

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 4 InterActivity Writer's Notebook

Cluster 7: Narrative and Poetry

Cluster 7

13 Hands-On Pages

Framework: TRAILS, LEAVES

Passages: *The Roads Between Us* and *What We Carry Forward***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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Grade 4 • Cluster 7
Narrative and Poetry

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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), 4.12A

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *The Roads Between Us* and *What We Carry Forward* 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 lines show that pathways help people meet and share?

✂ 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.

Connects People	Not About Connecting
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: Connect or Not

Grade 4 • Cluster 7
Narrative and Poetry

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 "Neighbors meet and goods are shared,"

2 "They carry people, goods, and views,"

3 "For when two different pathways meet,"

4 "Beneath the sun's bright golden glow."

5 "Through morning sun or stormy gale."

6 "A river bends, a pathway turns,"

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *The Roads Between Us* and *What We Carry Forward*.
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 the poet say a road is more than dirt or stone?

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 7
Narrative and Poetry

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 what a road is.	VAULT 2 Find the sentence about how far a road reaches.
glue tab · fold on solid line	
VAULT 3 Find the sentence about two pathways meeting.	

How Paths Connect

Grade 4 • Cluster 7
Narrative and Poetry

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *The Roads Between Us* and *What We Carry Forward*.
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	Step 2	Step 3
glue card here	glue card here	glue card here
then →	then →	then →

Step 4	Step 5	
glue card here	glue card here	
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: How Paths Connect

Grade 4 • Cluster 7
Narrative and Poetry

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 Ships sail the water
through calm and storm.

B Two pathways meet and
new thoughts travel.

C Canoes carry food and
pottery along the river.

D A traveler watches the
river bend and listens.

E Camels cross the desert
with salt and gold.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *The Roads Between Us* and *What We Carry Forward*. 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.

traveler

My meaning:

My sentence using the word:

Sketch

pottery

My meaning:

My sentence using the word:

Sketch

gale

My meaning:

My sentence using the word:

Sketch

precious

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 7
Narrative and Poetry

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	glue tab
traveler "A traveler watches, listens, learns."	pottery "With food and pottery tucked inside."
lift the flap	lift the flap
glue tab	glue tab
gale "Through morning sun or stormy gale."	precious "They carry salt and precious gold,"
lift the flap	lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *The Roads Between Us* and *What We Carry Forward*.
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 do rivers, deserts, and seas help people share goods and ideas?
2. Why do you think friendship can grow when neighbors share?
3. What does the poet mean by saying a road reaches farther than we've known?
4. How can a song, story, or rule travel from one person to another?
5. Why is it important to carry good ideas from the past into the future?
6. How can one helpful choice make a start for others?

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.

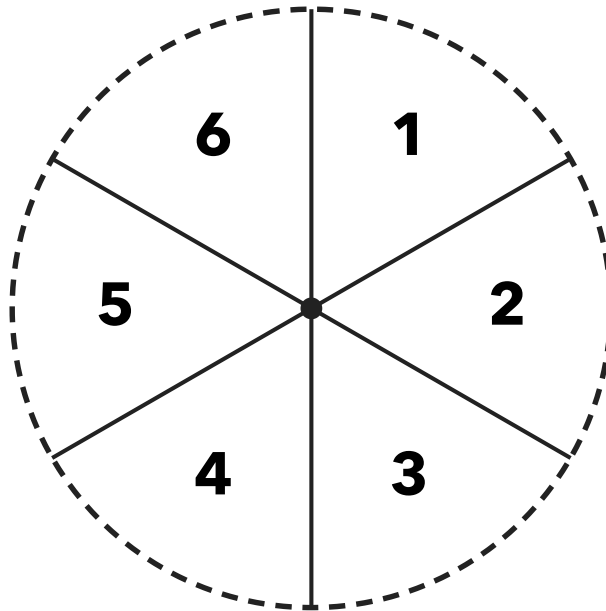
Cut-Out Pieces: Talk It Out Spinner

Grade 4 • Cluster 7
Narrative and Poetry

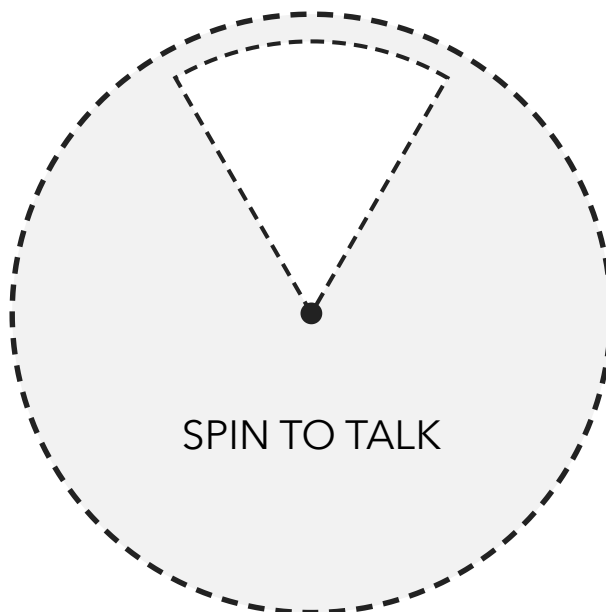
These pieces go with page 12. Cut on the dashed lines only.

