

TEKS Connection: 3.13B **Why It Matters:** Students develop and follow a research plan with adult assistance, deciding what to ask, where to look, and how to record and share.

Name: _____

Date: _____

Pocket and Cards: Student Directions

1. **FIND IT:** Gather one fact from each of three sources: this article, a map, and one more source.
2. **SHOW IT:** Fill in one card for each fact.
3. **EXPLAIN IT:** Store the cards in the pocket for your research paragraph.

Card pocket: store your finished cards here.

fold up on the solid line · glue the sides

✂ Cut out the cards. Fill in one card for each piece of information.

Source Card 1

Source title: _____

Fact I found (Q or P): _____

What it tells me about my question (E2): _____

Source Card 2

Source title: _____

Fact I found (Q or P): _____

What it tells me about my question (E2): _____

Source Card 3

Source title: _____

Fact I found (Q or P): _____

What it tells me about my question (E2): _____

Source Card 4

Source title: _____

Fact I found (Q or P): _____

What it tells me about my question (E2): _____

TEKS Connection: 3.13C, 3.13E **Why It Matters:** Students identify and gather relevant information from a variety of sources and show they understand it by recording it in their own words.

Primary or Secondary Source Sort

Grade 3 • Cluster 8
Research

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *A Place to Grow* 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.

Is each source primary or secondary?

✂ 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.

Primary Source (made by someone who was there) fold up on the solid line · glue the sides	Secondary Source (written later by someone who studied it) fold up on the solid line · glue the sides
--	--

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 3.13D **Why It Matters:** Students identify primary and secondary sources, which helps them judge where information comes from.

Cut-Out Pieces: Primary or Secondary Source Sort

Grade 3 · Cluster
8
Research

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

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 a letter written by a Pilgrim in 1621	2 the article A Place to Grow
3 a map drawn by an explorer who traveled the river	4 an encyclopedia entry about Poverty Point
5 a diary kept by a frontier family	6 a textbook chapter about ancient Egypt

Paraphrase or Plagiarism Sort

Grade 3 • Cluster 8
Research

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *A Place to Grow* 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.

Source sentence: "Trade allows people to exchange resources, goods, or services." Which notes are a fair paraphrase, and which copy the words without quotation marks or credit?

✂ 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.

Paraphrase with Credit

fold up on the solid line • glue the sides

Plagiarism: Copied Without Credit

fold up on the solid line • glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 3.13F **Why It Matters:** Students recognize the difference between paraphrasing and plagiarism when using source materials.

TEKS 3.13F: Recognize the difference between paraphrasing and plagiarism when using source materials.

Cut-Out Pieces: Paraphrase or Plagiarism Sort

Grade 3 • Cluster 8
Research

These pieces go with page 18. Cut on the dashed lines only.

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 People trade to swap what they have for what they need (A Place to Grow).

2 Trade allows people to exchange resources, goods, or services.

3 Towns often grow near water because people use it every day (A Place to Grow).

4 Water is one of the first resources people need when deciding where to live.

Name: _____

Date: _____

Pocket and Cards: Student Directions

1. **FIND IT:** Look at the title and publisher of each source you used.
2. **SHOW IT:** Fill in one card per source.
3. **USE IT IN WRITING:** Put the cards in ABC order and copy them as your bibliography.

Card pocket: store your finished cards here.

fold up on the solid line · glue the sides

✂ Cut out the cards. Fill in one card for each piece of information.

Bibliography Card 1

Author or publisher:

Title:

Year or date:

Bibliography Card 2

Author or publisher:

Title:

Year or date:

Bibliography Card 3

Author or publisher:

Title:

Year or date:

Bibliography Card 4

Author or publisher:

Title:

Year or date:

TEKS Connection: 3.13G **Why It Matters:** Students develop a bibliography by recording the title, author or publisher, and date of each source they used.

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **SHOW IT:** Build the spinner.
2. **CHOOSE IT:** Spin for a sharing mode, or choose the one that fits your audience best.
3. **USE IT IN WRITING:** Plan your presentation on the lines.

Ways to share:

1. Write a short report.
2. Give a one-minute talk.
3. Make a labeled poster.
4. Draw and label a map.
5. Record a news report.
6. Make a slide with a picture and caption.

Spin, then plan. Tell your audience and what you will show.

My mode and audience:

My plan:

TEKS Connection: 3.13H **Why It Matters:** Students choose an appropriate mode of delivery, written, oral, or multimodal, to present their research results.

