

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 4 InterActivity Writer's Notebook

Cluster 6: Extended Constructed Response: Argumentative

Cluster 6**14 Hands-On Pages****Framework: CREATURES, RRR**

Passages: *A Day That Changed* and *Understanding the Texas Regions*

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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Extended Constructed Response: Argumentative

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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), 4.12C, 4.12D

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *A Day That Changed* and *Understanding the Texas Regions* 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 show the weather changing fast on field day?

✂ 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 Fast Change	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: Weather Change Finder

Grade 4 • Cluster 6
Extended Constructed Response:
Argumentative

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 "But just before lunch, the conditions began to change."

2 "The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky."

3 "Soon, light rain began to fall, and teachers quickly moved everyone inside."

4 "Texas is a very large state, and its land varies from one area to another."

5 "It includes flat land, many rivers, and thick forests."

6 "The climate is milder, with moderate rainfall."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *A Day That Changed* and *Understanding the Texas Regions*.
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 does Jayden see weather and climate are not the same?

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 6
Extended Constructed Response: Argumentative

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 cool air on field day	VAULT 2 Find the sentence about hot summers over time
glue tab · fold on solid line	
VAULT 3 Find the sentence about what Jayden learned at the end	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *A Day That Changed* and *Understanding the Texas Regions*.
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.

Step 1 glue card here then →	Step 2 glue card here then →	Step 3 glue card here then →
Step 4 glue card here then →	Step 5 glue card here 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: A Day of Fast Change

Grade 4 • Cluster 6
Extended Constructed Response:
Argumentative

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 Sun returns after school	B Jayden wakes up to a bright calm morning	C Students play races and games in warm air
D Wind grows and gray clouds fill the sky	E Light rain falls and all go inside	

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *A Day That Changed* and *Understanding the Texas Regions*. 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.

peaceful

My meaning:

My sentence using the word:

Sketch

misjudged

My meaning:

My sentence using the word:

Sketch

conditions

My meaning:

My sentence using the word:

Sketch

movement

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 6
Extended Constructed Response: Argumentative

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 peaceful "The sun was already warming the air, and the morning felt calm and peaceful." lift the flap glue tab	glue tab misjudged "Jayden misjudged the weather and assumed the day would continue like this." lift the flap glue tab
conditions "But just before lunch, the conditions began to change." lift the flap	movement "The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *A Day That Changed* and *Understanding the Texas Regions*.
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 did field day weather change so fast?
2. How are weather and climate different in the story?
3. What makes each Texas region special for people?
4. Why is rain good for the Coastal Plains farms?
5. How do wind and dry land shape life in the Great Plains?
6. Should Jayden tell others to plan for sudden rain, and why?

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.

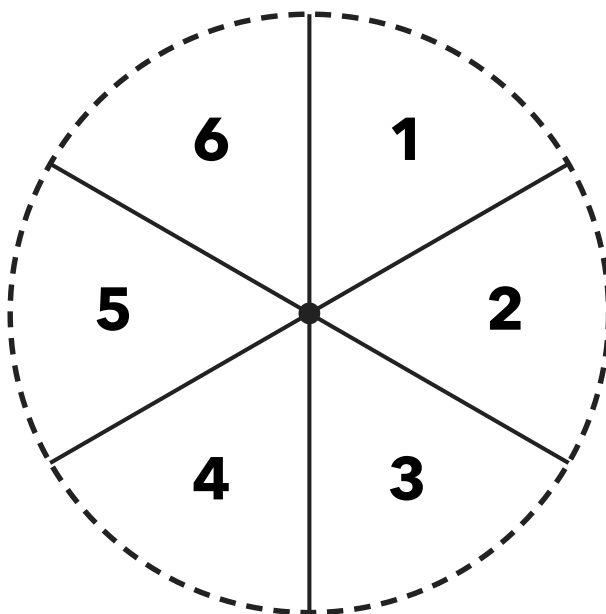
Cut-Out Pieces: Talk It Out Spinner

Grade 4 • Cluster 6
Extended Constructed Response:
Argumentative

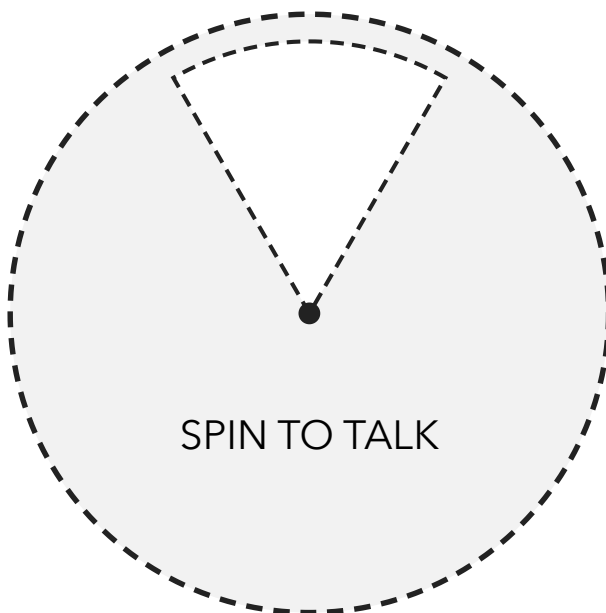
These pieces go with page 12. Cut on the dashed lines only.