✂ 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 7
Narrative and Poetry

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. Why does the poet say a road is more than dirt or stone?

Case 2. How do pathways help people share and connect?

Case 3. Should we carry good ideas from the past? Explain.

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 7
Narrative and Poetry

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)
Why	a road	is more than dirt or stone
How	pathways	help people share
Should	good ideas	travel year to year
Which	a song or story	can carry what is old

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 narrative or poem about a path that connects people.

✂ 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.

Topic/Experience what the piece is about	Relationships who connects and how	Actions, Thoughts, and Dialogue what they do, think, and say
Important Moment the big moment	Lesson/Lasting Effect what changes or stays	Setting where and when it happens

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 a Summary Paragraph

Grade 4 • Cluster 7
Narrative and Poetry

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: How do paths connect people?

1 Thesis (central idea)

2 Transition + Evidence

3 Transition + Evidence

4 Explanation

5 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

Cut-Out Pieces: Build a Summary Paragraph

Grade 4 • Cluster 7
Narrative and Poetry

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** This shows that when pathways meet, new thoughts and friendships can grow.

✂ **STRIP B** Also, ships carry people, goods, and views across the water. The text says, "They carry people, goods, and views,"

✂ **STRIP C** The poem also tells about bright sun and a stormy gale. The text says, "Through morning sun or stormy gale."

✂ **STRIP D** So paths do more than move goods; they connect people and ideas.

✂ **STRIP E** For example, canoes carry food and pottery so neighbors can share. The text says, "With food and pottery tucked inside."

✂ **STRIP F** Paths like rivers, deserts, and seas connect people in many ways.

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: Paths are important. People use paths. Paths help people share things.

✂ 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 traveler watch the river bend and listen.

sticker

Fix it:

2. The camels carries salt and gold across the desert.

sticker

Fix it:

3. Ships sail the water they carry people and goods.

sticker

Fix it:

4. Because two pathways meet new thoughts travel.

sticker

Fix it:

TEKS Connection: 4.11D(i), 4.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

TEKS 4.11D(i): Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

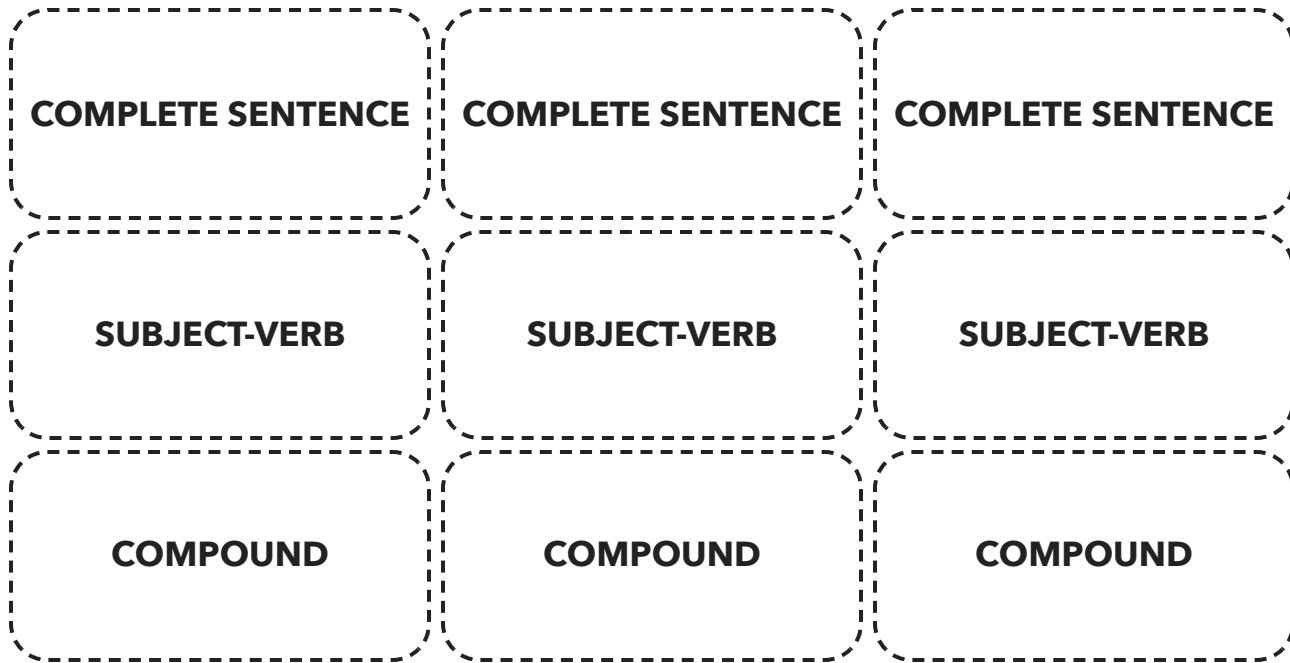
Also: 4.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 4 • Cluster 7
Narrative and Poetry