TEKS 3.13H: Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

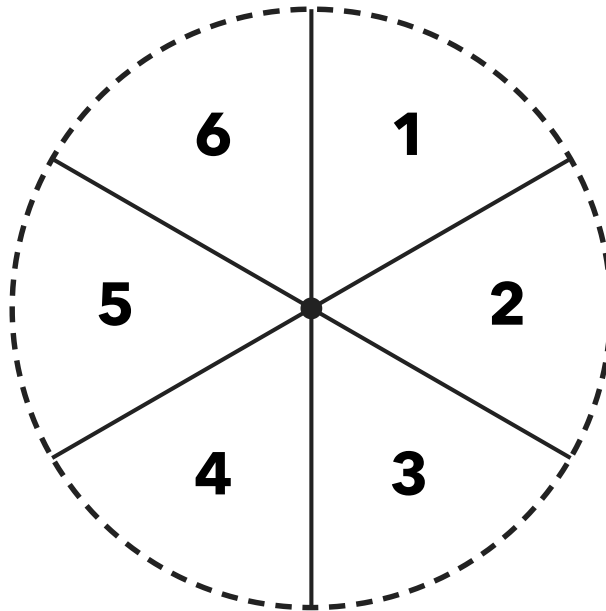
Cut-Out Pieces: Share It Spinner

Grade 3 • Cluster 8
Research

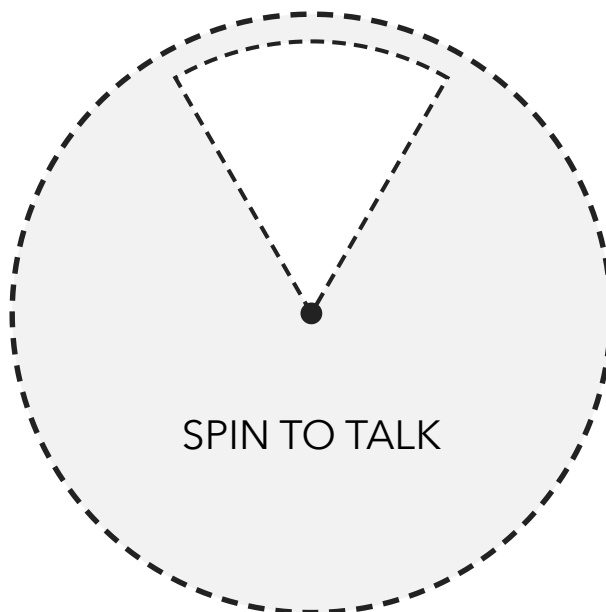
These pieces go with page 21. Cut on the dashed lines only.

✂ 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: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *A Place to Grow: How Geography Helps Build a Community* 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: Q / P / E1 / E2 Evidence Vault

Vault 1 Q: "Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible." **P:** Towns often grow near water because people need it every day.

Vault 2 Q: "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert." **P:** Egyptians lived by the Nile because the desert had few resources.

Vault 3 Q: "The location offered resources the English settlers needed." **P:** Plymouth had what the settlers needed. E2 answers will vary; look for a link back to geography.

Page 6: Challenge and Solution Accordion

Correct order: B (geography creates challenges), D (people develop solutions), C (people modify the land), A (example: preparing for winter)

Accept A and C in either order after D when the student explains both as ways people respond to challenges.

Page 8: Word Flaps

geography: the land, water, and climate of a place

fertile: able to grow many plants

adapt: to change to fit a new place or situation

trade: exchanging things people have for things they need

Sentences and sketches will vary. Look for the word used correctly and a sketch that matches its meaning in the passage.

Page 10: Talk It Out Spinner

Answers will vary. Look for evidence from the article, for example: "Trade allows people to exchange resources, goods, or services."

Page 12: Revision Pull Tab

Model: *Communities often grow near rivers and lakes because people need water for drinking, farming, and travel.*
Accept revisions that combine with because, add a detail, and replace "good."

Page 13: My Research Paragraph

Look for a thesis, one exact quotation, one paraphrase with credit, E2 explanations, and a source list.

Page 14: My Research Plan Fold-Out

Plans will vary. Look for a clear question, at least two named sources (for example, this article and a library book or map), a note-taking plan, and a sharing choice. Check that the student follows the plan with adult help.

Page 15: Source Cards

Cards will vary. Each card should name its source, record a relevant quotation or paraphrase, and explain how the fact answers the research question.

Page 16: Primary or Secondary Source Sort

Primary Source (made by someone who was there): 1, 3, 5

Secondary Source (written later by someone who studied it): 2, 4, 6

Page 18: Paraphrase or Plagiarism Sort

Paraphrase with Credit: 1, 3

Plagiarism: Copied Without Credit: 2, 4

Cards 2 and 4 copy the exact words with no quotation marks and no credit. To use them, a writer must add quotation marks and name the source (a Q), or paraphrase.

Page 20: Bibliography Pocket

Model card: Author or publisher: The Writing Academy, LLC. Title: *A Place to Grow: How Geography Helps Build a Community*. Year: accept the date shown on the class copy. Cards should be in alphabetical order.

Page 21: Share It Spinner

Plans will vary. Look for a mode that fits the audience and a plan that includes the research question, two facts with credit, and a conclusion.

Page 23: Thinking Quilt Square

Center: Geography gives people resources, but people decide how a community grows.

Patch 1: "Water is one of the first resources people need when deciding where to live."

Patch 2: "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert."

Patch 3: "Trade allows people to exchange resources, goods, or services."

Patch 4: "Every community begins with a place, but people decide how that place will grow."

Border: geography. Sentence: The geography of Egypt includes a long river. Sketch: a river winding through a desert
Accept any evidence copied word for word that supports the student's thesis (central idea).