

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 4 InterActivity Writer's Notebook

Prepare: Getting Ready to Write

Prepare**13 Hands-On Pages****Framework: TRAILS**

Passages: *Dream*

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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Getting Ready to Write

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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), 4.12A

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *Dream* 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 tell about Dr. King's speech?

✂ 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.

About Dr. King's Speech

fold up on the solid line • glue the sides

True but Not About the Speech

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: Speech or Not?

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These pieces go with page 4. Cut on the dashed lines only.

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

1 "His voice was strong and steady."

2 "He talked about freedom."

3 "He talked about justice."

4 "Some carried signs."

5 "The August sun felt hot on my face."

6 "I thought for a moment."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *Dream*.
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 speech feel different to the narrator after Mama cried?

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

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

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

glue tab · fold on solid line	glue tab · fold on solid line
VAULT 1 Find the sentence about Mama's tears.	VAULT 2 Find the sentence about what the narrator imagined ahead.
glue tab · fold on solid line	
VAULT 3 Find the sentence about who the dream belongs to.	

Order the Story Events

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Getting Ready to Write

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *Dream*.
2. **SHOW IT:** Cut out the cards and put them in order on the accordion strip.
3. **EXPLAIN IT:** Tell a partner how each card leads to the next one.

✂ Cut out the accordion strip on the dashed line. Fold on each solid line, back and forth like a fan. This strip comes in two rows: tape the end of row 1 to the start of row 2.

Event 1	Event 2	Event 3
glue card here	glue card here	glue card here
then →	then →	then →
Event 4	Event 5	
glue card here	glue card here	
then →	end	

EXPLAIN IT: Tell how the first card leads to the last card.

TEKS Connection: 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: Order the Story Events

Grade 4 · Prepare
Getting Ready to Write

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 Dr. King speaks about freedom, justice, and his dream for the future.

B The narrator decides a dream can belong to everyone and will carry it home.

C The narrator holds Mama's hand in a huge crowd near the Lincoln Memorial.

D Mama explains that the crowd wants America to be fair for everyone.

E Mama cries and says she wants that dream for the narrator.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *Dream*. 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.

enormous

My meaning:

My sentence using the word:

Sketch

gathered

My meaning:

My sentence using the word:

Sketch

justice

My meaning:

My sentence using the word:

Sketch

steady

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

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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 enormous "I held Mama's hand tightly as we moved through the enormous crowd." lift the flap glue tab	glue tab gathered "I was only nine years old, and I had never seen so many people gathered in one place." lift the flap glue tab
justice "He talked about justice." lift the flap	steady "His voice was strong and steady." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *Dream*.
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 so many people gather near the Lincoln Memorial?
2. How did Mama feel about Dr. King's dream, and how do you know?
3. Why did the speech feel different to the narrator after Mama cried?
4. What does the narrator imagine for the future?
5. Why does the narrator say a dream can belong to everyone?
6. How might the narrator act differently after hearing the speech?

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:

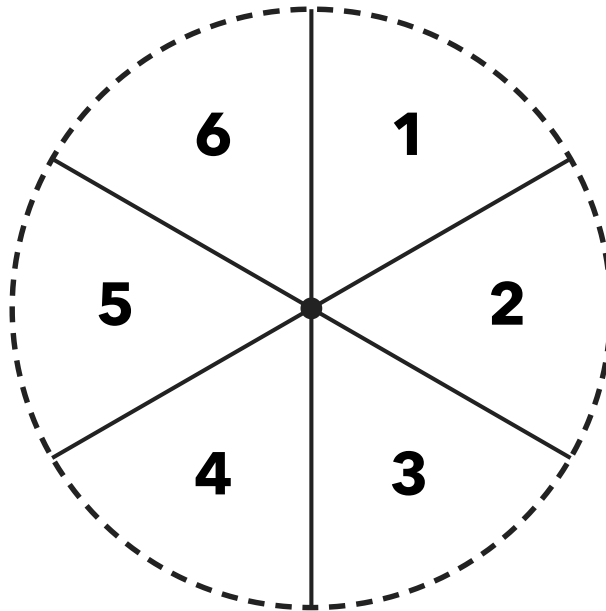
Cut-Out Pieces: Talk It Out Spinner

Grade 4 · Prepare
Getting Ready to Write

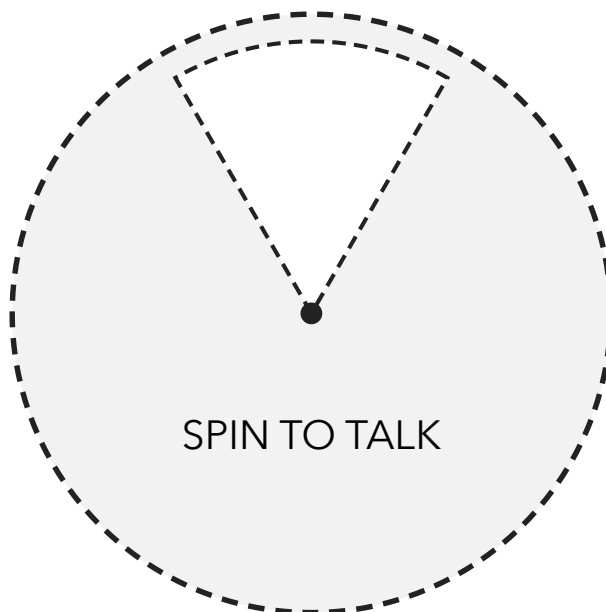
These pieces go with page 12. Cut on the dashed lines only.