✂ 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 6
Extended Constructed Response: Argumentative

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 should Jayden say about getting ready for rain?

Case 2. Why should a student describe Texas regions and work?

Case 3. How should a student explain weather and climate?

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 6
Extended Constructed Response: Argumentative

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	field day weather	describe
Why	Texas regions	explain
How	rain plans	support
Should	farm work	compare

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.

CREATURES Opinion Planner

Grade 4 • Cluster 6
Extended Constructed Response: Argumentative

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 an opinion essay about getting ready for sudden weather in Texas.

✂ 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 Claim Say your opinion in one clear sentence	R Reasons List two reasons for your opinion	E Evidence Pick facts from the passages
A Argument Link facts to your opinion	T Thinking Tell what your facts mean	U Understanding Others Tell the other side fairly
R Rebuttal Show why your side is stronger	E Ending Close with a strong last line	S Significance Tell why it matters to all

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: Put the opinion parts in order to declare the why.

1 Thesis (central idea)

2 Transition + Evidence

3 Explanation

4 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

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** The Coastal Plains has thick forests and many rivers. The text says, "It includes flat land, many rivers, and thick forests."

✂ **STRIP B** Student teams should get ready for sudden weather change.

✂ **STRIP C** First, wind grew and gray clouds moved as rain began. The text says, "The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky."

✂ **STRIP D** This means plans must change fast to keep all safe. The text says, "Soon, light rain began to fall, and teachers quickly moved everyone inside."

✂ **STRIP E** So planning for rain shows care and smart thinking. The text says, "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."

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: Weather is cool. Texas has land. I think rain is bad.

✂ 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 sun was warm and the sky stayed clear

sticker

Fix it:

2. Wind grew stronger and rain began to fall

sticker

Fix it:

3. Jaydens backpack sat by the door

sticker

Fix it:

4. What happened to the sunshine he asked

sticker

Fix it:

TEKS Connection: 4.11D(x), 4.11D(i) **Why It Matters:** Students edit drafts using standard English conventions to use commas, apostrophes and quotation marks well.

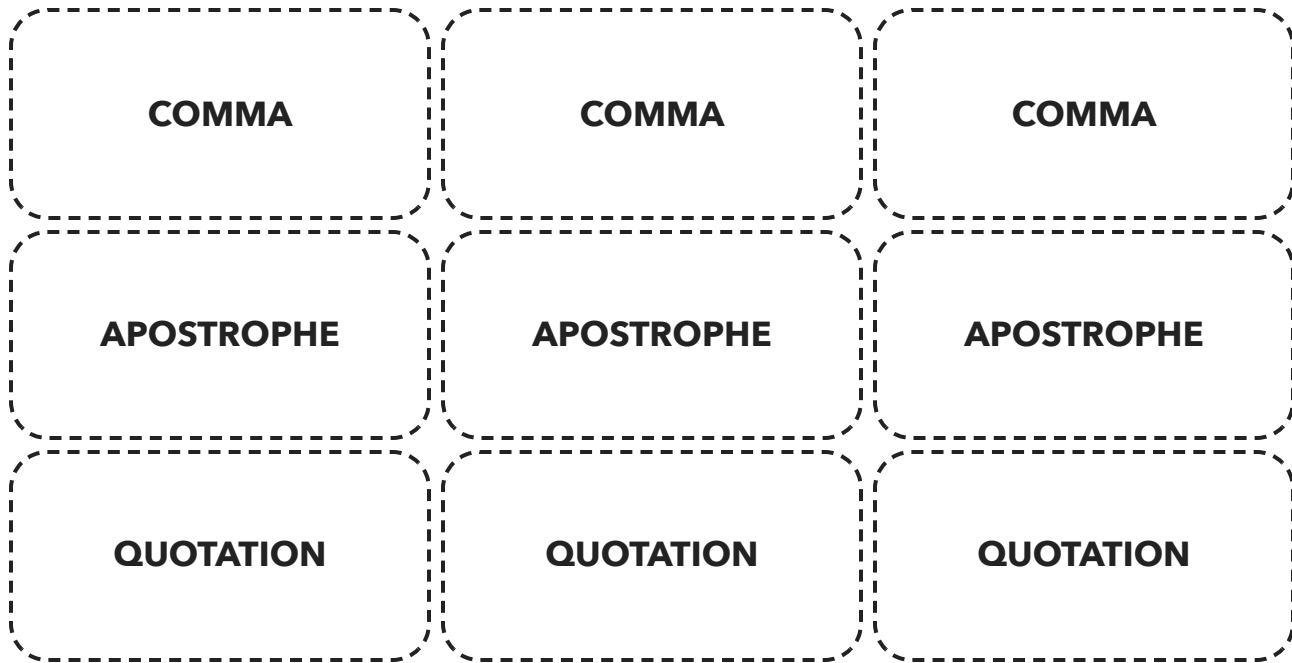
TEKS 4.11D(x): Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue. Also: 4.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 4 • Cluster 6
Extended Constructed Response: Argumentative

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

✂ Cut out the editing stickers on the dashed lines.