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

✂ Cut out the editing stickers on the dashed lines.



Grade 4 · Cluster 7
Narrative and Poetry

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

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

- My writing has a clear beginning, middle, and end.
- I used transition words like first, then, and finally.
- I shared a lesson or lasting effect.
- I checked my spelling, capitals, and end marks.

TEKS 4.12A: Compose literary texts such as personal narratives and poetry using genre characteristics and craft. Also: 4.11A

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 Roads Between Us* and *What We Carry Forward* 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 can what we carry and share shape what happens next?	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: Connect or Not

Connects People: 1, 2, 3

Not About Connecting: 4, 5, 6

The first three lines tell how pathways bring people together to share, while the others only describe scenery or a journey.

Page 6: Evidence Vault

Vault 1: "A road is more than dirt or stone;" *Why:* The road stands for the sharing and ideas it brings, so it means much more than the ground under our feet.

Vault 2: "It reaches farther than we've known." *Why:* It shows a road's reach goes past the map, because ideas and friendship travel along it.

Vault 3: "For when two different pathways meet," *Why:* It explains the big idea that when people and paths come together, new thoughts can travel too.

Page 8: How Paths Connect

Correct order: D (Traveler arrives), C (River trade), E (Desert journey), A (Ships set sail), B (Paths connect)

Model summary: The poem shows how rivers, deserts, and seas carry goods and ideas so that different people meet and share new thoughts.

Page 10: Word Flaps

traveler: a person who goes from place to place

pottery: bowls and pots made from clay

gale: a very strong wind

precious: very valuable and important

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 details in the passages that show paths, sharing, and ideas moving between people.

Page 14: Question Detective Case File

1	a road	is more than	Why	WHY: give reasons
2	pathways	help share and connect	How	HOW: explain the steps or ways
3	good ideas from the past	carry	Should	SHOULD: give an opinion with support

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why do pathways help people share? Students circle the topic, box the action, and triangle the clue word.

Page 16: TRAILS Planner

Topic: a path joins two towns. Relationships: a traveler meets a baker. Actions: they talk and share a story. Important Moment: the path opens and people meet. Lesson: sharing connects us. Setting: a winding road at sunrise.

Page 17: Build a Summary Paragraph

1	Strip F: Paths like rivers, deserts, and seas connect people in many ways.
2	Strip E: For example, canoes carry food and pottery so neighbors can share. The text says, "With food and pottery tucked inside."
3	Strip B: Also, ships carry people, goods, and views across the water. The text says, "They carry people, goods, and views,"
4	Strip A: This shows that when pathways meet, new thoughts and friendships can grow.
5	Strip D: So paths do more than move goods; they connect people and ideas.

Distractor Jail, Strip C: It describes the weather, not how paths connect people.

Page 19: Revision Pull Tab

Model: *Paths are more than dirt or stone. Along rivers and across deserts, people carry goods, stories, and ideas to one another. When different pathways meet, new thoughts can travel with our feet.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [SUBJECT-VERB] The traveler watches the river bend and listens.
2. [SUBJECT-VERB] The camels carry salt and gold across the desert.
3. [COMPOUND] Ships sail the water, and they carry people and goods.
4. [COMPLETE SENTENCE] When two pathways meet, new thoughts travel.

Page 22: Write About Paths That Connect

A strong response tells a clear story or poem, uses transitions, and shows what the path teaches. Model opening: Long ago, a winding road joined two small towns.

Page 23: Thinking Quilt Square

Center: The paths and ideas we share can connect people and shape what happens next.

Patch 1: "For what we carry, share, and send"

Patch 2: "Can help shape what will happen next."

Patch 3: "For when two different pathways meet,"

Patch 4: "New thoughts can travel with our feet."

Border: traveler. Sentence: A traveler learns new ideas along the road. Sketch: Draw two paths meeting, with people sharing a basket and a story.

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