✂ 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

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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 did Mama cry during the speech?

Case 2. How did the narrator feel about the dream at the end?

Case 3. Which sentences show the crowd wanted fairness?

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

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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	Mama's tears	explain
How	the crowd's purpose	describe
Which	Dr. King's speech	tell why
What	the narrator's dream	show

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 your own narrative about a moment that changed how you think.

✂ Cut out the fold-out on the outside dashed line. Cut the dashed lines between doors. Fold each door open on its solid line and plan underneath.

T: Topic/Experience What moment will you write about?	R: Relationships Who is with you?	A: Actions, Thoughts, and Dialogue What do you do, think, and say?
I: Important Moment What is the big turning point?	L: Lesson/Lasting Effect What did you learn that stays with you?	S: Setting Where and when does it happen?

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 • Prepare
Getting Ready to Write

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: Summarize the passage in a short paragraph that keeps the events in order.

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 · Prepare
Getting Ready to Write

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** Then, as Dr. King speaks, the narrator sees that tears filled her eyes and hears Mama say she wants that dream for the narrator. The text says, "Tears filled her eyes."

✂ **STRIP B** This shows the dream became personal: it was not only about the past, but about the narrator's own future.

✂ **STRIP C** First, the narrator asks why the crowd came, and Mama says, "Because they want America to be fair for everyone," she said.

✂ **STRIP D** At the Lincoln Memorial, a young narrator listens as Dr. King shares his dream for fairness.

✂ **STRIP E** The narrator's feet hurt and wished for more water. The text says, "My feet hurt, and I wished I had brought more water."

✂ **STRIP F** In the end, the narrator decides that a dream can belong to everyone and will carry it home. The text says, "'That a dream can belong to everyone,' I said."

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: The speech was about a dream. Mama was crying. It was a good day.

✂ 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. Mamas hand held mine tightly.

sticker

Fix it:

2. My feet hurt and I wished I had brought more water.

sticker

Fix it:

3. Why are you crying I whispered.

sticker

Fix it:

4. The crowds signs were everywhere.

sticker

Fix it:

TEKS Connection: 4.11D(x), 4.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

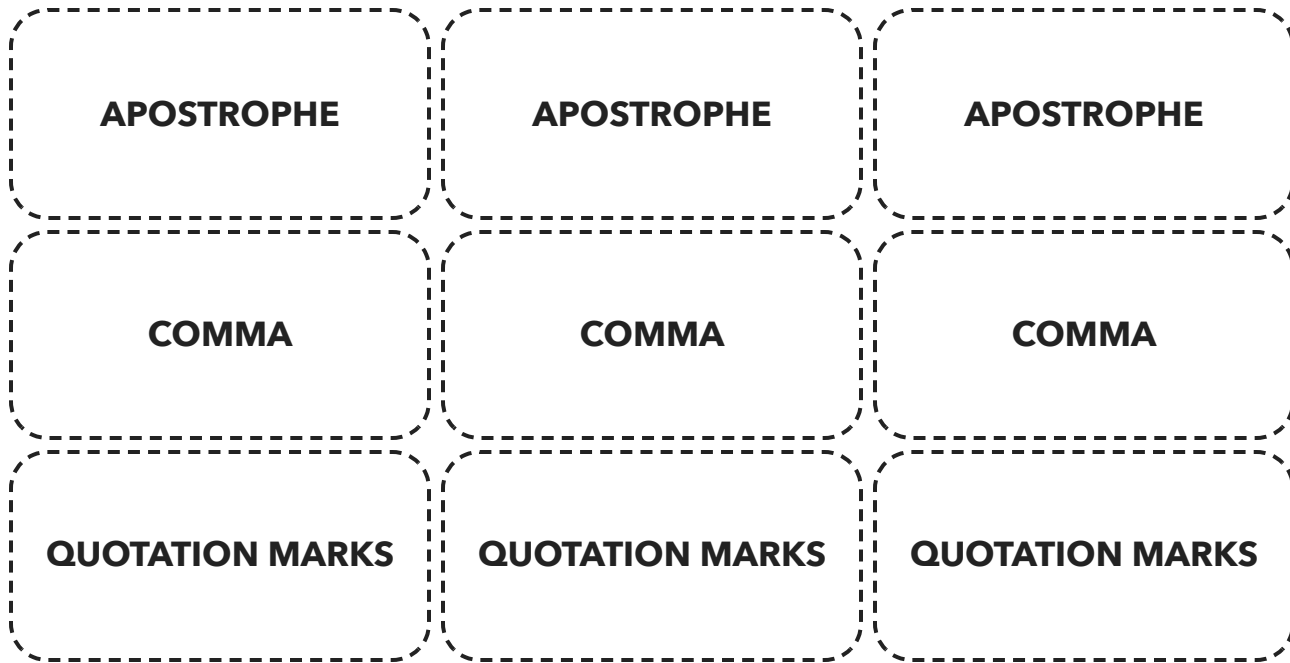
TEKS 4.11D(x): Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue. Also: 4.11D(i)

Cut-Out Pieces: Editing Stickers

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Getting Ready to Write

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

✂ Cut out the editing stickers on the dashed lines.