Grade 4 • Cluster 6

Extended Constructed Response: Argumentative

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]

- I wrote a clear opinion to start
- I used transitions to link ideas
- I cited evidence from the passages
- I ended with why it matters

TEKS 4.12C: Compose argumentative texts, including opinion essays, using genre characteristics and craft. Also: 4.7C, 4.11B(i)

Name: _____

Date: _____

Fold-Over Card: Student Directions

1. **CHOOSE IT:** Write to a Texas museum.
2. **SHOW IT:** Cut and fold the card. Decorate the front.
3. **USE IT IN WRITING:** Inside, write a letter that asks for information: asks for facts about Texas regions and sudden weather. Include a greeting, clear questions, and a closing.

✂ Cut out the card on the dashed line. Fold it in half on the solid line so the front is on the outside.

A LETTER OF REQUEST Draw a picture for the front.	Dear _____,
---	--

TEKS Connection: 4.12D **Why It Matters:** Students compose correspondence that requests information from a real audience connected to the texts.

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 Day That Changed* and *Understanding the Texas Regions* 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) Why should student teams plan for sudden weather?	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: Weather Change Finder

Shows Fast Change: 1, 2, 3

True But Off Topic: 4, 5, 6

Pocket 0 shows fast change with wind, clouds and rain while pocket 1 tells about Texas land.

Page 6: Evidence Vault

Vault 1: "The temperature dropped, and the air felt cooler against his skin." *Why:* It shows cool air as proof of fast change and why plans must shift.

Vault 2: "Even though today became rainy and cool, our area is still known for having mostly hot summers." *Why:* It shows hot summers as the usual pattern and why one rainy day is not climate.

Vault 3: "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time." *Why:* It shows what Jayden learned and why the lesson matters for all.

Page 8: A Day of Fast Change

Correct order: B (Bright Morning), C (Warm Games), D (Clouds Arrive), E (Rain Inside), A (Sun Returns)

Model summary: Jayden enjoys a bright field day morning, then wind, clouds and rain change the weather fast, and sun returns after school.

Page 10: Word Flaps

peaceful: calm and quiet in a soft way

misjudged: got it wrong in your mind

conditions: what the air and sky are like

movement: when clouds go across the sky

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 use details about fast weather change and Texas land, climate and work to show clear thinking.

Page 14: Question Detective Case File

1	getting ready for rain	say	What	WHAT: name the idea
2	Texas regions	describe	Why	WHY: give reasons
3	weather and climate	explain	How	HOW: show steps

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why should a student explain Texas regions? Students circle the topic, box the action, and triangle the clue word.

Page 16: CREATURES Opinion Planner

My opinion is student teams should plan for sudden rain with facts about wind clouds and Texas regions to show why care matters.

Page 17: Declare the Why

1	Strip B: Student teams should get ready for sudden weather change.
2	Strip C: First, wind grew and gray clouds moved as rain began. The text says, "The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky."
3	Strip D: This means plans must change fast to keep all safe. The text says, "Soon, light rain began to fall, and teachers quickly moved everyone inside."
4	Strip E: So planning for rain shows care and smart thinking. The text says, "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."

Distractor Jail, Strip A: It tells about Texas land but not about sudden weather plans.

Page 19: Revision Pull Tab

Model: *I believe student teams should plan for sudden rain. First, wind and gray clouds can bring fast rain on field day. Also, Texas regions show climate shapes work, so smart plans show care.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [COMMA] The sun was warm, and the sky stayed clear.
2. [COMMA] Wind grew stronger, and rain began to fall.
3. [APOSTROPHE] Jayden's backpack sat by the door.
4. [QUOTATION] "What happened to the sunshine?" he asked.

Page 22: Declare the Why

Strong response states opinion, gives reasons with evidence about wind, rain and Texas regions, answers the other side and ends with significance. Model opening: I believe student teams should plan for sudden rain because fast change can spoil a fine day.

Page 23: Request Letter

Model: *Dear Museum Friend, Thank you for teaching about Texas. How do regions use rain and wind for farms? What should student teams bring for sudden weather? Sincerely, Grade 4 Student*

Page 24: Thinking Quilt Square

Center: Student teams should plan for sudden weather because care keeps all safe.

Patch 1: "But just before lunch, the conditions began to change."

Patch 2: "The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky."

Patch 3: "Soon, light rain began to fall, and teachers quickly moved everyone inside."

Patch 4: "After school, the clouds cleared, and the sun returned."

Border: movement. Sentence: The movement of gray clouds told Jayden rain was near. Sketch: Draw field day sky split with sun on one side and gray clouds and rain on the other.

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