Grade 4 · Prepare
Getting Ready to Write

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 began with an introduction that sets the setting and who is with me.
- I used transitions to show the order of events.
- I included actions, thoughts, and dialogue.
- I ended with a conclusion that shares the lesson or lasting effect.

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Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *Dream* 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 hearing Dr. King's dream change the narrator?	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: Speech or Not?

About Dr. King's Speech: 1, 2, 3

True but Not About the Speech: 4, 5, 6

The first three sentences describe how Dr. King spoke and what he spoke about; the last three are true details that do not tell about his speech.

Page 6: Evidence Vault

Vault 1: "Tears filled her eyes." *Why:* Mama's tears show she was deeply moved, which helped the narrator feel the dream was personal and important.

Vault 2: "I imagined growing up in a country that kept becoming better." *Why:* This shows the dream became a hope for the narrator's own future, not just history from long ago.

Vault 3: "'That a dream can belong to everyone,' I said." *Why:* This shows the narrator understood the dream was for all people, including the narrator.

Page 8: Order the Story Events

Correct order: C (Huge crowd), D (Fair for all), A (Dr. King speaks), E (Mama's tears), B (Carry the dream)

Model summary: At the Lincoln Memorial, a student hears Dr. King share his dream of fairness, and decides to carry that dream home.

Page 10: Word Flaps

enormous: very, very large

gathered: come together in one place

justice: fairness for all people

steady: strong and not shaking

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 the crowd wanting America to be fair, Mama's tears and words showing love, and the narrator's hope to carry the dream forward.

Page 14: Question Detective Case File

1	Mama's tears	explain	Why	WHY: give reasons
2	the narrator's feeling	describe	How	HOW: explain the way it happened
3	the crowd's wish	find and explain	Which	WHICH: choose and explain

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why did Mama cry, and explain what her tears show about Dr. King's dream. Students circle the topic, box the action, and triangle the clue word.

Page 16: TRAILS Planner

T: hearing Dr. King speak at the Lincoln Memorial. R: Mama and the huge crowd. A: I hold Mama's hand, ask why she cries, and wonder about the dream. I: Mama's tears make the speech feel personal. L: A dream can belong to everyone. S: a hot August day in Washington, D.C.

Page 17: Build a Summary Paragraph

1	Strip D: At the Lincoln Memorial, a young narrator listens as Dr. King shares his dream for fairness.
2	Strip C: First, the narrator asks why the crowd came, and Mama says, "Because they want America to be fair for everyone," she said.
3	Strip A: Then, as Dr. King speaks, the narrator sees that tears filled her eyes and hears Mama say she wants that dream for the narrator. The text says, "Tears filled her eyes."
4	Strip B: This shows the dream became personal: it was not only about the past, but about the narrator's own future.
5	Strip F: In the end, the narrator decides that a dream can belong to everyone and will carry it home. The text says, "'That a dream can belong to everyone,' I said."

Distractor Jail, Strip E: It is a true detail but it does not help summarize how the dream changed the narrator.

Page 19: Revision Pull Tab

Model: *At the Lincoln Memorial, Dr. King spoke about freedom and justice, and his dream came alive for the narrator. When Mama's tears showed how much the dream meant, the narrator understood that a dream can belong to everyone. That is the moment the narrator knew to carry the dream home.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [APOSTROPHE] Mama's hand held mine tightly.
2. [COMMA] My feet hurt, and I wished I had brought more water.
3. [QUOTATION MARKS] "Why are you crying?" I whispered.
4. [APOSTROPHE] The crowd's signs were everywhere.

Page 22: Write Your Own Turn-the-Page Narrative

A strong response includes an introduction, clear transitions, relevant details, and a conclusion, with a model opening such as: "I held Mama's hand tightly as we moved through the enormous crowd."

Page 23: Thinking Quilt Square

Center: Hearing Dr. King's dream at the Lincoln Memorial changed the narrator from a curious onlooker into someone who would carry that dream of fairness forward.

Patch 1: "'Because they want America to be fair for everyone,'" she said."

Patch 2: "Then he began speaking about his dream for the future."

Patch 3: "'Because I want that dream for you,'" she answered."

Patch 4: "'That a dream can belong to everyone,'" I said."

Border: justice. Sentence: Dr. King spoke about justice, and it made the narrator think about fairness for everyone.

Sketch: Draw the narrator holding Mama's hand in a big crowd, with a thought bubble showing a bright dream over the Lincoln Memorial.

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